

INSPECTION REPORT

COPPETTS WOOD PRIMARY SCHOOL

London. N10

LEA area: Barnet

Unique reference number: 101270

Headteacher: Mrs. S. Lajalati

Reporting inspector: Miss M. A. Warner
17288

Dates of inspection: 4th – 7th February 2002

Inspection number: 225858

Full 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: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Coppetts Road
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Appropriate authority: The governing body

Name of chair of governors: Mrs. V. Tyas

Date of previous inspection: January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	Miss. M. A. Warner	Registered inspector	Art and design. Religious education. Areas of learning in the Foundation Stage. English as an additional language.	What sort of school is it? School's results and achievements. How well are pupils taught? What should the school do to improve further?
9619	Mr. R. Miller	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30717	Mr. G. Tompsett	Team inspector	Mathematics. Geography. History.	How well is the school led and managed?
25787	Mr. E. Morris	Team inspector	English. Design and technology. Music. Special educational needs and the work of the unit. Equal opportunities.	How good are the curricular and other opportunities offered to pupils?
10611	Mr. C. M. James	Team inspector	Science Information and communication technology Physical education	Assessment.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coppetts Wood Primary school is in the borough of Barnet in North London. It is on the borders of two Local Education Authorities, Barnet and Haringey. The majority of pupils are from local authority housing with some in short term accommodation. There are 208 pupils, aged 3 to 11, on roll, including 26 pupils who attend part time in the nursery, and 18 pupils attending the borough speech and language unit. The percentage of pupils entitled to free school meals, 47 per cent, is above the national average. The number of pupils with special educational needs is 40 per cent, and is well above the national average; as is the percentage of pupils with formal statements of need, 12 per cent. Pupils come from a wide range of ethnic backgrounds: 29 per cent are of white United Kingdom background; 79 per cent are of minority ethnic backgrounds, speaking mainly Turkish, Portuguese, Albanian, and Gujerati; 13 per cent are from black African backgrounds and a small number of pupils are of Caribbean, Indian, Pakistani and Chinese heritage backgrounds. The percentage of pupils with English as an additional language, 58 per cent, is very high, with 31 per cent at the early stages of learning English. Twenty-three per cent are refugees or asylum seekers. Mobility, at 13 per cent, makes predictions difficult but attainment on entry is well below average.

HOW GOOD THE SCHOOL IS

Coppetts Wood is an effective and racially harmonious school. Pupils' attitudes are very good and teaching is good: pupils make good progress and their attainment, by the time they leave the school, is in line with national expectations. There have been significant improvements since the last inspection as a result of good management: the school no longer has serious weaknesses. The cost per pupil, however, is very high: the school gives sound value for money.

What the school does well

- Standards in science and dance are above average at the end of Year 6.
- Assessment procedures are very good in English, mathematics and science and are used particularly well in literacy and numeracy, where the tracking of pupils' progress is very good.
- Teachers use effective teaching methods and manage the pupils well.
- The pupils' behaviour is good and they have positive relationships with their peers and with adults.
- There is good provision for pupils with special educational needs, particularly for those with formal statements of need.
- The school is very inclusive and promotes equality of opportunity very well.
- The curriculum is enriched with a wide range of opportunities. There are strong cross-curricular links between subjects, especially through art and design, which is a strength of the school.
- The staff and governors have a team spirit, shared commitment, and demonstrate a capability to succeed.

What could be improved

- Standards in information and communication technology at the end of Year 6 are below national expectations.
- The present organisation of the school day does not ensure that time is used to best advantage.
- There is unsatisfactory outdoor provision for children in the nursery and reception classes.
- There is little monitoring and evaluating, especially of planning and assessment, in the foundation subjects by co-ordinators.
- Pupils at an early stage of English acquisition are not adequately assessed and do not receive any bilingual support.
- Formal and informal communications with parents could be improved and they are not sufficiently involved in their children's learning at school and at home.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the last inspection, in January 2000, and no longer has serious weaknesses. The following key issues in the last report have been addressed:

- The school has put into place strategic plans to raise attainment. The quality of teaching is now good in Years 1 and 2. Standards in English and science have improved dramatically and in mathematics have improved well by the end of both Years 2 and 6. The behaviour policy is consistently applied, with very effective results. Good strategies for improving attendance have brought positive results. Statutory requirements for collective worship are now met. Monitoring by co-ordinators has improved in the core subjects.

There have also been improvements in the following:

- Pupils' attitudes have improved. The governing body now applies the principles of best value (compare, challenge, consult and compete). Assessment is carried out well in English, mathematics and science and the role of co-ordinators is improving. The school now achieved sound value for money. The school has a shared commitment to improvement and they have the capacity to succeed further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	A
Mathematics	D	E	C	A
Science	E	E	A	A*

Key

In highest five percent of schools nationally A*

well above average A

above average B

average C

below average D

well below average E

Starting from levels that are well below the average, children are still well below or below what is expected in the different areas of learning by the time they begin in Year 1.

In 2001, results of the National Curriculum tests in Year 2 show that:

- In English, reading and writing standards were well below the national average. Results were below similar schools for reading and broadly in line with similar schools for writing.
- In mathematics, results were in the lowest 5 per cent of schools nationally and well below those in similar schools.
- In science, results of teacher assessments were well below the national average and below those of similar schools in Year 2.
- By Year 6, they were in line with the national average in English and mathematics, and well above average in science. Compared with similar schools they were well above average in English and mathematics and in the top five per cent of similar schools in science.

There was little difference between the attainments of boys and girls in either Year 2 or Year 6.

The trend over time, at the end of Year 6, shows the school's trend to be above the national trend.

Inspection evidence shows that in the current Years 2 and 6, pupils' attainment:

- in English, is below that expected nationally in Year 2 but in line with expectations by Year 6;
- in mathematics, is in line with that expected nationally in Year 2 and Year 6;
- in science, is below that expected nationally in Year 2 and above expectation by Year 6.

In 2001, the school exceeded its targets well, at the end of Year 6, for English and mathematics and achieved 100 per cent in the science tests. Based on the tracking of pupils in the present Year 5, the school has set targets similar to 2001 for 2002. These are appropriate to the cohort.

In other subjects:

- In design and technology, geography, history, music and physical education pupils' attainment is in line with what is nationally expected of pupils at the age of 7 and 11.

- In art and design, pupils' attainment is in line with expectations by the end of Year 2 and above expectations by the end of Year 6.
- In information and communication technology, it is in line with expectations in Year 2 and below expectations in Year 6. No judgement can be made about standards in religious education because of the lack of recorded evidence.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' have very good attitudes. They are keen to come to school and are co-operative throughout the school day. They show respect for each other during discussions and most are capable of sustained interest and concentration.
Behaviour, in and out of classrooms	Almost all pupils are enthusiastic in lessons. Behaviour in the dining hall, assemblies and playground is good. Boisterous behaviour in the playground has given rise to occasional problems and isolated incidents of inappropriate behaviour.
Personal development and relationships	Relationship between pupils is a significant strength of the school. Pupils are very polite to each other and to adults. They find much pleasure in helping others. They benefit from Circle Time, when each pupil is given time to speak to the class: this provision allows their voices to be heard on a number of issues. There are limited opportunities for them to show initiative and to work independently.
Attendance	Attendance has improved significantly since the previous inspection but at around 93 per cent remains below the national average. The rate of unauthorised absence is still higher than that of schools nationally. Punctuality is good for the vast majority of pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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 ranges from excellent to, in a very small number of lessons, unsatisfactory. Teaching in the Foundation Stage is good overall: it is satisfactory in the nursery and very good in the reception class.
- The quality of teaching is very good in English and good in mathematics throughout the school. In science the quality of teaching is satisfactory in Year 1 and 2 and very good, overall, in Years 3 to 6. There have been considerable improvements in the teaching of English, mathematics and science since the last inspection. Strategies for the teaching of literacy and numeracy are fully established and are having a positive impact on raising standards.
- Strengths in teaching are the teachers' very good management skills and the calm and purposeful atmosphere created in classrooms, which are a significant factor in helping pupils learn more effectively. There is lively teaching in many lessons which holds pupils' interest and attention. The use of assessment is variable. Marking is good in English and homework is set well for mathematics.
- Weaknesses mainly lie in the infrequent opportunities for younger pupils to undertake practical activities in science and in some activities being too difficult in this subject for lower attaining pupils.

- Teaching is good in design and in design and technology. Only one lesson was seen in art and design and in this lesson teaching was good. In information and communication technology, teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching is satisfactory in physical education. The teaching of dance in Year 5 is very good. Due to timetabling, there was limited teaching of history and no geography observed during the inspection. The quality of teaching in music is consistently at least good and often better. The teaching of religious education is very good but in both music and religious education too little time is given to the subjects for them to be taught in enough depth.
- Teachers and learning support assistants give good support in class to those pupils who have special educational needs. Whilst pupils with English as an additional language are well supported generally, there is limited formal assessment of their particular needs. The pace of pupils' progress is slowed down by the lack of bilingual support, when they have no knowledge of the English language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is of good quality. It is enriched by the additional opportunities provided to interest and inspire the pupils.
Provision for pupils with special educational needs	Very good. Pupils with formal statements of need in the Primary Language Unit and in the main school receive very good support. Pupils on the special needs register are identified early and tracked to monitor their progress.
Provision for pupils with English as an additional language	Satisfactory. These pupils are well supported by teachers, learning support assistants and midday supervisors. However, there is limited formal assessment of their individual needs and no bilingual support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has a daily act of collective worship which meets statutory requirements. Provision for their spiritual development is satisfactory. The pupils show respect for each other and clearly understand the difference between right and wrong. Many opportunities are given for them to develop socially. Provision for their moral and social development is good. The school is a harmonious place with different cultures being appreciated and celebrated. Provision for their cultural development is very good.
How well the school cares for its pupils	Pupils are well cared for by the school. There has been an improvement in the management of their behaviour. The monitoring of attendance is now effective. Assessment has improved but could be developed further.

Parents have positive views of the school but the school could do more to promote a sense partnership especially with those for whom English is an additional language.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The headteacher provides effective leadership and, with the support of the deputy headteacher and staff, gives clear direction for the development of the school.
How well the governors fulfil their responsibilities	The governing body fulfils all its legal duties well and is effective in its work. There are procedures to ensure that individual governors are kept well informed and they play an active role in shaping the direction of the school.
The school's evaluation of its performance	Good. The headteacher and governors are aware of the strengths and weaknesses of the school and how it needs to improve.
The strategic use of resources	Satisfactory. The procedures for budget setting are firmly linked to development planning.

The school applies the principles of best value well when purchasing any resources. The level of staffing is very good. New teachers who have joined the school in the last two years have been effectively integrated into the school. Well-trained and dedicated support staff are deployed efficiently throughout the school and have a positive impact on the pupils' learning. The quality of accommodation is good and there are a satisfactory range of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. (94%) • I feel comfortable about approaching the school with a question or a problem. (94%) • The school expects my child to work hard and achieve his or her best. (94%) • My child is making good progress at school. (91%) <p>% - percentage of answers on returned Parents' Questionnaires (33 returned out of 208). PM Parents' Meeting, eight present, including one non-English speaking parent.</p>	<ul style="list-style-type: none"> • The range of extra-curricular activities. (21%) • The school working more closely with parents. (15%, PM) • Little translation/interpretation available. (PM) • Parents not aware of homework policy. Some concern about supply teachers and the giving of homework and about marking. (15%, PM) • No barrier at road edge by rear entrance. (PM)

Inspectors agree with the positive comments and found that: The school provides a good range of activities both after school and during the lunch period for the older children. It would be helpful to have some communications translated. The school could work more closely with parents and the school has identified this as an area to develop. Inspectors agree with the school that supply teacher should set homework only if in school for more than one day. The school is now aware of the parents' concerns about the lack of barrier at the road edge and intends to follow it up with the local council. Inspectors are in agreement that this is a safety hazard.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Assessment shows that children enter the school with levels of attainment well below that expected of children of their age. This is partly because so many children arrive with no understanding of English. The progress they make in the nursery is slow as, in the present cohort, almost all pupils have English as additional language and the majority are at the early stage of English acquisition. Progress is a little faster in the reception class but by the time they begin in Year 1, children are still well below or below what is expected in the six different areas of learning: their personal, social and emotional development; communication, language and literacy; mathematical development; their knowledge and understanding of the world; creative development and their physical development.
2. In 2001, reading and writing standards in Year 2, were well below the national average. Results were below similar schools for reading and broadly in line with similar schools for writing. In mathematics, results were in the lowest 5 per cent of schools nationally and well below those in similar schools. In science, results of teacher assessments were well below the national average and below those of similar schools in Year 2.
3. In 2001, results of the National Curriculum tests in Year 6 show that standards were in line with the national average in English and mathematics and well above average in science. When compared with similar schools they were well above average in English and mathematics and were in the top 5 per cent when compared with similar schools. In science, the teachers are very enthusiastic, have very good subject knowledge, and prepare lessons carefully with a wide range of practical activities. This has all helped to raise the standards to the present high levels.
4. Inspection evidence shows that in the current Years 2 and 6, pupils' attainment in English, is below that expected nationally in Year 2 but in line with expectations by Year 6. In mathematics, is in line with that expected nationally in Year 2 and Year 6. In science, is below that expected nationally in Year 2 and above expectation by Year 6.
5. In 2001, the school exceeded its targets well at the end of Year 6 for English and mathematics and achieved 100 per cent in the science tests. Based on the tracking of pupils in the present Year 5, the school has set targets similar to 2001 for 2002. These are appropriate to the cohort.
6. There was little difference between the attainments of boys and girls in either Year 2 or Year 6.
7. The trend over time, at the end of Year 6, shows the school's trend to be above the national trend.
8. In design and technology, geography, history, music and physical education pupils' attainment is in line with what is nationally expected of pupils at the age of 7 and 11. In art and design, pupils' attainment is in line with expectations by the end of Year 2 and above expectations by the end of Year 6. In information and communication technology, it is in line with expectations in Year 2 and below expectations in Year 6.

No judgement can be made about standards in religious education because of the lack of recorded evidence, but pupils showed a satisfactory degree of knowledge in lessons.

9. Pupils with special educational needs make good progress as they move through the school. These pupils often achieve at least satisfactory standards in their work and sometimes, as can be seen from the Year 6 national test results, exceed expectations in English, mathematics, and especially science in which all pupils reached the nationally expected level. Work in class is usually provided at a suitable level, based on prior attainment, which results in pupils making good progress. Individual education plans are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are very specific and can be accurately measured to inform teachers and support assistants exactly when they have been met.
10. Pupils with English as an additional language generally are well supported by the class teachers but have no additional support. Where they are beginning to be competent in the use of English they make similar progress to their peers.

Pupils' attitudes, values and personal development

11. The children in the nursery and reception classes have very good attitudes. They are keen to learn, as the work they do is stimulating and captures their interest. Their behaviour is good. They play well together and learn how to co-operate with one another. They look after the classrooms well, keeping them tidy and well organised.
12. Pupils' in the rest of the school also have very good attitudes, which is a significant improvement on the previous inspection report. The pupils are keen to come to school and are co-operative throughout the school day. In most lessons, the pupils listen attentively and undertake written and practical tasks conscientiously. They are positive about school, respond keenly to their teachers, and almost all are enthusiastic in lessons. Most pupils are capable of sustained interest. For example, pupils in a Year 4 music lesson gave their full attention to the teacher when he was explaining rhythm and percussion instruments. The pupils enjoy stories and listen well, often joining in at suitable points. They respond well to praise and rewards, taking much pride from having their achievements recognised.
13. The pupils show respect for each other during discussions and clearly understand the difference between right and wrong. They clearly understand how what they do may affect others. Behaviour, observed in the dining hall, in assemblies and in the playground, was good. However, boisterous behaviour in the playground has given rise to occasional problems and isolated incidents of inappropriate behaviour. One pupil has been excluded for two fixed periods this year. Incidents are dealt with effectively and teachers manage the children well. This is an improvement on the previous inspection. The children from ethnic minority groups are fully integrated into the life and work of the school. There have been isolated occurrences of racial remarks being made and these have been dealt with effectively by staff. Generally the school is very effective in ensure that the environment is free from bullying, racism and sexism.
14. Pupils with special educational needs, who have identified emotional and behavioural difficulties, are well managed in class and during breaks. They are very well supported by teachers, learning support assistants and midday supervisors. The

school ensures that they are fully included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their peers.

15. Relationships are very good and a strength of the school. Pupils are very polite to each other and adults. They find much pleasure in helping others. Children, particularly those in the nursery and reception classes, respond very well to the good provision for their personal, social and emotional development. Pupils in the rest of the school benefit from Circle Time, which allows their voices to be heard on a number of issues. There remain however limited opportunities for pupils to show initiative and undertake independent learning.
16. The very good relationships in the school are a result of the school's provision for pupils' spiritual, moral, social and cultural development, which is the underlying foundation for the positive ethos of the school and the good learning environment.
17. Attendance has improved significantly since the previous inspection but at around 93 per cent remains below the national average. The rate of unauthorised absence is still higher than that of similar schools nationally. Punctuality is good for the vast majority of pupils and lessons start and finish on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The majority of teaching is good or better and ranges from excellent to unsatisfactory. Overall, teaching is good in all key stages. Three excellent and two unsatisfactory lessons were seen during the inspection.
19. Overall, the quality of teaching is satisfactory in the nursery, where there are greater challenges for the teacher relating to the number of children with English as an additional language. Teaching is very good in the reception class where the pace of lessons is very good. The organisation of both the nursery and reception classes is very good, providing a wide range of experiences and stimulating environments in which children work and play. The management of children is also good in both classes and the pace of teaching and learning is particularly good in the reception class. Good initial records are being kept in the nursery.
20. In English the quality of teaching is very good throughout the school. In mathematics the quality of teaching is good throughout the school. In science, the quality of teaching in Years 1 and 2 is satisfactory and in Years 3 to 6 is very good overall, although an unsatisfactory lesson was also observed in this key stage during the inspection in a class covered by a supply teacher. There have been considerable improvements in the teaching of English, mathematics and science since the last inspection.
21. The strategies for the teaching of literacy have now been fully established and are having a positive impact by raising standards in all aspects of English. Teachers have a very good knowledge of both the subject and how best to deliver it. In mathematics the National Numeracy Strategy has been satisfactorily implemented, all staff have received effective training and the positive impact of the strategy is starting to become evident.
22. Strengths in teaching are the teachers' very good management skills which enable pupils to concentrate on their work without interruption. The calm and purposeful atmosphere created in classrooms, such as in English, is a significant factor in

helping pupils learn more effectively. The pupils respond well to this and have a good attitude to their work and behave well.

23. Where teaching is good or better, such as in mathematics, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic achievable and challenging targets. The lively approach and excellent subject knowledge of the teacher in a literacy lesson grabbed the pupils' imagination and interest and their behaviour throughout the lesson was exemplary. In science, usually, teachers are most enthusiastic, with clearly very good subject knowledge. Lessons are very carefully prepared, with a wide range of practical activities. Pupils are encouraged to select their own resources and to plan aspects of their own work.
24. Teachers use and encourage the pupils' use of correct mathematical and scientific language, particularly in Year 3 to 6. This is having a beneficial effect on this important area of pupils' learning. In Years 1 and 2, clear instruction is usually given, although teachers do not always explain adequately the meaning of some of the scientific terms that they use.
25. Assessment is used well in English to help plan future lessons. It enables them to set appropriate individual and group targets for the pupils so that they know what to do to improve further. Marking of work in English is also good as it encourages pupils in their efforts as well as giving them useful advice about what to do to make their work even better next time.
26. Mathematics homework is set and this supports the learning satisfactorily. Information and communication technology is used to support the pupils' learning in mathematics.
27. Weaknesses are that while science lessons are suitably prepared, opportunities for pupils to undertake practical activities are less frequent in Years 1 and 2. In Years 3 to 6, whilst lessons are well planned, limited provision is sometimes made for pupils' particular needs, with some activities being too difficult for lower attaining pupils. In the unsatisfactory lesson that was observed where the aims of the lesson were unclear, and where pupils were uncertain about what they were to learn, progress was unsatisfactory.
28. Only one lesson was observed in art and design and here teaching was good. The quality of art work on display in the school is good and examples of work, collected over a number of years, shows that teaching is often very good and the outcome is that the quality of some pupils' work is high. Excellent cross-curricular links are regularly developed. The quality of teaching in design and technology is also good. Teachers have a good subject knowledge which enables them to teach their pupils new skills correctly and safely.
29. In information and communication technology the quality of teaching and learning in Years 1 and 2 are good, and are much improved. Teaching and learning in Years 3 to 6 are satisfactory overall. Teachers plan sessions well, and they are successfully overcoming some initial lack of confidence in teaching the subject. Teachers generally plan a suitable range of activities, although at present fewer opportunities are provided for pupils to use sensors or electronic mail. All adults contribute well to lessons, and this helps pupils make satisfactory progress. In physical education, the quality of teaching and learning are satisfactory, and very good practice was observed in Year 5. The demonstrations of dance, in a very good lesson in Year 5, contributed

significantly to the standards being achieved. Where teaching is very good, pupils are inspired and highly motivated, and they make very good progress during the lesson. Sometimes in younger classes the pace of the lesson slows, when pupils queue to use apparatus.

30. Two lessons of history were seen, one was good and the other satisfactory. The teaching motivates the pupils who, in turn apply themselves very well, complete a good quantity of work and show much interest in the subject. No judgement on the quality of teaching in geography can be given as no lesson was seen. Teachers' planning indicates that in both history and geography good use is made of local resources, visitors and visits, and these opportunities enrich the curriculum. The quality of teaching in music is consistently good and often better. The very knowledgeable music specialist, together with the class teachers, manages the pupils well and makes them eager to learn more. Whilst all the lessons are carefully planned to give well-balanced coverage of the curriculum, some of the lessons for older pupils are too short for the work to be fully covered and the work planned cannot always be taught to the depth required. Good links are made with other subjects such as history. The teaching of religious education is good but the lack of time given to the subject means that there is seldom any recording of the stories they have heard or the discussions they have had. Pupils have no way of reminding themselves of what they have been taught.
31. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. Teachers use learning support assistants well and they are fully briefed about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils and make useful observations of such things as attitude or response during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of pupils and devise strategies to help them learn even more effectively. During individual or group work the learning assistants give very good support and this has a significant impact on the good progress made by the pupils.
32. Pupils with English as an additional language are well supported by their class teachers, who are aware of the need to adapt their teaching to the needs of these pupils with the use of gesture and supportive explanation of vocabulary. Formal assessments, however, are not carried out to identify these pupils' particular needs at an early stage. The use of the visual as well as the verbal, when teaching new vocabulary is seldom used to enhance pupils' learning. The pace of pupils' progress is restricted by lack of bilingual support, especially when pupils have no knowledge of the English language.

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

33. The school provides a curriculum that is of good quality. It is enriched in many areas by the additional opportunities provided by the school to interest and inspire the pupils. These include the specially planned weeks for design and technology, the international week and the many visitors invited to the school to work with pupils in such subjects as art, dance and music. The school also looks for and makes good links between subjects so that skills acquired in one subject can be reinforced in the work of another. For instance, Year 6 pupils improved their writing skills by producing good quality newspaper reports about the outbreak of the Second World War as part of their history work. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. There is an appropriate allocation of time for the teaching of English, mathematics and science that enables all aspects of these to be taught throughout the school. However, the time allocated to religious education is less than that recommended by the local agreed syllabus and the weekly half hour music lessons are too short for pupils in Years 5 and 6 to study an aspect in sufficient depth. The use of time within the school day is not always effective. Some lessons, particularly in literacy and numeracy, are too long and are stretched to fit the time available between breaks. For example, for Years 1 and 2 there is one hour and 15 minutes between morning break and lunchtime and this is often timetabled for a numeracy or literacy lesson with the remaining time used for reading or handwriting. Having longer than usual English and mathematics lessons leads to a lack of variety in the morning and takes valuable time away from other subjects. The curriculum for children aged three to five in the Foundation Stage is mainly satisfactory and appropriately planned according to the objectives of the Early Learning Goals. However, outdoor provision is unsatisfactory.
34. The strategies for teaching literacy and numeracy are firmly in place and are having a positive impact on learning. At the time of the last inspection the impact of these strategies on standards was not apparent but, as can be seen from the recent national test results for pupils aged 11, they are now proving most effective. The provision for personal, social and health education is good and also includes citizenship. It is included in all class timetables and is well taught to help pupils develop an understanding of the world around them, learn to appreciate other points of view and improve their own self-image. In a very good Year 1 lesson the pupils learned about road safety through role-play using good quality resources, and in Year 6 they learned how best to resolve family conflict. All the pupils were fully involved and took their work very seriously, making many positive contributions. The well-established nurture group, set up to help pupils improve their personal and social skills, continues to be effective and makes a good contribution to their personal development.
35. The curriculum provision for the pupils with special educational needs in Years 1 to 6 and in the Primary Language Unit is very good. They are able to participate fully in lessons due to the very high quality of the support they receive from teachers and learning support assistants. All of this support enables the pupils to focus on the work set and understand exactly what they are expected to do during the lesson, including appropriate behaviour. The targets set in their Individual Education Plans are taken into account when work is planned and this results in pupils being given work closely matched to their individual needs and helps them learn effectively.
36. All pupils are fully included in the life of the school enabling them to benefit from the many learning and social opportunities provided. A few pupils are occasionally

withdrawn from lessons for additional learning support. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages. Boys and girls work co-operatively together in class and are given equal status. Books and other educational resources are checked for any stereotyping or bias and displays around the school fully reflect the rich diversity of cultures found in the school and the locality. Coppetts Wood is a school in which all pupils are highly valued and great efforts are made to include them in all aspects of the curriculum. The lack of bilingual support is a weakness, preventing a small minority from taking a full part in the life of the school. This, however, relates more to the youngest pupils and is an area the school realises it must address with the changing intake.

37. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. Subject co-ordinators report to governors to keep them informed of developments and to enable them to assess the impact of spending on standards. There are designated governors for literacy and numeracy who visit the school regularly and have observed the provision first hand by sitting in on lessons. They also report back their findings to the full governing body. The governors have adopted appropriate policies for sex and drug education.
38. The school now plans for a daily act of collective worship which meets statutory requirements. The pupils are familiar with the format which is similar on different days. The opportunity to listen to music, sing a hymn and say a prayer provides well for their spiritual development. The story that is told provides well for their moral and social development. The high quality of the art displays around the school enhance the environment and contribute to pupils' self-esteem and their spiritual awareness. Investigative work in science and mathematics lessons and an appreciation of art and music showed that pupils develop a sense of wonder. Provision for pupils' spiritual development is satisfactory.
39. The curriculum is enhanced by an interesting range of visits linked to the work in class. For example, Year 6 pupils visited the Royal Air Force Museum in Hendon to supplement their history study of the Second World War and this visit inspired them to produce high quality work and give greater depth to their understanding of the period. In Year 1 the pupils visited the Bethnal Green Toy Museum and various classes have visited a local church and a Sikh temple as part of their religious education studies. The pupils in Year 6, including pupils from the language unit, also have the opportunity to go on a residential trip to Devon where they can take part in outdoor and adventurous activities. This journey also gives them many opportunities to develop socially and learn to live harmoniously in an environment away from home. Various arts, theatre and music groups visit the school to add depth and richness to the curriculum. During the international week visitors showed pupils how to make puppets from around the world and these were successfully used to act out plays written by the pupils. A mathematics week was also very successful and involved pupils and adults in a range of problem solving activities that made the subject more relevant. Provision for pupils' cultural development is very good although, as yet, the pupils are not able to use electronic mail to communicate with children from other lands and thus widen their knowledge of different cultures.
40. There are a good number of school clubs for pupils to attend, including football, basketball, dance, art and craft, recorders and two choirs. Instrumental music lessons are also available for interested pupils. All of these help extend pupils' learning and give talented pupils the opportunity to develop their skills to a higher level. There is also a breakfast club, a reading club and a homework club for pupils to

attend and very well attended booster classes to help prepare Year 6 pupils for their national tests. There are appropriate links with local schools and teachers meet regularly to discuss new initiatives and share ideas and expertise. The pupils are also involved in the local community and raise money for charity by singing carols at a local supermarket each Christmas and by donating goods to local elderly folk following their Harvest celebrations. Provision for pupils moral and social development is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The pupils continue to be provided with a caring and supportive environment, as reported at the last inspection. Staff know the pupils well and the child protection procedures are sound. LEA guidance is followed on the use of the Internet. Assessment is used consistently to plan work to meet the needs of all pupils and is satisfactory. Parents are pleased with the care the school offers to their children and say that their children like school.
42. There are satisfactory systems in place for safeguarding children's health and safety. There are regular safety inspections by the governors and caretaker and potential hazards are dealt with effectively. Suitable first aid arrangements are in place for dealing with accidents and illness and there is adequate adult supervision at lunchtimes.
43. There are good procedures for monitoring and promoting attendance and punctuality. This is a significant improvement on the previous inspection. Registration and follow-up procedures are well-established and registers meet statutory requirements. However, the school does not use information and communication technology to monitor attendance even more effectively.
44. Very good arrangements for promoting high standards of behaviour, including measures to prevent bullying have been developed, after consultation with staff, parents and pupils. There are simple rules for pupils, rewards for good behaviour and sanctions for dealing with misbehaviour. These rules are consistently applied by all staff across the school and have a good impact on improving behaviour at the school. This is a significant improvement on the previous inspection.
45. Pupils with special educational needs are identified early in their school life and are accurately assessed. Pupils on the special needs register are carefully tracked to monitor their progress. The 18 pupils with formal statements of need in the Primary Language Unit, and the five pupils with formal statements of need in the main school, receive very good and well-focused support. The Local Education Authority has provided valuable in-service training and support for teaching and non-teaching staff. The school fully meets the statutory requirements of the special educational needs Code of Practice.
46. Procedures for assessing pupils' attainment and progress, and their personal development are good overall. In the core subjects of English, mathematics and science they are very good. Assessments are undertaken at the end of suitable topics of work and teachers keep detailed records of pupils' current attainment. Samples of pupils' work are also retained, providing further evidence of their attainment. The information is used carefully in English and mathematics to provide work that is well suited to pupils' individual needs. It is not used consistently well, however, in science, where, on occasions, lower attaining pupils are presented with work that is too difficult for them. Procedures for monitoring pupils' progress through

the school in English and mathematics have improved and are now very good. Extensive records are kept, pupils' progress is plotted and targets for improvement are regularly set. Procedures for monitoring pupils' progress in other subjects are less well developed.

47. In subjects other than English, mathematics and science, assessment opportunities are listed in teachers' planning and general evaluations are produced. At present, however, as at the time of the previous inspection, these evaluations do not provide enough information about the performance of individual pupils to identify either their current attainment or the progress they have made. Few other records are kept. The information is inadequate to help in the planning of work matched appropriately to pupils' particular needs. Assessment of what stage pupils with English as an additional language have reached in learning English is established but there is no further assessment of their needs other than their rate of learning English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents consider Coppetts Wood Primary to be very good school, overall. The main criticisms relate to: provision of extra-curricular activities, supply teachers and the setting of homework, working closely with parents and the lack of a safety barrier outside the school gate. Inspectors found that the school provides a good range of activities both after school and during the lunch period for the older children. They consider that it would be helpful to have some communications translated into different languages and that the school could work more closely with parents. The school has identified these as areas to be developed. Inspectors agree with the school that supply teacher should set homework only if in school for more than one day. The school is now aware of the parents' concerns about the lack of barrier at the road edge and intends to follow it up with the local council. Inspectors are in agreement that this is a safety hazard.
49. Parents are kept informed about the school's events and curriculum matters through newsletters. Consultation meetings with class teachers about progress take place in the Autumn and Spring terms and the vast majority of parents attend. Pupils' annual reports suitably identify areas in which pupils could improve and parents comment that the reports clearly show how well their children are making progress. The Governors' Annual Report meets legal requirements and contains helpful information. A very good quality prospectus has been revised and updated and was available for distribution the week after the inspection. The school has identified the need to improve communications with parents, in particular for those with English as an additional language and at the start and end of the school day.
50. Parents of pupils with special educational needs are kept fully informed about their children's progress towards the targets set for them. They are invited to meetings and the majority attend, making useful contributions to the discussions. The school actively encourages parents to be involved in the provision to maximise the progress made by their child. Parents who are unable to attend meetings are also fully informed of the targets set and any other decisions made. The parents of pupils in the Primary Language Unit are very well informed through the use of a contact book that is used by both parents and teachers to share information and concerns.
51. Parents' involvement in the work of the school is satisfactory overall. A number help with the Parent/Friends Association and raise funds for school equipment and learning resources but the school is not currently active enough in encouraging parents to help in school. The majority of parents, particularly those of children in the

Language Unit, contribute to their child's learning at home by listening to them read. A good number of parents attend school assemblies and 95 per cent have signed the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are good. The headteacher provides effective leadership and with the support of the deputy headteacher and staff, gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to her leadership, along with the support of a hard-working and committed team of staff and governors. The aims of the school, which focus on the individual educational, social and personal development of the pupils, are effectively promoted and are part of the everyday work of the school. The school and staff are committed to raising standards, with equality of opportunity for all very effectively developed. The school and staff are clear about where they need to improve and there is a common sense of determination to move forward and succeed. The school is now in a good position to make further strides forward and has the capacity to succeed.
53. The headteacher ensures that both staff and governors understand the school's priorities for development and work successfully as a team. She monitors the work of the teachers in the core subjects and has a very good understanding of the strengths and weaknesses of all staff. As a direct result of this work, and with the provision of good training, the standards of teaching have improved since the previous inspection.
54. The staff have clear areas of responsibility and all subject areas now have co-ordinators: this represents an improvement since the last inspection. They are well deployed, have received management training for their subject leader posts and are becoming effective in their roles. The roles of subject co-ordinators are at various stages of development. In the core subjects of English, mathematics and science, the subject leaders exercise an influential role in the development and teaching of their subject by frequently monitoring both the teaching and the pupils' work. This has led directly to the improvements in these areas. There is now a need for all subject leaders to have such responsibility for their subject area, as at the moment there is little or no monitoring in the other subjects. All subject leaders are budget holders and contribute to the priorities outlined in the School Development Plan. This document is well focussed on very appropriate aims but now needs to be more precise with time targets, criteria for success and a named person who makes the success or failure judgements. Procedures for Performance Management are well developed with targets set for staff.
55. The leadership of the Foundation Stage is satisfactory. Whilst there have been meetings on planning and assessment these are not sharp enough to meet the needs of children with no English on entry to the school. No classroom observations have been carried out or work monitored from the older classes. Teachers are making the best use of the outdoor facilities available but these are unsatisfactory for both classes and the policy for outdoor play needs updating. The co-ordinator holds the budget for reception and Years 1 and 2 and there is a separate budget for the nursery. This again prevents the Foundation Stage from planning as a coherent stage in its own right.
56. The special needs co-ordinator is very effective and works very closely with teachers and the many learning support assistants. The management of the classroom assistants has been very effective, enabling them to work well with pupils and to

provide great assistance to the staff. The co-ordinator has recently added the Primary Language Unit to her responsibilities and is very effective in maintaining the good level and standard of provision highlighted in the last inspection report. Liaison with outside agencies is good and ensures that pupils receive good quality support on a regular basis. In-school training is planned to familiarise all staff with the new Code of Practice and the Disability Act. The specific grants are used well and extra money is provided to ensure good levels of support for pupils for as much of the day as possible. This has the effect of helping both pupils with special educational needs and their peers to work in an orderly, purposeful and calm atmosphere. This enables all to make good progress in their learning.

57. The governing body fulfils all its legal duties well and is effective in its work. There are procedures to ensure that individual governors are kept well informed and they play an active role in shaping the direction of the school's work. Governors are aware of the strengths and weaknesses of the school and how it needs to improve. Governors each have a curricular responsibility and through the "Governor of the month" scheme make regular visits to the school during school time.
58. The school has maintained the highly effective and efficient working practices in the planning, managing and monitoring of their finances; these practices were rightly praised at the time of the last inspection. The procedures for budget setting are firmly linked to development planning and reflect well the educational needs of the pupils. Records of financial decisions are accurate and clear. There has not been a Local Educational Authority audit since before the last inspection. The comparatively high carry forward from last year is being targeted on improving the school building and on outdoor facilities for the children in the Foundation Stage.
59. Specific grants received by the school are used for the correct purpose for which they were intended and there are detailed accounts of how the money has been spent. The school applies the principles of best value well when purchasing any resources. It analyses its performance, using both national and local information, and then uses it to evaluate the standards that the pupils attain and where improvements can be made. For administrative purposes the school uses new technology satisfactorily. It could further enhance this use by investigating the possibility of using computers to assist the recording of pupils' attendance.
60. Arrangements for the induction of new staff are satisfactory, yet they could be improved by a formalisation of the process. The legal requirements for professional development opportunities are well met with many staff praising the courses provided by the Local Education Authority. The school's approach to staff development has an appropriate emphasis upon literacy, numeracy and the management role of a co-ordinator. This professional development has had a positive impact on raising standards.
61. The level of staffing is very good. New teachers who have joined in the last two years have been effectively integrated into the school. All staff are suitably qualified and experienced to teach the National Curriculum and religious education. The level of staffing in the nursery and reception classes is good and teaching and non-teaching staff are experienced in meeting the needs of younger children. Well-trained and dedicated support staff are deployed efficiently throughout the school and have a positive impact on the pupils' learning. They make a particularly good contribution to the attainment, progress and self-esteem of the pupils with special educational needs and English as an additional language. Staffing does not sufficiently reflect the needs of the potentially bilingual pupils.

62. The accommodation is good, clean and well maintained. This has a positive impact on pupils' achievement, progress, the development of the curriculum and staff morale. The whole school is exceptionally well looked after by a highly involved and dedicated caretaker. The building is further enhanced by some very good displays that create a stimulating environment. The library is well stocked and the new computer suite is a very good and modern resource, enhancing the teaching of information and communication technology. The buildings are in good condition and the play areas improved since the previous inspection with the installation of an adventure playground to encourage purposeful play. Outdoor provision is good, overall, but the nursery outside area is barely adequate. There are plans to improve the provision for the younger pupils with a building project in the near future. Resources throughout the school are satisfactory and used well. The school provides disabled access but limited facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, governors and staff have worked hard since the last inspection to eliminate the serious weaknesses at the school. In order to continue this good progress they should now:
1. Raise standards in information and communication technology at the end of Year 6, by providing more opportunities to undertake activities in the monitoring of external events and using electronic mail.
(Paragraphs 8, 144,145)
 2. Review the school day, both for the main school and the language unit, to ensure that time is used well, in order that Foundation Subjects can be taught in greater depth for all pupils.
(Paragraphs 33, 125, 165, 188)
 3. Provide suitable outdoor provision for the foundation stage; (Paragraphs 55, 58, 62, 93, 94)
 4. Develop the role of the co-ordinators by:
 - Ensuring that the foundation subjects are monitored and evaluated by co-ordinators to ensure coverage, equal access and sufficient depth to the curriculum;
 - Ensuring that there is adequate assessment of pupils' work in the foundation subjects;
 - Improving daily planning to ensure that assessment and evaluation is used more effectively to plan future work for the needs of different groups of pupils.(Paragraphs 47, 54, 132, 142, 151, 15, 164, 168)
 5. Continue to improve support for pupils with English as an additional language by:
 - Ensuring that these pupils are assessed in their mother tongue, so that their needs may be met as soon as possible after entry;
 - Looking into ways of developing bilingual support for pupils new to the school, who have no knowledge of English.(Paragraphs 32, 36, 61, 74, 80-97)
 6. Develop further links with parents by:
 - Improving formal and informal communication with parents, especially for those with English as an additional language;
 - Encouraging greater parental involvement in children's learning both at school and at home.(Paragraphs 48, 49, 51)

Other issues which should be considered by the school

- Add information about success criteria and evaluation to the school development plan; (Paragraph 54)
- Complete an audit to ensure that there is access for people with disabilities; (Paragraph 62)
- Continue to raise rates of attendance and reduce the incidents of unauthorised absence. (Paragraph 17)

OTHER SPECIFIED FEATURES

THE PRIMARY LANGUAGE UNIT

64. The Primary Language Unit is for 18 pupils aged from four to 11 who have statements of special educational needs. The unit, with two classes, is situated in the main school building and has its own teaching staff, therapists and learning support assistants. As in the last inspection it continues to be a strength of the school.
65. The attainment of the pupils in the unit is generally below that of the pupils in the main school in many subject areas although many of them achieve standards well above that expected based on their prior attainment. For example, all four Year 6 pupils from the unit reached the nationally expected level in science in last year's tests. Their very good progress can also be measured by the fact that the majority are able to move to mainstream secondary schools when they leave Coppetts Wood. When pupils are deemed to be ready they are integrated with pupils from the main school for appropriate lessons such as physical education and science. This positive integration is a strong measure of the commitment of the whole school to include pupils from the unit in as many of its activities as possible. On occasions, a pupil is ready to be moved to a mainstream class on a permanent basis before leaving the school. Such pupils continue to receive a very good level of support to maximise the progress they make both socially and in their learning. The pupils in the unit make very good progress towards the targets set for them thanks to the consistently good and often very good teaching they receive and the high level of very good quality support from therapists, learning support assistants and other external specialists.
66. The quality of teaching and learning in the unit is always good and often better. Planning of lessons is very good and the teachers carefully match all planning to the demands of the National Curriculum and local Agreed Syllabus, the individual targets of the pupils and the planning of the teachers in the main school. Such detailed and appropriate planning makes integration much easier for the pupils and has a significant impact on the very good progress they make.
67. The pupils in the unit have full access to a broad and balanced curriculum. They are taught all National Curriculum subjects with particular emphasis on English and mathematics. The improvement of the pupils' communication skills is an important part of the provision and teachers use every possible opportunity to help pupils develop these. For example, in one lesson the pupils dressed as the characters from an African story they had read, were provide with suitable artefacts to use as props and thoroughly enjoyed acting out and retelling the story in their own words. Lessons such as this help the pupils gain in confidence and become more independent in their learning. The pupils are fully included in the life of the school. They play with the other pupils in breaks, attend assemblies and go on school trips.
68. The staff of the unit regularly assesses the pupils' attainment and progress and use the results of these assessments to help plan future work. All documentation is kept up-to-date and staff regularly record significant achievements by individual pupils to set more challenging targets for them. These targets are clear and successfully measured against objective success criteria. The staff know their pupils extremely well and provide them with a very good quality education and a high level of care. All procedures fully meet the special educational needs Code of Practice and the provision outlined in the pupils' statements is fully implemented by the school. Indeed, the school's provision for each pupil exceeds that stated in both quality and quantity.

69. Despite many of the pupils living a distance from the school, parents are kept fully informed about their child's progress through regular review meetings and a contact book which goes daily between home and school. This book is a valuable means of communication and is well used by both parents and teachers to share concerns and exchange messages. Parents are actively encouraged to support the work of the unit and are given regular information about the curriculum and any ways the teachers feel they can further help their child to make better progress.
70. The unit is very well managed by the deputy headteacher who is also the special needs co-ordinator. She has excellent relationships with all the staff involved in its work. Excellent relationships and teamwork are a very strong feature of the unit and have a significant impact on the good quality of education provided and the very good progress made by the pupils. The classrooms have attractive displays of pupils' work that enhance the environment and show the value placed on achievement.
71. Overall, the language unit provides a very good quality education for all its pupils in a warm and caring manner whilst still encouraging independence and building pupils' confidence for the next stage in their education.

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE.

72. Fifty-eight percent of pupils on roll have English as an additional language (EAL). Pupils come from a wide range of ethnic backgrounds: 79 per cent are of minority ethnic backgrounds, speaking mainly Turkish, Portuguese, Albanian, and Gujerati; 13 per cent are from black African backgrounds and a small number of pupils are of Caribbean, Indian, Pakistani and Chinese heritage backgrounds. The percentage of pupils with English as an additional language is very high, with 31 per cent at the early stages of learning English. Twenty-three per cent are refugees or asylum seekers.
73. Forty-eight per cent of children in the nursery either have no understanding of English or are at the very early stage of English acquisition. There are also pupils who join the school in other years with no understanding of the English language.
74. Until fairly recently the school did little to identify and assess pupils with EAL. There is no policy for EAL. One of the staff, new to the school during the last two years, has been an EAL advisor with particular responsibility for refugees, and has considerable specialist knowledge. She is, however, a class teacher with responsibility for Year 6, and non-contact time to monitor teaching and pupils with EAL is very limited. She has assessed the Stage of English that each pupil is at but further assessment of their needs has not yet taken place. The school depends at present on the speed at which English is acquired to determine a pupil's ability. Further assessment in their mother tongue, as soon as pupils enter the school, is therefore needed. The co-ordinator has observed lessons in Years 2 and 6 but in no other classes.
75. Across the school, in October 2001, 13 pupils were at Step 1; 7 were at Step 2; 15 were at the Level 1 threshold; four were secure at Level 1, 12 at Level 3 and two at Level 4. Twenty five were at Stage 1 in the Foundation Stage and 8 at Stage 2 of English acquisition. These levels refer to the stage that pupils have reached in learning English: Step 1 relating to pupils having little English and 'secure at level 4' to them being reasonably fluent.
76. The co-ordinator has given good in-service training to staff on how to support pupils with EAL in class lessons, using the 'making a difference' strategies. Teachers have gained confidence and this is evident in the good teaching seen in the school and the

generally good progress that pupils make. The main area for improvement is in providing pupils with visual clues when teaching new vocabulary and in using a wider range of EAL resources. Lesson plans seldom show planning for the specific needs of pupils with EAL. Teachers are not well informed about how to support new arrivals.

77. The main weaknesses are in the assessment of the specific needs of pupils with EAL, the analysis of that data and the lack of bilingual support for any group of pupils. With so many different languages this is not easy but some attempt should be made. Whilst the resources for the multi-cultural aspect of the curriculum are now good the school does not have enough resources for teaching English as an additional language. The co-ordinator has made a start in building these up but more are needed.
78. The school does not at present make full use of the bilingual abilities of parents or involve them sufficiently in their children's learning. No network systems have been set up to support parents and carers with no understanding of English and no translations are provided of information sent home. At the pre-inspection visit no translator was present to provide for a Turkish parent with no English, in spite of Turkish being the predominant additional language in the school.
79. The intake of the school has changed over the last few years and is changing further. The school has begun to take notice of this and the appointment of an EAL specialist on the staff is a considerable asset. The school has not yet worked out how this expertise can be best used.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	19	20	12	2	0	0
Percentage	5	34	36	21	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	194
Number of full-time pupils known to be eligible for free school meals	0	97

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	23
Number of pupils on the school's special educational needs register	5	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	113

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	6.1

Unauthorised absence

	%
School data	1.3

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	8	9	8
	Total	21	23	21
Percentage of pupils at NC level 2 or above	School	70 (65)	77 (74)	70 (77)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	8	8	8
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	70 (61)	73 (81)	73 (81)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	16
	Girls	12	11	13
	Total	23	23	29
Percentage of pupils at NC level 4 or above	School	79 (52)	79 (48)	100 (63)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	10	13
	Girls	11	11	11
	Total	15	21	24
Percentage of pupils at NC level 4 or above	School	52 (41)	72 (64)	83 (41)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	23
Black – other	1
Indian	8
Pakistani	3
Bangladeshi	2
Chinese	5
White	122
Any other minority ethnic group	26

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	14
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	376

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	4

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	0	1
Other minority ethnic groups	2	0

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

Financial information

Financial year	2000/01
	£
Total income	766,392
Total expenditure	767,834
Expenditure per pupil	3,413
Balance brought forward from previous year	129,844
Balance carried forward to next year	128,402

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	58	33	3	0	6
Behaviour in the school is good.	45	42	3	3	6
My child gets the right amount of work to do at home.	30	45	12	3	9
The teaching is good.	55	39	3	0	3
I am kept well informed about how my child is getting on.	45	45	3	3	3
I would feel comfortable about approaching the school with questions or a problem.	73	21	0	0	6
The school expects my child to work hard and achieve his or her best.	52	42	6	0	0
The school works closely with parents.	45	36	15	0	3
The school is well led and managed.	52	36	3	0	9
The school is helping my child become mature and responsible.	48	33	6	3	9
The school provides an interesting range of activities outside lessons.	39	33	21	0	6

Other issues raised by parents

- Parents not aware of homework policy. Usually no feedback/marking of homework. Supply teachers can result in setback in learning. Supply teacher does not set homework.
- Involvement of parents in their children's education. Limited help in school apart from trips out, storytelling days. Currently, parents' association events not well supported.
- Little translation/interpretation available.
- No barrier at road edge by rear entrance.

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

80. With a termly intake to the part-time nursery, children begin school in the term that they are three. Assessment on entry shows that the majority of children are below the Barnet average in all areas of learning. This is lower than at the previous inspection when children's personal, social and physical development was average. Five out of 13 children in the morning session, and nine out of 16 children in the afternoon session, have English as an additional language. They either have no understanding of English or are at the very early stage of English acquisition. Three children in the nursery have been identified as having special educational needs. In the reception class seven children have English as an additional language and another seven have been identified as having special educational needs. A further four children from the speech and language class are integrated into the reception class. The composition of children in the Foundation Stage poses particular challenges for the teachers concerned. There is very good adult support for children with special educational needs in the reception class, partly because the ratio of adults to children from the speech and language class is good, but there is no additional support for staff in the nursery. In neither class is there specific support, bilingual or otherwise, for children with English as an additional language. This can occasionally cause teaching to be unsatisfactory in the nursery when staff are sometimes overwhelmed by the task.

Personal, social and emotional development

81. Children in the nursery gain confidence and play happily in the stimulating environment that the teacher and nursery nurse have created. They enjoy playing in the role-play area, pretending to listen to someone on the other end of the telephone. Whilst language is used little, they play purposefully in the role-play house, cooking, washing up and pretending to eat a meal. Some gesture to each other, building good relationships, serving 'cups of tea' to other children and to adults. The nursery nurse is particularly proactive in developing play, and children respond well. When going out to play five children could put their coats on without help. There are good relationships with parents, and during the week of the inspection a mother stayed to settle her child into the nursery with another younger child playing happily alongside. After a while the older child began to play with others, independent of his mother.
82. In the reception class children are beginning to take responsibility for dressing and undressing themselves for physical educational lessons although many still need some help. Whilst a few are completely independent, the process still takes a considerable amount of time. Children enjoy playing in the baker's shop, dressed in baker's hats, working out the cost of the shopping when buying and selling bread and cakes at different prices. They have a sense of belonging and have good relationships with adults and their peers. They also develop good relationships and language in the home corner, caring for a baby and pretending to feed each other with a spoon. They know what behaviour is expected and respond quickly to instructions. Progress in their personal, social and emotional development is good and they are well on the way to achieving the Early Learning Goals by the end of the reception year.
83. Overall, the quality of teaching in both the nursery and reception class is good and adults promote children's personal development well through a range of role-play activities and through continual support and guidance. The support of children with

special educational needs from the speech and language unit is very good and support of one in particular is excellent. The trust that had been developed allows the child to be as independent as possible, whilst ensuring the adult is always on hand if needed. Often a glance and a response is all that is needed to give the child the confidence need to take a full part in lessons, without apparent help. There is not the same degree of support for pupils with English as an additional language in the reception class. Children in the nursery make slower progress than they could do if some bilingual support were available.

Communication, language and literacy

84. Language and communication skills are well below average in the nursery but are developing satisfactorily, through the various activities provided. The teacher shares a familiar book, such as the 'Three Little Pigs' with the children and they join in the repetitive text, "We'll huff and we'll puff and we'll blow the house down", enjoying the sound of the words and the opportunity to join in. They gain a good sense of story and enjoy giving answers to questions posed, such as ones beginning, "What do you think....?" When colouring in a picture of a face the teacher develops language, commenting on different features such as the eyebrows. They learn to sequence a story putting three pictures in order, and, when looking at cards with their names written on them, they begin to recognise different letters. Children with English as an additional language enjoy the one to one relationship with the teacher, learning the names of the letters of the alphabet. Two children observed had good control of their pencils, although this is not the norm. One child could write her quite long name on the paper that she had been printing a pattern on. Children are beginning to find the letter that their own name begins with in the water tray full of plastic letters. In the reading area children enjoy looking at books on their own, pretending to read them to themselves.
85. Progress in developing language skills is satisfactory in the reception class but achievement is still well below that expected of children of their age. The teacher has very good systems in place to hear groups of children read and this promotes a love of story. Work is matched very well to the ability of different groups of children. Big books are used well and classroom assistants follow up the sessions working very well with groups of children on literacy skills such as the recognition of rhyming words 'bat, cat, mat and hat'. The teaching of phonics, such as the sound of letters, is good and children are beginning to know both the name and sound of letters. Children also learn to say words in different ways: in an angry way, a sad, way or a happy way. They are very expressive and enjoy this activity. Children enjoy writing short sentences in the writing corner, such as, 'It has a tail' or 'it swims in the sea'. Whilst children are making satisfactory progress in literacy they are not likely to achieving the Early Learning Goals by the end of the reception year.
86. Teaching in this area of learning is good in the nursery and very good in the reception class because of the excellent organisation and very good pace of lessons. Teachers and support staff have a good understanding of the needs of the pupils and in the reception class the high adult/child ratio enables work with groups and individuals to be very productive; with work is matched well to different needs of the children. The majority of pupils learn well and make good progress in the reception class. The weakness in teaching in the nursery and of children with English as an additional language in the reception class is the lack of bilingual support. Because this is lacking, the children's learning and their progress is slower than it could be if that support were available and they remain more isolated because of it.

Mathematical development

87. Very good mathematical progress is seen in the nursery when children, sometimes quite new to school, pour water from one container to another, letting it over flow when they pour from the larger container, but after a while carefully stopping when the smaller container is full. A very good sense of measurement and capacity is developing. Children are totally absorbed and the concentration is considerable. Numeracy is also taught alongside story-telling, such as when the teacher says, "Can you help me count these pigs?" after telling the story of the 'Three Little Pigs'. Children develop an understanding of one-to-one correspondence and some also learn to add and subtract numbers to three. This is further developed with individuals using teddy bears and other resources.
88. In the reception class, work is well matched to the needs of different children. While some lower-attaining children develop the concept of three, counting shapes they have made out of play dough, other children count up to five, and higher attainers up to 12. They learn the meaning of 'more than', 'less than' and 'fewer than': learning correct grammar at an early age. Working one to one with a child with English as an additional language, the support teacher helps the child to count to five, but only the numbers one and two are understood. Children learn the meaning six through a board game with cards asking different responses from them: they roar like a lion three times or bounce up and down six times. They take delight in following the instructions on the cards. The baker's shop is used very well to promote addition and subtraction, with lower-attaining pupils asked to match numbers to the cakes they have bought, average attainers able to say how many are left from five cakes when two are given back, and higher attainers able to subtract two cakes from ten. The display board in the class room shows pupils have learned about size with reference to 'short' and 'long' and the size of shoes. Children are making good progress and are on the way to achieving the early Learning Goals by the end of the year.
89. The quality of teaching and learning in mathematics is satisfactory in the nursery, and very good in the reception class, where there is a high degree of interaction between adults and children and therefore a very good degree of learning takes place. There is good provision for learning through play in both classes. These experiences are valuable and promote a good understanding of different mathematical concepts.

Knowledge and understanding of the world

90. Photographs of children in the nursery show them 'kicking their legs like a donkey', 'bending their legs like a camel' and 'thumping their chests like a gorilla'. They show children getting dressed for a party, writing a shopping list and looking after a baby. A birthday book also shows children talking about what they did to celebrate a birthday. They begin to gain a sense of time. The school celebrates an International Day; pizza is made, and children dress in their national dress, beginning to learn a little about each other's cultures. Children are able to work on the computer on their own and have reasonable control of the mouse. They can click and use different colours to paint with.
91. In the reception class a mother brought in her baby and role-play followed with a bottle, push chair and the washing of the baby being part of that play. Children brought in pictures of themselves as babies, developing a sense of past and present and the beginnings of history. In the reception class, children work well together on the computer and a child with no English is helped by another when listening to different nursery rhymes on it. Sessions are also organised for reception class

children to work in the computer suite. In these lessons basic skills are taught and children learn to switch on the computer, log on, and use programs such as 'colour magic'. The interactive board, together with a high adult-child ratio, ensures that children have the support needed to make satisfactory progress. In class, children also learn about different materials and whether they are soft or rough or shiny, smooth or bumpy. They test whether objects are easy or difficult to move. When studying habitats they learn about ice and how it melts in the Arctic, feeling and watching a large lump of ice melt in the water tray. They know about deserts and the jungle. Children are making good progress and are on the way to achieving the Early Learning Goals by the end of the reception year.

92. Teaching is satisfactory in both classes in this area of learning, and children make sound progress towards the Early Learning Goals. The class teaching in the information and communication technology suite is successful because of the very high adult /child ratio. Without this support such a lesson would be too demanding for these young children, especially for those with little understanding of English.

Physical development

93. Children in the nursery develop their fine motor control through puzzles, pegboards and construction kits such as duplo. They put the pieces of a jigsaw together, slotting different shapes into holes, some finding the activities easier than others. However, their ability is well below expectations in this area, for example, their scissor control is often underdeveloped and they find cutting very difficult. More teaching to develop fine motor skills at an early age if needed if children are to transfer those skills to writing at the expected age. Outdoor play is very restricted in the nursery. The space is small and the number of bicycles ridden creates an environment where there is little creativity or self-control. In a ten minute observation period, four children had fallen off their bicycles for one reason or another. The large playground the other side of the fence is not used and outdoor play to include a wider range of activities needs to be re-defined. Teaching in this area of learning is unsatisfactory.
94. Children's fine motor control is still below average in the reception class and this affects their ability to write. Activities to promote fine motor control continue to be provided, such as the threading beads or making, twisting, pulling and squeezing of dough or clay. Whilst the reception class does not have any specific outdoor play area the teacher makes good use of the garden area when possible. Again, no use is made of the large playground for reception class activities, although good use is made of the adventure playground apparatus. The hall is used for physical activities and teaching and learning here are very good because the teacher demonstrates well and children are very attentive. The children have very good attitudes and the well-organised lesson, supported very well by three additional adults, ensured that pupils' achievement was particularly good in the lesson observed. Children could hop and bounce from two feet to two feet successfully. Only two could skip but they were able to balance along a bench well, jumping off the end. Some could go across the bench on tiptoe. The use of demonstration and of support staff was particularly successful in this lesson. Children are well on the way to achieving the Early Learning Goals in their physical development overall by the end of the reception year but not in the development of their fine motor control or in their control of outdoor equipment.

Creative development

95. Children in the nursery are taught skills such as printing with different-shaped sponges. The nursery nurse ensures that all have a turn and works alongside them,

teaching this new skill. They enjoy making models out of sticklebricks and one boy was observed concentrating for an exceptionally long time, making a model of considerable complexity. In contrast, another child produced a model of below average standard, still at the stage of exploring the equipment. A model, such as a camera, was made and provided further play when the child pretended to take photographs with it. Children play for as long as 30 minutes, completely absorbed in the activity. Children enjoy painting and one painted a picture of a person with all the main features clearly shown.

96. In the reception class pupils enjoy their music lessons, where teaching is very good. Work is clearly matched to the age of the children and the large majority of children by the end of a lesson are able to recognise a high and a low note and can perform a simple song learned in the lesson, pitching it with reasonable accuracy. Music lessons contribute well to the language development of children with English as an additional language. Learning is very good in these lessons. Pupils enjoy painting and some will paint one picture after another using all the colours available. They cut and stick to create pictures and make and decorate a mat. Progress is good and children are on the way to achieving the Early Learning Goals by the end of the reception year.
97. Overall, the quality of teaching is satisfactory in the nursery and very good in the reception class. The large number of pupils with English as an additional language, and the fact that no two children have the same language, in the nursery makes teaching difficult. The teacher has little support in this area and this can be downheartening. Examples of good teaching were seen but support is needed if this is to be maintained all the time. The nursery nurse, in the nursery, is very experienced and provides good support in many ways. For example, she taught all the children to print with confidence. The quality of teaching in the reception class is almost always very good. The teacher and her support staff have clear roles and work very well indeed as a team. As a result, the teacher takes every opportunity there is to teach and manages the organisation of groups and the school day exceedingly well. All staff contribute very well to the good progress that children make.

ENGLISH

98. Standards attained in English by pupils at the end of Year 6 have improved dramatically since 1999. The 2001 national tests showed that, from being well below the national average two years previously, the attainment of pupils in Year 6 was in line with that found nationally and well above the standards found in similar schools. The national test results for pupils at the end of Year 2 showed that they were attaining standards in both reading and writing well below the national average although the standards in writing were much the same as those found in similar schools. Levels of attainment have, however, risen each year since 1999 and at a faster rate than standards have risen nationally.
99. The pupils currently in Year 6 are attaining standards similar to those found nationally. Their attainment in speaking and listening, reading and writing is as expected for their age and is a result of the very good teaching they receive as they move through the school. When taking into account the higher than national average number of pupils with special educational needs and with English as an additional language, it is clear that the pupils are achieving well in their work. The pupils currently in Year 2 are attaining standards that are below those expected for their age. Again, there are a large number of pupils with special educational needs and with English as an

additional language who are achieving well thanks to the good quality teaching they receive in class.

100. Pupils' listening skills are good. They are attentive in class and listen to instructions carefully. The high level of adult support in the classrooms helps the pupils fully understand what is being said to them during the course of each lesson. Speaking skills for pupils in Years 1 and 2 are less well developed as many of them have only a limited vocabulary in English and lack the confidence to express their views in class discussions. Teachers are extremely sensitive to this and give them a great deal of encouragement by helping them formulate suitable responses to questions. They also have pupils working with a partner to give them support. This was clearly seen in an excellent Year 1 lesson about 'Goldilocks and The Three Bears', where the teacher organised the pupils into pairs so that they could prepare their comments, prior to reporting back to the whole class, about how the Mummy bear character would look. They were then able to address the class with confidence, and those pupils with English as an additional language learned phrases used by other pupils. By the time pupils leave the school they speak with confidence and willingly contribute to debates and discussions. For example, in a very good Year 6 lesson about balancing different points of view about important issues such as the cutting down of trees in the rainforests, the pupils read out their work showing great maturity and an understanding of the need to present an argument clearly and concisely. The ethical content of this lesson also made a good contribution to their moral education. Pupils are given many useful opportunities to address a larger audience. They take part in school productions such as 'The Real Father Christmas' and speak clearly with good expression. In class assemblies they read out their work to the rest of the school and all are encouraged to participate.
101. The pupils throughout the school are making good progress in reading. Since the last inspection the school has improved the provision by grading the reading books in Years 3 to 6 and introducing a reading scheme in Years 1 and 2. The pupils are now reading texts more closely matched to their prior attainment than before and this has had a great impact on improving the standards of reading of pupils of all abilities. By the time they leave the school they have well-developed reading skills and the majority are able to read and enjoy both fiction and information books with good understanding. Given the limited knowledge and understanding of English many of them have when they enter the school, this represents a considerable achievement. From an early age they are taught letter sounds and the sounds made by various groups of letters. Using these skills they can read unfamiliar words although they do not always have an understanding of the meaning. Those pupils with special educational needs read at a level that is often above expectations due to the good quality support they receive from their teachers and teaching assistants. Pupils of all ages enjoy reading books and take them home regularly to read for pleasure and to improve their skills. They can talk animatedly about their personal likes and dislikes. For example, one Year 2 pupil loved reading poetry books and a Year 6 pupil only enjoyed 'proper novels'. Pupils regularly use the local library, both with the school and independently, to give them access to an even wider range of story and information books. Through using the library effectively the pupils have well-developed library and research skills and know where to find a book on a particular topic using the Dewey decimal classification system. More able pupils are able to successfully research information using more than one source, know how to skim and scan text and make notes suitable for using later in their writing. All pupils use the Internet and CD ROMs in the computer suite to find interesting and informative texts to use in their work and this adds a further useful dimension to the reading they undertake in school. For instance, Year 6 pupils used the Internet to find out about the life of the inventor, Baneker after whom their class is

named. The school library, which is centrally located, has a good range of appropriate non-fiction books and is used well by the pupils in their studies in other subjects. Some of the books are a little old and worn but the school is constantly adding to the stock to improve the provision. The use of the reading diaries that the pupils take home is inconsistent. Some are used well to record the books read and give parents and carers the opportunity to make suitable comments, whilst others are only used by the pupils and then only occasionally.

102. Standards attained in writing have improved considerably over the past two years. Handwriting is now practised regularly throughout the school and this is having a positive impact on the standards of presentation. Throughout the school pupils successfully write newspaper articles, poetry, imaginative stories, instructional texts, factual accounts and balanced arguments. The whole school curriculum has been scrutinised to identify areas that will support and extend the opportunities for pupils to learn to write in a variety of styles and for different audiences. These links are very well used by teachers to improve writing and pupils enjoy the relevance of the work they are given. For instance, as part of their history work Year 3 pupils rewrote the story of Odysseus and Polyphemus, learning to use story boards and story maps to help them sequence the events correctly. At the end of Year 6 they are able to write at length with a wide range of appropriate vocabulary to add interest. The pupils write with generally correct grammar and spell words accurately. Punctuation is good, with pupils usually using question marks, exclamation marks, commas, apostrophes and quotation marks correctly. Improving standards in writing has been a main focus of the school and has been most successfully addressed. Pupils with special educational needs and those with English as an additional language make the same good progress as their peers.
103. The quality of teaching is very good throughout the school. This is a considerable improvement since the last inspection when teaching in Years 1 and 2 was judged to be unsatisfactory and was good in Years 3 to 6. The strategies for the teaching of literacy have now been fully established and are having a positive impact by raising standards in all aspects of English. Teachers have very good management skills and this enables pupils to concentrate on their work without interruption. The calm and purposeful atmosphere created in classrooms is a significant factor in helping pupils learn more effectively. The pupils respond well to this and have a good attitude to their work and behave well. This was clearly seen in an excellent Year 5 lesson in which the pupils were learning to make notes from a factual text. The lively approach and excellent subject knowledge of the teacher grabbed the pupils' imagination and interest and their behaviour throughout the lesson was exemplary. The planning of literacy lessons is good and has suitably graded work to help pupils of all abilities make good progress. Learning support assistants are used very well in lessons to work with individuals and groups of pupils to help them concentrate and complete their tasks successfully. They are included in the planning of work and make a very useful contribution during the part of the lesson taught directly by the teacher by monitoring the pupils' responses and helping to manage behaviour. This enables all pupils to be fully included as, without such good support, a number would struggle to cope with the demands of some lessons. Teachers have a very good knowledge of both the subject and how best to deliver it. They use assessment well to help them plan future lessons and to know exactly the abilities of all the pupils in their care. It enables them to set appropriate individual and group targets for the pupils so that they know what to do to improve further. Marking of work is also good as it encourages pupils in their efforts as well as giving them useful advice about what to do to make their work even better next time.

104. The management of English is very good. The co-ordinator is extremely knowledgeable and totally committed to raising standards to as high a level as possible. She has worked extremely hard to evaluate the effectiveness of the provision and has taken action to improve areas identified as being in need of improvement. For example, pupils' handwriting was judged to be poor and she has provided training for teachers and suitable books to improve the standards considerably. Whole school assessment procedures are very good and are used most effectively to monitor the progress of each pupil. All the information gleaned is used to guide not only the planning of the curriculum, but also to assess the level of support and intervention required to maximise the learning of every pupil, including those who are particularly able in English. One area for further consideration by the school is how to use the time within the school day more effectively as some literacy lessons are stretched to fit the available time between breaks and this takes useful learning time away from other subjects. Making English lessons longer is sometimes non-productive as pupils may lose concentration and interest.

MATHEMATICS

105. Inspection evidence from classroom observations, work in pupils' books and from talking to staff and pupils indicate that the standards attained by pupils in Years 2 and 6 are in line with the national average. This represents an improvement since the last inspection when standards at ages 7 and 11 were below. This evidence covers all areas of numeracy and mathematics, which includes number, algebra, space and measures and data handling.
106. The 2001 national test results for Year 2 show that overall the pupils at age 7 are still below the national average, but with a continuing trend of improvement. The results for Year 6 were in line with national averages. The trend over the past five years has been consistent improvement at age seven and with even greater improvement at 11. Compared with similar schools the results for the 11 year olds are well above average. These improvements are because of the consistently good mathematics teaching that is now to be seen throughout the school.
107. There are no marked differences in the performance of boys and girls. Pupils with special educational needs and those with English as an additional language are supported very well and make good progress.
108. By the age of seven, most pupils have a sound knowledge of place value to 100, with a few able to solve problems up to 1000. They know some of the properties of two- and three-dimensional shapes and can measure length, time and weight. The pupils have knowledge of how to collect data and record it on graphs. Many can add and subtract simple sums involving money. They are currently learning how to compare objects in weight and make judgements as to heavier and lighter and to read a measuring scale. They can mentally double and halve, count in twos and fives up and down to 20 and 100, as well as knowing their addition and subtraction sums to 30.
109. By the age of 11, pupils can work out calculations in their heads quickly, they understand fractions and their links with decimals and percentages, are developing their measuring skills and use and interpret a range of diagrams and charts. They are aware of place value to one million, square numbers, metric and imperial equivalents and can use the correct standard notation in working out problems using the four rules. In Year 6 they have good experience and knowledge of how to apply their mathematical knowledge to real life problems. Currently Year 6 are looking at ways of converting fractions to decimals.

110. The pupils have good positive attitudes to mathematics and no inappropriate behaviour was seen. They enjoy their lessons, are interested, concentrate well, and have good relationships with each other and their teachers. This is due of the approach to the teaching of mathematics, which is lively, stimulating, and with high expectations.
111. The quality of teaching and learning throughout the school is good. This represents an improvement since the last inspection where deficiencies were noted. Of the lessons observed a quarter were very good, two-thirds good and about a tenth satisfactory, none were unsatisfactory.
112. Where teaching is good or better, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic achievable and challenging targets. The teachers use and encourage the pupils' use of the correct mathematical language and have good subject knowledge.
113. The National Numeracy Strategy has been satisfactorily implemented, all staff have received effective training and the positive impact of the strategy is starting to become evident. Numeracy lessons are well structured and give the opportunity for mental mathematics, concept development and the opportunity to reflect on what has been taught. The consistently good mental sessions represent an improvement since the last inspection. Homework is set and this supports the learning satisfactorily. Information and communication technology is used to support the pupils' learning.
114. There is a satisfactory range of good modern resources that are used well and this has a good impact on teaching and learning. Planning is good and the teachers have adopted a good thorough system of tracking and targeting pupils' progress.
115. The teachers have a good knowledge of the levels of the National Curriculum and assess the pupils regularly; this is an improvement on the last inspection where this was found to be weak. There has been extensive monitoring of the teaching of mathematics by the subject co-ordinator, headteacher and the local authority; this has had a positive impact on standards. The pupils experience the full coverage of the mathematics curriculum with good emphasis now being placed on their understanding and ability to explain and apply their calculations. The subject is well led by a very effective and knowledgeable co-ordinator. The school has made good progress and improvement since the last inspection. Standards are rising amongst the youngest and oldest pupils.

SCIENCE

116. Standards at the end of Year 2 are below average, and at the end of Year 6 they are above average. Pupils are making satisfactory progress in Years 1 and 2, and very good progress in Years 3 to 6. In the national tests at the end of Year 6, in 2001, standards were reported to be well above average. Current inspection findings do not show a fall in standards, but rather reflect the differences that can occur between different groups of pupils. The teacher assessments at the end of Year 2, in 2001, reflect the present findings, with standards found to be well below average. At the time of the previous inspection, standards were well below average at the end of Year 6, and, overall, standards have increased dramatically since that time, largely as the result of much improved teaching.

117. The pupils' attainment at the end of Year 6 is above average. In Years 3 to 6, pupils successfully carry out a range of experiments, and the oldest identify their own ideas, select their own apparatus, organise their own experiment and make their own observations. They then compare their findings with their original hypothesis. Pupils now have a clear idea of fair testing. Pupils in Year 6, for example, carry out investigations on dissolving materials, as well as on soil. Pupils in other years also carry out scientific investigations, such as the experiments on pulse rates in Year 5, electricity in Year 4 and plant growth in Year 3. Most Year 6 pupils are confident in explaining many of the life-processes of humans, and they readily discuss, for example, the role of the heart in the circulation of the blood. Most pupils can name the various parts of a flower and describe their functions, for example, those of the roots and the leaves. Pupils successfully explain the food chain. Pupils know that microbes are living organisms, and that they may be beneficial or harmful. Most pupils successfully name a variety of materials, they describe their various properties, and they can explain the differences between solids, liquids and gases. This is an improvement since the previous inspection. Pupils know that materials can be made into mixtures, and many can explain, for example, how a solution can become saturated. They readily describe how materials can be separated through processes such as evaporation and filtration. Pupils know that a complete circuit is needed to make electrical devices work, and most can confidently explain the role of insulators and conductors. Pupils know that objects have weight because of the gravitational pull of the Earth, and most can explain that friction and air resistance are forces that slow moving objects. Pupils know that sound is caused by an object vibrating, and that the vibrations travel through air and various materials to reach our ears. Overall, pupils' achievement is very good.
118. The pupils' attainment at the end of Year 2 is below average. Pupils in Years 1 and 2 successfully undertake experiments on some aspects of their work, for example, when carrying out tasks on pushes and pulls in Year 2 and light in Year 1. However, a significant minority of the pupils have problems understanding some of the topics covered, as well as finding the appropriate scientific vocabulary to explain their work. This is having an important detrimental influence on the overall standards being achieved. Many pupils successfully name the main external features of both the body and a flowering plant, but while most can explain the items needed to sustain animal life, a number have difficulties in identifying the requirements in relation to plants. Most can identify the main components of a healthy diet. Most pupils understand that living things are found in a variety of different places. Most pupils recognise and name common materials, such as metal, plastic and wood and they successfully describe some of their properties and uses. A number of pupils lack confidence in identifying natural and man-made materials. Pupils understand that pushes and pulls are examples of forces. Most pupils explain the role of batteries, wires and bulbs in an electric circuit and they know that a circuit will not work if it has a break in it. The pupils are confident in explaining that light and sound come from a variety of sources. Overall, pupils' achievement is satisfactory.
119. The pupils' attitudes to learning in Years 3 to 6 are nearly always very good. Very occasionally, when teaching is unsatisfactory, a small number lose concentration and interest. Usually, however, pupils are keen and well motivated, and are particularly enthusiastic about the practical activities that are provided. They take part with great concentration, showing much confidence and independence. They work very well with other pupils, helping and supporting each other, and they are careful to follow safety routines. Pupils' attitudes and behaviour contribute substantially to the very good progress that they are making.

120. The pupils' attitudes to learning in Years 1 and 2 are good. Most pupils find the subject interesting, they listen carefully and they settle well to the tasks set. Sometimes, however, a small number of pupils are less ready to respond, and are slow to start their work. Most pupils readily join in the practical activities, when they are provided, and they share resources amicably and happily take their turns. Pupils in Year 1, for example, were very keen to sit in the dark, with torches, to identify the most reflective materials.
121. The quality of teaching and learning in Years 3 to 6 are very good overall, although an unsatisfactory lesson was observed in this key stage during the inspection. Overall, this is a most significant improvement since the previous inspection. Usually, teachers are most enthusiastic, with very good subject knowledge. Lessons are very carefully prepared, with a wide range of practical activities being provided for pupils. Pupils are encouraged to select their own resources, and to plan aspects of their own work. Scientific language is regularly emphasised, and this is having a beneficial effect on this important area of pupils' learning. Whilst lessons are well planned, limited provision is sometimes made for pupils' particular needs. For example, on occasions pupils are all presented with the same activities, and these are too difficult for lower attaining pupils. Generally, however, expectations are high, pupils are well motivated, they settle to their tasks with interest and concentration and they are able to make very good gains in their understanding. Where teaching is unsatisfactory, where the aims of the lesson are not clear, and where pupils are uncertain about what they are to learn, progress is unsatisfactory in that lesson.
122. The quality of teaching and learning in Years 1 and 2 are satisfactory. Lessons are suitably prepared, but opportunities for pupils to undertake practical activities are less frequent. Pupils are however, provided with a suitable range of scientific information, and they are generally interested in what they hear. Clear instruction is usually given, although teachers do not always explain adequately the meaning of some of the scientific terms that they use. Teachers and learning support assistants readily help pupils in their learning, and pupils, for their part, happily turn to adults for advice when necessary. This ensures that pupils make sound gains in their learning. Teachers throughout the school are keen to involve pupils in all activities, and to support all pupils, including those with special educational needs and English as an additional language, as a need arises.
123. The management of the subject is good. The co-ordinator is keen and enthusiastic, and he supports his colleagues well whenever necessary. He has opportunities to observe the work being undertaken in the classrooms, to see for himself the standards being achieved, and he has contributed significantly to the improvements made since the previous inspection. The school has an appropriate programme of work, based on the government's curriculum guidelines, and its use has improved since the last inspection. Careful planning ensures that all aspects of work are suitably covered, with the planning for practical activities now being extremely thorough. Very good, and much improved, arrangements are now made for assessing the pupils' work, with evidence being kept to identify pupils' current attainment and the progress they have made. However, the information is not always used well enough to provide suitable work for all pupils. The written work undertaken by the pupils, especially that relating to reporting on practical activities, provides support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. Information and communication technology is also used, on occasions, to enhance the work in science, such as when pupils in Year 4 produced graphs to show the heights of those in the class, in relation to their work on the body. Pupils find the subject exciting,

especially when carrying out experiments, and the excitement generated by the wonders of science contributes towards their spiritual development.

ART AND DESIGN

124. Art and design has a high profile about the school. Only one lesson was actually seen taught during the inspection week. The evidence of art on display and in portfolios shows that standards are in line with expectations in Year 2 and above expectations by the end of Year 6 with some pupils achieving above and well above average standards throughout the school. Pupils not only produce good work of their own but the standard of their written appreciation of art is particularly good. Very good links are made between literacy and art.
125. No lesson was seen in Years 1 and 2. The lesson observed in Year 6 was part of an ongoing project to illustrate a story in appliqué. There was an excellent introduction to the lesson when teacher and pupils recapitulated on what had already been learned. Pupils had a very good knowledge of subject-specific vocabulary and a good understanding of skills learned. After the introduction they worked quite well in groups but this area of learning could be better developed at an earlier age, so that by Year 6 they are able to organise their time more productively. Too often members of the groups were not occupied because they were waiting, unnecessarily, for someone else to complete a task. The main weakness in this lesson was the lack of time to accomplish much in the actual lesson. This is even more of a problem when painting or other media are used, which need time to set up and clear away. The re-timetabling of lessons in art and design needs to be considered to allow the present good amount of teaching time to be balanced better with the practical activity.
126. The displays around the school are of good quality and the standard of three-dimensional work is very good indeed. The display on 'natural objects' is a particularly effective one and deserves particular mention. An area for development in class is in the use of sketch books. These were only seen in Year 6. The use of them in Years 3 to 6 could be better thought through.
127. No overall judgement can be given about the quality of teaching, as only one lesson was observed. Teaching in Year 6 shows that the teacher has an excellent degree of subject knowledge. Seldom is this degree of knowledge available to primary aged pupils. The portfolios also show that the teacher, who is also the co-ordinator, is a specialist of considerable ability. The very wide range of skills that pupils learn, the knowledge they gain about different artists and the way they are regularly taught to appreciate individual famous paintings provides them with a considerable level of competence before they go on to secondary school. Across the school strong cross-curricular links are forged with art and design in all subjects and many additional aspects of the curriculum. This is a particular strength of the subject which could be developed yet further. The school has strong links with the Camden Arts Centre and is taking part in a three year project with them. This has entailed both visits to the Centre and visits from artists to the school.

DESIGN AND TECHNOLOGY

128. The pupils' attainment at the end of Years 2 and 6 is as expected. This is a judgement similar to that made in the last inspection, although the school has commendably succeeded in maintaining standards despite the recent appropriate focus on literacy and numeracy. Only two lessons were seen during the inspection but from these, examining teachers' planning and examples of finished work, it is

clear that all aspects of the subject, including food technology, are covered over time. Pupils' achievement is satisfactory because they are taught the required skills in a structured and well-planned way. The scheme of work used suggests useful projects for the pupils to attempt and these are appropriately used by teachers to link design and technology to other areas in the curriculum. For example, in Year 2 the pupils' work is linked to religious education by designing and making a coat of many colours for Joseph. Pupils throughout the school follow the correct procedures of designing, making, refining and evaluating in all their work at a level suited to their age and ability. The pupils with special educational needs and those with English as an additional language achieve as well as their classmates.

129. In Years 1 and 2 the pupils make a good start by learning a good range of cutting and joining techniques that they use in their work. Year 1 pupils make sliding mechanisms from card to be incorporated in a class book based on a West African tale about animals. They make the animals carefully and they move in various directions by having tags that can be pulled. In Year 2 the pupils use a computer program to design Joseph's coat before making it. They cut felt and stitch it to the coat to closely match their computer design.
130. The pupils in Years 3 to 6 build successfully on their skills as they move through the school. In Year 3 they make moving monsters using pneumatics and in Year 4 they design and make some good quality money containers. Before making the containers they study in detail some commercial products and incorporate the features they like into their own designs. They then use a good range of materials and techniques to make their wallets and purses and decorate them attractively with due regard for the user of the product. The pupils in Year 4 also make picture frames from wood that they measure, saw, smooth and join successfully. Year 5 pupils make moving mechanisms using cogs and shafts. They understand how an off-centre cam works to make a model move up and down and put a set of these on a shaft so that they work in a given sequence. By the time pupils reach Year 6 they are able to use a wide range of materials in their work as seen in the well thought out chairs they made to suit a particular character such as Batman or Robin Hood.
131. The quality of teaching is good. Teachers plan their work according to the scheme of work and are most careful to address any health and safety issues. They have a good subject knowledge that enables them to teach their pupils new skills correctly and safely. The teachers manage their pupils well and create a good working atmosphere that helps pupils learn effectively. This was most apparent in a very good Year 5 lesson in which the pupils were making moving models. They were totally absorbed in their work, inspired by the very good teaching and extremely eager to do well. All the pupils worked in pairs and the quality of their discussions made a very good contribution to their speaking and listening skills development. The respect they showed for each other and the way they co-operated without fuss is a strong indication of how well the school develops its pupils' personal development. A calm atmosphere was also created in the good Year 2 lesson seen by playing the music from the musical 'Joseph' while the pupils worked.
132. The management of design and technology is good, and the co-ordinator, who is very knowledgeable, has many interesting and innovative ideas to make the subject more interesting and relevant to the pupils. The displays around the school are of good quality and do much to raise the profile of the subject and show the value put on the pupils' work. The design and technology week was a great success with all the pupils in the school making puppets from different countries to use in their own performances. A professional puppeteer was invited to the school to inspire and

teach both staff and pupils the different ways puppets can be made. Assessment procedures are yet to be fully developed although the co-ordinator has started to keep a photographic record of finished work to monitor the provision and standards. There are few technical construction kits for older pupils to use so that their products can be operated by control technology.

GEOGRAPHY AND HISTORY

133. Because of the nature of the timetable only two lessons of history and no geography were seen during the week of the inspection. Inspection evidence is therefore based on the analysis of pupils' work in books, displays, interviews with teachers and pupils and the two lessons observed.
134. The standards achieved by the pupils at 7 and 11, in both subjects are what are expected for their age. In history and geography both boys and girls, including those with special educational needs and those with English as an additional language make good gains in their learning. Pupils' achievement is satisfactory because of teachers' planning, use of resources and the commercially produced scheme that is followed. This ensures good coverage of the subject's content and the necessary progression of the skills taught.
135. The pupils' enjoy both of the subjects; they behave well and have very good positive attitudes to history and geography. These attitudes have been maintained from the previous inspection. Both areas of study make good contributions to the social, moral and cultural knowledge of the pupils.
136. In history by age 11, the pupils develop their knowledge and understanding of the lives of people in the past; for example by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from the past. They use photographs and compare past and present lifestyles. The teaching technique of putting pupils into the situation of a historical researcher and asking them to explain their reactions to historical evidence brings the past alive and makes the subject more interesting. At age 11 the pupils have a satisfactory knowledge of key dates, periods and events in British history. They are currently studying World War Two and developing their research skills. The skills of looking at photographs of objects from the past and finding out what they can tell us about the past and their reliability as sources of accurate information are taught well and understood. In Year 2 the pupils have been learning about the Great Fire of London, the differences between life today and the 17th century and the effects of the fire on London and its people.
137. With only two lessons of history seen it is impossible to make a judgement on the quality of teaching. Of the two lessons seen, one lesson was judged to be good and the other satisfactory. The teaching motivates the pupils who, in turn apply themselves very well, complete a good quantity of work and show much interest in their history. This was well illustrated in the good lesson seen where the teacher focussed the pupils well on the task looking at sources of evidence, developing their sense of time and the what life was like for the poorer people in Tudor England.
138. In geography, map-work is taught throughout the school and the progression of the skills of being able to use and read maps is evident. This has been achieved through thorough planning and teaching. Year 6 pupils have a sound knowledge of the world, the continents and the different climate zones. They are able to discuss environmental issues and can comment on ways to improve their local area. They are

familiar and confident in the use of atlases and globes. Currently they are studying rivers of the world and the water cycle. Work seen in the other classrooms indicates that much work on environmental issues has been completed.

139. Because of the timetabling arrangements no geography was seen so a judgement on the quality of teaching is impossible. From looking at pupils' books, displays and talking to the pupils it is evident that National Curriculum is being covered.
140. Teachers' planning indicates that in both subjects good use is made of local resources, visitors and visits and these opportunities enrich the curriculum.
141. There are also good, planned opportunities for cross-curricular links between not only history and geography but also in both subjects with numeracy through co-ordinates in map-work, literacy through written and spoken presentations of ideas and information and communication technology and art and design with displays of finished work.
142. Planned opportunities for assessment are in the early stages and this represents an area for development. There is very little monitoring of the delivery of the subjects; this also needs to be addressed.
143. There have been improvements in the amount of time given to geography, and to the allocation of resources for the subject since the last inspection, and in history more evidence was seen of extended writing. Both subjects are led by an enthusiastic and keen co-ordinator who has only recently taken over the responsibility.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards at the end of Year 2 are in line with national expectations, and at the end of Year 6 they are below national expectations. Pupils are making good progress in Years 1 and 2, and satisfactory progress in Years 3 to 6. At the time of the previous inspection, standards were reported to be the same as they are currently. However, a significant number of improvements have been made in the overall provision for the subject, such as in the quality of teaching and in the resources available.
145. The pupils' attainment at the end of Year 6 is below the national expectations. The majority of pupils show sound skills in word processing, being confident in changing the font, colour and size of their work, and moving portions of text from one place to another. Pupils in Year 6, for example, successfully report on discussions that have taken place, such as the importance of going to bed early, and pupils in Year 5 write about items such as the 'Legend of Coppetts Wood'. Most pupils can use the mouse accurately to produce various forms of art work, and pupils in Year 4, for example, have provided pictures in the style of Seurat, and those in Year 5 have listened to music and produced images based on what they hear. Pupils continue to have relevant experience in using both a floor and a screen turtle, and whilst many find it difficult, a number can follow a set course or produce their own patterns and shapes on the screen. Many pupils successfully undertake simulation exercises, and a number of pupils in Years 5 and 6 are now showing some confidence in producing spreadsheets to prepare for a party. Most pupils readily access the internet, as well as a range of computer programs, to provide a variety of information on, for example, history. Pupils in Year 5 also collect and record a range of data, such as on their favourite subjects, producing suitable graphs and charts to display their findings. As with other aspects of the subject, however, a significant number of pupils need help from adults to carry out the required routines. Opportunities are presently limited for

pupils to use sensors to monitor external events or to undertake activities involving electronic mail. Overall, pupils' achievement is satisfactory.

146. The pupils' attainment at the end of Year 2 is in line with national expectations. Pupils confidently name items of computer equipment, such as mouse, keyboard and screen. Most pupils successfully use a keyboard to type simple text, producing appropriate titles, phrases and short sentences. Many readily place gaps between words using the space bar, and a number are able to introduce capital letters and full stops into their writing. Using an appropriate paint package, pupils produce an interesting range of pictures, such as those of houses and designs for Joseph's coat of many colours. Pupils in Year 2 have also produced pictures based on those of Mondrian. Most pupils show suitable control in using a mouse, although a small number continue to find this difficult. Few pupils successfully undertake modelling activities, and most find it difficult to follow instructions presented on the screen. Many pupils explain clearly how to use a floor turtle, providing instructions to make it travel over various distances. Pupils successfully collect and record data, such as that provided by pupils in Year 1 on ways of getting to school. Most pupils readily research CD ROMs to find information on, for example, animals. With help from their teachers, pupils successfully access the menu to save their finished work. Overall, pupils' achievement is good.
147. The pupils' attitudes to learning in Years 3 to 6 are good. They are most enthusiastic about computer work. They join in with interest, and although some lack confidence and independence they are keen to learn. Just occasionally a very small number of pupils pay less attention. Most work well with other pupils and readily share machines. The help they give each other helps them all progress.
148. The pupils' attitudes to learning in Years 1 and 2 have improved, and they are now good. They listen carefully, follow instructions most appropriately and overall are excited about the prospects of working with computers. They happily take turns, and they are careful to handle equipment safely. They enjoy their sessions in the computer suite, and they behave well throughout.
149. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. Teachers plan sessions well, and they are successfully overcoming some initial lack of confidence in teaching the subject. A very good range of resources is now available, and the lessons in the suite are well managed and organised. Teachers generally plan a suitable range of activities, although at present fewer opportunities are provided for pupils to use sensors or electronic mail. Pupils settle well to the activities provided and are keen to overcome their own lack of confidence. All adults contribute well to lessons, and this helps pupils make satisfactory progress.
150. The quality of teaching and learning in Years 1 and 2 are good, and are much improved. Teachers make good use of the computer suite and the classroom computers to provide pupils with a full range of learning experiences. Teachers are confident in using machines and they make good use of the master computer in the suite. As a result pupils are becoming confident and increasingly independent in their own work. Pupils enjoy the work and readily seek help from adults when necessary. This helps them to make good gains in their knowledge and skills. Pupils settle to their work with suitable concentration, and they are most keen to complete the tasks set. Teachers throughout the school ensure that all pupils have equal access to activities, and that pupils with special educational needs, and English as an additional language are well supported.

151. The management of the subject is good. The co-ordinators are keen and enthusiastic, and they have worked hard, especially with the opening of the computer suite, to begin raising the standards. They are good practitioners, and are fully aware of what needs to be done to raise standards further in Years 3 to 6, such as increasing pupils' confidence and independence in using equipment, and in providing more opportunities for pupils to undertake activities such as monitoring and electronic mailing. The co-ordinators support their colleagues informally, as well as providing some training for them. As yet, however, they have little opportunity to work alongside them in class. The school has introduced the government's curriculum guidelines as its scheme of work, with additional plans having been added about its implementation in the school. The time available for the subject has improved since the previous inspection, as has the range of resources now available. These resources are now used well. Assessment procedures are still limited, and little information is available to enable staff to identify pupils' current understanding, or to plan for their future needs. Through the work in word-processing, the subject is making an impact on pupils' literacy skills. Through the collection of data, and its presentation, for example in the form of graphs, as well as its use in mathematics lessons, ICT is having a beneficial effect on the development of numeracy skills. ICT is also beginning to contribute to other subjects, such as science, history and art and design, and this is another improvement since the previous inspection. Many pupils find the use of computers exciting, and the excitement generated, such as when producing various images on the screen, helps enhance pupils' spiritual development.

MUSIC

152. At the end of Years 2 and 6 the pupils' attainment in music is as expected for their age. All pupils are taught every aspect of the subject, which is an improvement since the last inspection when some classes were not having regular opportunities to sing, compose or listen to music. A specialist music teacher takes all classes for music on one day each week and this ensures that the pupils receive a well-planned and relevant curriculum with a good balance between the various aspects. A small number of pupils take the opportunity to learn to play the violin, keyboard, guitar or recorder with visiting teachers, and this further improves their knowledge of music and their performing skills. Pupils' achievement is good because the good quality teaching they now receive is having a positive impact on the rate at which they are learning.
153. The pupils in Year 2 sing tunefully in class lessons and in assemblies and can successfully recognise and pitch a high, middle or low note. In a very good lesson seen they were successfully able to show, using hand signals and with their eyes shut, high and low notes played on a xylophone. They know the names of various instruments and can say how they are played and how the sounds are made. In Year 6 the pupils also sing tunefully with reasonable phrasing and know that lyrics can convey mood and tell a story. They are able to suggest changes to lyrics that would make them tell a different story. By listening to a variety of rock and roll music they know the instruments used and can identify some of the famous performers. School productions such as 'The Real Father Christmas' are well thought out and add an extra dimension to the music provision. They give pupils good opportunities to sing in public with confidence. The two school choirs further extend the curriculum and are well attended. One of these choirs, made up of pupils from Years 5 and 6, is at present preparing to sing with other schools in the local music festival. The standard of their singing in rehearsals is very good and they are most enthusiastic about performing.

154. The pupils thoroughly enjoy their music lessons and are visibly sorry when they have to end. Relationships are particularly good and they respond well to the enthusiastic approach of the specialist teacher. All pupils are fully included in lessons with pupils from the language unit joining main school classes as part of their planned integration.
155. The quality of teaching is consistently good and sometimes better. The very knowledgeable music specialist, together with the class teachers, manages the pupils well and makes them eager to learn more. All the lessons are carefully planned to give well-balanced coverage of composing, performing and listening to and appraising music. However, some of the lessons for older pupils are too short for the work to be fully covered and the work planned cannot always be taught to the depth required. The specialist teacher does all the planning with some input by class teachers to link work to other subject areas. For example, Year 6 pupils were analysing the lyrics to a World War Two song. This had good links to the history they were studying recently.
156. The management of the subject is satisfactory. The co-ordinator is new and has not yet had the opportunity to monitor the provision and assess standards to identify areas for improvement. Assessment procedures are not in place to help the co-ordinator know exactly what the pupils are able to achieve. More regular recording of pupils' compositions and performances would help the co-ordinator to have a more secure knowledge of standards throughout the school.

PHYSICAL EDUCATION

157. Standards at the end of Year 2 and Year 6 are in line with national expectations, except in dance at the end of Year 6, where they are above those expected. The standards reported at the time of the school's previous inspection have been maintained, except in dance, where they have improved. Pupils make satisfactory progress overall, and good progress in dance.
158. The pupils' attainment at the end of Year 2 is in line with national expectations. In Years 1 and 2, pupils move confidently around the hall, showing suitable awareness of space and other pupils. They successfully travel on both hands and feet, demonstrating a variety of jumps, rolls and balances, using the floor and a suitable range of apparatus. Pupils in Year 1 successfully develop dance movements in response to music, introducing suitable variations in speed, shape and direction into their work. In developing sequences of movements to represent aspects of a story about 'The Blue Balloon' pupils show appropriate coordination and imagination. Pupils understand the need to warm up for and recover from exercise. Overall, pupils' achievement is satisfactory.
159. The pupils' attainment at the end of Year 6 is in line with national expectations, and in dance it is above expectations. In Years 3 to 6, pupils successfully develop their skills of throwing and catching a ball and the majority of pupils in Year 6 show some accuracy in their passing. Pupils increase their skills of attacking and defending through participating in small-sided team games based on football and hockey. Pupils throughout Years 3 to 6 successfully develop their dance skills. Pupils in Year 3, for example, readily perform a range of line-dance routines, introducing suitable changes of rhythm and direction into their movements. Pupils in Year 5 most confidently develop modern dance sequences, showing very appropriate changes in level and speed to imitate the movement of the sun and the stars. They enhance their movements through the appropriate use of stillness and gesture. Pupils recognise some of the effects that exercise has on their bodies. Pupils in Years 3 and 4 attend

swimming lessons during the year. They become suitably confident in the water, and by the end of the year, 75 percent of pupils are able to swim 25 metres unaided. Pupils in Year 6 develop their outdoor skills during an annual visit to Devon. Overall, pupils' achievement is satisfactory, and in dance it is good.

160. The pupils' attitudes to learning in Years 3 to 6 are good. They are keen and enthusiastic, and they join in dance activities particularly well, which contributes to the standards being achieved. They work well with other pupils, and they readily support each other when necessary. They confidently discuss their work and how to improve it when provided with those opportunities.
161. The pupils' attitudes to learning in Years 1 and 2 are also good. They listen carefully, and they are keen to carry out the routines expected. They work well in their groups, they handle resources safely, and they readily take turns at using items of apparatus. Pupils are enthusiastic about their work and they enjoy participating. Their behaviour is never less than good.
162. The quality of teaching and learning in Years 3 to 6 are satisfactory overall, although very good practice was observed in Year 5. Sound planning is undertaken, and most suitable resources, such as pre-recorded music, are provided to support pupils in their work. Members of staff change appropriately, and they join in and demonstrate for the pupils. The demonstrations of dance, in a very good lesson in Year 5, contributed significantly to the standards being achieved. Pupils are often used to demonstrate good practice, but opportunities are sometimes missed to discuss the quality of the work and so identify strengths and areas for development. Pupils make a satisfactory, and sometimes good, physical and creative effort, and they make satisfactory gains in their skills. Where teaching is very good, pupils are inspired and highly motivated, and they make very good progress during the lesson.
163. The quality of teaching and learning in Years 1 and 2 are satisfactory. Teachers provide careful instruction, and together with the learning support assistants they provide continuing support and encouragement for the pupils, ensuring that they make sound progress with their work. In particular they emphasise the need to carry out routines safely. The pace of the lessons is generally brisk, with pupils being kept busy. Sometimes, however, the pace of the lesson slows when pupils queue to use apparatus. Normally, however, pupils are well motivated, and this contributes to the learning they make. Staff throughout the school ensure that all pupils have equal access to activities, and they support all pupils, including those with special educational needs and English as an additional language, as the need arises.
164. The management of the subject is satisfactory. The co-ordinator is enthusiastic and she supports her colleagues well when requested, but at present, as at the time of the previous inspection, she has no opportunity to observe lessons taking place. The school has a most appropriate scheme of work, with all aspects of work being suitably covered, and the accommodation available is good. Few assessment procedures are currently in place and little information is recorded to identify either pupils' present attainment or the progress they are making. Activities involving counting and measuring, especially in games lessons, give support to the school's initiative in numeracy. The school makes suitable provision of extra-curricular activities for pupils in Years 3 to 6, involving, for example, football, dance and basketball. The annual residential visit for older pupils plays a significant part in their social development.

RELIGIOUS EDUCATION

165. It is difficult to judge pupils' attainment in religious education as there was very little recorded evidence available during the inspection. In Year 3, there was recorded work available, and this was generally satisfactory for higher attainers but average and lower attainers had only unfinished or hardly started work to remind them of the lesson. The subject is timetabled for half the time recommended by the local Agreed Syllabus and as a result lessons are almost all oral. In the two lessons seen, pupils showed a considerable degree of knowledge, gained both from their own backgrounds and from school. The lack of time given to the subject means that pupils have no way of reminding themselves of what they have been taught and what they have discussed in lessons and this is a weakness in the subject.
166. Pupils' attitudes to the subject are very positive. In Year 2, although no lesson was seen the teacher questioned the pupils on a story they had heard about Guru Nanak and they could give detailed answers, showing a considerable degree of interest in what they had been taught. Year 5 and 6 pupils are highly motivated and keen to share their knowledge and ask questions.
167. In the lessons observed, teaching was good in Year 2 and very good and excellent in Years 5 and 6. Overall, teaching was very good. A particular strength is in the teaching through stories in Years 1 and 2 and in the level of discussion in Years 3 to 6. The teachers observed had particularly good subject knowledge which they imparted very well to the pupils. They also related what was taught to pupils' own experiences very well. The lesson on Gandhi in Year 5 gave pupils a clear understanding of his emphasis on non-violent protest and a lesson in Year 6 was exceptionally well taught to the oldest pupils, giving them a clear understanding of the Christian belief in one God, understood through the Trinity.
168. The management of the subject is satisfactory, with some particular strengths. The deputy head has been leading the subject over the last few years and the school has recently bought in Local Educational Authority expertise to provide training for teachers. This is having a positive effect on what is taught. The separation of collective worship and personal and social education from pupils' religious education entitlement is not fully understood and the lack of time given to the subject prevents it being taught in a variety of ways. Whilst the level of discussion shows a good depth of understanding, this understanding is not carried further either through cross-curricular links (except occasionally in art when different artists are discussed when their Christmas paintings are being studied), nor through note taking as bullet points for future reference. Whilst the school is following the local Agreed Syllabus, there is no customised scheme of work for the school which could give teachers guidance in these matters. A specialist co-ordinator is about to take over the leadership of the subject and the time allocation will need to be addressed if she is to take the subject forward. The school has good resources for the subject in terms of artefacts, videos and posters. Visits are made to the local church and Sikh temple.