

INSPECTION REPORT

BRUCE GROVE PRIMARY SCHOOL

Tottenham, London

LEA area: Haringey

Unique reference number: 131731

Headteacher: Sue Hamment

Reporting inspector: Mrs. Mary Summers
25455

Dates of inspection: 5 – 8 February 2001

Inspection number: 230388

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Sperling Road
Tottenham
London

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Appropriate authority: The governing body

Name of chair of governors: Stephen Brasher

Date of previous inspections: Infant school: January 1996
Junior school: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25455	Mary Summers	Registered inspector	Science Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9502	Rosalind Hall	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?
22545	Valerie Hobson	Team inspector	Geography History Under fives	
18083	Judith Howell	Team inspector	English Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils?
20733	Janet Bristow	Team inspector	Mathematics Music	
16492	Robert Lever	Team inspector	Information and communication technology Physical education Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bruce Grove Infant and Junior Schools amalgamated in April 1999 to form Bruce Grove Primary, a large community school catering for 417 pupils aged between three and 11. Almost half the pupils are either Black-African or Black-Caribbean and almost a fifth are from European countries outside Britain. There are also black pupils from other backgrounds, Indian, Pakistani, Bangladeshi and Chinese pupils. Forty seven pupils are from Turkish or Somalian refugee families. Almost two thirds of the pupils speak English as an additional language and many of these are in the early stages of learning English. The number of pupils eligible for free school meals is well above average. In most years there is a turnover of 20 percent of pupils as families are re-housed. Almost a fifth of pupils are identified as having special educational needs, which is below average, and six pupils have statements of special educational need which is about average. Most pupils have extremely limited knowledge and skills when they begin school and very few speak English.

HOW GOOD THE SCHOOL IS

The school is providing a reasonable education for its pupils. However, support for pupils for whom English is an additional language is weak in the infants and means that many pupils are not reaching high enough standards by the end of Year 2. The school is committed to improving standards and has already identified and planned developments in many areas. Taking the very low levels at which most children enter the school and the standards at which they leave, overall the school provides satisfactory value for money.

What the school does well

- Teaching in the nursery and reception classes is good and means that these children make good progress in most areas of their learning.
- The headteacher and deputy form an effective management team and are leading the staff well towards improving standards.
- The school teaches pupils good moral and social values and helps them to respect one another's cultural backgrounds; pupils get on well together; there is no racial tension.
- Teachers manage their pupils well and have good relationships with them; this means that most pupils are keen to succeed and work hard in lessons.
- The school keeps parents well informed, often translating information into different languages.

What could be improved

- The standards that pupils reach in the national tests for seven and 11 year olds.
- Standards in art, design and technology, information and communication technology, music and physical education.
- The quality of teaching and learning in Year 2.
- The help given to pupils in the infant classes who speak English as an additional language.
- The effectiveness of the governing body in supporting and monitoring the school's work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection since the infant and junior schools amalgamated. The infant school was inspected in January 1996 and the juniors in June 1996. There has been steady improvement since amalgamation and this looks likely to continue in the future as plans are already in place to address low standards in some subjects. Results in the Key Stage 2 national tests are beginning to rise because of better teaching and improvements in the curriculum. Standards in the infants have fallen, however, since the previous inspection.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
		1999	2000	2000
English		E	E*	D
mathematics		E	E	C
science		E*	E	D

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

Standards in last year's National Curriculum tests were well below average; in English, they were in the lowest five per cent of the schools nationally. However, when these results are compared with schools similar to Bruce Grove, standards are better; mathematics standards, for example, are about the same as similar schools. The percentage of pupils reaching nationally expected levels is rising and inspection findings confirm that standards will be better this year, although still below average. The targets set last year for Year 6 pupils were reached and this year's targets look likely to be exceeded. This shows that pupils make broadly satisfactory progress overall compared with the very low levels at which they start school, and the high number for whom English is an additional language. The achievements of pupils for whom English is an additional language are held up by the poor support they receive at Key Stage 1. There is better support in Key Stage 2 but many still do not reach their full potential.

Last year's tests at the end of Year 2 showed reading, writing and mathematics standards to have fallen to well below average compared with schools nationally, although they were average in reading and writing and below average in mathematics when compared with similar schools. Inspection findings show similar standards this year.

Pupils in the Foundation Stage make good progress although most of them still do not reach average levels for their age by the time they start in Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy school and work hard in lessons.
Behaviour, in and out of classrooms	Satisfactory overall, with good behaviour in assemblies and in the nursery and reception classes. In a very few lessons pupils show unacceptable behaviour and do not listen to their teachers.
Personal development and relationships	Pupils of different races and backgrounds get on well together. They are keen to help one another.
Attendance	Well below average because of the large number of pupils whose families are rehoused and who do not notify the school. Many pupils arrive slightly late for school and this hinders the start of lessons.

Overall, pupils' good attitudes and relationships contribute to the progress they make in lessons.

TEACHING AND LEARNING

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

During the inspection, over half the lessons seen were good or very good and over a third were satisfactory. One lesson in 10 was unsatisfactory or poor and these were mainly in Year 2 classes. The quality of teaching of pupils for whom English is an additional language in Key Stage 1 is unsatisfactory and means that they do not make enough progress and reach high enough standards by the end of Key Stage 1. Teachers throughout the school manage their classes well and this means that pupils behave sensibly and work hard in lessons. Teaching in geography and history is also good and pupils show interest in other countries and in different periods of history, reaching average standards by the time they leave the school. There were weaknesses in the teaching of specific subjects such as art and information and communication technology because some teachers at both key stages are not clear about what they are required to teach and how to do this effectively.

Teachers in the Foundation Stage have a clear understanding of the needs of young children and how to meet these effectively. They arrange a wide variety of practical activities and encourage children to talk about what they are doing. This means that they get lots of practice in speaking English. Literacy teaching is good at Key Stage 2 and satisfactory at Key Stage 1. Numeracy teaching is good at Key Stage 2 but unsatisfactory at Key Stage 1 because teachers in Year 2 classes do not have high enough expectations of their pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. There are few activities on offer to pupils outside school time.
Provision for pupils with special educational needs	Provision for those pupils identified with special educational needs is satisfactory. Their progress is reviewed regularly with parents and new targets set for improvement.
Provision for pupils with English as an additional language	Unsatisfactory. Weak provision at Key Stage 1 affects the progress pupils make and the standards they reach by the time they leave the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Much attention is given to establishing clear guidelines for pupils' behaviour and to teach them strong moral values. The school celebrates the many different cultural backgrounds of pupils effectively.
How well the school cares for its pupils	The school ensures that pupils are safe and happy. Their progress is tracked in English, mathematics and science but not in other subjects. Assessments are not being used well enough to identify pupils with special educational needs early enough.

The school is working hard to improve levels of parent support and parents are now beginning to respond. A Parents' Association is being set up.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and is supported effectively by her deputy and those staff who have management responsibilities. However, some subjects are not being managed and developed well enough and this has led to unsatisfactory teaching and standards in art, design and technology, music and physical education.
How well the governors fulfil their responsibilities	Governors are not yet fulfilling all of their responsibilities effectively. Committees have been set up but not all of them are functioning well enough to ensure that the governing body has a full picture of how well the school is doing.
The school's evaluation of its performance	Pupils' results in national tests are analysed carefully and the information has been used to raise standards at Key Stage 2. The quality of teaching is monitored regularly by the headteacher although this has not been rigorous enough to address weaknesses in Key Stage 1. The school is not monitoring its equal opportunities policy well enough.
The strategic use of resources	The school plans the use of its finances appropriately but is not yet evaluating the effects of its spending in some areas on pupils' performance.

There are enough teachers but not enough classroom assistants to support pupils in class effectively. There are not enough computers in the school to support teaching and learning. The school's accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and helps their children make good progress. • The school helps their children to become mature and responsible • The school expects their children to work hard. • They feel comfortable approaching the school with any concerns. • The headteacher commands the respect of the pupils. 	<ul style="list-style-type: none"> • The amount of homework provided. • The information that they are given about how their children are getting on. • The range of activities on offer outside school time. • Behaviour at playtimes.

The findings of the inspection agree with the positive views of parents. A suitable amount of homework is provided and parents are given appropriate information about how their children are getting on. Behaviour at playtimes is good. However, the school provides very few extra-curricular activities, although there are plans to increase these in the near future.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the nursery with very low levels of attainment and most do not speak English when they start school. By the time they are ready to start in Year 1 their attainment in many aspects of their development remains well below average although they have made good progress during their time in the nursery and reception classes. Children reach expected levels for their age in their personal and social development. They develop their independence well because of the range of practical activities the staff plan for them and they learn to share equipment and take turns. Their attainment in communication, literacy and language and in their knowledge and understanding of the world remains well below average because so many of them are still in the early stages of learning English. The focus on language and vocabulary development enables children to name objects round the classroom. They can copy the teachers' writing but only a very few can write independently. They try to comment on the pictures in the story books and develop their knowledge of the wider world when they play with a variety of materials, like sand and playdough and learn to operate simple programs on the computer. Children reach below average levels in mathematics and in their creative development. Many children are able to recognise numbers up to five and activities with sand and water help them understand simple aspects of weighing and measuring. They play the parts of the three bears in the role play area, acting out the story. They learn to mix paints to make different colours and enjoy making paper mache bowls and playing musical instruments. They use space effectively in their physical education lessons and use scissors, paintbrushes and other small equipment successfully. Overall, the good provision in the nursery and reception classes, including the good quality teaching, is having a positive effect upon children's learning. Compared with the levels at which they start school, their achievement is good.

2. In the national tests for seven year olds in 2000, standards were well below average in reading, writing and mathematics, compared with schools nationally. However, in reading and writing, they were about the same as they are in similar schools, although they were lower in mathematics. In science, the assessments made by teachers showed standards to be well below average.

3. The findings of this inspection show that standards in reading, writing and mathematics, are likely to be well below average in the national tests at the end of the year. Standards in science are also well below average. Standards are average in geography, history, music and religious education but below average in art, design and technology, information and communication technology and physical education. Since the previous inspection of the infant school in 1996, standards have fallen in most subjects. As no test information is available between 1996 and 1999 it is impossible to say when standards began to fall. The school recognises the fact that they did not target standards at Key Stage 1 effectively enough and also identifies staff changes as having a considerable impact on standards.

4. Most pupils in Year 2 have weak speaking and listening skills in English. Although most pupils in Year 2 listen to stories and make simple and appropriate responses, many have not yet developed enough confidence in English to be able to express their ideas effectively. Reading skills are below average, although pupils enjoy their books and are beginning to read simple texts fluently. Only a very few pupils are able to write independently. Spelling and punctuation are weak and handwriting often careless. In mathematics, many pupils struggle to perform simple calculations to 20 and to understand methods of measuring time and weight. In science, pupils understand what they need to do to remain healthy and can distinguish between natural and man-made objects. However, pupils need much support in carrying out investigations and in recording results. Few

pupils exceed expectations for their age in mathematics and science, because the work provided by teachers is often too easy for them and does not build upon their existing learning.

5. The inspection of the junior school in 1996 showed below average standards in most subjects and the current inspection finds this still to be the case, although standards have risen in geography and religious education, but have fallen in art. No data is available to show standards between 1996 and 1999, to judge how well the junior school tried to improve standards. The data which is available shows improvement since 1999 and the inspection confirms that standards are continuing to rise.

6. Pupils in Year 6 this year are on track to reach below average standards in English, mathematics and science compared with schools nationally. This reflects an improvement since the national tests last year when standards were well below average, and shows continued improvement since 1999. It also represents good achievement in these subjects for these pupils, many of whom are new to the school since Key Stage 1 and many of whom speak English as an additional language. The 2000 test results were average in mathematics, but below average in English and science when compared with schools in similar circumstances. The analysis of test results has enabled teachers to improve aspects of their practice to help pupils reach higher standards in these subjects. One of these areas was the underachievement of girls compared with boys. The inspection revealed no significant differences this year. The school met its targets in the 2000 tests and looks likely to exceed them this year.

7. Standards vary in other subjects. By the time they are 11, pupils reach average standards in geography, history, physical education and religious education but standards in art, design and technology, information and communication technology and music are below average.

8. In English in Key Stage 2, pupils are developing steadily in their speaking and listening skills but still reach well below average levels by the time they leave the school. Many can discuss their work with one another and offer relevant ideas and information, but their vocabulary is still too limited for them to express themselves clearly. A few pupils need much support and encouragement before they will speak up in class. Standards in reading are better but are still below average. Many pupils are still unable to read fluently, with good expression. Although most pupils enjoy books, there are still too many who do not really understand what the story is about. Pupils' skills in writing are also below average. Although most pupils can write in an organised way, most are limited by their vocabulary and their knowledge of grammar to fulfil their potential. Their skills in drafting, editing and improving their work are not well enough developed. Mathematics standards are below average overall, although pupils are developing a sound knowledge and understanding of multiplication tables to ten and in calculating the answers to problems. Some pupils are still confused by vulgar and decimal fractions and of place value when dealing with decimals. In science, pupils learn effectively about how plants develop and reproduce and about how forces act on objects falling through the air. They can predict the results of experiments based on their existing knowledge but only a few can offer conclusions or explanations. Their ability to plan and carry out investigations for themselves is limited.

9. Pupils identified with special educational needs make satisfactory progress in working towards their individual targets, especially when they work with the specialist teacher. However, progress is often less satisfactory when working with classroom assistants, whose work is not planned or monitored rigorously enough. Those pupils with statements of special educational need make good progress because of the careful planning to meet their needs and the good support they receive in class from special needs assistants.

10. Pupils for whom English is an additional language do not reach high enough levels by the time they leave the school because of the poor support they receive in Key Stage 1. Even though pupils in Key Stage 2 receive support which is at least satisfactory and often good, there is not

enough time for them to catch up by the time they leave the school. Overall, provision is spread too thinly to help pupils move on quickly in their English and most pupils stay at the first stage too long, using single words and phrases to communicate. Their lack of progress in developing fluency in English hinders their achievement in most other subjects.

Pupils' attitudes, values and personal development

11. Pupils have positive attitudes to school and enjoy their work. They show a keen interest in their lessons, usually listening well to their teachers and responding enthusiastically to questions.

12. Overall, pupils' behaviour is satisfactory although on many occasions it is good. In assemblies pupils sit quietly and listen carefully. At playtimes they play together well and enjoy skipping and playing with the giant chess set. While the infants behave well as they eat their lunch, the older children are much noisier. However, Year 6 pupils show exemplary behaviour on their journey to and from their swimming lessons. Behaviour in lessons in the Foundation Stage is good but in the rest of the school it is much more variable. In direct teaching situations many pupils behave well but there are a number of pupils throughout the school who can be disruptive and teachers have to work hard to maintain control. In some lessons seen during the inspection, particularly where pupils were required to take more initiative and personal responsibility such as in some music sessions, behaviour was poor. There was no evidence of racism or bullying; parents and children state that any such incidents are dealt with quickly and effectively.

13. A strength of the school is the quality of relationships between pupils of different backgrounds. Pupils with special educational needs form good relationships with teachers, support staff and each other. The moral, social and cultural provision is such that pupils are developing a good understanding of the impact of their actions on others. Boys and girls play and work together well whatever their ethnic background. In Year 4 they worked well in groups preparing for a class performance of the story of the Prodigal Son. In Year 3 in their science lesson they enjoyed working in pairs, charting each other's teeth on a diagram. A school council was set up last September following a ballot in each class. Representatives meet every fortnight and discuss issues such as the playground and healthy food at lunchtime. Apart from this there are limited opportunities for pupils to take on responsibility or to use their initiative at present.

14. Last year the attendance figures were well below average. However, registers show that much of the absence is due to pupils leaving because their families are rehoused but not informing the school. Local authority regulations are that pupils remain on roll until the educational welfare officer can establish where they are now being educated.

15. The school is rightfully concerned about pupils' punctuality. Many pupils arrive just as or just after the register has been called despite encouragement from the headteacher and staff to be in at the correct time. This hinders the start of lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching and learning overall is satisfactory, although it varies in different parts of the school and directly affects the progress pupils make. It is good in the Foundation Stage, satisfactory at Key Stage 2, but unsatisfactory at Key Stage 1. Of the lessons seen during the inspection, over half were good or better and more than a third were satisfactory. However, one lesson in ten was unsatisfactory and these were mainly in the Year 2 classes and included specific teaching of pupils for whom English is an additional language. There was no unsatisfactory teaching in the Foundation Stage and almost two thirds of the lessons seen in this part of the school were good or very good. At Key Stage 2, the vast majority were at least satisfactory, although a few unsatisfactory lessons were seen in subjects such as art, where teachers' subject

knowledge is weak. At Key Stage 1, there was less good teaching and a quarter of the lessons were unsatisfactory or poor.

17. One of the main strengths of the teaching throughout the school is the way in which most teachers manage their pupils, many of whom have significant behavioural difficulties and this effective management leads to most pupils showing satisfactory and often good behaviour in lessons and good attitudes to their work. The teaching of English at Key Stage 2 is also a strength because teachers here are very aware of the wide range of pupils' competence in spoken and written English. This means that they teach specific vocabulary to pupils and ensure that the work is geared appropriately to pupils' individual needs. Mathematics teaching is also good at Key Stage 2 and pupils show interest in these lessons and work hard. The teaching of geography and history is also good throughout the school and enables pupils to make good progress and reach satisfactory standards in both subjects. The main weaknesses in teaching across the school include the use of some support staff and some teachers' limited strategies in teaching art, design and technology and physical education.

18. The quality of teaching for the children in the Foundation Stage is good and means that pupils in the Nursery and Reception classes make good progress. This reflects the findings of the infant school's previous inspection. The teachers and staff use many visual and practical activities that help the children who are learning English as a new language. They organise the children to work in pairs and groups and encourage them to talk about their experiences and learn new vocabulary. Regular assessments and observations are made of the children's attainment in all the areas of learning and these are used to help the staff plan the curriculum. This means that teachers are able to provide activities which meet pupils' individual needs. Consequently, the children with special educational needs and those learning English as an additional language make satisfactory progress. However, no child is assessed in their home language meaning that initial levels of understanding are unknown. Support staff are generally fully involved with the children except during class sessions, when they often watch the teacher rather than observing children or preparing work.

19. At Key Stage 1, the quality of teaching and learning is unsatisfactory, although this mainly applies to Year 2 and also to the specialist teaching of pupils for whom English is an additional language. This represents a significant drop in the quality of teaching since the previous inspection of the infant school in 1996 when it was good. Although the quality of teaching in English, including literacy, is satisfactory, planning of other lessons is often weak and means that pupils are not receiving work which meets their needs.

20. The expectations of some teachers are not high enough and, as a result, some pupils do not reach high enough standards. In a Year 2 mathematics lesson the teacher grouped the higher achieving and average pupils together and the higher achievers wasted time putting the hands of a clock in the right positions to show "one o' clock" and "two o' clock" and so on. They had already done work several months previously which showed they understood half and quarter hours so they made no progress during this activity. There is evidence of better teaching in Year 1 where more than half the lessons seen were good and enabled the pupils to make appropriate progress. A mathematics lesson on three-dimensional shapes was well taught, with the teacher asking questions which encouraged her pupils to use the new vocabulary she had taught them. Good relationships with her pupils and the effective support offered gave them the confidence and enthusiasm to complete the work successfully. A similarly good lesson in English showed the teacher's very high expectations; stimulating and challenging work was provided for groups of different abilities. While pupils who were learning letter sounds and names worked with magnetic letters to make words which matched those on picture cards, the higher achieving pupils wrote fairy tales independently, with most words spelt correctly and with some attempts to use capital letters and full stops.

21. Throughout Key Stage 1, the teaching provided by specialist staff for pupils for whom English is an additional language is unsatisfactory. Planning does not address the different needs of pupils or help them to develop their English and therefore gain full access to the curriculum. Often, class teachers plan well to extend pupils' vocabulary but they are not supported in their efforts by specialist staff. There is little support to help pupils understand during class sessions and the direct teaching of groups of these pupils is poor, showing weak knowledge of their needs. There is little encouragement for pupils to talk or work together, thus restricting their opportunities to practise their developing English skills.

22. At Key Stage 2, the quality of teaching and learning is satisfactory overall, with more than half the lessons observed being good. Teaching in English, including literacy, is good, with most teachers showing firm knowledge of the subjects and planning interesting activities which interest the pupils and motivate them to work hard. An English lesson in Year 6 focused on writing effective arguments for and against school uniform. The pupils responded enthusiastically to the subject, offering their views readily and gaining good practice in speaking and listening. The teacher's good knowledge of pupils' needs meant that he taught specific vocabulary, such as "persuade" and "argument" very well and gave very clear explanations which meant that the pupils developed their understanding well. Throughout the key stage, most teachers manage their pupils well, establishing clear expectations for their behaviour and this ensures that most pupils pay good attention during the lessons. In the best lessons, teachers use very good techniques to give pupils confidence to try out new activities. In a Year 6 lesson in geography, the teacher began with a television news report of the recent earthquake in India, which quickly gained pupils' attention, then encouraged them to think about the effects of the disaster and how it affected the countryside and the people. She linked the lesson very effectively with literacy when she encouraged the pupils to transfer their knowledge to writing a newspaper report.

23. Often situations in which teachers work together are successful because of the good levels of support offered to groups. The pace of these lessons is usually brisk, with teachers presenting different parts of the lesson and this maintains pupils' interest and concentration.

24. The quality of teaching and learning for pupils who are learning English as an additional language at Key Stage 2 is satisfactory. Pupils are often provided with visual and practical activities from which they can learn new vocabulary. The specialist teacher works closely with class teachers to plan an appropriate curriculum but, because most literacy and numeracy lessons are taught in the morning, she is unable to provide support for all classes.

25. The teaching of pupils identified with special educational needs is satisfactory. Teachers usually plan work which meets their needs and helps them to make satisfactory progress towards meeting the targets identified in these pupils' individual education plans. However, little use is made of computers to interest and motivate these pupils and to help them learn basic skills such as spelling and simple mathematics. Good support for these pupils is provided by special needs assistants who keep accurate records of the progress of pupils with statements of special educational need.

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

26. Overall, the curriculum provided by the school is satisfactory. It includes all subjects of the National Curriculum, together with religious education. The curriculum meets all statutory requirements and offers pupils a satisfactory range of opportunities. Shortly after amalgamation, the school drew up a curriculum map to ensure a consistency of practice across the key stages. The school has adopted nationally recommended schemes of work for all subjects for a temporary period until they develop their own. Policies for teaching most subjects are in place, although some still have to be ratified by the governing body. The findings of this inspection show improvement

since the previous inspections of the infant and junior schools, when subject plans and policies were not in place.

27. English and mathematics are given high priority and are taught for half the curriculum time available. The school has taken a thorough approach to implementing the national strategies for literacy and numeracy and these are beginning to show results, particularly at Key Stage 2. However, planning for the development of some subjects, such as art and design and technology are weak and this leads to low standards. The application of literacy and numeracy skills across the curriculum is satisfactory. However, planning for the development of pupils' speaking and listening skills is not fully developed. Most year teams plan together well to ensure that all pupils' learning develops in appropriately linked stages and that all aspects of the curriculum are covered. These plans are monitored by the headteacher and by those teachers who hold a post of responsibility.

28. The quality and range of learning opportunities for the children in the Foundation Stage are good. Planning documents are detailed and cover all the recommended areas of learning. The curriculum provides a wide range of learning opportunities with an emphasis on visual, practical and tactile experiences so the children learn using all their senses.

29. The curriculum is organised appropriately for those pupils identified with special educational needs. Individual education plans are well thought out and are reviewed regularly. Pupils with statements of special educational need are supported appropriately by their teachers and also by special needs assistants. In most lessons, teachers provide appropriate work for other pupils with special educational needs and support them themselves to help them make effective progress. However, the quality of support offered by classroom assistants is variable. Often it is not planned well enough by the teacher, so that the assistant knows exactly what the pupils are expected to be able to do by the end of the session and the arrangements for feeding back assessment information to the teacher are not clear.

30. A third of the parents who responded to the inspection questionnaire expressed concern about the lack of activities provided by the school outside lessons. The findings of the inspection are the school's provision for extra-curricular activities is very limited. At present there are only two recorder clubs, which are held at lunchtimes. A few pupils receive instrumental music lessons, although these are during the school day. Currently, additional classes are provided after school for pupils in Year 6 in literacy and numeracy to help them prepare for the national tests. Pupils in the school benefit from visits to places such as Bruce Castle, Hampstead Heath, Alexandra Palace and Plashet Zoo, but there are few visitors to the school to enhance pupils' learning. Year 6 pupils have the option of attending a school journey to Pendarren which provides them with a good range of outdoor and adventurous activities as well as being an invaluable social experience.

31. The aims of the school show a commitment to equality of opportunity but, in practice, the weak support given to pupils for whom English is an additional language at Key Stage 1 means that they are unable to make enough progress in most subjects. Higher attaining pupils are also sometimes disadvantaged at Key Stage 1 because teachers are not planning effectively to move them on in their learning. Pupils who receive additional support for literacy are often withdrawn from lessons and this means that they miss out on lessons in other subjects, for example, religious education.

32. Although not planned rigorously, the curricular provision and teaching of pupils' personal, social and health education are satisfactory. There is no formal teaching of sex education in Key Stage 1 but all questions are answered honestly and accurately. There is more formal teaching for sex education in Key Stage 2, most of which is covered as part of science. Health education and the use and misuse of medicines are also covered by the science scheme of work. A personal, health and social education policy is in preparation.

33. The school has satisfactory links with the community, which provide positive support to pupils' learning. Pupils' take part in singing carols at the Wood Green shopping centre and enter the local Christmas card competition. There are sporting links with the Broadwater Farm Community Centre and the Middlesex County Cricket Club offers coaching to the pupils. Links with partner institutions are developing well. Nursery staff make home visits before the children enter school, but as yet this has not been extended to visiting the pre-school groups. Links with the feeder secondary schools are in general satisfactory at present. Past Year 6 pupils visit to talk to those who are due to transfer and teachers pass on appropriate information about pupils' achievements, including those with special educational needs.

34. Pupils' good attitudes to their work and the strength of their relationships are founded on the school's good provision for their spiritual, moral, social and cultural development. Provision for spiritual development was an issue for both schools at their previous inspections but this is now satisfactory. Assemblies are prepared thoughtfully and a candle is lit to create an atmosphere for reflection or prayer. Lessons occasionally offer good moments for spiritual reflection for example, in religious education, when pupils consider the meanings of the Ten Commandments and the Five Pillars of Islam.

35. There is good provision for moral development. The new behaviour policy has given pupils a framework of rules and they understand these well. Moral issues are discussed regularly and the theme of "Injustice" was explored during assemblies seen during the inspection. Very powerful messages were given about the need for racial equality and the wrongs of slavery and segregation. The headteacher and staff provide good role models for the pupils in their relationships with one another and the care they show for their pupils. The headteacher in particular is respectful of children's views but defines her high expectations of their behaviour very clearly.

36. There is good provision for social development. Pupils are encouraged to be independent from the time they start in the nursery and in their lessons, teachers plan paired and group work which is effective. Although there are limited opportunities for pupils to take responsibility, a school council is in place. Circle time supports pupils' social development, and sessions were seen where friendship and playground behaviour were discussed.

37. The school pays particular attention to ensure that the many ethnic groups represented by both staff and pupils are celebrated. For examples, photographs on the door of a reception class show the children in groups from their various countries of origin but in the middle is a whole class photograph showing that they are a 'family'. In their history work on famous people they encounter good role models from many different cultures, for example, Martin Luther King and Mother Teresa. Older pupils make beautiful dual language books using their home languages and the corresponding English translation. Pupils develop an appropriate knowledge of different forms of music but their knowledge of art is limited by the unsatisfactory provision in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. There are good procedures to ensure the welfare and protection of pupils. The caring ethos of the school provides a secure environment where all pupils are known as individuals. New pupils generally settle in quickly. Informal knowledge of pupils' circumstances is backed up effectively by formal records. Appropriate child protection procedures are in place. Health and safety are priorities and the site manager is well informed about requirements and carries out regular inspections with members of the governing body. First Aid arrangements are satisfactory and pupils are well supervised at all times.

39. The maintenance and monitoring of registers was an issue for both schools at their last inspections. Now attendance is recorded accurately and absence is monitored effectively. The

school follows up absence by phoning families before alerting the educational welfare officer. Lateness is recorded and challenged and the school stresses to parents and pupils the need for regular attendance and punctuality.

40. The care and support of pupils with special educational needs is satisfactory. The school uses assessment data from teachers, and information from national and other tests to help them plan effectively for these pupils at Key Stage 2. However, the information gained from assessments made when pupils first start school is not being used effectively to identify and provide for the needs of these pupils. This results in a low number of younger pupils on the special needs register and a subsequent lack of additional support for them.

41. The school has worked hard to produce a behaviour policy which has been shared with all parents and children. Pupils know the school rules and clearly appreciate the rewards of stickers, stamps and certificates. Worries about behaviour in the playground and levels of supervision were raised by parents but the inspection finds that this concern is not justified. Pupils are supervised appropriately and play well, if boisterously, at these times. Bullying and racism are not tolerated and the headteacher deals with such incidents quickly and effectively. Exclusions have been appropriate and handled fairly and consistently.

42. The school has satisfactory procedures for supporting pupils' personal development. Individual class teachers know their pupils well and keep their own records to monitor any concerns. The headteacher is kept fully informed of any issues. The school works hard at supporting pupils in their personal development and expects that pupils take responsibility for their actions, acknowledging that this occasionally means taking the punishment that goes with the transgression. However, the personal development of pupils is limited by the lack of opportunities in some classes for them to use their initiative and to take responsibility for their own learning.

43. The monitoring and support of pupils' academic performance and personal development are satisfactory. Good assessment and record keeping procedures are in place in English and mathematics. Careful analysis of the end of key stage tests in both these subjects has led the school to identify weak areas and those that require emphasis. These elements are subsequently incorporated within the planning of lessons and are proving productive in the raising of standards at Key Stage 2. Assessment procedures for science and information and communication technology are developing well. However, in other subjects of the curriculum, assessment procedures are unsatisfactory.

44. Very soon after children enter the school at the Foundation Stage they are assessed using a procedure designed specifically for this age range. However, insufficient use is made of this information to identify individual pupils' needs. In the intervening period between the national tests in Year 2 and Year 6 the school uses optional tests for Years 3, 4 and 5, similar to those at the end of Key Stage 2. The school is beginning to analyse the data from these methodically to provide them with much useful information. For example, it enables teachers to set clear and appropriate targets for each pupil in English and mathematics. It also helps the school to ascertain which pupils require additional literacy support in Years 3 and 4 and further support in 'booster' classes in Year 6. The assessment co-ordinator is beginning to monitor the achievement of different groups of pupils by gender and race.

45. Termly assessment weeks are held to test pupils' progress in literacy and mathematics and in the summer term science and information and communication technology are also included. Class teachers use these examples of work to demonstrate the levels attained by pupils. They are then placed in the pupils' records of achievement, which provides support for teachers to set end of year targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents have mainly positive views of the school. They say their children like school and the school encourages pupils to work hard. Most parents say that the teaching is good, that their children make good progress and that they feel comfortable in approaching the school with any concerns. These positive views are endorsed by the findings of the inspection team. Some parents state that they have concerns about whether the school works closely with parents, the amount of homework set and the range of activities provided outside the normal school day. The judgements of the inspection team are that the school's arrangements for homework are appropriate and that the school does work closely with parents but that the provision for extra-curricular activities is poor.

47. Parents receive good information about the school and the curriculum taught. Information evenings are held, for example, on the home-school agreement and the new behaviour policy. Both of these policies were translated into Turkish and Somalian, the languages spoken by the two main ethnic groups and this helped parents understand what the school was trying to achieve. Unfortunately, however, it is not always possible to translate every item of information because of the time it takes for the local education authority service to do this. Annual reports of pupils' progress meet statutory requirements, although information about progress in some subjects such as music, is not clear enough. Reports are shared with parents at one of the two parents' consultation evenings and interpreters are on hand to make sure that the information is understood. An audit of the pupils' languages has been made but limited use is made of the parents' skills and knowledge to help with translations or assessments.

48. Through the school's good efforts, parents are now beginning to become more involved in their children's education. They help their children with homework and most hear their children read regularly. They can note any concerns or messages in their child's reading diary. For the first time the school now has a full complement of parent governors to represent parents' views and help to plan for its development. Further signs of improvement in parents' involvement with the school include initial discussions about setting up a Parents' Association. Parents of pupils with special educational needs are properly involved in working with the school. They provide appropriate support and regularly review their child's progress with school staff.

49. Parents of children in the nursery and reception classes meet the staff daily as they bring them into school and collect them. Useful day to day information is exchanged before and after school. The parents also have opportunities to see the work in the classroom and learn about the topics being covered. However, limited use is made of parents in the classrooms to provide further opportunities for children to practise their language skills in group sessions guided by an adult.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Overall, the leadership and management of the school are satisfactory. The good leadership of the headteacher and deputy balance current weaknesses in the management of some subjects and in the role played by the governing body. The headteacher is an effective leader and has ensured the school has moved forward since its amalgamation in 1999. She is ably assisted by her deputy and, together, they form a strong partnership. The deputy headteacher, for example, has been responsible for setting up good assessment procedures in English and mathematics and is now analysing information to track pupils' progress in these subjects. Other staff with management responsibilities carry out effective roles but not all subjects have co-ordinators and this means that there are weaknesses in provision in, for example, art, design and technology and physical education.

51. The amalgamation of the two schools presented many problems in, for instance, staff relationships and organisation of the curriculum. The headteacher has worked hard to address

these issues and the school is now well placed to make good improvement in the future. Since the amalgamation, standards at Key Stage 2 have risen and pupils in Year 6 this year are likely to do better in the national tests than last year. However, standards in Key Stage 1 are still low and the weaknesses in this part of the school have not yet been addressed effectively. However, plans to improve procedures to identify pupils with special educational needs are clearly in hand. At the last inspection, 31 per cent of the teaching at Key Stage 2 was unsatisfactory, compared with only five per cent at this inspection. However, the quality of teaching at Key Stage 1 has fallen considerably. There were serious leadership and management problems in both schools and current systems, although still showing some weaknesses in the roles of governors and in the management of some subjects, show steady improvement. The curriculum is now much better organised, with all teachers using the nationally recommended forms of planning. Procedures to monitor attendance and arrangements for collective worship are now satisfactory.

52. The governing body has had immense difficulty in filling vacancies but the school's efforts to improve parental and community involvement are now beginning to show results. All the parent governors' positions are now filled and there are only two vacancies for co-opted governors. Governors have formed themselves into committees to help them fulfil their responsibilities but some of these committees, for example, the curriculum and finance committees, are not performing effective roles. Many of the new governors have extremely useful individual skills and knowledge and they are beginning to use these effectively to support the school. For example, the governor with responsibility for special educational needs is now meeting regularly with the co-ordinator and gaining useful information to help her monitor the school's work. This is providing a good example for other governors to follow. Some committees are not meeting regularly enough or recording information or decisions effectively so that they can be shared with the rest of the governing body. This means that governors do not have an overall view of how well the school is doing and they are unable to make a real contribution to planning for its development.

53. Planning for school development is currently done by the headteacher, with support from senior staff. However, plans are not being monitored or their results evaluated to enable governors to assess how well the school's finances are being spent. The governing body does monitor the school's spending regularly to ensure it is within budget forecasts. The school receives a separate Ethnic Minorities Achievement Grant which they use to provide additional support for these pupils. Satisfactory systems are in place to monitor the effectiveness of this spending on pupils' standards of attainment. Weaknesses identified have been taken up with the local education authority who deploys these staff to the school. The school is planning effectively to use funds from national initiatives, such as Excellence in Cities and the local Education Action Zone, to improve provision for pupils and increase links with and support for parents, but these funds have not yet been devolved to the school.

54. School policies show the school has recognised the need to provide equality of opportunity for all pupils and standards in national tests and pupils' attendance are both monitored to identify any shortcomings. However, the weak provision for pupils for whom English is an additional language at Key Stage 1 means that these pupils are disadvantaged and do not reach their full potential. At Key Stage 1, some teachers are not providing effectively for higher attaining pupils and this limits their achievement. Groups of pupils are sometimes withdrawn for extra support in literacy and they regularly miss out on lessons such as religious education.

55. The special educational needs co-ordinator is experienced and has attended a good number of valuable and relevant courses. She works hard and keeps the required documentation in good order. Spending on this area last year was very high but this reflected the fact that the school still had two co-ordinators, one of whom has now left.

56. Leadership of the Foundation Stage is good. The co-ordinator has a good understanding of the needs of the children and monitors the teachers' planning to ensure that the appropriate curriculum is taught.

57. The school employs two full-time teachers and one classroom assistant specifically to work with pupils for whom English is an additional language. However, there are still large numbers of pupils at the early stages of learning English and the support is not organised well enough to meet the needs of all these pupils throughout the school. The headteacher co-ordinates the work of the language support teachers but there is no clear policy to define their role or how they should work. Consequently the provision is inconsistent throughout the school.

58. There are enough teachers on the staff but many have no subject responsibilities, which leads to problems in monitoring and developing some subjects. Although the support provided for pupils with statements of special educational needs is effective with many of the assistants being well qualified and experienced, there is not enough support for other pupils. Extra support is often provided by assistants who withdraw small groups of pupils, but the work of these assistants is not being monitored well enough to ensure it is effective. In a few cases their support is good, for example, in a mathematics lesson in Year 6, where the assistant worked in class with a boy who was having difficulty understanding a new concept, but, in many cases, the support is unsatisfactory. Teachers are monitored regularly by the headteacher and are given targets for development and this, in the main, works well. However, in a few cases, the targets are not being monitored rigorously enough to ensure that teachers improve weak areas of their practice. Staff training needs are identified through the school's development plan, but the lack of effective monitoring in some subjects means that gaps in teachers' subject knowledge have not been addressed. Appraisal arrangements are satisfactory and the governors have agreed performance management targets for the headteacher and deputy. Staff who are new to the school receive strong support from senior managers. The school welcomes student teachers and ensures that they are supported effectively in the classroom.

59. The school's accommodation is satisfactory overall. Spare classrooms are now being redesigned to accommodate, for example, a new library and a parents' room. There is a designated music room where pupils go for music lessons and instrumental tuition. The entrance area has recently been developed to make it more welcoming to parents and more links have been created between Key Stages 1 and 2. The new nursery building is attractive and provides a welcoming atmosphere for children and their parents. The school has two halls which are used effectively for lunches, assemblies and physical education and the hard play space surrounding the school provides further opportunities for games. Most classrooms are big enough to accommodate the pupils except for the two reception classrooms which are very small and create difficulties in classroom organisation. The building does not easily enable disabled access and there are no toilet facilities for the disabled.

60. The school has enough equipment and books to teach most subjects except for information and communication technology, where there are not enough computers. This is one of the reasons why standards are low in the subject. Good use is made of project loans and the school's library service to supplement school resources where necessary. Resources for special educational needs in terms of books and materials are unsatisfactory. There are few books specifically for these pupils and they often have to use reading scheme books at a lower level, and rely on schemes where they have already experienced failure. There is not enough information and communication technology software for developing the basic skills of these pupils and there is little evidence of the use of computers to support their learning. Resources are adequate for pupils who are learning English as an additional language but sometimes insufficiently used to provide practical activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now:

1. Raise the standards which pupils reach in the national tests for seven and 11 year olds by:

- Improving the quality of support given to pupils at Key Stage 1 for whom English is an additional language;
- Using the results of existing assessments more effectively to identify pupils with special educational needs earlier;
- Ensuring that more able pupils at Key Stage 1 receive more challenging work in mathematics to help them reach their potential;
- Continuing to extend pupils' understanding of new vocabulary so that they can use a more extensive range in their written work;
- Providing more opportunities for pupils at both key stages to extend their investigational skills in science.

(Paragraphs 2-4, 6, 8-10, 20, 21, 31, 40, 54, 74, 75, 78-82, 85, 86, 88, 92-94)

2. Improve standards in art, design and technology and information and communication technology at both key stages, in physical education at Key Stage 1 and music at Key Stage 2 by:

- Ensuring that teachers understand fully the relevant programmes of study and have the necessary strategies to teach the subjects effectively;
- Developing clear assessment procedures in all subjects to track pupils' progress;
- Appointing co-ordinators for all subjects to ensure that provision is monitored and developed appropriately;
- Improving the levels of resources in information and communication technology and using these more effectively in all subjects;
- Improving the levels of resources in art and design and technology.

(Paragraphs 3, 7, 17, 43, 50, 58, 96-102, 111-115, 118-122.)

3. Improving the quality of teaching and learning for pupils in Year 2 classes by:

- Ensuring that the work planned meets pupils' different needs so that all pupils can make satisfactory progress;
- Ensuring that learning objectives are clearly defined and linked to assessment criteria;
- Ensuring that lesson preparation is thorough and that the necessary resources are available for pupils to carry out the work;
- Ensuring that instructions and explanations are clear so that pupils know exactly what they have to do;
- Monitoring the work of these teachers more rigorously and giving clear targets for improvement.

(Paragraphs 4, 19, 20, 31, 54, 81, 87, 93, 121)

4. Ensure that the governing body carries out its responsibilities effectively by:

- Establishing clear terms of reference for all committees and ensuring these committees meet regularly and are well attended;
- Establishing clear procedures by which information is shared between governors;
- Involving governors more effectively in planning for school development and in monitoring and evaluating the success of their plans;
- Challenging the school to account for its actions and the standards it reaches in national tests.

(Paragraph 52)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensuring that pupils withdrawn for additional literacy and numeracy support do not miss out on lessons in other subjects.(Paragraphs 31, 54)
- Improving the quality of support provided by classroom assistants.(Paragraphs 18, 29, 58, 110)
- Improving the levels of resources for pupils with special educational needs.(Paragraph 60)
- Using the results of assessments more effectively to inform future planning. (Paragraphs 19, 20, 31, 114)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	48	38	7	3	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)	26	391
Number of full-time pupils known to be eligible for free school meals		212

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	0	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	249

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	56

Attendance

Authorised absence	%
School data	7.0
National comparative data	5.2

Unauthorised absence	%
School data	1.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	18
	Girls	22	22	25
	Total	44	44	43
Percentage of pupils at NC level 2 or above	School	75 (76)	75 (81)	73 (63)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	21	22
	Girls	21	20	21
	Total	43	41	43
Percentage of pupils at NC level 2 or above	School	73 (77)	69 (66)	73 (66)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	26	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	23
	Girls	12	13	16
	Total	28	31	39
Percentage of pupils at NC level 4 or above	School	47 (43)	52 (44)	65 (44)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	12	15	12
	Total	29	33	31
Percentage of pupils at NC level 4 or above	School	48 (47)	55 (56)	52 (58)
	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	81
Black – African heritage	96
Black – other	27
Indian	12
Pakistani	3
Bangladeshi	5
Chinese	6
White	103
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	18.5
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	940,633
Total expenditure	992,261
Expenditure per pupil	2,093
Balance brought forward from previous year	89,538
Balance carried forward to next year	37,910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	417
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	1	0
My child is making good progress in school.	58	36	3	0	3
Behaviour in the school is good.	47	38	8	1	7
My child gets the right amount of work to do at home.	44	31	16	6	3
The teaching is good.	54	36	4	0	6
I am kept well informed about how my child is getting on.	50	34	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	38	8	0	1
The school expects my child to work hard and achieve his or her best.	68	28	3	0	1
The school works closely with parents.	41	31	12	7	9
The school is well led and managed.	47	34	9	3	7
The school is helping my child become mature and responsible.	51	32	10	2	4
The school provides an interesting range of activities outside lessons.	18	27	14	21	20

Other issues raised by parents

A few parents were concerned about poor levels of supervision at playtimes which, they said, led to bad behaviour.

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

61. The school has maintained its good provision for children in the Foundation Stage. Classes are well organised and provide a calm and purposeful working atmosphere. This enables children to develop their confidence quickly.

62. Most children enter the nursery with very limited skills in all areas of their development and most are new to learning English. By the time they are ready to start in Year 1 their attainment remains well below average although they have made good progress in all areas of their learning. Many children still have a limited vocabulary in English but are able to speak and understand single words and short phrases.

Personal, social and emotional development

63. Many of the children have very few personal and social skills on entry to the nursery. They can sometimes be quite aggressive in their behaviour. However, the calm atmosphere and the emphasis on meeting their individual needs mean that they quickly develop confidence. Adults help them understand the need to share toys and equipment. The children are interested in their learning, and enjoy adult company when they are working. Often children talk or sing in their home languages as they play. In the reception classes, play is structured carefully but children are able to make choices and continue to develop their independence. They are supported well by staff who encourage them to talk about new activities. Children who have a statement of their special needs receive good support from their support assistants who encourage them to join in group and class activities. They are able to take part fully in the activities appropriate to their needs.

Communication, language and literacy

64. On entry to the nursery class many children are new to learning English and communication is difficult between children because of the wide range of languages that they speak. They make good progress in the nursery and reception classes but their levels of English language remain well below average on entry to Year 1. In the nursery the children quickly learn to listen to stories. The focus on language and vocabulary development provided by the staff enables them to begin to name objects around them. The topics are chosen carefully and relate closely to the children's lives and shared experiences. The topic of "Ourselves" provides links between all the areas of learning and the relevant vocabulary is reinforced in all the planned activities. Children take part in group work as well as individual and class activities and the staff give the children time to explain themselves. Praise is used well and children's efforts are valued.

65. In the nursery, samples of writing show some children are beginning to write recognisable letters, and most children understand that writing has meaning. Nursery children begin to learn letter sounds and name them when using the magnetic letters to make their name. In the reception classes the children begin to write short sentences copying under the teachers' writing. By the end of the reception year most children are able to copy accurately and one or two children are beginning to write independently. Children begin to read and use their knowledge of letter sounds to work out new words. Parents are encouraged to help their children with their reading at home and the children in nursery and reception classes take books home regularly. The children love stories and books and handle them with care.

Mathematical development

66. Children make good progress in developing their mathematical knowledge and understanding but, by the time they start in Year 1, their attainment is still well below average. The nursery staff provide a wide range of activities to support the children's learning and use number songs and stories to reinforce their understanding. Numerals are clearly displayed and referred to during class sessions and many children are able to recognise their numbers up to 5. Activities in the sand and water tray develop children's understanding of measuring and weighing. In the reception classes children begin to learn about addition using buttons and counting bricks. Some children understand the numbers up to 10 and teachers know the children's abilities well and structure the session to the appropriate level. In the sand tray they learn about which containers hold more or less. The children begin to learn about shapes and name squares, circles and triangles and can recognise them in different situations and place them in order of size.

67. Overall the children make good progress because of the good teaching which focuses clearly on language development as well as mathematical understanding. The children are presented with a range of practical and visual experiences to help them to build up new vocabulary.

Knowledge and understanding of the world

68. The children enter the nursery from a wide range of backgrounds but, generally, their knowledge and understanding of the world is extremely limited. However, the teachers plan many activities which help the children to learn about their place in the world. Their English vocabulary develops and, through story and picture books, they begin to learn about different countries. Although many children are still unable to express their thoughts clearly in English, they try to comment on the pictures and stories. The teachers in reception and nursery classes provide a wide range of construction toys and materials for children to explore. Playing with sand, cornflour, and playdough give children good opportunities to describe texture and smell. The children learn how to use tape recorders and listen to music and stories. Counting programmes on the computer support their learning in mathematics.

Physical development

69. By the end of the reception year most children are average for their age in their physical development. Nursery children are restricted in their opportunities for outdoor play during the winter because most of their playground is grass and is too muddy to use. The hard surface is narrow and long and restricts the activities that can be carried out. The climbing equipment is very limited. In the reception classes, although some use is made of the nursery playground in the early part of the school year, there is limited access to the outdoor area and large equipment has to be carried in and out for each session. This restricts the time available for play. Resources are satisfactory, with wheeled toys shared between all the early years classes, and balls and hoops for outdoor use.

70. The children show an awareness of space, are able to make a circle in the classroom and can run around a circle in the hall. They are energetic and enjoy the freedom of movement during outdoor sessions. In the classroom the children use a range of small equipment, such as scissors and tools for shaping dough. They use these with increasing skill and are taught to use them safely. They paint confidently and control paintbrushes well to make good self portraits.

Creative development

71. Most children leave the reception classes with below average levels of attainment although they have made good progress in developing their creative skills. The children particularly enjoy role play. In the nursery they play in the home corner, nursing their babies and preparing the food. In the reception classes the home is changed to the three bears' cottage and children act out the story. The staff help children to extend their learning by asking questions about what happened next, and how the characters felt. In their art activities, children in the nursery learn to look carefully

at colours. They paint good self portraits with the majority having the correct facial features. In the reception classes children begin to learn about mixing different browns to paint the three bears. Children also make three-dimensional bowls using papier mache and the staff encourage them to talk about the feel of the paper and glue and the sizes and shapes of the bowls. The visiting music teacher provides the children with opportunities to use musical instruments and they make very good progress beating out the rhythm of their names. They also sing along with great enjoyment to the guitar and know a large number of songs and rhymes.

ENGLISH

72. At Key Stage 1 standards are well below average. The findings of this inspection generally reflect the results of the 2000 national tests, which showed that standards at Key Stage 1 were well below the national average in reading and writing. Compared to similar schools, results were average. Test results show a decline in standards since 1999.

73. Standards at Key Stage 2 are below average but this represents an improvement since the national tests in 2000. Steady improvement has been made since the school amalgamated in 1999. Standards in English are affected greatly by the large numbers of pupils for whom English is an additional language and the high numbers of pupils who start later in Key Stage 2, including pupils who have no knowledge of English and sometimes no previous schooling.

74. The school carried out a detailed analysis of the results of the Key Stage 2 tests and identified weaker aspects which teachers have focused upon this year. However, no similar attention has been focused on raising standards at Key Stage 1. Pupils in Key Stage 2 achieve soundly in English as they move from Year 3 to Year 6, whereas in Key Stage 1, their achievement from Year 1 to Year 2 is generally unsatisfactory, particularly in writing. Pupils with special educational needs achieve satisfactory standards compared with their previous attainment. Although the Additional Literacy programme in Years 3 and 4 generally supports the pupils' needs satisfactorily, there is no evidence kept of the progress these pupils make. Pupils in Key Stage 2 who are learning English as an additional language receive appropriate support from a specialist teacher, but in Key Stage 1 the support is unsatisfactory.

75. At both key stages, standards in speaking and listening are well below average. The high proportion of pupils with English as an additional language means that some pupils start school with limited or no understanding of English. To compensate for this low starting point, most teachers act as good speech models and there is, in general, an appropriate focus on oral and listening skills. Pupils in Key Stage 1 listen attentively to stories and make simple and appropriate responses in class. Many pupils are still developing their knowledge and understanding of English, but a few can express their ideas confidently and use a growing vocabulary. Although pupils in Year 1 are given the opportunity to talk and share their ideas with a partner, pupils in Year 2 have few opportunities to do this. Consequently, by the time they are seven, only a few are able to express their ideas confidently in English. In Key Stage 2, pupils' speaking and listening skills develop steadily. In most classes, they listen thoughtfully and show good respect for the views of others and, by the age of 11, they readily engage in discussions, talk confidently and offer ideas and relevant information. However, they use a limited range of vocabulary and need support to develop their ideas at length. More able pupils express their ideas fluently and use more complex grammatical features. These skills were evident in a Year 6 discussion about whether school uniform should be worn. Under the careful direction of the teacher, these pupils put forward their points of view in a reflective way and were able to voice their reasons as to why they were for or against the argument.

76. Standards in reading are below average at both key stages although pupils throughout the school show a keen interest and enjoyment in books and stories. In Key Stage 1, pupils generally read simple texts with accuracy and enjoy reading sessions with their teachers. Higher attaining

pupils tackle relatively difficult words confidently and use appropriate expression but sometimes the books they are reading in school are too easy and lack the necessary challenge to help them develop further. Average and below average pupils draw on their knowledge of sounds to read simple, regular words but often need support. Only a few pupils can locate information from reference books.

77. Pupils' interest in and enthusiasm for books develop well through Key Stage 2. In Year 6, more able pupils read with fluency, accuracy and relevant expression. Only the few more able pupils have an appreciation and understanding of a range of literature and the ability to read challenging and lengthy texts. Average pupils read an appropriate range of texts accurately, have a broad understanding of the main points and can discuss some aspects of characters and plot. Lower attaining pupils respond well to various forms of reading and use their knowledge of sounds when reading unfamiliar words. Although they can briefly discuss the key events, they do not always understand the context. Across Key Stage 2, the pupils' research skills are developing satisfactorily. For example, in a Year 5 literacy lesson, many pupils were able to select relevant phrases and information from the text of a book on flowering plants in answer to questions.

78. Standards in writing are well below average in Key Stage 1, but just below average in Key Stage 2. These differences are, in the main, due to the strong focus the school has placed on developing the writing skills of the pupils in Key Stage 2. By the end of Key Stage 1, only a few pupils can write simple sentences and sequence them correctly to make stories of sufficient length that contains interesting vocabulary. The range and forms of pupils' writing is too narrow. Accuracy in spelling and punctuation is variable and the presentation of their work is often careless. Writing is better in Year 1, where the analysis of work showed pupils writing for an appropriate range of purposes.

79. In Key Stage 2, pupils write diaries, newspaper reports, poems, play scripts, notes and stories. Most pupils write in an organised way, sequence ideas and choose appropriate vocabulary. The work of the more able pupils shows a lively sense of style and an increasingly innovative and adventurous choice of words and an appropriate understanding of grammar. In general, however, many pupils have a narrow vocabulary and an inadequate mastery of grammar to keep pace with their imaginations. Pupils generally enjoy writing and experimenting with language. For example, on writing a 'colour' poem about 'My Mum', a Year 5 pupil wrote phrases such as 'Purple is for the girl to girl talk we've had over the years. Blue is for all the times when I was scared, she would comfort me'. Most pupils make satisfactory progress in spelling and punctuation, but some make numerous spelling errors and few pupils know how to use paragraphs. Handwriting is generally well formed, but in some cases, presentation is untidy.

80. At both key stages, standards in literacy reflect those found in English. Opportunities are taken to broaden the range of writing experiences for pupils in Key Stage 2, as seen in subjects such as history, religious education, science and geography. Older pupils are beginning to use their research skills appropriately to obtain information. However, at Key Stage 1, there is insufficient development of pupils' literacy skills across the curriculum. In particular, in Year 2, the work is directed too much by the teacher, and the pupils have few opportunities to develop their speaking skills and extend their range of experiences in writing.

81. The quality of teaching and learning in English is satisfactory overall. At Key Stage 2, it is good. Although teaching and learning are generally satisfactory at Key Stage 1, they are better in Year 1 than Year 2. Where teaching is particularly effective, work has been planned to match the needs of the large number of pupils who are still developing their spoken English. Language has a high profile in the school and most teachers emphasise particular words in lessons so that pupils can develop their vocabulary. Good subject knowledge is evident in teachers' confident management of the literacy hour, which moves at a brisk pace and effectively secures pupils' interest and attention. Most teachers have good relationships with their pupils that create a positive

climate for learning and enable pupils to enjoy their work within clear guidelines. For example, Year 6 teachers successfully created a sense of purpose and enjoyment when pupils considered issues such as fox hunting, school uniform and homework and learnt how to construct an effective argument using persuasive language. Overall, the management of pupils is good, but at times it is too controlled and does not allow opportunities for pupils to develop sufficient personal independence. Other weaknesses in teaching include the inappropriate match of work to meet the needs of all pupils in the class and at times when the pace flags, pupils lose interest and do not make the progress they should. Overall, insufficient use is made of drama and role-play to develop pupils' language skills and confidence in speaking. The quality of marking is variable, with few teachers giving pupils ideas for improvement. However, throughout the school, teachers set appropriate personal targets to motivate pupils and provide a sense of achievement.

82. The curriculum in English is broad and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented satisfactorily and teachers show confidence in managing its different components. However, insufficient attention is given to planning for the wider development of pupils' speaking and listening skills. Assessment procedures in English are good and, in most cases, planning is adequately detailed and levelled to encompass the wide-ranging needs of pupils. Homework is used appropriately across the school to reinforce pupils' learning.

83. Management of English is good. The literacy co-ordinator has worked hard to put many new initiatives in place and is committed to developing her role still further. She has gained a good overview of the subject through carefully organised monitoring procedures and has a clear idea of the issues needing to be addressed. Resources in English are generally satisfactory and each year group is equipped with an adequate range of books to support the literacy hour. Some of the books in classrooms are old and unattractive. At present the library is closed and all books are boxed up. This is beginning to have a detrimental effect on the development of pupils' library skills at Key Stage 2. Information and communication technology is, in general, used appropriately to support pupils' learning. A literacy program is available to help pupils in Years 5 and 6 catch up in areas of weakness and the school offers booster classes to pupils in Year 6 to help them prepare for the national tests.

MATHEMATICS

84. The findings of this inspection indicate that the current Year 6 pupils are on track to reach standards in mathematics, including numeracy, which are just below the national average. This represents good achievement by these pupils, many of whom are new to the school since Key Stage 1. The proportion of pupils for whom English is an additional language is also very high. In the latest national tests for 11 year olds, standards were well below average, although they were average when compared with similar schools. Standards in the tests had risen between 1999 and 2000 in line with the national trend and the results of this inspection indicate continued improvement. In the national tests, although a very good number of pupils reached high levels, compared with similar schools, far too many pupils did not reach levels expected for their age. Boys did better than girls in the tests but current inspection findings indicate no significant difference this year. The successful implementation of the National Numeracy Strategy, the good teaching of mathematics and the effective support for bilingual pupils in Key Stage 2 are all having a positive impact on pupils' progress.

85. Pupils in Year 2 look likely to reach standards in mathematics, including numeracy, which are well below average in the national tests this year. Standards in last year's tests for seven year olds were well below average, and they were below average when compared with similar schools. Standards had fallen between 1999 and 2000 and inspection findings indicate no improvement this year. In the national tests, too many pupils failed to reach expected levels for their age and this was the main reason for the low standards overall. This continues to be the case and is due mainly to

the unsatisfactory quality of teaching of mathematics and the weak support for pupils for whom English is an additional language. The fact that pupils with special educational needs are not being identified early enough and adequate support provided also means that lower attaining pupils are not making enough progress. There is a lack of challenge for higher attaining pupils who are often not identified and who do the same work as the rest of the class.

86. All the lessons seen in Key Stage 2 were at least satisfactory and almost two thirds were good or very good. Teachers have adapted well to the three-part numeracy lesson, and this enables pupils to learn their basic skills, practise them during their independent work and learn from other pupils during the last part of the lesson. Teachers plan lessons thoroughly and often emphasise new vocabulary which helps bilingual pupils extend their knowledge of English. For example, in a Year 3 lesson on shape, the teacher went over the names of complex two-dimensional shapes several times during the lesson and asked the pupils questions which made them use the new words. She provided labels which helped the pupils read and remember them. Teachers usually plan work for different ability groups which challenges and interests them. This means that higher attaining pupils and those with special educational needs are supported effectively and make satisfactory progress. Teachers manage their pupils well, providing clear guidelines for behaviour and giving lots of praise and encouragement which gives pupils confidence and helps them to try their best. Pupils' confidence in their own abilities is further increased when teachers show their high expectations of them and challenge them to achieve more than they thought they could. For example, in a Year 6 lesson, the teacher asked, "Who thinks they can do these examples?" and then, "Who thinks they can do even harder examples?" Even pupils who were uncertain at the beginning of the lesson persevered and were able to complete the work on finding fractional parts of quantities. The support teacher for bilingual pupils provides effective levels of support during mathematics lessons, explaining concepts to pupils and helping them understand specific words. Pupils are developing a sound knowledge and understanding of the multiplication tables up to ten and in using addition, subtraction, multiplication and division to help them work out problems. Some pupils have difficulty in understanding vulgar and decimal fractions, becoming confused when trying to put them in order of size. They show sound use of protractors when drawing angles and present their work carefully and accurately.

87. Of the five lessons seen at Key Stage 1, two were unsatisfactory. Lessons in Year 1 show effective planning and preparation and these teachers encourage their pupils to take an active part in the lesson by asking questions which encourage them to explain their thinking. Good relationships between teachers and their pupils in Year 1 classes ensure that pupils have confidence and are not afraid to make mistakes. In Year 2, however, teachers do not encourage pupils to explain their answers and provide few opportunities for pupils to discuss their work with one another so that they can use new mathematical vocabulary. Planning for the needs of different groups of pupils is weak in Year 2, with higher attaining pupils often wasting time covering work which they can already do. For example, higher attaining and average pupils all worked together on an exercise where they had to fill in the time on clock diagrams. There was no separate provision for higher attaining pupils to progress faster by giving them work which extended their understanding. Similarly in a Year 2 lesson on weight, higher attaining pupils spent much time on balancing objects on scales. This activity presented no challenge for them at all and they learned little from the lesson. Little support is given to pupils for whom English is an additional language, even when many of these young pupils clearly do not understand the vocabulary the teacher is using. Consequently, these pupils make very limited progress during mathematics lessons and do not achieve the standards of which they are capable by the end of Key Stage 1. Far too many pupils are struggling in Year 2 to perform simple calculations to 20 and to understand simple measures of time and weight. The quality of support provided by classroom assistants in Key Stage 1 is often weak and has little impact upon pupils' learning. This is mainly due to a lack of careful planning and direction by teachers.

88. Although those pupils identified with special educational needs are often provided with appropriate work to help them make progress, weak identification systems mean that many pupils' needs are not being assessed quickly enough and appropriate support given in Key Stage 1 classes. This affects pupils' performance in the national tests and disadvantages them when they enter Key Stage 2.

89. Although computers are being used in Key Stage 2 to support pupils' learning in mathematics, very little use of them is made in Key Stage 1. The programs which the school has to support mathematics are good but their use in classrooms is not being monitored well enough, neither is their effectiveness evaluated.

90. The mathematics curriculum is broad and balanced and fully covers the requirements of the National Curriculum. The subject co-ordinator is enthusiastic and is monitoring teachers' plans and pupils' work. However, she has had limited opportunities to monitor teaching or provision in classes. Assessments are carried out regularly and systems are newly in place to enable individual pupils' progress to be tracked through the school.

SCIENCE

91. The findings of this inspection indicate that pupils in Year 6 achieve standards that are below average. The results of the 2000 national tests for 11 year olds showed standards which were well below the nationally expected level although they had risen sharply since 1999. Inspection findings show that standards are continuing to rise. This is due mainly to better long term planning for the subject so that skills and knowledge are taught in a progressive way as pupils move through the school.

92. In Year 2, standards are well below average and reflect the lack of support given to pupils for whom English is an additional language. Inspection findings confirm the results of teachers' assessments last year, which were also well below average. The lack of planning to meet pupils' individual needs means that higher attaining pupils do not reach the standards of which they are capable.

93. The quality of teaching and learning was less than satisfactory in two out of the ten lessons seen. Nevertheless some good examples of teaching were seen throughout the school. In one Year 2 class, the teacher related the lesson well to her pupils' own experience when she asked them to think about pushing their bicycles up and down a hill. Effective questioning by the teacher made them think carefully about the concept and to relate it to the investigation they were going to carry out. Careful ongoing assessment by the teacher ensured that pupils with special educational needs were supported and helped to move on. In another Year 2 class, however, the same lesson was taught less successfully. The objectives of the lesson were not clear and resources had not been prepared carefully enough to enable the pupils to carry out the investigation effectively. Demonstrations and explanations showed weak subject knowledge. Instructions were unclear and many pupils therefore were uncertain what to do. They made extremely limited progress during the lesson. In this lesson, pupils for whom English is an additional language received weak support. The lack of specific planning for the specialist teacher's input, and the lack of support for pupils during the class teaching session meant that many of these pupils did not understand what was going on. The subsequent weak support during the practical part of the lesson meant that opportunities to develop pupils' language skills were lost.

94. Most teachers at Key Stage 2 use good questioning skills to remind pupils of what they have learned previously and to draw out their understanding. This was evident in a Year 5 lesson, where the teacher questioned pupils about their knowledge of plants and then, through effective questioning, extended their knowledge of how the plant reproduced itself. Clear explanations by teachers ensure that pupils understand new concepts. For example, in a Year 6 lesson on forces,

the teacher's lively presentation and simple explanations in terms the pupils understood, enabled most of them to grasp a difficult concept. Most pupils are able to make predictions but many find it difficult to give explanations and draw conclusions. Pupils' investigative skills are limited by a lack of opportunity to plan and carry out their own experiments. In most lessons, the teacher demonstrates and pupils watch and, while this is effective in teaching them in the short term, their lack of practical experience means that they are more likely to forget what they have learned. In most cases, pupils with special educational needs are generally supported effectively and make satisfactory progress.

95. The co-ordinator is newly appointed, and, despite the short time she has been in post, has a good idea of how science needs to be developed in the school. She has identified the need to analyse test results to identify weaknesses in pupils' knowledge and also that pupils' practical investigative skills need improvement. Arrangements for her to monitor provision in classes is in hand. The school has taken on board the nationally recommended plans for teaching science and this is having a positive effect on raising standards at Key Stage 2. Assessment systems are developing to enable pupils' progress to be tracked throughout the school. There are enough resources to support teaching and learning in the subject and these are stored well and are easily accessible. There is insufficient use made of information and communication technology to support pupils' work in science.

ART AND DESIGN

96. Standards in the subject are below average at both key stages. Key artistic skills are not being taught in a systematic fashion which means that pupils are unable to produce satisfactory pieces of work independently. The last inspection report of the junior school noted standards as often being poor and this judgement remains. Pupils with special educational needs and those for whom English is an additional language also attain below average standards due to the ineffective use of support staff.

97. Work in Year 5 is of acceptable quality; pupils interpret the work of William Morris and are given the opportunity to develop ideas in sketchbooks, but there are few examples of this skill being extended further into different areas. Observational drawings of plants done in Year 2 show appropriate control of line but little choice of colouring media. Drawing skills are not being taught systematically so that pupils extend their initial skills and learn how, for example, to use shading to suggest texture and depth to their work. Year 2 pupils clearly enjoy their experience of using clay to make model chairs but the lack of resources and previous experience stops them from refining their product and the outcomes are below average for their age. There is little use of information and communication technology to enhance or strengthen teaching and learning in art.

98. Although national guidelines for planning and teaching the subject have been recently adopted, teachers throughout the school do not have a wide enough range of strategies to teach the subject effectively. There are pockets of satisfactory practice, for example where pupils develop the features of a face using pictures from magazines as a starting point and where pupils are encouraged to evaluate their own, and other's work, describing differences and changes that they would make. However, the lack of a specific co-ordinator means that art remains a low priority in the school and the training needs of teachers have not been identified.

DESIGN AND TECHNOLOGY

99. No design and technology lessons were seen during the period of the inspection, but an analysis of the work on display and conversations with pupils indicate that standards in the subject are below average. Pupils are given the opportunity to work with a limited range of materials but there is no evidence of the progression from teacher-directed tasks to those where pupils have to design and make their own models. Pupils in Year 4 show that they are able to cut and join wood to create a picture frame but the same skill is evidenced in the Year 6 project to build model shelters.

100. Pupils at Key Stage 2 are able to talk about some of the things that they have made in technology but are unsure of the distinction between scientific investigations, art projects and the technology projects that they have undertaken. They enjoy the practical nature of the subject and take pride in the finished product. They know which materials to use for certain models, for example waterproof shelters, but they are unable to evaluate their work and suggest changes that they would make to improve them. Discussions with pupils revealed they were unable to recall any work involving fabric or food. Pupils at Key Stage 1 are very unsure of the process of technology, again confusing the work done in science. They were able to describe the production of a jointed figure but were unable to apply this knowledge to other situations.

101. Teachers' poor subject knowledge and insufficiently high expectations result in unsatisfactory progress at both key stages. This is evident in the planning for technology where the teaching of key skills and the planned progression of materials and processes are weak.

102. Leadership and management of the subject is unsatisfactory. The lack of a subject co-ordinator means that national planning guidelines have only recently been adopted. Little thought has been given to how specific skills are taught or ways in which design and technology can be linked with other subjects. Indeed, the school's termly curriculum plans show no separate area for design and technology. Resources are satisfactory in certain areas of the subject, but again the lack of a lead member of staff means that there is no planned development in the areas such as food, fabric and control. There is no planned programme of training to improve teachers' knowledge and raise the profile of the subject across the school.

GEOGRAPHY

103. Standards at the end of both key stages are broadly average. Pupils of all ages have first hand knowledge of other environments and are able to describe them clearly and note differences between them and where they now live. Thirty-nine languages are spoken in the school and pupils have experience or knowledge of a wide range of countries across the world which they are able to share.

104. There were few lessons observed, but taken with other inspection evidence, the quality of teaching and learning is good across the school and because of this, the pupils make good progress from their initially low starting point when they first start school. In one Year 6 lesson, teaching and learning were very good. The teacher set challenging work and provided a good range of resources for pupils from which they learnt about the effects of the recent earthquake in India. The teacher pushed the lesson along and the pupils thought carefully about the impact of the disaster before writing a newspaper report. The lesson made a significant contribution to developing pupils' literacy skills and extending their vocabulary. The Year 6 residential visit gives pupils the opportunity to live in and study a different locality. They show an appropriate understanding of the physical and human features of Pendarren, in Wales and were able to carry out a river study to support their work on rivers in school.

105. By the end of Year 2 pupils know about where they live and know that Tottenham is in London, which is the capital city of England. They can identify some good features of the area such

as parks, playparks and shops and can talk about unattractive features such as traffic and robberies. They have a good understanding of the local litter problem and talk knowledgeably about recycling and disposal: "They either dump it or burn it. I know because my Dad works at the garbage place." They are very aware of places around the world and their significant features. In their work on the imaginary Island of Struay, Year 2 pupils identify Scotland on the map of the British Isles and identify islands and the mainland. They identify physical features of the area such as rivers and mountains. Pupils make good progress in the Year 1 classes because of good quality teaching. In these classes, pupils are attentive and listen well to their teachers. They respond well to their teachers' questions and show good progress in developing their knowledge of different means of transport.

106. The headteacher has taken on the role of co-ordinator and has a clear understanding of her role. New national guidelines for planning the subject have been adopted and these ensure that the curriculum is covered and pupils build systematically on previous learning. The subject contributes well to pupils' spiritual, social, moral and cultural development. Pupils think about people, who are suffering in the world from the result of natural and man made disasters. They think about the environment and learn that it needs to be cared for. They learn to mix well together on visits and residential visits, where they bond well with their friends and staff. They are keen to share their experiences of their own cultures as they study different parts of the world.

HISTORY

107. Pupils reach standards appropriate for their ages at the end of both key stages. The new scheme of work gives teachers clear guidelines and helps them to develop the subject in an interesting way. Pupils build soundly on their previous experiences and make good progress.

108. By the age of 11, pupils develop an understanding of the changes that occur in different periods of history. Topics are taught using interesting artefacts and a wide range of books. For example, when pupils learn about rationing during the war, the teacher provides a shopping basket containing the weekly rations for a family carefully wrapped in brown paper bags. These are revealed to the pupils who are amazed at the limited amounts of food available. This also provides excellent support for the pupils who are learning English by presenting them with real objects so that they can learn new vocabulary. Where worksheets are the focus of the lesson the teaching is less supportive and pupils often struggle with new words. Through their studies pupils develop an understanding of the hardships which people suffered during different periods in history. Pupils in Year 5 describe strict Victorian life, while pupils in Year 3 consider themselves very fortunate not to have lived in London during World War 2.

109. By the age of seven, pupils develop a sense of time by talking about their parents' and grandparents' lives and recognising the changes that have occurred in their own. Throughout the school pupils learn about famous people and their contributions to history. The subject makes a strong contribution to their social and cultural development by focusing on leading figures in Black history as well as white, for example, Martin Luther King. Some teachers are beginning to adapt the scheme of work to include more studies of the local area. Pupils are developing a sense of community through the shared knowledge of the area and of their own cultural history.

110. The teaching is good overall and pupils are enthusiastic learners. Lessons incorporate literacy and numeracy skills using resources such as census forms for interpreting data. Classroom assistants and the specialist teacher for pupils learning English as an additional language sometimes help in lessons. These staff are not always used effectively as they have limited contact with the pupils during lesson introductions to explain new concepts and vocabulary. The headteacher currently leads the subject although a small working party has developed the policy. There is no formal assessment of the subject. Resources are satisfactory but well supplemented by the local education authority's resource centres.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards are below average across the school. At both key stages pupils do not have enough opportunities to use computers and develop appropriate knowledge and skills in all aspects of the National Curriculum programme of study.

112. By Year 6 pupils' attainment is below national expectations. Pupils can handle basic text but only at a low level. They use a variety of fonts, colours and sizes. They are learning to cut and paste their work but there is little evidence of drafting and redrafting to improve the presentation and content. They are just beginning to use e-mail and the Internet. Data handling skills are broadly average throughout the key stage, with pupils building systematically on their skills until in Year 6 they are using spreadsheets. Here pupils identify cells and work out formulae. They can access CD-ROM information for research purposes. Standards of attainment are low in controlling, monitoring and modelling as pupils have few opportunities to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. Pupils make little use of computers in other subjects although some specific mathematics and literacy programs support pupils' learning in Years 5 and 6 in English and mathematics. Although the school has a scanner and a digital camera there is little evidence of their use.

113. By the end of Year 2 attainment is below average and, because of some low teacher skills and limited opportunities, pupils make unsatisfactory progress in extending their knowledge and developing their basic skills. Pupils generate and communicate ideas using text and pictures at a very basic level and show limited knowledge of the keyboard and competency in using the mouse. They have few opportunities to use computer simulations to explore imaginary situations through adventure games and control actions on screen. A controllable toy is available to enable pupils to learn about control and work is planned to introduce this in the summer term.

114. The low standards at the end of Key Stage 2 indicate a previous lack of thorough teaching across the subject and poor resources. However, most teachers are now providing direct teaching. In the lessons seen during the inspection, teaching and learning were satisfactory and were good in one Year 6 class. Here, the teacher had planned a series of lessons to extend pupils' knowledge of spreadsheets. He showed good knowledge of the subject and the challenging work meant pupils learnt many new skills and achieved broadly average standards. The teachers are now following recently introduced national guidelines and pupils are beginning to make steady progress, albeit from a low base. Procedures are now in place to assess pupils' skills but teachers are not always aware which skills pupils have learned previously in school or what skills they bring from home.

115. The new co-ordinator has assessed the needs of the subject and shows a clear vision of what the school needs to do to raise standards. He has carried out an audit of staff skills and has identified appropriate training needs. There is little evidence of information and communication technology work on display or in books across other subjects and this suggests a lack of attention given to the subject overall. Resources have been recently improved but the ratio of computers to pupils is still below average. Although teachers are presenting a weekly class lesson, only two pupils at a time can work on the computer. This means that it may take all week before all have had the opportunity. Many computers are not used efficiently. In classrooms they are seldom used to support teaching and learning in other subjects and there are some in other rooms which are not in use at all. The school lacks resources for developing control and for sensing external events but these are ordered. There are few resources for pupils with special educational needs to support their development of basic skills.

MUSIC

116. Standards in music are below average for 11 year olds and average for seven year olds. Pupils at both key stages reach appropriate standards in singing and seven year olds can compose and perform simple pieces of music showing reasonable understanding of rhythm and how to play percussion instruments. However, pupils at Key Stage 2 show limited skills of composition and performance and standards are sometimes affected by poor behaviour and lack of personal responsibility when working in groups.

117. The quality of teaching and learning at both key stages is satisfactory. All music lessons are taught by a specialist music teacher, who, although unqualified, shows appropriate knowledge of the subject. Each class receives one lesson per week and class teachers use this time to plan and prepare for other lessons. Consequently, the music teacher has no additional support to manage the behaviour of a small number of pupils who are disruptive in some class lessons.

118. Singing is taught well and most pupils respond enthusiastically to the variety of songs taught. The teacher covers a wide range of songs from different cultures which interests pupils and increases their respect for one another's cultural backgrounds. Young pupils in Year 1 perform the actions to "Night time" which helps those who are learning English to understand the meanings of the words. The teacher tries to plan lessons which complement work that pupils are doing in other subjects. For example, Year 2 pupils are working on "Forces" in science and their music lesson was based on the theme of "Machines." The pupils learned a song about machines and then worked in groups to compose music to represent machines such as washing machines. The composition element of the lessons was less successful as the teacher had not thought carefully enough about exactly what she wanted pupils to learn. Little direct teaching occurred and pupils sometimes did not respond well to the lack of structure. This was also evident in a Year 6 lesson, where many pupils showed complete disinterest and handled the musical instruments roughly. Although pupils listen to one another's compositions and applaud politely, there are limited opportunities for them to suggest how they could improve. Older pupils develop their knowledge of famous composers successfully when, for example, they learn about Tchaikovsky's "Swan Lake." Their work is displayed appropriately in the corridor and attracts the attention of other pupils.

119. There is no music co-ordinator to monitor what is being taught. This lack of monitoring means that some of the weaknesses seen during the inspection have not been identified and addressed, for example, the difficulties in managing some classes. As class teachers do not remain in lessons, they are unable to assess pupils' progress against agreed criteria and report on this accurately in the annual progress reports to parents. The lack of a co-ordinator means that music does not have a high profile in the school. Although the music teacher plays the piano for one infant assembly, this does not occur in the juniors and pupils miss the chance of singing together in a large group. Further opportunities are missed to extend pupils' understanding of composers and to increase their listening skills as no music is played in assemblies. A small number of pupils receive instrumental tuition from visiting teachers. These pupils enjoy their lessons and show good commitment and perseverance in practising at home. Resources to support teaching and learning in the subject are satisfactory overall, although there are not enough percussion instruments from a range of cultures or enough pre-recorded music. There are two recorder groups which are popular, although there is no choir. However, a group of pupils did raise money to support a local hospice when they sang Christmas carols at a nearby shopping centre.

PHYSICAL EDUCATION

120. Standards are overall average at Key Stage 2 and boys and girls make steady progress in developing their physical skills. Almost all attain the national expectation for swimming by the end of Year 6. Standards at Key Stage 1 are below average. Pupils make limited progress as a result of some weak teaching.

121. The quality of teaching and the quality of learning for all pupils, including those with special educational needs and English as an additional language, are satisfactory at Key Stage 2 and unsatisfactory at Key Stage 1 as teachers generally lack knowledge and skills within the subject. At Key Stage 1 teachers make poor use of time and the activity parts of lessons are short and lack pace and challenge. There are few opportunities for pupils to evaluate their own performance or the performance of others in order to improve. However, there are some pockets of good practice, for example in a Year 4 gymnastics lesson, where the teacher showed good management of the class and pupils listened well to instructions and carried them out safely and sensibly. She set up a good range of activities to enable pupils to be fully active and they made good progress in developing jumping and landing skills. Pupils in Year 6 receive good instruction at the swimming pool and make appropriate progress over the year. By the age of 11 pupils sustain energetic activity over suitable periods of time and show they understand the effect of exercise on their bodies, appreciating the need for careful warm up and cool down periods.

122. There is currently no co-ordinator to oversee the subject and identify training needs and this is affecting standards, particularly at Key Stage 1. There are no extra-curricular clubs for sporting activities and the school offers no opportunities for competitive sports or for the higher attaining pupils to be members of school teams. This means they are not able to enjoy the social advantages of team membership or learn fair play and engage in healthy competition.

RELIGIOUS EDUCATION

123. By the age of seven and 11 years, pupils' knowledge and understanding of religious education is in line with expectations for their age. The lack of a locally agreed syllabus for religious education has led the school to adopt a nationally recommended scheme of work as a basis for their planning and this is ensuring that pupils learn in a systematic way as they move through the school. Religious education is given a high profile in the school and, together with collective worship and circle time, makes a distinctive contribution to pupils' personal development. All pupils make sound progress in the subject as they move through the school and achieve well. Teachers draw effectively upon the richness of the diversity of faith traditions within the school to enable all pupils to develop an awareness of the importance of faith in the lives of others.

124. The quality of teaching and learning is satisfactory at Key Stage 1. By Year 2, pupils have a sound awareness of world religions with particular reference to Christianity, Islam and Judaism. Pupils know that books like the Bible and Torah have special significance for believers. Their knowledge of Bible stories is good as they are given many opportunities to listen to, reflect upon and develop their understanding. For example, pupils in Year 2 know the story of The Prodigal Son and talked about their own feelings after considering those of the key figures in the story. Throughout the key stage pupils show respect for different faiths and matters related to religion.

125. The quality of teaching and learning is satisfactory at Key Stage 2. Pupils have extended their knowledge and understanding of Christianity, Judaism and more particularly Islam. Pupils in Year 5 closely study the five Pillars of Islam and, with the help of the teacher, learn why prayer is important to Muslims. The teacher skilfully drew on the rich source of religious beliefs represented in the class and Muslim and Christian pupils confidently gave their own personal experiences of how they pray, with one pupil demonstrating the eight positions that Muslims use in prayer. The pace was rigorous and moved pupils forward in their learning and there was a good emphasis on the key vocabulary. Pupils were encouraged to ask questions and the teacher provided thoughtful answers to their queries. Occasionally work sheets contain a lack of intellectual challenge and consequently undermine the impact of the good teaching. In Year 6 teachers build on pupils' knowledge and deepen their understanding of both Christianity and Islam. For example, through skilful questioning the teacher led pupils to consider the meaning of the Ten Commandments and to relate the similarities to those of the rules of the Five Pillars of Islam. Pupils in Year 6 have a sound knowledge and understanding of the sacred texts, values and beliefs of worshippers. They write

extensively about what it means to be a part of the community and put forward their own ideas such as, 'A community is a bunch of people who have something in common and have rules to follow'. A strength of teaching and learning at this key stage is the sensitivity and respect that teachers and pupils show towards the feelings, beliefs and opinions of others. Most pupils are attentive and thoughtful listeners and teachers value and build on their ideas and experiences to promote learning.

126. At present the headteacher has the responsibility for managing the subject and has been pro-active in ensuring that religious education has a high profile in the school. Teachers' planning and pupils' work are monitored regularly. Resources are adequate and used by all staff to support and develop pupils' learning. There is a good range of books covering multi-faith and multicultural issues. Themes in collective worship are often directly linked to religious education and the main religious festivals, such as Eid, Diwali and Christmas are celebrated within the school. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.