

INSPECTION REPORT

WESSEX GARDENS PRIMARY SCHOOL

Golders Green, London

LEA area: Barnet

Unique reference number: 131617

Headteacher: Ms S Brown

Reporting inspector: Mr H Galley
21313

Dates of inspection: 18th – 22nd January 2001

Inspection number: 230152

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Wessex Gardens Golders Green London
Postcode:	NW11 9RR
Telephone number:	020 8455 9572
Fax number:	020 8905 5139
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Summers
Date of previous inspection:	N/A (school opened in 1998)

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr H Galley 21313	Registered inspector	History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Mr P Andrew 8986	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?
Mr T Aldridge 27426	Team inspector	Science Physical education	
Mr K Johnson 18370	Team inspector	Mathematics Religious education	How well is the school led and managed?
Ms S Handford 21171	Team inspector	English Information and communication technology English as an additional language Equal opportunities	
Ms J Pinney 22790	Team inspector	Design and technology	How good are curricular and other opportunities offered to pupils?
Ms J Bavin 16038	Team inspector	Art Geography Music Special educational needs	

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wessex Gardens Primary School opened in September 1998 as a result of the amalgamation of the long established Infant and Junior schools that have provided education on the site since 1920. The new school has around 400 pupils aged from 3 to 11 years, with an even mix of boys and girls. The school serves a multi-ethnic community in the north London borough of Barnet, and pupils speak 43 different languages. The most common first languages are Hebrew, Arabic, Albanian and Bengali. Nearly 80 per cent of pupils speak English as an additional language. Thirty per cent of pupils are entitled to free school meals, above the national average. Over 30 per cent of pupils are on the special educational needs register, which is well above average. The school has had to cope with a high turnover of teaching staff and, along with many schools in the area, finds it hard to attract and retain suitably qualified staff. There is also a very high turnover of pupils and less than a quarter of those who start their education at the school remain until the end of Year 6. Attainment on entry to the school is below average, especially with regard to literacy and numeracy skills.

HOW GOOD THE SCHOOL IS

This is an effective school with many notable strengths alongside several significant weaknesses. Although standards are well below the national average in English and below average in mathematics and science they are improving and in mathematics and science are comparable to other similar schools. Teaching is good or better in over half the lessons observed, although there is a minority (6.5 per cent) of unsatisfactory teaching. Pupils' attitudes to learning are good. The headteacher gives a clear lead and her monitoring and support of teaching in English and mathematics has been especially effective. The school has a clear picture of areas that it needs to improve and the findings of the inspection team have come as no surprise. The school provides satisfactory value for money.

What the school does well

- The support provided for pupils who are developing English as an additional language is very effective.
- There are very good strategies for dealing with bullying and racism which have led to an especially harmonious atmosphere throughout the school.
- There are effective strategies for ensuring good behaviour.
- The headteacher has a clear picture of the school's strengths and weaknesses and a great determination to improve standards.
- Provision for pupils with special educational needs is good.
- The support for new teachers is of a very high quality.

What could be improved

- Standards in writing, ICT (information and communication technology), geography, design and technology and art in Key Stage 2.
- The use of ICT across the school.
- The pace and productivity of pupils' work.
- The length of lessons, many of which are simply too long.
- The extent to which more able pupils are challenged.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was only opened in September 1998, so there is no previous inspection report to compare with. Parents are clearly of the view that the quality of education for their children has improved since the amalgamation of the previous Infant and Junior schools. Although there is not yet enough data to evaluate improvements, the school certainly has a clear picture of its strengths and weaknesses and is

well placed to improve. Discussions with parents, pupils and staff indicate that one clear area of improvement, even since amalgamation, has been in standards of behaviour throughout the school.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	C	E	E	well above average A above average B average C below average D well below average E
Mathematics	N/A	C	D	C	
Science	N/A	E	D	C	

The table shows that, in 2000, standards were well below the national average in English and below average in mathematics and science. Compared with other similar schools, standards were average in mathematics and science but well below average in English. Clearly, the fact that around 80 per cent of pupils speak English as an additional language has a major impact on standards in English. School data shows that in Year 6, about one-third of pupils are at the early stages of English acquisition and not yet, therefore, in a position to work towards the average levels expected. The standards observed during the inspection broadly reflect the picture outlined above, except that standards in mathematics are now deemed to be in line with national averages.

At the end of Key Stage 2, standards are well below national expectations in ICT and below expectations in design and technology, geography and art. As this is a new school, there is not yet enough data to make judgements about trends over time, although the school's own analysis does show that, compared to the results achieved by the previous junior school, standards are rising in line with the national trend in English, mathematics and science. The school has set realistic but challenging targets and is on course to meet these in all three subjects.

At the end of Key Stage 1, National Curriculum tests and teachers' assessments show standards are slightly above average in reading, writing and science and average in mathematics. A feature of these results is the above average proportion of pupils reaching the higher level (Level 3) in reading, writing, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are interested in their work and keen to do well.
Behaviour, in and out of classrooms	Good; the staff have worked hard to improve behaviour and with considerable success.
Personal development and relationships	Satisfactory overall, but older pupils are not given enough opportunities to take responsibility and show initiative.
Attendance	Just in line with the national average.

TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage in English and mathematics is good. In Key Stages 1 and 2, 60 per cent of lessons in English and mathematics were judged to be good or better. Just over half of lessons were judged to be good or better, and 13 per cent were very good or excellent. 6.5 per cent of lessons were judged to be unsatisfactory. Teaching overall in both key stages is satisfactory. Lessons are well organised and teachers have a positive rapport with pupils that leads to a calm and purposeful atmosphere. Teachers give especially effective support to pupils who speak English as an additional language. However, there are some consistent weaknesses in teaching in both key stages; time is not used well and some lessons are simply too long. In a few lessons, pupils lose interest because the pace of work is too slow. Although most pupils are challenged effectively, not enough is done to stretch more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, but ICT is not used enough to support work across the curriculum.
Provision for pupils with special educational needs	Good; useful and informative IEPs (individual education plans) support pupils' work effectively.
Provision for pupils with English as an additional language	Very good; teachers are very aware of the needs of pupils at the early stages of English acquisition and meet their needs very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; assemblies are used well to develop pupils' knowledge and understanding in all these areas.
How well the school cares for its pupils	Good; the school looks after its pupils well.

The school has close and effective links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has a very clear view of the school's strengths and weaknesses and is determined to raise standards. She is well supported by key staff.

How well the governors fulfil their responsibilities	Satisfactory; the governing body has found it difficult to recruit enough members, but has a small core of dedicated, long-serving members. The governing body meets its statutory requirements.
The school's evaluation of its performance	Very good; the school keeps detailed analyses of performance over time and uses these well to set priorities.
The strategic use of resources	Good; the budget is well managed and monies are carefully targeted at priority areas.

The school has a satisfactory number of teachers; many are new to the school and not yet entirely familiar with the National Curriculum, although the school has an especially effective induction programme that soon enables new teachers to cope with the demands of the job. Accommodation is satisfactory; a strength here is the fact that the school has its own indoor swimming pool. Resources are good. The school applies the principles of 'best value' well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Teaching is good and children make good progress. • Behaviour is good. • The school helps children to become mature and responsible. • The headteacher is an effective leader. 	<ul style="list-style-type: none"> • There are inconsistencies in the amount of homework set. • There aren't enough out of school activities. • The toilets aren't always clean enough.

Inspectors support the positive views expressed by parents. Homework makes a positive contribution to pupils' learning and the amount set is broadly similar to that normally seen. There is a reasonable range of out of school activities and the number of pupils actively involved is very high. In interviews held between pupils and inspectors the state of the toilets was the most common complaint expressed by pupils. This has been raised at the school council and efforts have already begun to improve the toilet areas (by, for example, putting up displays of pupils' artwork to enliven the area). The headteacher and governors are determined to make the toilet areas more 'user-friendly'.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In evaluating the school's results and achievements it is necessary to take into account several important contextual factors. The 'similar schools' evaluations below take into account comparisons with schools with similar proportions of pupils entitled to free school meals, but do not take account of the fact that this school has nearly 80 per cent of pupils who speak English as an additional language. The school also has a very high turnover of pupils; of those presently in Year 6, for example, only a quarter attended the previous Infants school on this site. This makes any analysis of year-on-year trends somewhat speculative.
2. Attainment on entry to the school at the age of three is below average, especially in the areas of literacy and numeracy. Children make good progress in the nursery and reception classes. By the time they reach the end of the Reception year, however, most children have not reached the expected levels of learning for children of this age. In one area of learning, personal, social and emotional development, children make very good progress and do reach the standards expected by the time they start Year 1. Children for whom English is an additional language and those with special educational needs are well supported and make good progress.
3. Results of the 2000 National Curriculum tests and teachers' assessments show that, by the end of Key Stage 1 (i.e. the end of Year 2), standards are slightly above average in reading and writing and in line with national averages in mathematics. In science standards are below average. A notable feature of these results is the above average proportion of pupils reaching the higher level (Level 3) in reading, writing, mathematics and science. These impressive results owe much to the performance of girls who consistently score above average in all subjects, with boys achieving below average results in reading, writing and mathematics. When compared to other similar schools at the end of Key Stage 1, standards are well above average in reading and writing and above average in mathematics.
4. The 2000 test results show that, at the end of Key Stage 2 (i.e. at the end of Year 6), standards are well below average in English and slightly below average in mathematics and science. When compared to other similar schools, standards are well below average in English, but average in mathematics and science. Standards in reading are only just below the national average; the overall judgement in English owes a great deal to the very low scores in writing, with only 17 per cent of boys reaching the expected level (Level 4). Standards in ICT (information and communication technology) are well below the expected level because pupils have too few opportunities to develop the full range of skills required by the programmes of study of the National Curriculum. Standards are also below those normally seen in design and technology, geography and art. Standards are above those expected in history, and in line with expected standards on all other subjects.
5. Since this is a new school, there are clearly no comparisons with a previous inspection report. However, the school's data does show that, when compared to the results achieved by the former junior school, standards at the end of Key Stage 2 have risen in line with national trend in English, mathematics and science. The school has set challenging but realistic targets in English and mathematics and is on course to meet these.

6. Based on the evidence of work seen during the inspection, standards in both key stages are broadly as indicated by the 2000 results, except that standards in mathematics at the end of Key Stage 2 are now judged to be in line with national averages. The school's emphasis on tackling the low attainment of boys in English is beginning to show improvements in reading and writing at the end of Key Stage 2.
7. Pupils with special educational needs make good progress towards the targets identified in their individual education plans (IEPs). They receive good quality support when specialist staff teach them in small groups within the class, focusing on identified and specific literacy or numeracy targets. When they are withdrawn from class for small group sessions teaching is often very good and promotes good levels of achievement.
8. On entry to the Foundation Stage at the age of three, many of the pupils for whom English is an additional language (EAL) are in the early stages of acquiring English. Pupils make good progress in English in the skills of speaking and listening for a range of purposes through Key Stage 1, and equally good progress in reading and writing, so that they achieve well. A significant number of pupils entering throughout the key stage are also at an early stage of acquiring English. A proportion of these are refugees and asylum-seekers. A significant number have special educational needs. EAL pupils represent all ability levels.

Pupils' attitudes, values and personal development

9. The children attending this school come from a very wide range of ethnic backgrounds. It is a credit to the school, to the parents and to the children that the attitudes to schooling, the relationships and the behaviour across the school are so positive. There is a friendly and welcoming atmosphere to the school that gives a calm environment for the progress and development of all the pupils.
10. Behaviour across the school is good in the classrooms, playground and dining halls. The comments at the meeting with parents and the answers to the parents' questionnaire demonstrated that the parents believe behaviour is good. In the lessons observed during the inspection behaviour was noted as good or very good in 66 per cent of the lessons and a total of 92 per cent satisfactory or better. In the lessons where some unsatisfactory behaviour was observed this was, in the main, due to the lesson being too long. There were no incidences of oppressive behaviour seen during the inspection and this is an impressive measure of the very good standards in the school. When the school was formed by amalgamation over two years ago there were problems with behaviour, particularly of some of the older children. New standards had to be set and this resulted in the 14 short-term exclusions which took place in the last school year; in this school year there have been two one-day exclusions.
11. Pupils have a positive attitude to learning and like to come to school (in answers to parents' questionnaires 98 per cent agreed that their children like coming to school). In lessons pupils listen attentively to the teachers and are keen to answer questions. They work well together and many instances were seen of help given by the children to each other, particularly where there were difficulties with understanding English. In lessons, in assemblies, in class and around the school they respect very obviously each other's beliefs, views, customs and opinions. This respect for each other is a strength of the school.

12. Relationships across the school are good between all members of the school community and enhance the progress that the children make. The development of personal responsibility is satisfactory but few opportunities are given for children to develop a sense of responsibility and to show initiative.
13. Pupils with special educational needs work well in lessons. They have extremely good relationships with learning support assistants, whom they trust and appreciate. This support gives pupils the confidence to participate in whole-class discussion which in turn increases their access to the curriculum.
14. Attendance is satisfactory although fractionally below the national average; however, there is a very low percentage of unauthorised absence. Not all pupils arrive promptly for the start of the school day. The recorded instance of late arrival is 0.44 per cent, a low figure, but the school does not count a pupil as being late if they arrive within half-an-hour of the start of the school day. This is a generous interpretation of lateness.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching for children in the Foundation Stage (nursery and reception classes) is good with some very good teaching in a minority of lessons in the nursery. Teaching and non-teaching staff focus on the development of language and number skills across the recommended areas of learning. Where teaching is good or better, very effective use is made of the National Literacy Strategy to extend children's learning. Children who speak English as an additional language are well supported and make good progress. Overall, children are managed well but, in a very small minority of lessons the slow pace of work leads to some unsatisfactory behaviour and insufficient progress is made.
16. In both Key Stage 1 and Key Stage 2 the quality of teaching is satisfactory. In Key Stage 1, half the lessons observed were judged to be good or better, although two lessons (out of 22) were deemed unsatisfactory. In Key Stage 2, just under half the lessons were good or better, with two lessons (out of 46) being unsatisfactory.
17. There are a number of favourable features to teaching throughout both key stages. Almost all lessons are well prepared and have a clear plan that makes the learning intention clear to the pupils. Teachers are especially sensitive to the needs of pupils who speak English as an additional language; the effective manner in which teachers speak represents a good role model for pupils. Explanations are given clearly and deliberately and frequently teachers explain the meanings of words that might prove difficult for pupils. Teachers know their pupils well and the positive and constructive relationships underpin the calm and purposeful atmosphere throughout the school. In the good and very good lessons, teachers inspire their pupils with a lively, determined approach. These lessons proceed at a very brisk pace that is sustained throughout the lesson. Another characteristic of these lessons is the probing questioning by teachers that helps develop pupils' knowledge and understanding. A noticeable strength in both key stages is the quality of teaching in English and mathematics; 60 per cent of lessons in these two subjects were judged to be good or better and none was unsatisfactory. This owes much to the effective implementation of the national strategies for literacy and numeracy and reflects positively on the headteacher's monitoring of teaching which has focused on these subjects.

18. The needs of more able pupils are not always recognised and these pupils are not stretched enough. In writing, for example, pupils who have reached the expected level for their age are not sufficiently challenged to move quickly towards the next level.
19. The unsatisfactory lessons in both key stages were characterised by an inability to manage and motivate pupils throughout the lesson. There is no particular pattern to the incidence of these lessons, which were taught by different teachers in different subjects. These lessons lacked pace and were not interesting enough to keep pupils' attention for the whole lesson. In some subjects, such as ICT and design and technology, the lack of teachers' detailed subject knowledge leads to unsatisfactory progress.
20. Although no other unsatisfactory lessons were observed, there are a number of weaknesses in individual lessons that, set alongside the strengths outlined above, meant the lessons were judged to be satisfactory rather than good. Time is not used to its best effect, with lessons not always starting at the allotted time, and, too often, lessons simply carried on too long, without any effective or planned learning taking place. Poor use of time also led to some intended 30-minute lessons being crammed into a 10-minute slot at the end of the session. Although teachers give pupils useful feedback during lessons, the quality of marking is generally weak; in most cases, it consists of ticks, but rarely gives pupils a clear idea of their strengths and weaknesses and what they need to do to improve further. This has a particular impact on pupils' progress in writing; in this area of the curriculum, pupils are not given sufficiently detailed guidance on what they need to do to improve further.
21. All teachers are very aware of the specific needs of traveller pupils and those for whom English is an additional language. Teachers use of effective strategies, such as questioning, modelling language and reviewing what has been learnt which means that EAL pupils develop their English competence, and are able to take a full part in the curriculum. Well-qualified and experienced EMAG (support for ethnic minority pupils) teachers provide a good level of support. Their skills and knowledge of the needs of EAL pupils are used effectively so that all pupils are provided with the opportunity to develop their language and literacy skills in English and mathematics lessons.
22. The teaching of science and religious education in both key stages is satisfactory. The teaching of the foundation subjects (i.e all subjects other than English, mathematics and science) is satisfactory overall, although there are weaknesses in the teaching of ICT. Considerable delays in establishing a computer-suite (delays beyond the control of the school) have meant a lack of appropriate resources for this subject. Although no lessons were observed in design and technology, the range of work presented to pupils is not thorough enough for the majority of pupils to reach the expected levels in Key Stage 2. Teaching in history is good in Key Stage 2, as pupils do cover a wide range of topics that are presented in a lively and stimulating manner.
23. There are good liaison opportunities between class teachers for joint planning and some good examples of partnership teaching (where the class teacher works together with a specialist teacher) were observed during literacy hour sessions.
24. Teaching of pupils with special educational needs is good overall. Pupils benefit from the rigorous assessment of their needs, undertaken by the Special Educational Needs Co-ordinator (SENCO). This assessment leads to prompt identification of their strengths and their difficulties, and results in clear and measurable targets for their development. Class teachers are conscientious in the way in which they try to involve pupils with special educational needs in class discussion. Specialist teachers plan

well to meet pupils' needs with interesting resources, such as puppets that they have made specifically to provide visual help for a particular reading activity.

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

25. The quality and range of learning opportunities provided by the school are satisfactory overall. The school's curriculum meets the statutory requirements of the National Curriculum. There is appropriate provision for religious education, personal, social and health education, and for sex and drugs education.
26. The curriculum for children in the Foundation Stage is good and is firmly based in the areas of learning recommended for children of this age. Teachers have good knowledge of the children in their care and the curriculum is effectively tailored to meet their individual needs. Children are well prepared to begin work in Key Stage 1.
27. In Key Stages 1 and 2, the curriculum is appropriately broad, balanced and relevant, although there are weaknesses in the provision. There are useful policies and schemes of work for all subjects and each subject has a designated co-ordinator. In most subjects, teachers plan half-termly topics to be covered and prepare effective weekly plans in detail, linking learning objectives closely to the National Curriculum and clearly identifying the specific skills and knowledge to be acquired. However, the balance of the curriculum is upset by the fact that teachers do not always begin lessons promptly and because some lessons are too long for a brisk pace to be maintained and for pupils' interest to be sustained.
28. The school's curriculum successfully involves all pupils, including those with special educational needs, and pupils with English as an additional language have full access to it. There is an effective equal opportunities policy and the school's commitment to equal opportunities is reflected in its aims and in the atmosphere of the school. This policy is reflected in the high level of additional support provided by the teaching assistants, and the good support for pupils with special educational needs and for pupils with English as an additional language. The school complies with the recommended Code of Practice for pupils with special educational needs. It devises detailed programmes of support to meet individual needs and reviews them carefully each term. Teachers' relationships with pupils ensure that pupils maintain their self-esteem and that no group is excluded. Pupils' achievements are carefully monitored by gender, ethnic background and attainment, and appropriate steps taken, for example, to seek ways to raise the achievement of boys in reading. The strong commitment to raising standards across the school is reflected in the development aims of the Raising Achievement Team (specially funded staff who focus specifically on raising standards). The plans do not yet include addressing the needs of pupils who are of high ability, but who may be under-achieving because they lack full competence in English.
29. The school has effective strategies for teaching basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies have been enthusiastically and successfully implemented. Other initiatives, such as Additional Literacy Support, further improve curriculum provision and have contributed to raising standards, especially in reading.
30. The school provides a good range of opportunities for pupils to take part in extra-curricular activities and it is testament to their success that most are over-

subscribed. For example, 100 pupils are currently on the waiting list to join the choir, so membership is changed frequently to allow participation by as many pupils as possible. Because of the large numbers of pupils involved, the provision for extra-curricular activities greatly enhances curriculum provision overall. A good range of educational visits further enhances curriculum provision and the opportunity for all Key Stage 2 pupils to attend a residential visit also makes positive contribution to their personal and social development. Inspectors' judgements are at variance with the views of a minority of parents who feel that the school could provide a wider range of out-of-school activities.

31. The high priority that is placed on personal and social development has been instrumental in improving behaviour throughout the school. Provision is good because pupils are given good opportunities to reflect on the part that they play in making the school a friendly and supportive community. There is an effective policy and scheme of work in place and the practice of 'circle time' (where pupils sit in a circle and discuss matters of mutual concern) is well established.
32. Overall, the school has sound links with pre-school providers and with the secondary school to which most pupils transfer. Transfer arrangements to the secondary school try to ensure that pupils are well prepared for the change and they include visits for pupils and visits by secondary staff. There are active links with the local community which make a satisfactory contribution to pupils' learning. For example, the school has recently been involved in a community arts project which involved local artists sharing their skills with pupils.
33. Provision for pupils' spiritual, moral, social and cultural development is good and a strength of the school.
34. There is a good provision for pupils to develop their knowledge and insights into values and beliefs and everyone within the school is valued. Pupils are given good opportunities in daily acts of worship, religious education lessons and circle time to develop their spiritual awareness and self-knowledge. The school ensures that pupils learn about the religious festivals of different ethnic groups in the school. Arrangements for daily acts of worship are good and ensure that statutory requirements are met. There is currently one pupil who takes advantage of the right to be withdrawn from the daily act of worship and there are appropriate alternative arrangements. Acts of worship are undertaken sensitively to cater for the range of religious groups within the school. Effective displays such as the 'Tree of Pride' and 'Impressions' provide opportunities for pupils to reflect and value each others' work. A weakness in the current provision is that there is no comprehensive planning, recording or evaluation of acts of worship and this is an area recognised by the school as an urgent area for development. The school has also realised the need to plan for spirituality in subjects especially in science, music and art.
35. Provision to promote the principles which distinguish right from wrong are good. The school has worked extremely hard to improve behaviour and raise self-esteem since the opening of the school with considerable success. Clear rules are displayed in all classrooms and pupils are given rewards to recognise good work and behaviour which is celebrated in the weekly key stage assemblies. All staff encourage good behaviour by following the school's discipline policy and most pupils respond well to this. The vast majority of parents believe behaviour is good and that the school encourages the development of pupils' moral awareness well and inspectors agree. 'Circle time' activities provide good opportunities for pupils to discuss matters and

establish codes of behaviour which clearly have a positive influence on relationships. The headteacher and deputy provide effective behaviour mentoring where necessary.

36. The School provides good opportunities for pupils to develop socially and develop an understanding of living in a community. Each class elects two representatives to serve on the school council and this provides an effective platform for pupils to air their views. Within each class, pupils have a range of tasks and responsibilities to encourage them to take responsibility and help each other. Pupils are encouraged to work harmoniously together during lessons, for example in mathematics, science, art and drama. There is good provision for extra-curricular activities which provide further opportunities for pupils to work together and these are well supported. Year 6 pupils undertake a residential visit which develops their social awareness. A similar visit is planned for Year 3 and Year 4 pupils this year. All adults in the school provide good role models and work positively with pupils. Fund raising activities such as the Whizz Kids Charity for pupils in wheelchairs and the National Society for the Prevention of Cruelty to Children arouse pupils' awareness of the needs of others less fortunate than themselves.
37. There is good provision for pupils to appreciate their own cultural traditions and the richness of other cultures and the school makes good use of the wide variety of different cultures within it. A variety of different scripts around the school show that children's first languages are valued. Dance and drama are important features of the curriculum. The school is effectively involved in arts projects such as the Barnet Arts event. The school strives hard to ensure pupils gain valuable first-hand experience through visits to museums and places of interest and these are arranged for each year group especially in support of history and geography. A range of visitors such as a professional musician, a poet and environmental artist, dancers, potters, extend the curriculum and develop cultural awareness well. Pupils learn of ancient civilisations and periods in history such as the Greeks, Tudors and Victorians. Visits are made to various places of worship representing the cultures within the school and resources are purchased which reflect cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. This is strength of the school and shows the commitment of the headteacher and staff to raising attainment and the full social and academic development of all the pupils.
39. The procedures for child protection are good and fully understood by all the staff. There is a named member of staff responsible for the procedures and any action taken. The school works closely with outside agencies. The programmes for the routine health and safety checks have been satisfactorily completed. A number of pupils, across all age groups, were asked by inspectors about the procedures in the event of the fire alarm being sounded and all were fully conversant with the correct drill.
40. The procedures for monitoring and improving attendance are good and are the responsibility of the deputy head. The parents/guardians of all pupils absent or late are telephoned every morning. Persistent absence or lateness is tackled by the education social worker. Registration is carried out satisfactorily at the start of the morning and afternoon sessions. The system for recording late arrival, whilst working efficiently in accordance with the school policy, does allow for a liberal definition of late arrival, as

pupils are not recording as being late unless they arrive more than 30 minutes after the start of the school day.

41. The procedures for monitoring and promoting good behaviour are good; the procedures for monitoring and eliminating oppressive behaviour are very good. These procedures are effective across the whole school and it is strength of the school that the procedures are so effectively and consistently applied by all staff. The overall effect of these policies is the good behaviour seen in the school.
42. Satisfactory procedures for assessing attainment and progress have recently been put in place by an enthusiastic co-ordinator. In most subjects these procedures are effective; however, in some subjects, such as design and technology and geography, standards in Key Stage 2 are not assessed well enough. The monitoring and assessment of the children with English as an additional language is very thorough.
43. The SENCO (special educational needs co-ordinator) regularly undertakes the rigorous assessment of pupils with special educational needs. These are recorded with meticulous accuracy and used to devise individual plans. This good quality support makes a significant contribution to the good progress made by pupils on the special needs register.
44. EMAG (support for ethnic minority pupils) teachers systematically carry out assessment of the acquisition of English, and the information is regularly reviewed with class teachers to enable learning targets to be set. There are no formal initial assessment procedures for assessing the level of English or mathematical knowledge which could more accurately establish pupils' competence.
45. Teachers and support staff are sensitive to the needs of traveller pupils and give them good support.
46. The monitoring of personal development for the support and guidance of pupils is good. It is effectively led by the headteacher through the system of key stage co-ordinators. The effectiveness is the result of the close liaison between the staff and is important because of the high turnover of pupils in the school; for example, in Year 6 only 27 per cent of the pupils started in the Reception class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents have a good opinion of the school, for example in the answers to the parents' questionnaire 97 per cent of parents believed their children to be making good progress and 93 per cent that the school was approachable. The school works hard to reach out to the parents who have very diverse backgrounds.
48. The school has good links with the parents both through formal and informal communication. Parents are free to come into the school building at the end of afternoon school to collect their children and at this point have ready access to the teachers. Many instances were seen during the inspection of discussion between teachers and the parents. This informal but practical method of communication ensures effective communication with parents and the parents' satisfaction is demonstrated by the answers to the questionnaire.

49. Parents have a close involvement with the work of the children in school. The school provides a parents' room that is extensively used by parents bringing children to the nursery particularly when children are first starting in the nursery. Parents come into school to help with cooking lessons, reading stories at home time and for translating books. In addition they help with after school activities. There is a good impact and involvement by parents on the work of the school.
50. The information provided by the school for the parents on their children's attainment and progress is good. The annual school reports are clearly written and informative and include personal targets for improvement. The school provides time for the parents to discuss the reports with the teachers towards the end of the summer term. Parents are invited to meetings in the autumn and spring terms to learn of their children's progress. All these meetings with parents are on an appointments basis with a wide range of timings to help ensure maximum attendance; the majority of parents attend.
51. There is a Parents' Forum that is an ad-hoc body of parents working together for the benefit of the children. They are involved in helping with the organisation of school outings and residential trips. Their activities also cover fund raising. The parents give good support to the core volunteers.
52. The school makes a great effort to involve the parents, for example in organising evenings to outline the literacy strategy, but sometimes the response is limited. The parents make a satisfactory contribution to the children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Leadership and management of the school are good. The headteacher (previously the headteacher of the Infant school) was appointed to her post in 1998 following the amalgamation of the infant and junior schools. She has met the challenges of the new post with vision and energy and she has initiated many good strategies in order to improve standards. The diversity and richness of the various ethnic minority cultures represented in the school are recognised in the clear aims and values which underpin the school's endeavours towards improvement. All staff and governors work hard to meet the many needs of the pupils and maintain a happy and caring atmosphere.
54. The headteacher's leadership has been instrumental in helping to restore parents' confidence in the school. By providing training and support for teachers, management of pupils' behaviour has improved and this has a positive impact on pupils' learning.
55. Other aspects of monitoring the school's performance are also leading to positive improvements. For example, following the monitoring and evaluation of teaching and standards in English, action has been taken to rectify the weakness in writing throughout the school. Inspection evidence shows that these strategies are already leading to standards improving in this crucial area of learning.
56. Effective training for teachers has taken place and there is a stronger focus on writing within literacy time. The evaluation by the headteacher and senior management team also initiated the establishment of the Raising Achievement Team which includes special needs and ethnic minority support teachers as well as senior staff. This has resulted in improved provision for the pupils in Key Stage 2. Standards of writing and mathematics in Year 3 already show encouraging signs of improvement. The school has successfully managed some improvement in boys' reading. Visits from the local

librarian combined with the thoughtful selection of new books have generated a good level of interest among boys and this has promoted better standards of reading.

57. Assessment data from National Curriculum tests results are carefully analysed and are used to track pupils' progress. Performance targets are set for individuals and these are checked and reviewed regularly. Although those pupils expected to attain above average levels are identified, this does not always translate into positive action in the classroom through more challenging work or ability setting.
58. Teachers with delegated roles, such as subject co-ordinators, are clear about their duties and responsibilities. The deputy headteacher has a key role in monitoring standards and in ensuring teachers' professional needs are met through appropriate development training. Subject co-ordinators provide subject action plans which contribute towards the school's development plan. These plans are regularly monitored for progress by the headteacher. The rigorous monitoring procedures provide an important overview of many aspects of the school's work.
59. The teachers funded through the Ethnic Minority Grant (EMAG) are well deployed throughout the school. They work well together as a team. They provide training and guidance to staff on the needs of pupils, such as refugees and asylum seekers, and on strategies for the best support of pupils. Their support is effective in helping to raise standards and they make a positive contribution to pupils' achievement.
60. The school has a satisfactory number of teachers, and a generous number of support teachers and learning support assistants who work effectively in the classrooms alongside class teachers. Consequently learning, particularly for pupils with specific needs, has improved. Accommodation is adequate; one notable and unusual strength is that the school has its own indoor, heated swimming pool. The school makes best use of most available space. Learning resources for English, mathematics and science are good. Resources for geography in Key Stage 2 are unsatisfactory and inhibit the development of skills in that subject. Resources for ICT are inadequate, although the school is in the process of establishing an impressive and extremely well resourced ICT suite, which was due to open immediately after the week of the inspection. Although resources for children in the Foundation Stage are good overall, there is not enough suitable indoor apparatus to develop skills of co-ordination and dexterity.
61. The SENCO provides strong leadership to this aspect of the school's work. Although some parents have expressed concern at the part-time nature of the SENCO's role, inspection findings judge that the school is successfully ensuring that effective provision for pupils with special educational needs is maintained. A member of the administrative staff has allocated time to gather the necessary documentation to ensure that pupils' needs continue to be met. There is high quality teaching in place to cover the SENCO's teaching commitment. This area of the school's provision continues to be well managed.
62. The governors with specific responsibility for financial management have a very clear understanding of the principles of best value. For example, they sought several quotations for the fitting and furnishing of the new ICT suite, and selected two different companies for the two aspects of the work. They work very closely with the bursar and headteacher and take a keen interest in the school's developments aimed at raising achievement and meeting the needs of all pupils. The headteacher has worked closely with the senior management team and with governors to ensure that the budget supports the school development plan. The chair of the finance committee

is well informed about many local and national initiatives and makes good use of the latest advice from the local education authority. The finance committee plays an important role in supporting the strategic planning for the school. The headteacher and finance governors reflect upon the effectiveness of their decisions, for example the deployment of specialist staff to support pupils who are developing English as an additional language and pupils with special educational needs. The standards fund is used effectively to support staff and governors' training and curriculum development. Financial matters are properly discussed with governors and prudent decisions support the school's educational developments well. Overall, the governing body meets its statutory requirements and plays a positive role in the development of the school.

63. Day-to-day administrative and financial management are very good which allows teachers to focus their attention primarily on the classroom. The office staff work very well as a team. They are appropriately trained to make good use of new technology and appreciate that their roles contribute to the educational provision and welfare of pupils. A recent financial audit judged the school to have very good financial management. Its recommendations for minor adjustments have been implemented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve further and build on the already considerable strengths, the headteacher, staff and governors should now:

In Key Stage 2, improve standards in writing, ICT, design and technology, geography and art by (paragraphs 4, 19, 20, 22, 42, 81, 85, 89, 97, 110, 112, 115, 116, 119, 120, 126 and 128):

- arranging a programme of training for teachers designed to improve teachers' knowledge of the requirements of the National Curriculum in ICT, design and technology, geography and art;
- with specific regard to writing, increase teachers' knowledge of the National Curriculum levels expected of pupils at different stages of their schooling;
- increasing the quality of teachers' marking of written work, so that pupils develop a much clearer idea of their strengths and weaknesses and what they need to do to improve further.

Extend the use of ICT across the school by (paragraphs 4, 22, 85, 91, 93, 106, 125, 126, 128 and 130):

- making full use of the new ICT suite (due to be available immediately after the inspection);
- improving teachers' knowledge of how ICT can be used to support work in other subjects of the curriculum.

Increase the pace and productivity of pupils' work by (paragraphs 11, 15, 19, 20, 27, 72, 89 and 94):

- the sharing of good practice, so all teachers can appreciate the benefits to learning of the lively pace that is managed in many lessons;

Review the length of lessons by (paragraphs 19, 20, 27, 104 and 129):

- ensuring teachers adjust the length of lessons in order that pupils' interest is sustained throughout;
- reviewing the timetable to ensure that all foundation subjects are given an appropriate allocation of time;
- ensuring lessons start on time and only last the time allotted by the timetable.

Ensure that more able pupils are fully stretched by (paragraphs 18,57 and 94):

- a programme of training for teachers to develop a more detailed understanding of what is required for some pupils to reach the higher levels, especially towards the end of Key Stage 2;
- ensuring that lesson planning meets the needs of more able pupils.

65. Other minor issues that the headteacher, staff and governors might consider:

- plan, record and evaluate acts of collective worship, with more emphasis on developing spirituality in science, music and art (paragraph 34);
- for children in the Foundation Stage, improve the range of suitable apparatus in order to develop skills of co-ordination and dexterity (paragraph 78).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

77

Number of discussions with staff, governors, other adults and pupils

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.5%	11.5%	39%	41.5%	6.5%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	361
Number of full-time pupils eligible for free school meals	0	109

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	4	132

English as an additional language	No of pupils
Number of pupils with English as an additional language	290

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	99
Pupils who left the school other than at the usual time of leaving	132

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.4	School data	0.1
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	30	24	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	22	23	22
	Total	42	43	44
Percentage of pupils at NC level 2 or above	School	78 (73)	80 (75)	81 (79)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	19
	Girls	22	22	22
	Total	42	41	41
Percentage of pupils at NC level 2 or above	School	78 (75)	76 (77)	76 (71)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	23	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	15
	Girls	17	16	18
	Total	25	28	33
Percentage of pupils at NC level 4 or above	School	61 (68)	69 (66)	81 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	14	13
	Girls	17	16	15
	Total	24	30	28
Percentage of pupils at NC level 4 or above	School	59 (70)	73 (64)	68 (70)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	50
Black – other	13
Indian	18
Pakistani	9
Bangladeshi	10
Chinese	6
White	93
Any other minority ethnic group	116

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	3	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	23.3
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	11
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	1,028,856
Total expenditure	1,044,980
Expenditure per pupil	2,646
Balance brought forward from previous year	101,250
Balance carried forward to next year	26,200

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

400

Number of questionnaires returned

52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	35	62	2	0	0
Behaviour in the school is good.	58	31	4	0	8
My child gets the right amount of work to do at home.	21	48	13	6	12
The teaching is good.	46	50	4	0	0
I am kept well informed about how my child is getting on.	38	42	12	6	2
I would feel comfortable about approaching the school with questions or a problem.	62	31	4	4	0
The school expects my child to work hard and achieve his or her best.	44	37	10	0	10
The school works closely with parents.	50	40	0	6	4
The school is well led and managed.	40	42	6	2	10
The school is helping my child become mature and responsible.	50	40	2	0	8
The school provides an interesting range of activities outside lessons.	27	29	10	17	17

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

66. Provision for children in the Foundation Stage (children in nursery and reception classes) is good overall and children achieve well. In 2000, assessments for children as they joined the reception classes indicated that, although standards of attainment are low overall, children achieve above average standards in comparison with other schools in the LEA (Local Education Authority). As these results are higher than in previous years and as currently almost all the children in the reception classes have attended the school nursery, these results are an indication of the good progress that is made in the nursery. Compared to children nationally, standards of attainment on entry to the school is below average.
67. The curriculum is well planned and firmly based on the Early Learning Goals recommended for children of this age. However, although teaching is mostly good and frequently very good the good curriculum is not always effectively translated into classroom practice, due to weaknesses in teaching in one of the school's two reception classes. Teachers have a good understanding of the foundation curriculum. Activities are planned well to include learning objectives that promote all six areas of learning. Effective planning for transition from the nursery to the reception classes is having a positive impact on children's learning.
68. The majority of children begin nursery soon after their third birthday with poorly developed skills in communication, language and literacy, mathematics, creative development and knowledge and understanding of the world. They make good progress overall although by the time they are ready to start Year 1, most children have not achieved the Early Learning Goals in these areas of learning. In personal, social and emotional development, however, children make very good progress and achieve the expected level. Children for whom English is an additional language and children with special educational needs are well supported and make good progress overall.
69. Nearly all the nursery children have a full year of either morning or afternoon sessions in the nursery before transferring to the reception classes to start their full-time attendance at the beginning of the academic year in which they are five. Of the 58 children currently in reception, almost all have attended the nursery.

Personal, social and emotional development

70. Many children enter the nursery with poorly developed personal and social skills. They have difficulty in selecting activities without help, demonstrate limited powers of concentration and play by themselves rather than relating to each other. However, progress is very good as a result of effective teaching and in a very short time children have become used to the class routines and are establishing relationships with each other and with adults. In the reception classes children are able to dress and undress themselves and offer assistance to one another, as when one child helped another to fasten buttons after a physical education lesson. They make their own choice of activity and persevere until it is completed. They are willing to explore and to attempt new activities. Most children are clearly at ease with the daily routines of school life, as when participating in snack times or changing for physical education lessons.

71. The quality of teaching in this area of learning is good. The staff promote children's personal development well by providing useful opportunities for children to develop their independence. For example, in the nursery, children register themselves when they enter school in the morning, by posting their name through the class letterbox. In all classes children's opinions are listened to and valued. Effective measures have been taken to support children on entry to the nursery and reception classes. Teachers and support staff work together very effectively as a team to create a purposeful environment that children are happy to come to.

Communication, language and literacy

72. In both the nursery and the reception classes the children enjoy listening to stories and readily share books with adults. Inspection evidence indicates that by the time they complete the reception year most children are on course to be aware that print conveys meaning and will be able to read a few familiar words. A minority of higher achieving children will be familiar with the school's reading scheme. In the reception classes children interact well with each other, becoming involved in role play in The Three Bears House, for example. Children listen carefully and join in rhymes and stories with gusto. Most children can express their needs in simple sentences, although a significant minority do not speak clearly and are difficult to understand. In writing, nursery children enjoy mark making. Children in the reception classes are beginning to recognise and write initial sounds. Most children can write their own names and a few children of higher ability attempt to write unfamiliar words independently.
73. The quality of teaching is good overall and is often very good, although in one lesson observed in a reception class, the quality of teaching was unsatisfactory. Where teaching is good or better, relevant elements of the National Literacy framework are used well to extend learning. In all classes, staff talk clearly to the children, effectively developing their powers of self-expression and extending their vocabulary. Children for whom English is an additional language are well supported in these lessons and make good progress. Teachers encourage children to think of themselves as readers and writers, whatever their stage of development and this has a positive impact on learning. For example, in the nursery, children in role play in the shop, write down their shopping lists, before telephoning their orders through to each other. In most lessons teachers make ongoing assessments of children's progress which are used effectively in future planning so that for the most part activities are very well suited to individual needs. Where teaching is unsatisfactory, children's interest is not sustained and they lose interest in activities that are not well matched to their needs which results in insufficient learning taking place.

Mathematical development

74. Children in the nursery class show an interest in counting as they join in simple number rhymes and counting games. They are beginning to use simple mathematical language in play as, for example, they use play dough to make cakes and discuss which are the largest. Children in the reception classes count reliably to ten and recognise most numerals. They are able to calculate one more and one less in simple practical calculations. Children measure everyday items against each other as they measure 'longer' and 'shorter'.
75. The teaching of mathematical development is good. Teachers maximise every opportunity to use number work. For example, registration times, children's birthdays and singing games are all used effectively to reinforce counting skills. Very good use

is made of a variety of resources and teaching techniques to motivate the children so that they respond with enthusiasm. This was evident when a group of reception children were counting backwards with evident enjoyment and confidence as they played a game involving teddies in a bed. In one reception class, the whole-class session at the end of the lesson is used very well to extend learning, as for example, children take it in turns to identify the missing number in a given sequence.

Knowledge and understanding of the world

76. Children make satisfactory progress in their knowledge and understanding of the world through suitable activities that are usually linked to a topic or theme. In the nursery, children are given good opportunities for exploratory play as they investigate wet and dry sand and water. Their water play helps them to appreciate that some materials float and some sink and to predict how materials will react. They are developing an awareness of the different senses, as for example they examine a variety of materials and describe their characteristics in terms such as hard or shiny. Photographic evidence shows that children use magnifying glasses for close observation of plants and become aware of the conditions necessary for growth as they plant seeds and water the plants to make sure they grow. The majority of children are developing the skills of cutting and joining and are beginning to use construction kits with skill. Reception children select the materials they will need to make beds for their teddy bears and use glue and sellotape effectively to join legs to their beds. They are becoming familiar with the computer as they direct the mouse in order to dress a teddy. During the inspection there were no opportunities to assess how the children were progressing in history and geography related activities.
77. Teaching is satisfactory overall. Teachers support children in their investigations and use questioning well to extend thinking. As in other areas of learning, resources are used very well to support learning. However, there are missed opportunities to capitalise on the good resources in order to maximise progress. This was evident, for example, when the nursery teacher and support staff failed to draw the children's attention to the fact that a large block of ice had been placed in the water tray, or to discuss the change in the ice as it melted. Although nursery children spend much of their time outdoors, insufficient use is made of the outdoor area as a learning resource for the development of knowledge and understanding of the world.

Physical development

78. By the time they reach the end of the Foundation Stage most children have achieved the expected level of physical development in large movements. A particular strength of the provision, and a very unusual one for children of this age, is the regular access that children have to the school's own indoor, heated swimming pool. The fenced-in outdoor play area affords nursery children good opportunity to develop their skills. They can run, balance, jump and climb using a range of equipment and are beginning to develop an awareness of others and the space around them. In a physical education lesson in the hall, reception children demonstrated growing co-ordination and balance as they used hands and feet to move on large apparatus. Fine motor skills such as handling of scissors are below expectations, but children are provided with a good range of resources and plenty of opportunities to develop these skills.
79. The teaching of physical development is good. The reception teacher explains well the purpose of 'warm up' and 'cool down' sessions and children are beginning to recognise the changes that happen to their bodies when they take exercise. Teachers and support staff are suitably dressed to demonstrate techniques and children are used well to show examples of good practice. Good adult support ensures safe

practice on large apparatus and sensitively encourages all children to participate in practical activity. However, the lack of suitable indoor apparatus for such young children limits the opportunity for them to develop the skills of co-ordination and dexterity.

Creative development

80. By the end of the Foundation Stage, children demonstrate increasing competence with a range of different materials. Reception children experiment with different colours and with thick and thin paint and choose from a variety of materials, including wool and foil to make three-dimensional pictures. In links with literacy, children practice their artistic skills as they produce a colourful frieze of Jack and The Beanstalk, combining printing, painting and collage techniques. They enjoy singing and performing with percussion instruments and enact home and imaginative scenes in their role-play.
81. Teaching is satisfactory. The provision of good resources allows children the opportunity to gain experience in a wide range of experiences. Children are well managed and good relationships have been established so that children listen carefully and respond to adults' instructions. The quality of teaching is successfully raising the standard of the children's skills and widening their knowledge of art, craft and music.

ENGLISH

82. Standards in English in the tests for eleven-year-olds in 2000 were well below the national average. The school's analysis of data shows that in reading pupils achieved close to the national average, but that pupils, particularly boys, did not reach a high enough standard in writing. However, on the basis of the local authority interpretation of results that considers the number of pupils on free school meals and those with English as an additional language, the school achieved results in English very close to the LEA benchmark. Results for seven-year-olds at the end of Key Stage 1 show that in reading and writing, pupils achieved results above the national average and well above the results achieved by similar schools. This shows an improvement over the results of the previous year. Standards observed during the inspection broadly reflect those outlined above, although standards in reading in Key Stage 2 were judged to be better than those achieved in the 2000 tests.
83. When pupils enter the school, their speaking and listening and literacy skills are below average. The quality of teaching in the Foundation Stage and in Key Stage 1 ensures a sound build up of skills in phonics, reading and writing and teachers provide a good environment for talk to develop. Effective and well-planned support for pupils in the early stages of acquiring English ensures that they develop their language and literacy skills and are helped to take a full part in the curriculum. The results achieved at Key Stage 2 in 2000 were influenced by a number of factors that had an impact on the results. There were an above average number of pupils with special educational needs for whom literacy skills were weak, as well as a well above average number of pupils with English as an additional language, who despite the good quality support they receive, still need time to reach a satisfactory competency in English. There are a significant number of pupils who enter the school throughout the key stage, of which many are recently arrived in England, so that only a small percentage of pupils in Year

6 have had the stability of remaining in the same school (former Infant and Junior school) throughout their school career.

84. The stories and texts that are the focus of the literacy hour are well selected to stimulate and interest pupils. Pupils enjoy the stories, and listen well and show that they have a good understanding. In Year 2 the repetitive patterns in the story of The Gingerbread Man and The Runaway Chapatti help pupils to retell the story, incorporating newly acquired vocabulary. Pupils in Year 5 learn the difference between myths, legends and fables and use newly acquired vocabulary very well to explain and interpret the legend of Theseus and the Minotaur. In Year 3 pupils develop their range of adjectives and show in response to questions that they understand their meaning and use.
85. Pupils attain satisfactory standards in reading at the end of both key stages and the majority are enthusiastic readers. Younger pupils use a variety of strategies to help them read unfamiliar words and have a good grasp of letter sounds. Higher and average attaining readers generally read with confidence and fluency and have a good sight vocabulary. Inspection evidence points to a noticeable improvement since last year in the reading skills of boys in both key stages. More able readers are confident to attempt challenging texts. Older readers read with improving fluency and accuracy. They enjoy fantasy adventures, but also choose to read non-fiction books. They are keen to explain why they have chosen these books and how they fit into their current interests, and boys in Key Stage 2 are enthusiastic about the new books selected to encourage their personal reading. Only a minority of pupils know how to research information on the Internet, and CD-Rom, and the ability to research information in the school library is not well developed.
86. Writing is satisfactory and developing well for pupils in Key Stage 1. Pupils in Year 2 are learning how to re-tell and sequence stories, and higher attaining pupils produce lively accounts using interesting vocabulary. They use dictionaries and word banks well to check their spelling and incorporate full stops and capital letters. However, the proportion of pupils reaching the expected level (Level 4) at the end of Year 6 is well below the national average. Pupils regularly practise forming their letters correctly, but are not consistently transferring these skills to their independent work. By the age of eleven higher attaining pupils show that they can successfully incorporate newly introduced grammar structures and vocabulary into their work. They have a sound knowledge of punctuation, although the use of paragraphs is not yet consistent. Pupils produce a satisfactory amount of sustained writing and there is good evidence of all pupils developing their story writing skills. In Year 6 they are producing a parody of a fairy story in which they build up the skills of creating a fantasy setting and characters. In the writing of some of the pupils with English as a second language the limitations of their vocabulary in English and the structure and patterns of their mother tongue influence the quality of their writing, and this particularly disadvantages those of higher ability. The presentation of work is not always of a high enough standard and information technology is not used enough for the drafting and presentation of work. Pupils use different forms of writing appropriately in other curriculum areas, for example to record scientific experiments or to write historical accounts.
87. The quality of teaching has a positive impact on pupils' achievement. This is enhanced by the good quality support given to pupils with English as an additional language and to pupils with special educational needs.
88. Teaching is good. Just over 60 per cent of lessons were judged to be good or better, with none being unsatisfactory. The contribution of support teachers for English as an additional language and special educational needs teachers is almost always good.

Partnership teaching (where the class teacher works alongside a specialist teacher) during the whole class session is a particularly effective element of support. Teachers across the school have a good understanding of the National Literacy Strategy. In Key Stage 1 there is an appropriate emphasis on developing phonic skills to help pupils with their spelling and reading. The chosen texts link very well with the writing objectives, so that there is a smooth transition between the phases of the lesson. In Year 2 a brief review of the story leads very well into the introduction of writing a letter to one of the characters, and previously learnt questioning techniques are rehearsed so that pupils can decide what they want to ask of a character in the story.

89. Teachers understand the needs of the pupils well, and plan for a structured build up of knowledge and skills. Learning objectives are shared with pupils. Texts chosen interest and motivate pupils. In Year 6 pupils are introduced to the idea of parody through a selection of amusing texts that provide good examples so that they can begin to embark on constructing their own imaginative work. The majority of teachers have good questioning skills, so that pupils of all abilities and at different stages of acquiring English are involved. There is good attention to providing clear examples of what is required, and modelling new vocabulary and structures. Group activities are very well prepared for so that pupils can get on independently, and tasks are adapted to meet the needs of the different pupils. The development of comprehension and reading strategies is effectively promoted. The additional literacy support is well targeted to pupils in Years 3 and 4 and effectively helps pupils consolidate their reading skills and phonic knowledge.
90. On occasion the introductory whole-class sessions are over-long, and the involvement of pupils through well targeted and probing questions is not effective. This slows the pace, so that there is not enough time at the end of the lesson for pupils to share what they have achieved, and evaluate their learning. Across the school marking is not being used with satisfactory consistency to enable pupils to improve the quality and presentation of their written work. In particular, when marking written work, teachers do give pupils enough feedback on their strengths and weaknesses and what pupils need to do next in order to improve.
91. Management of English is very good. Teachers are confident in their understanding of the National Literacy Strategy. Priorities for improvement in the subject have been identified, so that an adjustment in the timetable enables more time to be given to the development of writing skills at Key Stage 2. Recently purchased books have been well selected to stimulate boys to read more. There are very good monitoring and assessment procedures which allow teachers to track pupils' progress, and pupils have their own targets for improvement. A thorough analysis of need helps with the development planning. However, the planning does not sufficiently consider the needs of pupils of higher ability, especially those who are disadvantaged by their English competence.

MATHEMATICS

92. Standards observed at the end of Key Stage 2 are now in line with national averages. Pupils have satisfactory number skills, as well as a satisfactory knowledge and understanding of shape and data handling. At the end of Key Stage 1, standards in number skills also meet expectations for the age of pupils, but work on shape and space is not sufficiently evident. Throughout both key stages there is too little use of information technology to support learning.

93. The standards seen at Key Stage 1 match the previous year's National Curriculum test results for seven-year-olds. The standards seen in Year 6 indicate a slight improvement, as results were marginally below the national average in the year 2000 tests. When compared with schools in similar contexts standards were above average at the end of Key Stage 1 and average at the end of Key Stage 2. Overall, because of the school's effective adaptation of the numeracy strategy and consistently good teaching, standards have been improving since the amalgamation two years ago.
94. By the end of Key Stage 1, pupils show appropriate awareness of numbers up to one hundred. They sequence numbers correctly in steps of ten and use their knowledge of 'half' or 'double' to solve simple problems. More able pupils explore numbers on a grid, working beyond one hundred. They add and subtract one and two digit numbers, and describe the processes they used to find their answers. By the end of Key Stage 2, pupils multiply and divide numbers accurately, including decimals, by ten and one hundred, and calculate percentages. Pupils have a sound knowledge of multiplication tables and use this effectively to solve number problems. They draw and measure angles accurately, calculating the third angle when given the other two. Pupils' skills in organising and interpreting data are weaker. They gather data and draw block graphs and pie charts to present findings but do not have sufficient opportunity to use computer databases for saving and retrieving information.
95. The quality of teaching and learning throughout the school is good. No unsatisfactory mathematics lessons were seen, and just over half of lessons seen were good or better. The strongest teaching is in Year 3 classes. This accounts for the better levels of achievement in that year and reflects the school's policy to target the lower Key Stage 2 pupils in order to tackle raising standards. The best teaching is underpinned by a good rapport between teachers and pupils and the ability to set a brisk and challenging pace for pupils' learning. In a Year 3 lesson the teacher's enthusiasm had an obvious impact on pupils' attitudes to learning. Consequently they were keen to participate in the mental 'warm up' and applied themselves well to the task of solving 'real life' problems. In a Year 6 lesson the teacher's expectation of what pupils can do were high. Challenging mental work set the pace for learning and the skills practised by Year 6 pupils effectively helped them to work out percentages of numbers accurately. In the satisfactory lessons, teachers' expectations do not always match the abilities of all pupils. In one lesson some pupils were anticipating the problems and finding the solutions too easily. As a result they lost interest in what the teacher was doing because there was too little challenge for them.
96. All teachers use the numeracy strategy effectively to support lesson planning. Planning is generally sound and shows a systematic approach to teaching skills. Effective use is made of time at the end of lessons to share and consolidate pupils' learning. Teachers manage pupils well, and behaviour is generally good. However there are occasions when teachers allow some deterioration in standards of behaviour and this slows down the pace of pupils' learning. Throughout the school there are too few instances of mathematical skills being applied in other subjects.
97. Teachers use informal notes on weekly lesson plans to assess progress and help future lesson plans. This is a recently established system the effectiveness of which has not yet been evaluated. Data from National Curriculum tests are used to set longer term targets for pupils.
98. The quality of teaching is currently being monitored throughout the school. Management of the subject is good. Although the subject co-ordinator has only

recently been appointed she has gained a broad overview of standards and is aware of strategies in place to help in raising pupils' achievement.

SCIENCE

99. Teachers' assessments of seven-year-olds over the past two years show that at Key Stage 1 pupils attain standards which are below the national average.
100. At the end of Key Stage 2, results for 2000 show that attainment was below the national average. There is no significant difference in the performance of boys and girls. The standards achieved in the tests and assessments last year showed a considerable increase on the previous year. The standards observed during the inspection were below the national average at the end of both key stages.
101. When evaluating the results of tests and assessments it is important to note that the published data does not take into account the high proportion of pupils in the school who are on the special educational needs register in some year groups, or who are in the early stages of learning English, or who have recently moved into the school. These detrimentally effect levels of attainment and account for fluctuations in standards in some years.
102. Although inspection findings confirm attainment of the current Year 2 to be below average, almost three-quarters of pupils are on the English as an additional language register with a quarter of the year group at an early stage of English acquisition. One fifth have joined the school since September 2000. Pupils enter the key stage and Year 2 with levels of attainment that are below average, particularly in speaking and listening skills, which affects their knowledge and understanding. Recorded work at the beginning of the key stage is mostly pictorial and not always well presented. As pupils progress through the key stage, there is some improvement in the quality and quantity of written work but presentation is below expectations. Year 1 pupils, through investigation in the 'dark corner', learn about light and darkness and can predict which items will shine in the dark. In Year 2, pupils begin to understand the need for making a test fair when using melting ice to find the warmest and coolest areas in the classroom and school. They make predictions and test out their ideas through teacher-directed tasks. They record their findings in a structured way but are handicapped by weak presentation skills and a firm grasp of scientific terms.
103. From lesson observations and a scrutiny of pupils' work, attainment of the current Year 6 is judged to be below average. However, half the year group has been identified as having learning difficulties, a quarter are at an early stage of English acquisition and a third have joined the school since September 1999. Pupils have sound opportunities to develop investigational and experimental skills and develop their understanding through practical activities. Most pupils make satisfactory progress in relation to their prior attainment through Key Stage 2. Throughout the key stage, pupils are provided with opportunities to predict, plan and test out scientific ideas. For example, in Year 4 where pupils investigate ways of sorting objects and Year 6 where pupils show an awareness of fair testing, prediction and recording results when investigating which solids will dissolve in water as well as predicting saturation points.
104. Analysis of pupils' work shows the quality of handwriting, recording and presentation of results to be below expectations. Writing and recording frames are often provided for pupils, and whilst this provides structure and support for lower attaining pupils and

those at an early stage of English acquisition, it restricts more able pupils in their methods of recording results in tables and charts. Generally pupils with special educational needs and English as an additional language make satisfactory progress in line with their identified needs when they are given appropriate support.

105. Because of timetable commitments only two lessons were observed at Key Stage 1, one of which was satisfactory and the other unsatisfactory. At Key Stage 2, teaching was satisfactory or better in four out of five lessons. Most teachers' planning provides sound structure to lessons and is usually effective so that pupils develop their knowledge, skills and understanding. Subject knowledge is used effectively but not all teachers clearly share learning objectives at the beginning of the lesson so that pupils are sometimes unsure of what they are supposed to be learning. In a few lessons, the introduction is too long and the overall pace of lessons leisurely so that pupils lose interest and progress is slow. In most lessons, pupils undertake the same activities which means that higher attaining pupils are not always sufficiently challenged and this is an area for development. Most teachers make good use of practical investigations and this is a strength in science teaching although these are usually teacher led. A significant weakness is the length of most lessons which are too long and pupils' interest and momentum is often lost, which affects the progress they make and provides opportunities for inappropriate behaviour.
106. Science has been identified as an area for development in the school action plan. The science curriculum is broad, balanced and relevant and provides sound coverage of the National Curriculum requirements. There is a sound policy and effective long-term planning map to ensure National Curriculum requirements are met. This makes sure that each programme of study is effectively visited on a two-year cycle. Good use is made of materials from the Qualifications and Curriculum Authority as guidance and this is being evaluated before a cohesive scheme of work is prepared. Teachers in parallel classes (i.e in the same year group) plan carefully together and this ensures equality of opportunity and experiences across classes of similar age and further provides opportunities to share ideas about what works well in lessons. However, there is some imbalance in the time spent teaching science between year groups and parallel classes, and this affects progress. The co-ordinator has sound subject knowledge and provides effective support to colleagues but does not fully manage the subject. She is not involved in monitoring the quality of teaching, planning or pupils' work to improve standards.
107. Assessment procedures have recently been introduced using local authority guidance but have not yet had sufficient time to take effect. Marking is satisfactory but there are few examples where teachers set targets for further development. Learning resources are good and include videos, worksheets and a wide range of equipment. These are currently being reorganised to ensure they are suitable for the revised Curriculum 2000. A small garden area with a pond is in the process of being developed as a learning resource and has already been used for pond dipping and looking at habitats. The subject contributes satisfactorily to literacy in written activities with sound use of scientific language although there are insufficient opportunities for more able pupils to write at length. Science contributes to numeracy through the use of measurements and the recording of data. Cross-curricular links have also been successfully developed with design and technology. However, information and communication technology is not currently used to support science and this is an area for development, especially in the areas of recording and handling data, control, and monitoring using sensors. Accommodation is satisfactory but is not always used effectively as pupils often sit at tables when carrying out investigations and this inhibits effective interaction and group learning. Library resources are satisfactory but

not used sufficiently by pupils to develop research skills. There are some stimulating science displays around the school which further enhances the subject and extend pupils' learning.

ART

108. While the quality of most older pupils' work is immature, and below that normally seen at the end of Key Stage 2, standards in art for pupils in Key Stage 1 are similar to expectations for their age. Younger pupils enjoy using bright colours and bold brush strokes to produce quite large figures 'skipping' in displays of physical activity in the hall. They mix colours carefully to represent skin tones and they scrutinise facial features to produce self-portraits. They use artwork to consolidate their learning and express their understanding of other subjects in the curriculum. For example, they draw old and new toys to help them understand differences between the past and present, in history. Pupils in Year 2, use pencil, pen or charcoal to sketch windows in the school building as part of a project on identifying and representing patterns in the environment. They listen carefully to the teacher's explanation of sketching technique and try to follow it and observe the window carefully. The results demonstrate this effort. The sketches are individual and reasonable representations of what they have seen.
109. Pupils in Years 3 and 4 also use artwork to support other subjects. However, their representation of figures is simplistic and lacks the detail expected at their age. In Year 4 the illustrations of different habitats contributes to their scientific understanding and a minority of pupils begins to use interesting composition, for example of habitats under the sea. However, there is little opportunity for pupils to experiment with a range of techniques and materials, in order to develop their skills.
110. Pupils in Year 6 capture the style of work by famous artists such as Picasso and Matisse. A minority of pupils achieves a good level of work because they make good use of colour and composition having ambitiously selected complex work to emulate. However, while pupils in Year 6 are beginning to use a pencil for shading and represent recognisable items in a still life composition, their skill in using a pencil to produce a variety of effects is limited and below the standard expected of this age group. Overall, progress is unsatisfactory.
111. During the inspection only two lessons were seen and there was an equal distribution of good and satisfactory teaching. Evidence from these lessons and from discussions with pupils and staff, suggests that the recent staff development and new system of planning has emphasised pupils' knowledge and understanding of art and artists. However, not all teachers share equal confidence and authority in teaching artistic skills and pupils have insufficient opportunities to learn and practice these. Teachers do not consistently have sufficiently high expectations of pupils in this subject, nor is enough emphasis given to the teaching of basic skills in art.
112. The school values art as a subject and makes good use of special projects with an artist in residence. Recently pupils in Year 2 worked with a visiting artist to produce a mosaic representing images of the school. Many of the pupils' chosen images represented religious faith, and the completed work enhances the school entrance hall. Pupils from Year 5 recently worked with an artist to sculpt wood. They chiselled a boat from a single log and recounted the experience with evident pleasure and pride. Although the subject co-ordinator has not had enough influence on standards

throughout the school, she is working hard and is well placed to develop the subject further.

DESIGN AND TECHNOLOGY

113. Lessons in design and technology are alternated each term with art. During the inspection, there was limited work on which to make judgements. Evidence from lesson observations, displays around the school, teachers' planning and conversations with pupils indicates that pupils in Key Stage 1 achieve standards that are broadly in line with those expected for their age. In Key Stage 2, pupils achieve standards that are below national expectations.
114. Teacher's planning indicates that in both key stages appropriate projects are carried out, with tasks that enable pupils to make good use of the 'plan, do and review' sequence that forms the basis for these activities. Lessons include making use of a range of materials and construction techniques. Pupils are also given the opportunity to sew and cook, the latter being enhanced by the provision of a food technology area.
115. In Key Stage 1 pupils learn basic cutting and joining techniques as, for example, they construct three-dimensional houses as part of a project on homes. Good progress is made in the development of skills, so that pupils in Year 2 construct cranes with turning axles as part of a science project on forces. Pupils test and evaluate their finished products.
116. In Key Stage 2, pupils continue to design and make objects related to other subjects. For example, pupils in Year 5 successfully apply their knowledge of science to design and make rockets that are powered by pressure. In Year 6 pupils make slippers from a variety of materials; they produce designs that are clearly labelled and consider the purpose and suitability of their designs and choice of materials. Pupils produce thoughtful evaluations of their designs. However, although the scheme of work effectively covers the required syllabus, inspection evidence indicates that the amount of work produced by pupils is insufficient for the development of skills in shaping a variety of materials by using a variety of tools and appropriate techniques. Interviews with pupils show that they have little understanding of the processes involved and lesson observations confirm that the standard of work produced is not always of the required standard. Pupils' progress over time is unsatisfactory.
117. Too few design and technology lessons were observed to be able to make a reliable judgement on the overall quality of teaching. In one Year 3 lesson, detailed lesson planning and clear explanation of the task extended pupils' learning effectively as they took apart photograph frames to see how they were made, before producing their own designs. In one Year 4 lesson, low expectations resulted in poor standards of design.
118. The school has recently adopted the nationally recommended Quality and Curriculum Authority scheme of work, which is offering useful guidance to staff and there is evidence that standards of attainment are beginning to improve as a result. As yet, there are no formal procedures in place with which to assess individual pupils' progress in the subject. The co-ordinator is new to the role but has a satisfactory understanding of priorities for the development of the subject. He is aware, for example, of the need to more closely monitor the planning and delivery of the subject in order to raise standards. Resources are adequate, although not easily accessible.

GEOGRAPHY

119. Evidence from pupils' work and discussions with pupils and staff, indicate that pupils at the end of Key Stage 1 reach expected levels of geographical knowledge and understanding. Pupils in Year 1 learn about their immediate environment, starting with a focus on their home address, and then identifying their home and school on a map. They take a local walk to identify features of their immediate environment and begin to think about routes and how they travel to and from school. In Year 2, pupils describe the features of an island and begin to compare different environments with Golders Green. For example, they gain first-hand experience of a different location when they visit Southend-on Sea.
120. However, pupils in Key Stage 2 do not acquire satisfactory skills in using and interpreting maps and their understanding of environmental issues is superficial so that, by the end of Key Stage 2, standards are below national expectations. Teachers plan to gradually increase the variety of geographical locations that pupils compare and contrast with each other, in Years 3 and 4. The oldest pupils study coastlines, rivers and their sources. Throughout these topics there are planned opportunities for pupils to study climate and environmental issues. While the subject has a suitable time allocation on class timetables and plans, it is under-represented in pupils' written work. There is insufficient focus on developing geographical skills, for example in using and interpreting maps, and in developing a geographical awareness of current environmental issues.
121. During the inspection teaching was satisfactory overall, although occasionally good and very good. The strongest teaching is characterised by a suitably high emphasis upon geographical vocabulary, such as 'coastline', 'shoreline' and 'erosion'. This teaching makes very good use of colourful resources that help to engage pupil interest and consequently increases their participation and learning. Highly skilled questions provide pupils with opportunity to use their scientific understanding of the solar system, to enhance their geographical understanding of the movement of the tide. However, teachers do keep sufficient information about the progress of pupils and, in Key Stage 2, progress is unsatisfactory.
122. Teachers plan to teach geography as a separate subject alternately with history. However, history topics, such as work on Greece and religious education themes, such as 'journeys', provide opportunities to contribute to pupils' geographical knowledge and understanding that are not consistently and fully exploited. There are insufficient good quality resources to support topics and skill development for older pupils. However, the school has plans to develop subjects such as geography later in the year. Additionally, the conscientious co-ordinator has an appropriate action plan aiming to improve provision and raise standards.

HISTORY

123. No lessons were observed during the inspection, but a thorough scrutiny of pupils' work as well as discussions with pupils indicate that history is a strength of the school's provision, especially in Key Stage 2, and standards are above those normally seen.
124. By the end of Key Stage 1, pupils have reached the expected standard for this age group. Pupils are aware of changes in the local community and can talk about how family life was different for their parents and even more so for their grandparents.

Pupils in Year 2 especially benefited from trips to the Victoria and Albert Museum as well as to Southend, where they identified differences between their own life and that in Victorian Britain. By the end of Key Stage 2, pupils have covered in great deal a range of topics in history and can talk confidently about life in Britain during different periods of history. They can identify differences in the lives of rich and poor people in Tudor England and, in some extended written work, show considerable empathy for life in the trenches during World War 1. The quality of written work in history is good and many pupils develop their skills in writing through lengthy pieces on subjects such 'My life working in a coal mine'. There are also good links with mathematics in a project on the Ancient Greeks, where pupils develop an understanding of how the Greeks loved mathematics and introduced many ideas that are still used in modern mathematics.

125. Although no lessons were observed, it is clear from the quality and range of work completed that teaching over time is good throughout the school. A strength of the work is the extremely thorough manner in which all parts of the history curriculum are covered as pupils move through their year groups. From discussions with pupils, it is clear that this is a popular subject as pupils speak with confidence and enthusiasm about their work. In Year 3, for example, pupils were very keen to explain how the school and its immediate area had changed since it was built in 1920. They were especially fascinated by a photograph of the nearby Hendon Way (now a very busy dual-carriageway) that in the 1920s was a quiet country lane, and talked at great length about what they had learned from the study of such photographs.
126. The subject is well led by an enthusiastic co-ordinator who has introduced a very useful scheme of work that helps teachers plan their work and ensures that pupils' skills are developed as they move up through the school. The only weakness in provision in this subject is the lack of any use of ICT to support research work for pupils in Key Stage 2. Despite this, the subject is well resourced and very good use is made of visits to museums and galleries to bring the subject alive for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are well below average at the end of Key Stage 2. There are too few opportunities provided for pupils to develop their skills in the subject. Pupils in Key Stage 2 are underachieving and have a limited range of knowledge and skills. This is mainly because an unsatisfactory amount of time is devoted to the subject and because pupils have limited access to computers and other technology. Only three lessons were seen in information and communication technology and two of these at Key Stage 2 lasted only fifteen minutes.
128. From the evidence of work produced, by the end of Key Stage 1, pupils achieve standards that are broadly in line with those expected for the age of pupil. Pupils in Year 1 produce block graphs based on the information they have collected on birthdays. Year 2 pupils learn to draft texts and all pupils can create drawings and paintings that relate to other topics. They can programme a programmable robot and formulate their own instructions. Evidence from teachers' planning indicates that pupils are encouraged to talk about the uses of information and communication technology. In the one lesson seen pupils understand that information is communicated through symbols, sound and text. For example they know they need a map to find an address, that information can be found in books, that people communicate by telephone, and that a skull and crossbones means danger.

129. The experiences pupils have in Key Stage 2 are too limited. There is evidence that they can produce images, and combine text and graphics. There are some satisfactory examples of the computer being used to draft and edit work. They are beginning to use a spreadsheet to process data and calculate. In some lessons, such as geography, pupils use the CD-Rom to research information. However, the amount of work produced is very little and there is poor evidence of pupils using information and communication technology to support work in other subjects.
130. In two of the lessons seen in Year 6, the length of lesson was too short to evaluate teaching. However, teachers were effective in demonstrating the skills needed to use a spreadsheet. In the one lesson seen at Key Stage 1, the focus of the lesson was not clear and teacher's management was unsatisfactory so that the pupils never settled to the lesson and learning was unsatisfactory. Overall, at both key stages, teachers are not maximising the opportunities for pupils to use computers or other forms of technology such as tape recorders.
131. Currently ICT does not have a high enough priority in the curriculum. Computers are under-used, and there are insufficient working tape recorders, which could be used, in particular, for the benefit of pupils with English as an additional language. The timetable does not allow teachers enough time to develop pupils' skills and there is no system to ensure that all pupils have sufficient time to practise. Additionally, there has been a delay in opening the computer suite, through delays in funding. These delays have had a significant impact on teacher confidence. However, the co-ordinator is committed to ensuring that standards will be raised. An effective scheme of work is already in place and the suite will be in use in the week following the inspection. Teachers have attended a variety of courses to improve their expertise and the co-ordinator reports they are competent to teach the subject. A range of software has been purchased, and machines will be linked to the Internet. The development plan provides for staff training and after-school workshops for pupils.

MUSIC

132. Discussions with staff and pupils in addition to the lessons observed during the inspection, indicate that standards in this subject reach expected levels throughout the school and pupils make satisfactory progress. The school provides a structured, broad and balanced curriculum that covers listening to and evaluating music as well as performing and composing. They use a commercial scheme to ensure that all teachers are in a position to provide music lessons that gradually build on pupils' previous skills, knowledge and understanding. This scheme has been introduced by the music co-ordinator and she also provides support, through discussion, with those teachers who do not share her subject expertise. While there are occasions when staff who lack confidence in the subject do not give sufficient time to the lesson, overall the subject is valued by the school as well as supported by parents.
133. Pupils throughout the school sing tunefully, enthusiastically and with a good sense of timing. The school choir comprises about forty pupils but has to change each term to accommodate the sixty pupils who are on the 'waiting list' to join. The school participates in several arts events and recently used music with dance in a project that culminated in pupils performing at the local shopping centre. More than sixty pupils receive tuition in playing an instrument from a visiting music teacher during school time, and several more receive tuition after school.

134. The quality of teaching overall is satisfactory. In an excellent lesson seen during the inspection, pupils in Year 3 reach very high standards in composition. They use three symbols to write their own musical pattern to represent a subject of their choice. The skill with which they develop their tune to represent, for example 'snow', or 'the wave', exceeds expectations for their age. Their understanding of each other's intentions to use sounds to represent different natural events far exceeds expectations for their age.
135. The excellent teaching that promotes these very high standards is characterised by high expectations that are communicated with sensitivity. The teacher gives a strong message that there is 'no right or wrong' in expressing ideas, but every contribution is worthy and equally valued. As a result, pupils are encouraged, and inspired to challenge themselves without exception. They perform and listen to each other's work with impressive maturity and mutual respect. These pupils automatically close their eyes to listen to 'Kalinsky', a traditional Russian folk tune, which they thoroughly enjoy.
136. The school has a good supply of CDs and a reasonable range of good quality instruments. The subject is led with expertise and enthusiasm. The co-ordinator offers support to other staff, and the school plans to focus on developing subjects such as music later this year. This means that the co-ordinator is in a good position to develop the confidence of all staff.

PHYSICAL EDUCATION

137. Attainment in physical education, at the end of both key stages, is broadly in line with national expectations although in swimming it is above. There is no significant difference between the performance of boys and girls or those of different ethnic origin. During the inspection it was only possible to observe elements of dance at Key Stage 1 and gymnastics and dance at Key Stage 2 because of the curriculum framework.
138. In Key Stage 1, the pupils make satisfactory progress overall. Most pupils are enthusiastic and respond well to instructions from their teachers and to music. For example, in imaginative expressions of hatching from an egg, swimming as a fish and moving as leaves in the wind. They enjoy activities and make good use of space with an increasing awareness of others. Teachers provide good opportunities for them to make appropriate evaluations of each other's performance, developing the use of the correct language. They use these comments well to improve their performance. Teachers ensure pupils are well aware of safety needs and the importance of correct dress and the need for an effective warm up and cooling down.
139. Satisfactory progress is maintained in Key Stage 2. Pupils are well aware of the need to warm up and cool down after strenuous exercise. Apparatus and equipment are handled carefully, with a good awareness of the safety needs of themselves and others. They listen carefully to their teachers, move with confidence, and practise individual movements and skills energetically but safely. They work together well in pairs to build a sequence of movements jumping, rolling and stretching. Most explain what they are doing and offer each other helpful criticism which is used to develop skills and understanding further. By the time pupils leave the school, all can swim twenty-five metres or more except for those who have recently arrived in the school.

140. Teaching at both key stages is at least satisfactory and sometimes good. In the best lessons, teachers show good understanding of National Curriculum requirements, have good control, are enthusiastic, maintain a brisk pace, and challenge pupils. They provide good opportunities for pupils to evaluate their own and each others work and suggest ways of improving their performance. Planning is sound and provides effective lesson structure although many lessons are almost an hour long and teachers have to work hard to maintain pupil interest. Learning objectives are clear and all lessons begin with an appropriate warm-up activity and end with a cool down. Teachers and pupils are all appropriately dressed for physical education. Most teachers act as good role models for their pupils. In some classes support assistants are used well to support those pupils with special educational needs and English as an additional language but are not always suitably dressed.
141. The co-ordinator has only very recently taken over responsibility and is developing her understanding of the role. The headteacher is responsible for monitoring standards, planning and teaching. The school has adopted the Curriculum and Qualifications Authority guidance as a draft scheme of work along with elements from a commercial scheme to ensure systematic build up of skills and knowledge. Teachers of classes in the same year group plan effectively together but the length of some sessions is too long and there is an imbalance in teaching time between classes and year groups which affects the overall balance of the curriculum. Assessment procedures have not been developed to support the draft scheme of work. Teachers make effective use of the satisfactory range of resources and equipment. The school has no grassed area and relies on hard surfaces for outdoor games activities which is not ideal. Effective use is made of two halls but teachers are aware of the furniture stored round the edges which poses a potential hazard. Teachers ensure pupils are well aware of safety issues and pupils handle equipment safely. There is a range of extra-curricular sporting activities which includes football and gymnastics which are popular and provide opportunities for social development. The school takes part in the annual Barnet dance, gymnastics and swimming gala and the co-ordinator has recognised the need for sporting contact with other schools on a more regular basis. Adventurous activities are provided for Year 6 pupils during a residential visit to the Isle of Wight. The school is fortunate to have a heated swimming pool so that swimming takes place for all pupils each week and standards are high.

RELIGIOUS EDUCATION

142. Standards in religious education meet the expectations of the locally agreed syllabus at the end of both key stages and progress throughout the school is satisfactory.
143. Pupils gain a satisfactory knowledge and understanding of Christianity as well as other faith cultures. The school's religious education curriculum is thoughtfully planned to reflect the diversity of cultural backgrounds and beliefs represented in the school.
144. By the end of Key Stage 1, pupils know about some of the parables taught by Jesus. They have a concept of 'belonging' to a community and consolidate this by visiting churches and a Hindu Mandir to learn how communities celebrate together. They learn about some of the festivals and beliefs of Judaism, such as the importance of the holy scriptures. Learning is made more meaningful for pupils when they make their own Torahs to display in the classroom and listen to their visitor read out the Ten Commandments in Hebrew.

145. By the end of Key Stage 2, pupils develop a deeper understanding and knowledge about the beliefs and practices of different faiths. Year 3 pupils for example find out about the faiths practised in their own neighbourhood in order to develop a better understanding of their own community. This serves as a good basis for their future learning about Sikh, Muslim, and Buddhist practices, the study of sacred texts and the Christian response to the Bible. Year 6 pupils shared not only what they have learned, but their personal experiences, by producing a delightful information book about all the religions represented in their class.
146. The quality of teaching and learning is satisfactory overall. Teachers prepare well for lessons and ensure that resources are helpful and supportive of pupils' learning. In a Year 4 lesson, for example, information about Guru Gobin Singh was presented in an interesting format. This helped pupils to a better understanding of the questions they were answering. Learning was not so effective in a Year 5 lesson where resources were not well prepared. Resources were handed out during the lesson causing some loss of time and were not challenging enough for more able pupils or suitable for those with special educational needs. Teachers' subject knowledge is satisfactory and in lessons they acknowledge the contributions made by pupils such as the different pronunciations depending on pupils' ethnicity. Pupils' behaviour is managed well, because of the good relationship established in lessons. In some lessons this aspect of pupils' personal development is not sufficiently explored further, by encouraging more open discussion, and a sharing of personal religious experiences and belief.
147. Subject co-ordination is satisfactory. The current co-ordinator has been in post for only a few weeks. The previous co-ordinator however has developed a clear and supportive policy and curriculum plan for the school, as well as a yearly action plan which undergoes regular review. Resources by way of books and artefacts are good and effective use is made of local places of worship and willing members of the community to enrich pupils' learning.