

INSPECTION REPORT

ROSH PINAH PRIMARY SCHOOL

Edgware, Middlesex

LEA area: Barnet

Unique reference number: 101340

Headteacher: Mrs H Wiseman

Reporting inspector: Ms S Billington
4343

Dates of inspection: 4th – 7th December 2000

Inspection number: 225356

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Glengall Road
Edgware
Middlesex

Postcode: HA8 8TE

Telephone number: 020 89588599

Fax number: 020 89054853

Appropriate authority: The Governing Body

Name of chair of governors: Mr H Berg

Date of previous inspection: 15th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms S Billington (4341)	Registered inspector	Equality of opportunity English as an additional language	The school's results and pupils' achievements Teaching and learning Leadership and management
Ms J Chesterfield (9146)	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms G Carter (12112)	Team inspector	English History Special educational needs	
Ms K Fleming (29959)	Team inspector	Science Geography Music	
Mr D Clegg (4341)	Team inspector	Mathematics Information and communication technology Physical education	
Ms H Rask (30266)	Team inspector	Art and design Design and technology The foundation stage	Quality and range of opportunities for learning

The inspection contractor was:

Wessex Education
1 Albert Road
Dorchester
Dorset DT1 1SE

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rosh Pinah Primary is a large school with 418 pupils on roll aged four to eleven years. The school serves the Jewish community in Edgware and neighbouring areas in north-west London. There are two classes in each year group with an average of 30 pupils in each. Pupils are from socially advantaged homes and the proportion eligible for free school meals is one per cent, which is well below average.

Twenty per cent of pupils are on the register of special educational needs, which is about average. Six of these pupils (1.5 per cent) have statements of special need, which is broadly average. Most of the pupils with special needs have learning difficulties but a significant proportion has behavioural difficulties. Approximately ten per cent of pupils speak Hebrew as their first language but almost all of these are reasonably competent in their use of English and there is no specific additional provision for these pupils.

Almost all children have pre-school experience in nurseries or playgroups before starting school. On entry, their attainment in literacy and numeracy is above average.

HOW GOOD THE SCHOOL IS

The school is effective overall. Standards are well above the national average in English and mathematics and above average in science. Teaching is satisfactory. The headteacher provides strong leadership and key staff are taking an increasing part in leading school developments. The school provides satisfactory value for money.

What the school does well

- Standards are consistently well above average in English and mathematics
- Basic skills in literacy and numeracy are well taught
- Pupils have good attitudes to school and are enthusiastic about their work
- There are good procedures for monitoring and assessing pupils' progress
- The school has a clear sense of purpose and direction
- Parents are given good information about the curriculum and written reports are very good

What could be improved

- Standards in history, art and physical education
- Strategies for managing pupils' behaviour
- Systems for sharing the best practice and further improving the quality of teaching
- Use of time by support staff

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998 and was found to have serious weaknesses. Since then there have been considerable improvements. High standards in English, mathematics and science have been maintained. The last inspection found that progress was often unsatisfactory in these subjects; pupils are now making satisfactory progress as they go through the school and achieve the standard they should. The quality of teaching is better. The work to improve planning and teaching has resulted in many weaknesses being addressed although there is still scope for further improvement. Curriculum and assessment policies have been successfully introduced and are having an impact on ensuring that pupils' earlier learning is built upon as they move through the school. The range of books has been improved, although there is still no central library. Under the leadership of the new headteacher, weaknesses in management have been successfully tackled. A senior management team has been established, co-ordinators have clear roles and responsibilities and a process for identifying priorities for further development has been established. Although there are still areas for development and some important issues to tackle, the school no longer has serious weaknesses.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	A	A
mathematics	A	A	A	B
science	B	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in English and mathematics are consistently well above average with almost all eleven-year-olds reaching at least expected levels and a high proportion achieving above average levels. Performance in reading is generally stronger than in writing but writing standards are improving. The standards overall in these subjects largely reflect the test results, reading standards are very strong, much of the written work is of a high standard and a significant minority of pupils attain very high standards in mathematics.

Seven-year-olds also achieve well in English and mathematics and standards overall are above average. The vast majority of pupils are reading well at this age and this helps their learning across the curriculum as they move into the juniors.

Throughout the school standards in science are above average and are further improving as a result of the focus on the teaching of skills in experimenting and investigating. Standards in information and communication technology (ICT) are broadly in line with expectations. In most other subjects pupils reach expected standards, but there are weaknesses in art, history and physical education in which pupils do not achieve as well as they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils are positive about school, keen to learn and work hard.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well at all times but a minority has some behavioural difficulties. Noise levels in some lessons are too high.
Personal development and relationships	Personal development is generally good – pupils readily take on responsibilities and are involved in a range of fund-raising activities. Many pupils work well together.
Attendance	Good. Attendance levels are above the national average and pupils arrive punctually at school.

The good attitudes and behaviour of many pupils has a positive impact on their learning. Some of the pupils with behavioural difficulties are not well managed by the school. Relationships between pupils are generally positive and relationships between staff and children are often good. However, on occasions some teachers are too abrasive with pupils and this results in some difficulties with classroom management.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is satisfactory overall and at times good or very good. In 95 per cent of lessons teaching is at least satisfactory. Thirty-four per cent of these lessons are good and seven per cent very good. Five per cent of lessons are unsatisfactory. Teaching by some individual teachers is consistently good and in these situations pupils are well managed, there is good use of praise and encouragement and learning moves on at a good pace. However, there is too much variation in the quality of teaching throughout the school.

Teaching of basic skills in literacy and numeracy is generally effective and often good. Most lessons are carefully planned and teachers are making good use of the national literacy and numeracy frameworks to support their teaching. In many lessons, there is a good level of challenge for higher attaining children.

Occasionally in some lessons too much time is spent on introductory sessions and the lesson lacks pace. However, the main weakness is the management of pupils' behaviour; some teachers lack the necessary skills to successfully establish a climate conducive to learning and as a result the needs of some children are not met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A clear structure for planning has been successfully established. All subjects of the National Curriculum are included but there is too little time for teaching some of these subjects and this has an impact on standards.
Provision for pupils with special educational needs	Satisfactory for pupils with learning difficulties many of whom benefit from individual and small group support. Provision for pupils with social and behavioural difficulties is inadequate and their needs are not always met.
Provision for pupils with English as an additional language	Satisfactory. Almost all pupils are at an advanced stage of language acquisition and their needs are met in the course of normal classroom activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Good provision to develop pupils' social skills through involvement in a wide range of activities. Moral development is encouraged with focused discussion on moral issues, but approaches vary and this is more successful in some classes than in others. Spiritual and cultural awareness is strongly promoted through the teaching of Jewish traditions.
How well the school cares for its pupils	Generally good procedures for promoting all aspects of pupils' welfare but systems for encouraging good behaviour are inconsistent.

The school places a strong emphasis on the teaching of English, mathematics and science and is successful in making appropriate provision for these subjects. There is a lack of time for teaching art, history and physical education and this is having an impact on the standards achieved. There are weaknesses in the partnership with parents and a significant proportion of parents lack confidence in aspects of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher supported by the deputy head, has vigorously tackled many areas of weakness and is giving the school a clear sense of direction. Co-ordinators are taking an increasingly active role in managing their areas of responsibility.
How well the governors fulfil their responsibilities	There have been several recent changes to the governing body and many governors are new to their roles. Governors are organised into appropriate committees but are not yet in a position to contribute to the strategic management of the school.
The school's evaluation of its performance	Good use is made of information from standardised tests to evaluate the effectiveness of the curriculum and to set targets for further improvements. There is no systematic approach to evaluating teaching and as a result the quality is too variable through the school.
The strategic use of resources	Good use is made of the accommodation and learning resources. Support staff work hard but are not effectively deployed to meet the areas of greatest need.

The school has a good level of staffing but class teachers sometimes lack the necessary support to help them to successfully manage their classes. Accommodation is adequate but the lack of a library and centralised ICT facilities has an impact on learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The majority of parents (around 90 per cent) feel that</p> <ul style="list-style-type: none"> • Children like school • The teaching is good • Children are expected to work hard 	<p>A very high proportion of parents (over 40 per cent) feel that</p> <ul style="list-style-type: none"> • They are not well informed about how their children are getting on • They do not feel comfortable approaching the school about their concerns • The school does not work closely with parents <p>A smaller but significant proportion (around 30 per cent) have concerns about</p> <ul style="list-style-type: none"> • The amount of work that children are given • The way the school is led and managed • The range of activities provided outside of lessons

The inspection team confirmed parents' views about children liking school and being expected to work hard. Teaching was found to be satisfactory overall and there are elements that are good. Concerns about lack of information and reservations about approaching the school are only partly justified. There are some effective formal mechanisms for finding out about how children are getting on – for instance annual written reports are of good quality. However, there is limited informal contact with staff and for some parents systems for making appointments to see teachers are off-putting.

Concerns about the quality of the leadership are not justified, although there have been several recent changes in the governing body and governors are not yet playing an active role in aspects of management. Children have an appropriate amount of work and are offered a wide range of activities at

lunchtime and after school. There is also a good range of visits to support the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results of standardised tests in reading, writing and mathematics taken by seven-year-olds have been generally well above the national average over the past four years. The proportion of pupils attaining higher levels in all three areas has increased in the last two years. Pupils have achieved particularly well in reading and mathematics tests. Results in writing were not as good as those in reading in 1999, but improved in 2000 as a result of the school's focus on improving standards in writing. Compared to similar schools, results in 2000 in reading and writing were well above average and results in mathematics were above average.
2. Results of tests in English and mathematics taken by eleven-year-olds have also been well above the national average over the past four years. In 2000, the proportion of pupils attaining higher levels in tests was well above average. Compared to similar schools, results in English were well above average and in mathematics were above average. As with Key Stage 1, performance in reading has been stronger than that in writing, with almost twice as many pupils achieving higher levels in reading tests as in writing tests. Results in 2000 show an overall improvement in the proportion of pupils attaining higher levels in writing but there is still a gap between the standards achieved in writing compared to reading. Targets for achievement in English and mathematics tests in 2000 were exceeded; targets for 2001 are higher and more challenging as the school rightly aims to increase the proportion of pupils attaining higher levels in the tests.
3. In science, there has been an improvement in results in the last two years. Compared to national averages, the performance of eleven-year-olds was above average in 2000. The proportion of pupils attaining higher levels was well above average. Results are in line with those of similar schools.
4. Inspection findings confirm the good picture shown by the test results. Standards in English, mathematics and science are good overall. A significant minority of eleven-year-olds attain very high standards in mathematics. The last inspection found that, while standards were generally above average, the progress made by pupils was often erratic and many older pupils, particularly higher attainers, were underachieving. This weakness has been addressed and pupils are generally making steady progress as they go through the school. The vast majority of pupils achieve as well as they should. Recent test results show that the performance of boys and girls is similar in English, but that boys do better than girls in mathematics and science. The school has not identified reasons for the difference in attainment and the inspection found no significant differences in the levels of work of boys and girls.
5. By the time that they leave the school, pupils have a good base of skills in literacy and numeracy. Many are enthusiastic readers who have a good knowledge of books and authors and express their preferences for particular types of literature. They use their skills to find information at the library, on CD-Roms or on the Internet. The majority writes well in a variety of forms, including stories, letters, instructions and persuasive argument. Written work is well presented, spelling is generally accurate and pupils use a good range of punctuation. The majority of pupils are confident in using strategies such as lively dialogue to enliven their work. However, the high standards often evident

in work in English are not reflected in other subjects such as history, where much of the work involves completion of worksheets and does not allow the pupils to use their good literary skills. Pupils have a good grasp of the four operations in number and can apply these to solve a variety of problems. They have fast recall of number facts and understand the relationship between fractions, decimals and percentages.

6. In communicating information in information and communication technology (ICT), geography, design and technology and music standards are broadly in line with those expected. No judgement could be made on standards attained by seven-year-olds in physical education, but those attained by eleven-year-olds in gymnastics are well below expectations. In art and history, standards attained by seven-year-olds are broadly average, but those attained by eleven-year-olds are below expectations.
7. Pupils with special educational needs who have learning difficulties make satisfactory progress towards the targets set in their individual education plans (IEPs); almost all attain at least average levels in national tests at the age of eleven. However, those pupils with emotional and behavioural difficulties make poor progress because the school lacks consistent procedures for dealing with their needs. Almost all pupils who speak English as an additional language are at an advanced stage of English language acquisition; their needs are adequately catered for in classrooms and they achieve as well as they should.
8. Children enter the school with levels of skills in literacy and numeracy that are above average. Their knowledge and understanding of the world is also good. They make progress at a satisfactory rate so that almost all attain the early learning goals set for children at the end of the reception year and many are working in the early stages of the National Curriculum.

Pupils' attitudes, values and personal development

9. The school has maintained similar standards overall in this area to those found in the last inspection. Behaviour in the playground has improved so that is now satisfactory. Attendance is now good. Pupils' attitudes to the school and to their work are good. They enjoy coming to school and are happy with what the school offers them. Those pupils who were interviewed spoke with enthusiasm about their learning and other activities available to them. In most lessons, pupils are interested in what their teachers tell them and are keen to participate in discussion. They apply themselves well to the work that they are given and most persevere with their tasks. In some lessons, pupils lack the self-discipline to concentrate for very long. This usually happens in classes where good work habits have not been established.
10. Behaviour in the school is satisfactory overall but there is a variation in standards. This is linked to teachers' expectations and their skills in managing behaviour. Most pupils know how to behave acceptably and do as they are told. They move around the school sensibly and are polite and helpful to adults. In class, they follow instructions quickly, but often noisily, and teachers have to spend too much time establishing order. Sometimes teachers tolerate a high level of noise as pupils get on with their work. The pupils themselves say that this can be distracting. In a few classes where teachers have difficulty controlling pupils, behaviour can sometimes be disruptive and teaching time is wasted as teachers try to regain their pupils' attention. Behaviour around the school, in the playground and in the dining hall is satisfactory. At lunchtime, pupils display good social skills, but again are very noisy as they have their meal. Outside play can sometimes be rather boisterous. However, most pupils show an awareness of and consideration for others, and very few appear uncomfortable in the playground.

There were six fixed term exclusions last year and there have been two so far this term. Bullying and other oppressive behaviour are rare and are dealt with firmly.

11. In many respects, pupils' personal development is good. They respond well to the many opportunities they are given to take on responsibilities throughout the school. Junior pupils are proud to act as infant helpers, for example, and take good care of the younger children, walking them into school in the morning or playing with them at breaktime. Those pupils who are involved in the organisation of prayers and assemblies take their roles seriously and carry them out with an appropriate sense of occasion. Pupils are confident and articulate and enjoy speaking or performing before others. They are keen to participate in clubs and extra-curricular activities. Relationships in the school are satisfactory. Pupils usually get on well together and co-operate effectively with others when required in class. They are prepared to listen to one another's views, for example in 'circle time'¹. In some situations, however, they can be too eager to have their own views heard. Pupils are generally courteous towards staff, but occasionally show a lack of respect when they are slow to respond to instructions.
12. Pupils' attendance is now good. Since the last inspection levels of attendance have risen steadily, thanks to the efforts of the school, and it is now above the national average. Most absence is caused by illness, and there is very little absence for unacceptable reasons. However, some families take their children out of school for holidays during term-time, which disrupts their education. The school tries hard to discourage this. Punctuality is also good. The pupils like school and most arrive promptly each day so that the morning session can start on time.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is satisfactory. In 95 per cent of lessons teaching is satisfactory or better and in 41 per cent of lessons teaching is good and occasionally very good. Five per cent of lessons are unsatisfactory. Whilst there has been a significant improvement since the last inspection, when there was a very high proportion of unsatisfactory lessons, there is still too much variation in the quality of teaching overall. The majority of the good and very good teaching is in Key Stage 2. Much of the teaching of literacy and numeracy is good, but there are some weaknesses, which sometimes occur in lessons that are broadly satisfactory.
14. The teaching of under fives is satisfactory overall. The teaching is carefully planned with a good emphasis on promoting basic skills in literacy and numeracy. The good base that children have on entry to school is built upon and their learning in these areas is good. Teachers use a range of skills to help children to learn, including demonstration, explanation and questioning. Teaching is often more effective in introductory sessions when the whole class is together than it is when group tasks are underway. There are weaknesses in the ways in which children are managed and support staff are not always adequately briefed or effectively deployed to enable children to learn as much as they should.
15. At Key Stages 1 and 2 lessons are generally carefully planned with clear learning objectives. In the best lessons, these objectives help to focus teaching and the tasks that pupils are given are well planned to ensure that they are successfully met. This

¹ 'circle time' – an opportunity for the whole class to discuss and reflect on a range of issues often relating to pupils' personal and social development

was evident in a mathematics lesson with Year 3 where children were learning about ways of representing data. Talking through work from the previous lesson and referring to displays enabled the pupils to quickly appreciate the difficulties created by lack of space to show a large number on an axis. The skilful introduction of the idea of 'scale' was quickly understood and the pupils were very engaged in suggesting, for example, how the numbers fifteen or six might be shown on an axis marked in tens. Higher attainers are challenged in many lessons, although at times insufficient account is taken of their existing knowledge or skills and they 'mark time' by starting work at the same point as other groups in the class before being given an extension task.

16. In those lessons where pupils are well managed and there is a strong emphasis on praise and encouragement, teaching and learning are usually good. Expectations of the pupils are high, they are encouraged to demonstrate what they know and mistakes are treated as opportunities for further learning. In too many lessons, however, an atmosphere prevails that is not conducive to learning. Teachers ask too many questions, voices are strident and the emphasis on giving a right answer, rather than explaining thinking or venturing an opinion, creates an unhealthy competitive atmosphere. Noise levels are too high in many situations and many teachers lack the skills to successfully manage pupil behaviour. In some instances this results in very little teaching or learning taking place.
17. Most lessons have an appropriate structure, although there are times when introductions are too long to retain pupils' interest. Review sessions in literacy and numeracy lessons are often effectively used to re-visit teaching points and consolidate learning. The pace of teaching and learning is variable; many lessons have a good pace and much is achieved in the time available. In other lessons time is not well used and occasionally instructions about tasks are confused with the result that pupils do not achieve as much as they should and teachers spend too much time explaining to individuals how to tackle the work set. Where support staff are well deployed they have a good impact on helping to promote learning. There are occasions, however, particularly at Key Stage 2, when the time of support teachers and classroom assistants is not effectively used.
18. Teaching of pupils with learning difficulties is satisfactory. In general, these pupils work on the same topics as the rest of the class but with additional support and sometimes using simpler material. Withdrawal or support work is carefully planned and generally focused on the targets in IEPs although there are occasions when these are too vague to guide teaching or to assess progress. Teaching of two pupils with emotional and behavioural difficulties who are excluded from their classes is good when they are taught by the visiting behaviour support team but unsatisfactory for the majority of the time because the boys are moved from class to class doing their own work and receive little or no teaching for most of the day.
19. Homework is used well to support learning, particularly that of the older pupils. Work is set to extend and consolidate skills learned and at times children undertake some independent research work. All children take home a good range of books and read regularly, either to their parents or independently, and this has a significant impact on the good standards attained.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

20. The school provides a satisfactory quality and range of learning opportunities. The

curriculum includes all subjects of the National Curriculum and meets statutory requirements, with the exception of some elements of ICT. This is an improvement since the last inspection. There is a strong emphasis on the teaching of Jewish studies and Hebrew. However the overall balance of the curriculum is unsatisfactory because there is insufficient time for teaching physical education, history and art. Pupils lack adequate opportunities to work with computers and there is insufficient coverage of modelling in the curriculum for ICT. The curriculum for the Foundation Stage² covers all areas of learning for the youngest children, but there is a need to make fuller provision for daily outdoor physical activities.

21. Curriculum planning has improved since the last inspection, and useful planning spreadsheets provide an overview of the whole curriculum. However, these do not indicate a breakdown of time allocations and this results in difficulties with monitoring the actual time spent on each subject by individual classes through the year.
22. The school has addressed the need to develop schemes of work for all subject areas to meet the new requirements of Curriculum 2000. All teaching staff have regular joint planning meetings every half term which helps to make coherent links across the curriculum. For example, connections between work in science and design and technology are made through planning specific units of work that enable pupils to apply and extend their knowledge and skills in both subjects.
23. The school has effectively implemented the national strategies for literacy and numeracy and the school successfully promotes learning in these subjects. As a result of this standards of attainment have risen.
24. There is satisfactory provision for the majority of pupils with special educational needs. Those with statements receive the help specified, usually through the provision of extra classroom support. Pupils with learning difficulties receive some additional help according to their needs, usually based on modification of the work of the rest of the class or focused on their IEPs. Provision for those pupils with emotional and behavioural difficulties is neither clear nor consistent and too dependent on the skills of individual teachers. In some classes procedures to help pupils to integrate with their peers are not well established and this results in ad hoc and unsatisfactory arrangements to manage difficult pupils. In these instances children are not receiving their full curriculum entitlement.
25. The school is currently in the process of reviewing the scheme of work for personal, social and health education. There is an appropriate policy on sex education and a suitable drugs awareness programme is regularly undertaken. The school has had considerable involvement in the Barnet Schools' Healthy Living initiative and has this been recognised through an award. The school has been active in promoting citizenship through its personal, social and health education programme and a recent whole day focus on this theme is celebrated through lively displays. Pupils participate in regular 'circle times' where they can express and listen to individual ideas and feelings, but the quality of these sessions varies across the school. In the most successful sessions, teachers ensure that pupils listen respectfully to individual viewpoints in an atmosphere of mutual trust. In other classes, there is a lack of respect for those speaking and some pupils interrupt and do not listen attentively to others' views.

² The Foundation Stage covers the period from a child's entry to school through to the end of the reception year.

26. The school provides a satisfactory range of extra curricular activities, which include netball, choir and recorder groups. A range of other activities is run independently on the school premises by adults from outside the school, such as a chess club, Israeli dancing, football training and a range of instrumental tuition.
27. The school undertakes a good range of visits throughout the year to enrich the curriculum provision. This includes a residential visit by Year 6 pupils, who last year visited Carmel College in Oxfordshire for three days. Other visits take place to the theatre, for example to see "Tom's Midnight Garden", and to the Science Museum. Year 4 pupils visit Kentwell to participate in a "Tudor life experience" and Year 2 pupils enjoy a visit to the Bethnal Green Toy Museum. Younger pupils visit the nearby environmental centre in Cuffley.
28. The school satisfactorily promotes pupils' spiritual, moral, social and cultural development through a range of different activities which reflect the Orthodox and Zionist ethos and values of the school. A strong sense of community is fostered in the children through the Jewish ethos that permeates all aspects of the school.
29. Provision for spiritual development is satisfactory overall. Pupils enjoy school assemblies and listen attentively during these. They also enjoy singing together. Older pupils write with sensitive awareness about their own thoughts and feelings on issues relating to Jewish history. There is, however, scope to develop opportunities across the curriculum to enhance pupils' spiritual development.
30. Provision for moral development is good. Pupils know the difference between right and wrong actions and this is well promoted through circle time, shared class rules and display work relating to the Ten Commandments, for example.
31. The school provides good opportunities for pupils' social development. From their earliest days in school, pupils are encouraged to consider the needs of others less fortunate than themselves and fundraising is very well promoted through a variety of projects to support, for example, child care centres in Israel. Environmental projects such as tree planting are also well supported by pupils. Older pupils sensibly and confidently take on responsibilities in the school and there is an active school council. Pupils act as "buddies " to one another in the playground and Year 6 pupils make regular visits to elderly residents at Sydmar House which are much appreciated.
32. The school makes satisfactory provision for pupils' cultural development. Jewish culture and traditions are very well promoted and celebrated within every aspect of school life and pupils make valuable contributions to multicultural festivals and events within the community. Pupils have some opportunities to extend their cultural awareness in music, literature and some aspects of art. Year 4 pupils enjoyed a visit from a local theatre group during the week of the inspection, which linked to their history studies. However, opportunities to extend pupils' knowledge and understanding of cultural diversity through work across the curriculum are too limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to provide effective support for its pupils' academic and personal development, as it did at the time of the last inspection. Pupils' welfare is well maintained. Daily routines run smoothly and pupils feel that the school is a warm and homely place to be. Lunchtimes are well organised and good care is provided for the youngest children from the reception classes. They are looked after by their classroom assistants, which provides them with a sense of continuity and security. Support for children in the playground is now better than at the time of the last inspection, particularly during break, although supervision outside at lunchtime is still sometimes minimal. Arrangements for child protection are good. The school now has a suitable policy, staff receive regular training and pupils are taught about keeping safe through their health education, circle time and assemblies.
34. Health and safety concerns are very well managed in the school. The health and safety policy is comprehensive and there are clear procedures for inspecting the premises, reporting issues and dealing with repairs. Systems for administering and recording first aid treatment are also very good. Facilities are good, staff are caring and well-informed and records are thorough. Parents and teachers are provided with written details of every incident. The school has now overcome the problem of excessive numbers of pupils going to the medical room each day by setting up a card system, which works well.
35. The school's approach to maintaining discipline and ensuring good behaviour is unsatisfactory. This is because of inconsistencies in the way teachers manage behaviour and the variation in the quality of the relationships they have with their pupils. In some classes relationships are positive and based on mutual respect and pupils want to behave well for their teachers. In others, however, teachers dwell unnecessarily on negative behaviour or talk to pupils inappropriately. A few teachers lack effective skills for behaviour management, and have to waste teaching time trying to establish order. Additionally, teachers throughout the school are too tolerant of noise in class and around the building and do not always employ effective strategies to achieve calm. The use of a microphone in the dining hall at lunchtime, for example, simply adds to the noise level instead of helping to reduce it. Support for pupils with specific behavioural problems is not always satisfactory.
36. Systems for monitoring attendance are good. The school has worked hard to improve attendance and in particular to deter parents from taking holidays during term time. It is rightly stringent about authorising absence. This strategy is proving successful and as a result attendance levels are now above the national average. Registers are now kept centrally, in line with the recommendations of the last inspection report.
37. Procedures for assessment of pupils' attainment and progress are now good. This has been a major improvement since the last inspection and is now one of the school's strengths. A wide range of thorough assessment is carried out particularly in the core subjects³ and pupils' progress is tracked through the school. Trends in national tests are carefully analysed. Assessment data is used effectively to set targets for improvement for both individuals and year groups. This data does not yet have a significant impact on teachers' planning of work but systems are developing well to enable this to happen. Pupils' records are well kept. Their personal files contain sufficient documentation to build up a comprehensive picture of their academic and

³ the core subjects are English, mathematics and science

personal development, together with relevant details of any pastoral problems they may have had during their school career. This enables staff to have a rapid overview of each child's progress through the school.

38. For pupils with special educational needs, the school's regular assessment procedures are generally adequate to enable effective identification and tracking of progress. Where more specific information is required, the SENCOs (Special Educational Needs Co-ordinators) carry out diagnostic testing or use the services of an external professional such as the educational psychologist for additional advice. However, liaison with outside agencies is problematic as the range of professionals consulted is far greater than is normally found in schools. As a result, SENCOs sometimes receive conflicting advice and too much time is sometimes taken up with discussion and exploration of alternative options before action is taken.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has not sustained the strong relationship that it had with parents at the time of the last inspection. Many parents have expressed dissatisfaction with various aspects of school life. Although most feel that their children are happy, parents are very concerned about the approachability of the school. They particularly dislike having to leave their children at the gate each morning and having to make appointments to talk to staff. They are also very concerned about the efforts the school makes to work in partnership with them and the quality of the information they get about their children's progress. Some parents have reservations about the way the school is managed, the homework their children receive, the range of extra-curricular activities available, the progress their children are making and the standards of behaviour at the school.
40. Some of the parents' complaints are justified. There is little opportunity for parents to have informal contact with their children's teachers and senior staff. Whilst some teachers do talk to parents in the playground at the end of the day, this is not consistent across the school. As a result, many parents only have the chance to speak to staff in formal situations such as parents' evenings or when there is a problem to be sorted out. The school rightly needs to be able to begin lessons on time each morning without being held up by parents talking to teachers. Equally, the headteacher and senior staff have needed to spend their time focusing on issues from the last inspection and on school improvement. Nonetheless, the systems for parents to make appointments to see staff are perceived as a barrier and this has damaged the school's relationship with much of its parent community.
41. The inspection found that in many respects the school makes good efforts to communicate with parents. They are kept well informed about the school's daily life and work through regular letters, the weekly newsletter, meetings, the well-presented prospectus and the governors' annual report. These last two documents omit some minor items required by law. Relevant policies, such as those on attendance and homework, are sent home to parents and the home-school agreement is fair and well constructed. Curriculum information is much better than at the time of the last inspection, with regular meetings backed up by comprehensive written overviews. Reports to parents on their children's progress are very good as a result of well-targeted in-service training. This is a significant improvement since the last inspection and parents' concerns about lack of information about their children's progress are not justified. The reports give parents a clear picture of how well their children are doing for their age, the progress they have made, their individual strengths and what they need to do to improve further. There are detailed accounts of the skills the children have

acquired in each subject and space for both pupils and parents to make their comments. Parents have ample opportunity to discuss their children's progress with their teachers at termly parents' evenings. The SENCOs often spend lengthy periods of time talking to parents about their individual children, but this is not systematically recorded and therefore the amount and frequency of parental contact cannot be tracked.

42. Parents' involvement in their children's learning is very good and because of this they are very ready to support the work of the school. They hear their children read frequently, ensure that homework is completed on time and do not miss parent-teacher consultations. A thriving parent-teacher association is well supported and a good number of parents help in school on a regular basis. Parent governors work hard to act as a means of communication between the school and the parent community. The school appreciates the efforts of these parents who are able to give up their time in this way. Some parents have unreasonable expectations of the school and make undue demands on the time of senior staff. This is unhelpful as it deflects staff from the everyday business of running the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Leadership by the headteacher is good. Since taking up post two years ago, she has tackled areas of weakness with determination and vigour and is providing the school with a clear sense of direction. Working closely with her deputy, she maintains a good focus on further improving the high standards and the quality of education.
44. Staff with key management roles have clearly defined responsibilities and work hard to fulfil these. The process for school development planning has been established, ensuring that work in each curriculum area is regularly reviewed and areas are identified for further development. This is effective in focusing the work of co-ordinators and they are gaining a good view of provision for teaching and learning through organising resource audits, scrutinising curriculum planning and working alongside colleagues. In some subjects, sampling of pupils' work helps co-ordinators to gain a view of the standards achieved. However, there is no regular monitoring of teaching and key co-ordinators do not become involved in the analysis of data from standardised tests. As a result, their view of strengths and weaknesses in the subjects for which they are responsible is limited and action planning is often concerned with the processes of management and not sufficiently focused on improvement.
45. In many respects there are good arrangements for the professional development of staff. Teachers' individual training needs are identified and supported and a good programme of school-based in-service training is informed by the priorities identified in the school improvement plan. However, because teaching is not regularly monitored, the impact of training is not evaluated and areas of weakness are not systematically addressed. The quality of support provided for inexperienced teachers is too varied. Where the mentor has good experience and expertise, teachers get good support and gain confidence and competence in teaching. However, on those occasions when new teachers are not adequately supported they sometimes struggling with some basic elements of establishing class control and using appropriate teaching strategies.
46. There have been some recent, significant changes to the governing body which is in the process of re-structuring to fulfil its responsibilities more effectively. Many governors are new to their roles. A finance committee has just been established and has met once to review the budget. To date, financial planning and monitoring of expenditure has been led by the headteacher, who has managed this effectively, but

as a result governors have played very little part in strategic planning for the school. Unexpected, but very significant, demands on the budget during this financial year have resulted in expenditure exceeding income and reserves being used to cover the gap. There are no contingency plans to prevent the school going into a deficit budget should the situation continue, with governors suggesting that additional fund-raising will be necessary to cover any deficiency. This situation is unsatisfactory. The last auditors' report found financial administration to be of a good standard; the minor recommendations made to ensure that systems meet new statutory requirements have been addressed. Additional grants are generally used effectively for specified purposes, for example the 'booster funding' to enable Year 6 to be taught in smaller groups before National Curriculum tests. However, resources to support pupils with special educational needs are not always directed to the areas of greatest need and some pupils with behavioural difficulties are not catered for adequately.

47. The school has a good level of staffing and in many lessons good use of additional support staff has a positive impact on pupils' learning. However, overall the time available is not well managed and there are too many instances where additional staff watch a class teacher teach and do not have a specific role to play, for example in supporting individual children or assessing pupils' learning. The time used by the SENCOs in particular needs review, as insufficient use is made of their expertise to support areas of greatest need and to ensure effective management of provision for special educational needs. The range of involvement with parents and outside professionals engenders a great deal of paperwork but interactions are not always logged, signed or dated and the outcome is not always clear. Pupils' progress is not easily tracked by looking at their files and the outcomes of reviews are not always noted.
48. Accommodation is generally adequate and there are some good features including a large hall, good play space and music rooms. There is no dedicated library area or ICT suite and this inhibits the effective teaching of research and computer skills, although teachers work hard to make best use of what is available. Resources for teaching are adequate overall and in subjects such as science the good level of resourcing has had a positive impact on the raising of standards. Provision for ICT and outdoor play equipment for the under fives is inadequate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to raise standards further governors, headteacher and staff should now:

- Raise standards in history, art and physical education by:
 - making sure that the planned curriculum is covered:
 - ensuring that there is enough time for teaching these subjects.

(Paragraphs: 20, 76, 77, 92, 94, 108)

- Improve the management of pupils' behaviour by:
 - providing training for staff in behaviour management techniques;
 - ensuring that all staff are aware of, and are capable of implementing, the expectations of pupils' behaviour outlined in the behaviour policy.

(Paragraphs: 10, 16, 24, 35)

- Improve the overall quality of teaching by:
 - implementing a programme for the regular monitoring of teaching;
 - providing specific support to improve classroom management techniques;

(Paragraphs: 16, 44, 45)

- Make more effective use of the time of support staff by:
 - deploying staff to the areas of greatest need;
 - ensuring that classroom assistants have a clear brief to enable them to support learning effectively;
 - making better use of the time of SENCOs to ensure effective provision for all children with special educational needs.

(Paragraphs: 14, 17, 47)

Minor issues for attention:

- Improve the quality of the informal links between school and parents.

(Paragraph: 40)

- Increase the effectiveness of the governing body through a programme of training and further involvement in forward planning for the school.

(Paragraph: 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	34	54	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	418
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30 (25)	28 (25)	31 (25)
	Girls	27 (30)	30 (31)	28 (29)
	Total	57 (55)	58 (56)	59 (54)
Percentage of pupils at NC level 2 or above	School	97 (92)	98 (93)	100 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30 (25)	31 (26)	31 (25)
	Girls	27 (30)	28 (28)	28 (30)
	Total	57 (55)	59 (54)	59 (55)
Percentage of pupils at NC level 2 or above	School	97 (92)	100 (90)	100 (92)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	35	23	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35 (23)	33 (23)	33 (24)
	Girls	22 (32)	20 (30)	21 (30)
	Total	57 (55)	53 (53)	54 (54)
Percentage of pupils at NC level 4 or above	School	98 (95)	90 (91)	94 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32 (23)	32 (23)	34 (23)
	Girls	21 (29)	21 (25)	21 (25)
	Total	53 (52)	53 (48)	55 (48)
Percentage of pupils at NC level 4 or above	School	91 (90)	91 (83)	95 (83)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	357
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	27.5
Average class size	30

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	262

Financial information

Financial year	1999/2000
	£
Total income	801,908
Total expenditure	790,366
Expenditure per pupil	1,873
Balance brought forward from previous year	17,046
Balance carried forward to next year	28,588

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	418
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	47	6	3	0
My child is making good progress in school.	23	44	17	6	10
Behaviour in the school is good.	20	43	16	6	15
My child gets the right amount of work to do at home.	16	53	18	11	2
The teaching is good.	21	53	9	4	13
I am kept well informed about how my child is getting on.	11	35	31	21	2
I would feel comfortable about approaching the school with questions or a problem.	24	28	25	21	2
The school expects my child to work hard and achieve his or her best.	24	57	9	5	6
The school works closely with parents.	7	31	25	31	5
The school is well led and managed.	17	33	13	17	20
The school is helping my child become mature and responsible.	20	57	9	9	5
The school provides an interesting range of activities outside lessons.	18	39	18	10	14

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. Children enter the reception class in the autumn term prior to their fifth birthday. The youngest children attend on a part time basis until the term in which they will be five, when they attend full time. At the time of the inspection twenty one of the sixty children were attending on a part time basis.
51. Children start school with levels of attainment that are above average. They make satisfactory progress and broaden their knowledge and understanding in all areas of learning in the Foundation Stage. By the time children start Year 1, they are likely to reach the expected targets of the early learning goals, with higher attaining children working within the National Curriculum levels.
52. Overall planning and provision for the Foundation Stage are satisfactory. There are improvements in both the range of suitably challenging activities and in the provision for reading since the last inspection and the co-ordinator has a satisfactory understanding of the needs of young children. However, there are some weaknesses in behaviour management and there is insufficient time for discussion between teachers and support staff on children's progress. The timetable arrangements for Hebrew and Jewish Studies sometimes constrain the organisation of the Foundation Stage curriculum and the timing of this needs to be reviewed.

Personal , social and emotional development

53. By the end of the Foundation Stage the majority of children are likely to reach the expected early learning goals in this area. Some children already demonstrate considerable self confidence and all children show much interest in the range of activities offered. The majority of children are keen to learn and show independence when they have the opportunity to select tasks. A few children have short spells of concentration and rush rapidly between activities. These children are still learning how to share and co-operate with other children and need consistent encouragement to do so. Children are taught to understand the difference between right and wrong actions and the adults working with the children usually provide appropriate role models through their harmonious and polite relationships. Although teaching is satisfactory overall, on occasions noise levels are inappropriately high and teaching lacks clear direction. When small group activities are appropriately supported by a teacher or classroom assistant, relationships between children develop in a positive manner. For example, children in the "Bathroom Shop" exchange pleasantries and make purchases in turns when a member of staff enters into their role play. This enhances their personal, social and emotional development.

Communication, language and literacy

54. Children enter the reception classes speaking confidently, although their listening skills are less well developed. Most children have already developed a good understanding that print carries meaning and they show good book handling skills, together with a keen interest in the written word. Children enjoy exploring enlarged text stories such as "Mrs Wishy Washy," using large figurines and speech bubbles to retell the story. They eagerly join in with repetitive elements of such well-known stories in whole class sessions and enjoy identifying familiar letters in words they find. Early writing skills are well provided for by the many opportunities which children have to experiment with

new skills. Their early attempts show good emerging understanding of how individual letters are correctly formed. For example, children enjoy writing letters to one another and they also write shopping lists and take the register during their play. Handwriting is taught in a systematic approach and many children are able to write their own names in a recognisable form. Some higher attaining children read simple introductory reading books and identify initial letters of unknown words. Well-planned literacy activities enhance children's knowledge and understanding of the sounds and patterns of written and spoken English. Children are encouraged to develop their reading and writing skills through appropriate links with information and communication technology and through individual reading support. Teaching is satisfactory overall and good when both whole class and small group activities are well managed and appropriately challenging for the children.

Mathematical development

55. Children enter the reception classes with above average mathematical knowledge and understanding of number and an average understanding of pattern. They make satisfactory progress in further developing these areas. Teaching is satisfactory overall with some good teaching where behaviour is well managed and the teacher is able to focus her time to work with each group in turn. Children enjoy suitably challenging games with coins and can identify coins by shape and name, for example, hexagon and octagon. They enjoy sorting coins into bags and hang these on a washing line to correspond to numbers up to ten. Higher attaining children calculate sets of coins by addition to twenty pence or more with considerable accuracy. Children in both classes enjoy singing simple counting songs and rhymes and they make satisfactory progress in developing their understanding of capacity and volume through appropriately challenging sand and water activities. When supporting adults join in the children's play in the "Bath Shop" mathematical language and experiences are enhanced and the play becomes more purposeful.

Knowledge and understanding of the world

56. The range of activities that are provided make useful links to children's own experiences at home and within the community. Early scientific knowledge and understanding is effectively developed when children wash baby clothes and explore the changes in weight which occur between wet and dry clothes. Role play is well planned to link with the focus on money in mathematics and children have satisfactory opportunities to use a range of construction materials. Information technology is used appropriately to develop both mouse skills and early keyboard skills, and this links to learning in literacy and mathematics. Detailed planning ensures that children from both classes have the same opportunities to undertake activities in the shared resource area and small covered outdoor area.

Creative development

57. Children handle different coloured paints when learning about mixing different colours together and they enjoy making representational paintings or patterns. They handle different textured materials with interest, for example when making cakes out of play dough, and they enjoy drawing on a range of different types of paper. The learning environment is stimulating and well organised to encourage independence, and teachers and support staff offer appropriate praise and encouragement. Teaching is consistently satisfactory.

Physical development

58. Children's overall physical development is above expectations for this age when they enter the reception classes and they make satisfactory progress towards the expected early learning goals. The quality of teaching is satisfactory. Children have regular opportunities to use the school hall for physical education, although this did not take place during the period of the inspection. Small groups of children have regular opportunities to use the very good facility of outdoor climbing apparatus under close adult supervision and appropriate use is also made of the small covered outdoor area to extend the learning environment. However, there are insufficient large outdoor wheeled toys to promote gross motor skills development and the social skills of collaboration through problem solving. The school has plans to develop a larger covered outside area for children's use and has identified this as an area for development. Most children handle scissors, glue and paintbrushes and crayons with confidence although some children are less experienced and are still developing small motor skills control.

ENGLISH

59. Since the last inspection, the rate of pupils' progress has improved so that they build cumulatively on the good standards they have on entry and make good progress throughout the school.
60. Standards in speaking and listening are very good throughout the school. Nearly all pupils enter the school as confident and sometimes voluble speakers, able to express their views and opinions clearly and draw on their familiarity with adult conversation and their often-privileged life-experience to demonstrate a good range of vocabulary and mature grammatical structure. By Year 1, they are aware of the need to use different voices when acting out a play-script. In Year 2, their awareness of 'book language' is so well developed that higher attainers are even using it in their writing to create atmosphere and effect, as a Year 2 pupil did when he was recounting a history story about going to the seaside. Their skills continue to develop well over Key Stage 2 and by Year 6 pupils can discuss, debate and organise activities such as 'circle time' in a very mature way.
61. Reading develops well and the majority of pupils are well-established readers by the age of seven. Higher attaining pupils in Year 2 have preferences for authors they like, are confident in discussing new words and can guess from the context what they might mean. Average pupils use their knowledge of sounds and contextual clues well to work out words they don't know and even lower attaining pupils read generally accurately, although they sometimes find it difficult to explain what the text is actually about. By the age of eleven, pupils are very mature in their choice of books; many read regularly at home, use the public library for research as well as a source for more fiction and are confident in using library classification systems. When confronted with difficult texts, such as a speech from 'Macbeth', pupils of all abilities have interesting ideas about what the meaning might be and make informed guesses from what they know about the context as to how it might be interpreted.
62. Progress in writing follows a similar pattern to the reading. Pupils' confidence develops through Year 1 and by the age of seven most pupils are writing confidently, using a neat, legible hand, with the higher attaining pupils writing at some length and showing a good awareness of the use of speech marks, full-stops, commas, exclamation and question marks. Although lower attaining pupils still have difficulties in writing independently, they all manage to get something down on paper and have confidence in making an attempt. Spelling for average and higher attaining pupils is good and

lower attaining pupils make good phonic approximations in their work. Throughout Key Stage 2, pupils' handwriting and presentation develop well, work becomes increasingly lengthy and shows good coverage of a range of writing for different purposes and audiences. Pupils in Year 6 are sensitive in developing their ideas in poetry, using the work of great authors, such as Shakespeare, as a model. It is disappointing that in subjects such as history pupils are not always required to produce the written work of which they are capable, instead completing unchallenging work-sheets which do not consolidate or extend their literacy skills. Almost all pupils show good understanding of how to construct sentences and plan their work sequentially because their verbal skills are so good.

63. Teaching in the subject is sound overall, with some good features. It is stronger in Key Stage 2 than in Key Stage 1, where the weaknesses in behaviour management in some classes causes time to be lost and pupils do not make the progress of which they are capable. The quality of teaching is inconsistent through the school. The best lessons have complete clarity of purpose and proceed towards good outcomes without time wastage and with high expectations of what pupils can achieve. A good example was a Year 3 lesson, where pupils were sharing and presenting play scripts. The teacher knew exactly what she wanted the pupils to achieve and had planned the lesson very carefully in advance, even down to the allocation of parts, so that no time was wasted. Good behaviour was encouraged by the frequent use of praise and encouragement and pupils got down to their work quickly and efficiently. They made good progress in the lesson and achieved the lesson objectives well. A good lesson in Key Stage 1 also used praise, together with a structured and consistent approach to behaviour management, to ensure a quiet working atmosphere. Pupils benefited from the teacher's sensitive use of questioning and careful explanations of the text to increase their vocabulary skills and their ability to read simple written instructions.
64. In a few lessons, teaching is not challenging enough to meet the needs of the higher attaining pupils, although the work covers the requirements of the national literacy strategy. This was the case in a Year 6 lesson on subordinate clauses, where the higher attaining pupils got the idea very quickly and could have moved on to more demanding activities before the end of the lesson. Work from the literacy framework is not always modified sufficiently to take account of and build upon pupils' existing skills.
65. Children with special educational needs are generally well supported because of the generous provision of adult help in classrooms. Experienced support assistants work effectively with groups, helping them to complete the tasks set by the class teacher. However, on occasions, the SENCOs' time is not well used because they spend time observing prolonged lesson starts. Many pupils identified on the early stages of the special needs register are in fact achieving at or just below national expectations and usually manage to reach national average levels by the age of eleven.
66. The subject is well managed and shows sustained and consistent improvement since the last inspection. The library has been re-organised and re-developed to make a suitable resource for research and additional reading. Although the content, apart from the provision of multi-cultural books, is now adequate the location does not conveniently lend itself to independent work. The school has been successful in implementing the national literacy strategy and in raising standards, although the co-ordinator has not yet had time to monitor teaching across the school and to address the inconsistencies in the quality of teaching.

MATHEMATICS

67. The school has sustained the high standards found in the last inspection and has improved the rate of progress that pupils make as they move through the school. This has been achieved through better teaching, particularly for the seven to eleven-year-olds, and the introduction of the national strategy for teaching numeracy. Teachers are generally aware of the differences in pupils' abilities and make sure that the higher attaining pupils are challenged and helped to achieve the higher levels. For a significant minority of pupils, standards are well above the national average by the age of eleven.
68. Children enter school with a good level of skills in mathematics and this is successfully built upon so that seven-year-olds have a good grasp of how numbers work. Effective teaching ensures that they count confidently, using patterns such as odd and even numbers, and count in twos, fives and tens. Children use fast ways of calculating such as halving and doubling and are good at working things out mentally. Careful lesson planning ensures that the higher attaining pupils are achieving well; for instance they use money to begin working with decimals and have a good grasp of place value, working with hundreds, tens and units. Good use of resources such as number lines and 'number fans' keep all pupils fully engaged in lessons. Children are helped to learn through clear instruction and illustration, for instance in a Year 2 lesson children began to understand multiplication through counting groups of numbers on the board as the teacher emphasised the relationship between 'groups of' and 'multiplication'. Children got a real sense of achievement and enjoyment as they came to grips with a new idea. Occasionally, progress is less rapid and teaching is unsatisfactory. Lessons with some of the younger children are continually disrupted by the need to reduce the noise level and this interrupts the flow of lessons and impedes learning.
69. Consistently satisfactory or good teaching of the older pupils ensures that they continue to make progress and enjoy their lessons. By the time they leave the school they are very well prepared for the next stage of their education. They know their tables, work very confidently with high numbers and use what they know to solve problems. They understand the relationship between, for instance, fractions, decimals and percentages, moving rapidly from one to another. Again, mathematics lessons are characterised by a sense of enjoyment and satisfaction, pupils like learning and take pride in what they achieve. Lessons are usually brisk and well planned and the setting arrangements in Years 5 and 6 work well. The lower attainers are well taught, particularly in Year 6, and they often achieve well up to national average standards. Teachers are conscious of the pupils who need stretching, particularly in Years 5 and 6, and this is generally successfully achieved. The 'maths club' for the higher attainers gives pupils a good extra opportunity to work rapidly, particularly at applying what they know to problems involving several operations. Relationships within lessons are for the most part constructive and helpful, although sometimes the teaching is too abrasive and teachers make unnecessarily harsh comments about what pupils are doing or have done.
70. The subject is successfully managed; the implementation of the national strategy for teaching numeracy has been of benefit, teachers are confident about teaching calculating strategies and most lessons have a clear structure that make the best use of the time available. The curriculum is well balanced; there is an appropriate emphasis on basic numeracy, but the curriculum also includes aspects such as shape and space, measurements and data handling. The standards attained in numeracy are often high. The use of ICT is expanding and teachers use computers to encourage pupils to practise skills and to manage and organise information. Pupils' progress is carefully monitored through a series of standardised tests that is beginning

to be used to set realistic targets for children as they move through the school.

SCIENCE

71. Seven-year-olds attain at least expected standards in science and results in the standardised tests taken by eleven-year-olds are above average when compared to all schools nationally and average in comparison to similar schools. The inspection found that standards in science are good and that all pupils, including those with special educational needs, make good progress.
72. Standards achieved by seven-year-olds are good. In their work on 'health' pupils showed a good grasp of food groups and could classify proteins, carbohydrate and vitamins successfully. They were able to record their findings on healthy eating styles on line graphs. In Year 1 pupils studied the use of electricity in the home and using electricity safely and conducted experiments that demonstrated knowledge and understanding that objects cannot be identified in darkness.
73. By the age of eleven pupils display high levels of scientific enquiry in their work on electricity and forces. They are very capable in carrying out investigative work, which is well organised with pupils demonstrating their ability to carry out a fair test and to make predications of outcomes. A Year 6 class was set the task of determining how much an elastic band stretches when a force is applied to it; they undertook this sensibly and made sound predictions on which objects would stretch the elastic band furthest with the higher attaining pupils challenged to vary the size of the elastic bands. The results were then recorded on a line graph. Throughout the junior classes pupils are confident in applying their scientific knowledge in investigative work; a Year 4 class was well able to design a test to demonstrate that some materials are better conductors of electricity than others.
74. The quality of teaching and learning throughout the school is always satisfactory but occasionally is very good and has improved since the previous inspection. In the good lessons, teachers show good subject knowledge and detailed planning shows clear learning objectives. The resources are always well organised and ensure that the lessons use time productively and proceed at a good pace. The tasks are planned to support lower attaining pupils, often with questioning well structured as seen in a Year 2 lesson to promote the safe use of drugs. In some lessons the noise level is too high during practical activities which results in the flow of learning being interrupted by the repeated efforts of the teacher to regain control. However, pupils generally respond well to science lessons, they answer questions enthusiastically and co-operate with each other well during investigations and show respect for the equipment. Work is carefully presented and regularly marked by the teacher giving feedback on how to improve. The use of homework supports the class teaching and extends the learning.
75. The new co-ordinator has made an excellent start in the management of science; she has made a thorough audit of resources to support the effective teaching of the curriculum. Colleagues are supported with their planning which she monitors. The use of a nationally recommended scheme of work has enabled the school to make a significant improvement in the planning of science since the previous inspection. The co-ordinator identified the area of scientific enquiry as a weakness and has successfully raised its profile throughout the school. A good beginning has been made on a portfolio of the pupils' work to ensure continuity and progression. An after school science club further enhances the curriculum for Year 4. As yet the co-ordinator has not monitored the quality of teaching and this is restricting the opportunities for the sharing of the most effective practice across the school.

ART AND DESIGN

76. There has been some improvement in provision since the last inspection, but there are still areas that need to be addressed. There is no subject co-ordinator and as a consequence standards are not closely monitored across the school. Whole school planning under the new scheme of work indicates planned progression of skills and experiences in art and design, which is an improvement since the last inspection. However, insufficient time is spent on teaching the subject in the upper school and this results in limitations in experiences and skills development for the older pupils.
77. Standards achieved by seven-year-olds are in line with expectations and pupils make satisfactory progress. This is an improvement since the last inspection. However, standards reached by eleven-year-olds are unsatisfactory, although their skills in observational drawing and paper cuts are broadly in line with expectations. There is insufficient breadth of study within the subject in Key Stage 2, which results in unsatisfactory progress overall. Year 6 pupils show a very limited knowledge and understanding of the work of famous artists and can recall only limited experiences with both three-dimensional art work and different painting techniques.
78. Good quality sketchbooks have recently been introduced to pupils in Years 3 and 4. Although only limited use has yet been made of these, sketches are being used as a design resource or reference for future art work by these pupils. However, sketchbooks are not used in Years 5 and 6 and there is very limited evidence of the development of painting and two and three-dimensional work over time. Year 5 pupils make colourful pastel drawings of fruit and observational drawings are of a satisfactory standard throughout Key Stage 2.
79. Pupils maintain portfolios of individually selected small samples of work, but these are limited in range and the school does not have a portfolio of representative art and design work and related photographic evidence. As a result, standards are not monitored and there is an inadequate record of pupils' progress over time.
80. Only three lessons were observed during the inspection and it is not possible to make an overall judgement about the quality of teaching. The lessons seen were of a satisfactory quality, which is an improvement from the last inspection, although noise levels were high at Key Stage 1 and this detracted from the quality of dialogue between teachers and pupils. A late start to a Year 6 lesson, in which pupils made paper cuts in the style of Henri Matisse, meant that work that was planned could not be completed. However, pupils undertook their task with interest and produced work of a satisfactory standard in the lesson.
81. Displays are attractively presented in the school and it is clear that pupils take care when illustrating their work in other areas of the curriculum. Work in art sometimes supports subjects such as history, for example when pupils in Year 4 used torn paper mosaic techniques to replicate Greek pots.

DESIGN AND TECHNOLOGY

82. Standards across the school are in line with expectations and have improved since the last inspection when they were found to be unsatisfactory. Pupils now make satisfactory progress in their learning in all aspects of the subject. The new scheme of work ensures that design and technology tasks become progressively more challenging as pupils move through the school.

83. The younger pupils move from exploratory modelling with recyclable materials to more complex design and make tasks, such as exploring spring winding mechanisms in Year 2. Year 1 pupils make musical instruments, including rain sticks, using a variety of different materials and this links to work undertaken on sound in science.
84. By the age of eleven pupils undertake increasingly complex “design and make” projects and are encouraged to use their good knowledge and understanding of science and mathematics to support this work. A well conceived packaging project undertaken by Year 3 pupils has clear learning objectives which require pupils to design a package to contain a specified gift for Chanukah. This project makes effective links with mathematics through the exploration of nets and three-dimensional shapes and encourages pupils to modify and improve upon their original designs. Pupils in Year 6 design and make moving fairground rides, using frames and mechanisms such as a belt drive. This links to work on forces, control and electrical circuits undertaken in science. Pupils clearly enjoy the challenge of design and technology projects and individual or group designs are always distinctively different from one another.
85. No judgement on teaching can be made as no design and technology lessons took place during the period of the inspection. However, displays, scrutiny of pupils’ work and discussions demonstrate that the newly adopted scheme of work and enthusiasm of the subject co-ordinator have improved teachers’ subject knowledge, confidence and expertise in this area. The planned curriculum provides for distinctive design and technology units of work in a blocked period of time and ensures appropriate coverage of the National Curriculum. The co-ordinator has good subject knowledge and understanding and has worked hard to monitor and support developments in the subject. In-service training has been effective in improving the quality of teaching and learning. Effective assessment systems are in place to monitor standards and suitable resources are available for use, with well organised lockable work stations in each area of the school. Due regard is taken of health and safety requirements for the safe handling of tools and equipment.

GEOGRAPHY

86. The curriculum is planned using selected topics with each year group deciding when these will be studied. Therefore geography lessons were seen only in Year 6 but further evidence from pupils’ previous work and discussion with the co-ordinator shows that standards attained by seven and eleven-year-olds are broadly in line with expectations.
87. Younger pupils are given many opportunities for identifying different countries on maps by following a unit of the scheme of work where individuals take *Barnaby Bear* to various holiday locations and send back information to classes. Good use is made of the Internet to research these different localities and to keep in touch with travellers by e-mail. In a Year 2 project on the seaside pupils had studied contrasting localities, the weather and used questionnaires to research favourite holidays amongst parents using a world map to locate them.
88. The older pupils have researched the topical issue of the floods to identify the areas worst affected and to discuss the impact on the local environment. Year 6 pupils were engaged in studying mountains and volcanoes and demonstrated good research skills when investigating mountain ranges, for example the Himalayas. Pupils had identified the main mountain regions of Great Britain, had researched the climates of these regions and produced graphs to show snowfall in certain areas.

89. There are good examples of map work throughout the school. The youngest pupils used the story of Little Red Riding Hood to make maps of her walk through the woods. In Year 2 pupils made good representative maps of the Isle of Struary clearly showing the main features. In Year 3 pupils had made maps of their walk in the local environment. Year 6 take part in an extensive residential fieldwork investigation. Standards in this aspect of geography are in line with those expected of primary aged pupils
90. The two lessons seen were well planned with clear learning objectives which showed that the teachers had a secure grasp of the subject. The pupils considered how tourism can be good or bad for an area; the discussion was of good quality as the questioning challenged pupils to think. They were able to consider the issue from the points of view of a tourist, conservationist, hotel developer and local resident, recording them on a poster. They worked well together sharing ideas and resources and confidently explained their work using geographical terms in the plenary session. However, during the group activities the noise level became unacceptably high with teachers resorting to speaking above the pupils to control the situation.
91. The subject is well managed and resources are adequate to support the scheme of work. The co-ordinator monitors the subject through scrutiny of planning but at the present has no time to monitor the quality of teaching to ensure that this is consistent through the school.

HISTORY

92. Standards remain much as they were in the last inspection. Pupils' attainment is in line with national expectations at both key stages and progress is satisfactory. However, given pupils' high standards on entry to the school and the levels they achieve in English, they should be achieving higher levels in history. The study of National Curriculum modules alternates with geography and therefore there are some lengthy periods when pupils do not engage in National Curriculum historical studies.
93. Younger pupils are helped to develop a good sense of chronology by considering how things differed in the past, for example how seaside holidays compare with those we take today. Seven-year-olds talk with animation about how people had to travel by train and wear scratchy woollen swimsuits. They have used questionnaires well to find out about their grandparents' lives and their holidays and use the information successfully to explain how and why differences occur between the past and the present.
94. Older pupils' knowledge about the periods they have studied is insecure and they are more easily able to discuss and reflect on the social differences between periods that they have observed on their visits than to comment on larger scale national or political events. Pupils are not able to explain why history can be interpreted in different ways. Work in pupils' books often consists of completed worksheets that do not challenge the high ability of many pupils. However, in the lessons seen, pupils were conducting their own independent research and there were some good examples of pupils demonstrating appropriate study and communication skills.
95. Teaching is always at least satisfactory and over half the lessons seen were good or very good. Teachers' planning is thorough, and their presentation is enhanced by the use of attractive resources such as large photographs or picture books. Visits are arranged in all year groups, such as the one by Year 5 pupils to the Victorian school that took place during the inspection. Pupils enjoy these outings and they engage

imaginatively with the conditions of life they observe. They were especially enthusiastic about their visit to the Tudor Mansion. The use of homework to find out about the past using home computers, the library or questionnaires is another strong feature of the teaching.

96. The subject is well organised. The school now follows the nationally recommended scheme of work and there is an adequate supply of resources including books, pictures, videos and artefacts. The co-ordinator is beginning to collect samples of work for each year group, but as yet, has had no opportunity to evaluate the standards achieved or to assess the outcomes of planning.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

97. There have been some improvements since the last inspection with better standards and more confident teaching. Many of the pupils have access to computers at home and this makes a significant contribution to the standards. The school is aware that there are some parts of the ICT curriculum that are not being covered, but plans are in hand to make sure that these are taught in the near future. Teachers make very good use of the limited resources.
98. The majority of pupils are confident, enthusiastic users of technology who enjoy working with computers and see them as an integral part of their work; several commented that they use computers at home to complete their homework. The youngest pupils learn about the potential use of computers by using them to draw pictures that they label or add to texts. They begin to use word processing to make lists or recipes and also understand the basic skills of opening and closing programs and saving and printing their work as well as using a mouse accurately. A key feature in the school's improvement is the efficient use of limited resources. Whilst new computers have been purchased since the last inspection, resourcing has not kept pace with the growth in importance of the subject. Pupils are still very restricted in the amount of time they have to work with computers in school due to the low number available. Teaching is consistently satisfactory and often better. Instructions are clear and teachers are confident in their own abilities; this ensures that teaching is brisk and learning is not hindered by uncertain or tentative guidance.
99. The introduction of the most recent guidance about teaching ICT has been helpful. It has guided teachers' planning so that they have a greater awareness of what needs to be taught to different year groups. The two teachers who manage the subject support colleagues and effectively help them to plan the different units of work.
100. Older pupils are reaching standards that are in line with national expectations in communicating ideas. Pupils have good keyboard skills, often developed using the small key boards that can be used as simple word processors and later plugged into the computers for on screen editing. Word processing skills are well developed as are skills in organising and managing information. Pupils make attractive invitation cards incorporating text and graphics that are purposeful and have a good sense of audience. The older pupils are getting better at creating multi-media presentations using text and graphics and are planning to incorporate music. Most pupils are confident about accessing the Internet to research information, often using it at home. They are also given opportunities to find things out in school and most have a clear grasp of using an appropriate search engine to find what they want. Occasionally, pupils appear too lazy to read what they have found and scroll through the text rather than reading it to find the specific information they need.

101. All teachers are taking part in a training programme to enhance their own skills and ensure that they are confident about what they are teaching. This is beginning to have a positive impact and teachers themselves are beginning to use ICT to support their own teaching, for instance by downloading information from appropriate websites or by using computers to produce their own worksheets. The school has plans in place to increase the number of computers over the next few years. It is important that this is done as quickly as possible to enable classes of pupils to be taught together, rather than continuing with the present situation that allows only small groups or pairs of pupils opportunities to work on computers at the same time.

MUSIC

102. Pupils throughout the school achieve well in music. They respond well to their lessons and perform in singing and percussion playing with enthusiasm and enjoyment. The tuition provided by visiting specialists enhances the provision for the older pupils in the keyboard, brass, woodwind and violin. Pupils who play these instruments perform as an orchestra, which contributes to the musical life of the school.
103. Younger pupils responded well to identifying environmental sounds from a tape and were then successful in composing their own piece of music using a sheet of newspaper, which was taped, listened to and appraised. The teacher encouraged the pupils to concentrate on the sounds to extend their listening skills. Through good selection of a piece of music by Bartok, pupils in Year 2 enjoyed learning that music is made of long and short notes and were introduced to the correct musical terms *staccato* and *legato*.
104. Pupils in the junior aged classes learn to follow musical notation and are able to play simple rhythms on tuned and untuned percussion instruments when following a musical score. Year 4 pupils responded enthusiastically to being introduced to playing a simple three-part ostinato. Years 6 ably displayed their ability to distinguish between and sing two notes *so* and *mi* and were quick to identify musical motifs in a good selection of classical music. A lunchtime recorder club for Year 3 is well attended and enriches the pupils' musical education.
105. The quality of teaching and learning in music throughout the school is good. Music is taught by a part-time specialist and her excellent subject knowledge ensures that lessons are well planned with clear learning objectives; this is an area, which has improved since the previous inspection. Throughout all the lessons observed the pupils' behaviour was good which supported their learning; they responded well to praise and were lively and enthusiastic.
106. The music specialist is new to the school but is well supported by the co-ordinator who has begun to build up resources and has introduced a scheme of work. At present the variety of instruments is limited and lacks a multicultural dimension and this is an area for development. The teaching has been monitored to ensure coverage of the National Curriculum. Although the scheme of work shows that the pupils have opportunities to create their own music, no evidence of this was seen with the older pupils. The music room is an attractive area but small, which inhibits opportunities for pupils to experiment with instruments individually or in a group.

PHYSICAL EDUCATION (PE)

107. Only a very limited number of lessons were seen and the judgements that can be made are limited. No teaching of the younger pupils was seen and only the teaching of

gymnastics was seen with older pupils.

108. The time allocated on timetables for PE varies and in some classes is too little, occasionally as low as 30 minutes per week. This inevitably restricts the opportunities that pupils have to practise and refine their skills. The teaching of the older pupils is generally satisfactory but varies between good and unsatisfactory. Pupils enjoy PE but the standards attained in gymnastics are below what is usually expected for pupils of this age. Individual movements are often executed well but pupils struggle to put two or three movements together. The sequences are often lacking in grace and fluidity with no discernible end or start to movements. Lessons are carefully planned and generally include the key elements of warming up and down but overall teaching is not sufficiently focused on improving the quality of the movements. It is noticeable that the quality of the movements improves when expectations are higher and teaching is knowledgeable. In a Year 5 lesson, good teaching emphasised the need to remain still whilst balancing and the teacher gave suggestions about how this could be achieved. Movements were evaluated and pupils were made aware of how to improve through instructions such as 'keep the leg straight'. The finished sequences were of a much higher quality than they were at the start of the lesson.
109. The school has helpful guidance about teaching PE and the teachers' plans indicate that all aspects of the subject are taught. All Year 4 pupils have the opportunity to go swimming and the school's success in local swimming galas indicates some good achievement. The management of the subject is enthusiastic and the co-ordinator is introducing some good initiatives particularly concerned with combining healthy living and keeping fit. Training is planned for all staff and this has the potential to raise the current standards.