

# INSPECTION REPORT

## **NEWINGTON GREEN PRIMARY SCHOOL**

London

LEA area: Islington

Unique reference number: 131325

Headteacher: Christine Yorston

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 22<sup>nd</sup> to 25<sup>th</sup> January 2001

Inspection number: 230414

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Matthias Road London
Postcode:	N16 8NP
Telephone number:	020 7254 3092
Fax number:	020 7275 9061
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Tim Dean
Date of previous inspection:	6 <sup>th</sup> July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered inspector	Mathematics	What sort of school is it?
			Science (support)	The school's results and pupils' achievements
			Physical education	How well are pupils taught?
				What should the school do to improve further?
9542	Mr Brian Jones	Lay inspector		Pupils' attitudes, values and personal development?
				Care aspect - How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23048	Ms Diane Wilkinson	Team inspector	Art	How good are the curricular and other opportunities offered to pupils?
			Geography	
			Religious education	
			Equal opportunities	
			Under fives (support)	
18706	Mrs Janet Gill	Team inspector	English (support)	How well is the school led and managed?
			Music	
			Under fives	
11122	Mr David Collard	Team inspector	English	
			History	
			Special educational needs	
8851	Mrs Linda Kelsey	Team inspector	Science	Assessment aspect - How well does the school care for its pupils?
			Mathematics (support)	
			Information and communication technology	
			Design and technology	
1936	Mr Christopher Brocklesby	Team inspector	English as an additional language	

The inspection contractor was:

Dr Melvyn J Bradshaw, LSU Associates  
 185 Wilton Road  
 Upper Shirley  
 Southampton  
 Hants SO15 5HY

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

The Complaints Manager  
 Inspection Quality Division  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway

London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>24</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 386 pupils who attend full-time from Reception to Year 6, together with 34 full-time and 12 part-time children in the Nursery. About 54 per cent of pupils are boys. Children enter Reception full-time, either in September or January. Those attending the school's Nursery class normally spend at least two terms in the Nursery before transferring to Reception. The school's roll changes significantly during the year; about 20 per cent of children leave or join at other than the normal time. The majority of pupils (over 80 per cent) are from a range of minority ethnic backgrounds. Many pupils come from different black backgrounds, but there is also a number of Pakistani or Bangladeshi origin. About half the white children are from various European, often Turkish, backgrounds, and includes ten refugees, mainly from Kurdistan. Well over half the pupils have English as an additional language, with many receiving additional support in the school. The background of pupils is well below average; 259 full-time pupils (62 per cent) claim free school meals, which is well above the average. Most pupils live in local authority housing and rented accommodation in the area of the school. The number of pupils identified as having special educational needs has increased significantly since the previous inspection and is well above average; 164 pupils are on the register of special educational needs (SEN), of these six have statements of SEN. Almost 42 per cent of pupils in Reception to Year 6 are on the SEN register. Attainment on entry is well below average; it is weakest in the areas of language and literacy, often associated with English being a second language, and mathematics. There has been no clear trend in the nature of the intake since the previous inspection, although marked variations do occur from year to year.

### **HOW GOOD THE SCHOOL IS**

Newington Green Primary School is an increasingly effective school, and is improving. Children enjoy their time in the school and progress well. Although attainment is currently often below or well below average by Years 2 and 6, it is improving. Attainment tends to be higher in mathematics and science than English. The school cares for its pupils very effectively. Teaching is good overall, and very good in Key Stage 2. The headteacher, supported by staff and governors, is providing the school with excellent leadership. Her direction and drive have resulted in the significant progress made recently. The school has broadly average income; it uses its resources very well and provides good value for money.

#### **What the school does well**

- The leadership and management provided by the headteacher are excellent; she is very well supported by the deputy headteacher, staff and governors.
- Teaching is good overall, and very good in Key Stage 2, this results in pupils' good progress.
- The school is very successful in achieving its aims.
- The personal development of pupils is supported very well, and this, together with the attention given to the inclusion of all pupils, result in good behaviour and a harmonious school. Religious education, which is good, contributes well to these areas.
- The provision for pupils with special educational needs, or for whom English is an additional language, is a strength and, as a result, they make good progress.
- The quality of care and support given to pupils is high; assessment is very good.

#### **What could be improved**

- Standards in English and mathematics are not yet high enough.
- The organisation of the curriculum for children in Reception, especially of outdoor activities, needs to be reviewed.
- Levels of attendance are not high enough.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Newington Green Primary School was inspected in July, 1998 and found to have serious weaknesses. Since then, it has made very good progress. All of the main areas of weakness identified have been dealt with, many successfully. Attainment and progress have improved in English, mathematics and science in Key Stage 2, although standards are not yet high enough. Music, especially singing, has improved throughout the school. In design and technology, attainment remains below average by Year 6. Attainment in information and communication technology is improving and, by Year 2, standards are now about average. Pupils with special educational needs are identified effectively, given very good support and make good progress. The quality of teaching has improved. Almost all teaching is at least satisfactory, and much is good or better. The teaching of English is now good in Key Stage 2. Attendance and punctuality have improved, although it is not possible to give an accurate figure for unauthorised absence. The number of fixed period exclusions is similar to that reported in 1998. Better planning and assessment have helped to support pupils' progress across much of the curriculum. Subject co-ordinators, who have many opportunities to monitor teaching and learning, together with effective appraisal procedures, have made an important contribution to the improvements in planning and teaching. Pupils are rarely withdrawn for individual or small group support, and, therefore, all have full entitlement to the curriculum provided. A new library has been established, which will be in full operation soon. The school provides a daily act of collective worship suitable for the range of pupils in the school.

## STANDARDS

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

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

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

Over the period from 1998 to 2000, the school's results, at the end of Year 6, have improved at a rate similar to that found nationally and have therefore remained below or well below average. The improvement has been strongest in science. In 2000, in mathematics and science, results were well below the national results, and those for English were very low being in the bottom five per cent of schools. Compared with similar schools, that is schools with more than 50 per cent of pupils claiming free school meals, results were well below average in English, below average in mathematics and similar to the average in science. The school is setting increasingly challenging targets and is making good progress towards achieving them. Results, at the end of Year 2, have been well below the national average in each year since 1998. In 2000, results in reading, writing and mathematics were very low compared with the national average. There are clear signs of an improvement in attainment throughout the school. Attainment in science is currently about average by the end of Year 2 and Year 6. In English and mathematics, although attainment is not yet high enough by Year 2 or Year 6, good progress is evident. There has been some improvement in information and communication technology, standards are below those expected by Year 6, but similar to those expected in Year 2. In other subjects, standards are mostly satisfactory, although they are not high enough in history or design and technology. They are above average in physical education by Year 6 and in art throughout the school. Children make good progress in the Nursery and Reception classes. However, because of their low attainment on entry to the school, few attain the expected standard when they enter Year 1. Pupils with special educational needs and those for whom English is an additional language achieve well during their time in school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good, they are enthusiastic and keen to be involved.
Behaviour, in and out of classrooms	Behaviour is good and has improved since the last inspection; this is directly linked to improved teaching and well supported by positive behaviour management. The racial harmony within the school is very positive.
Personal development and relationships	The personal development and relationships of pupils are very good. Pupils respect each other's feelings and values. Very good relationships result from a spirit of inclusion and mutual respect.
Attendance	Attendance is unsatisfactory; continuous efforts by the school have been productive and attendance is improving, but remains well below the national average. Punctuality is good.

Pupils' attendance and punctuality have improved, but attendance is not yet high enough and affects the work of pupils with special educational needs in particular.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
107 lessons seen overall	Good	Good	Very Good

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

The quality of teaching has improved since the previous inspection when about 11 per cent was unsatisfactory. Virtually all teaching is now at least satisfactory and, in over 75 per cent of lessons, it is good or better. Over 30 per cent of lessons featured very good or excellent teaching. Teaching is especially good in Key Stage 2, but there are examples of very good teaching throughout the school. The teaching of English and mathematics is good overall. Strengths of teaching evident are detailed planning, the effective use of a range of methods and consistent application of the school's behaviour management strategy. Literacy has a clear emphasis in most lessons, numeracy less so. Occasional weaknesses include the lack of specific targets to raise expectations, the organisation of practical activities for younger children and marking that is inconsistent. The good teaching helps promote children's learning and is resulting in the good progress now evident. Pupils show interest and concentration. Pupils with special educational needs, or for whom English is an additional language, are well supported by teachers and other staff and, as a result, their progress while in the school is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It covers a breadth of experiences and supports the school's aims for its pupils very well.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The co-ordinator provides a very positive lead. The quality and quantity of classroom assistants are high and the very effective procedures ensure support is targeted correctly.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good, with some very good or excellent features. The quality of teamwork between class teachers and other staff working with these pupils is a

	particular strength.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is very good and this helps pupils' personal development very well. As a result, pupils behave well, have good attitudes towards their work and make good progress. Aspects of cultural development are excellent.
How well the school cares for its pupils	The school provides a caring and supportive environment in which pupils are valued. The effective collection and use of assessment data contribute to the school providing a relevant curriculum.

The school involves the community in its provision, and works well with partner institutions. Personal, social and health education is very good and pervades much of the curriculum. There is a very good range of extra-curricular activities. The school works well with parents; they receive good information about the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is extremely well led and managed. The headteacher offers outstanding leadership. She is supported very well by the governors, senior teachers and other staff. They form a very strong and effective team, with a clear focus to continue to improve and a determination to raise standards.
How well the governors fulfil their responsibilities	The governors are very clear and positive in relation to their roles and responsibilities. They are fully aware of the school's strengths and weaknesses. The Governing Body fulfils its statutory duties.
The school's evaluation of its performance	The school evaluates its performance very effectively. It has a clear view of its work and effectively analyses what works and why.
The strategic use of resources	The school's financial resources are extremely well targeted to meet the needs of pupils and staff, and to raise standards.

The school is very well staffed; accommodation and learning resources are satisfactory. Principles of best value are applied very well. The leadership provided by the headteacher is excellent, and has been a major factor in the school's improvement.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and their progress is good.</li> <li>Behaviour is good and the school has high expectations.</li> <li>Teaching in the school is good and the school is approachable.</li> <li>The school works well with parents and they are kept well informed about their children's progress.</li> <li>Leadership of the school is good.</li> <li>Children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities outside of lessons.</li> <li>The amount of homework.</li> </ul>

Inspectors support parents' positive views of the school. Teaching is good and children make good progress. The school keeps parents well informed. Expectations, especially of behaviour, are high, pupils like school and behave well; they are helped to become mature and responsible. Inspectors consider that

the school provides a good range of activities outside lessons and that the amount of homework is adequate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was well below the national average in mathematics and science, and very low in English, being in the bottom five per cent of schools. Similarly, the proportion achieving the higher Level 5 was well below the average in mathematics and science, and very low in English. Overall, taking account of the full range of attainment, results were well below the average in mathematics and science, and very low in English. In comparison with similar schools, that is those with more than 50 per cent free school meals, results in English were well below the average, in mathematics they were below the average, and in science they were similar to the average. Since 1998, results have improved at about the same rate as the national improvement, with the strongest improvement in science. Inspection evidence demonstrates that standards are improving, but currently remain below average by Year 6. The school analyses its assessment data carefully and uses this to set specific targets for improvement. The targets set in English and mathematics are challenging and indicate a strong upward trend, especially in mathematics.
- 2 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was very low in reading, writing and mathematics, being in the bottom five per cent. Similarly, the proportion achieving the higher Level 3 was well below the average in reading and writing and very low in mathematics. Overall, taking account of the full range of attainment, results were very low in reading, writing and mathematics. In comparison with similar schools, results in reading and writing were well below the average, and very low in mathematics. After a slight increase in 1999, results decreased sharply in reading and writing. Teacher assessments in science indicated that, last year, 68 per cent of pupils achieved the expected Level 2, well below the national average, and two per cent of pupils were recorded as attaining the higher Level 3, also well below the average. The results in 2000 in English, mathematics and science were associated with a group of pupils having significant learning difficulties. Inspection evidence indicates that standards are improving in reading, writing, mathematics and science, although they remain below or well below average in English and mathematics.
- 3 The previous report indicated that standards were about average in most subjects in Key Stage 1, except for information and communication technology (ICT) and music where they were below those expected. National Curriculum test results for those pupils in reading, writing and mathematics, however, suggested that they achieved less well than this. Attainment in Key Stage 2 was generally below or well below average, but average in religious education, art, geography, history and physical education. Inspection evidence suggests that attainment is improving, and that this improvement is especially evident in Key Stage 2, particularly in science and mathematics. Good improvement is also evident in physical education. Standards in ICT have not risen sufficiently, especially in Key Stage 2.
- 4 Attainment on entry to the school is well below average, especially in aspects of communication, language and literacy and mathematics. Children join Reception full-time, usually either in September or January. Many will have previously attended the school's Nursery for two terms. Children's progress in Nursery and Reception is good,

but few achieve the standards expected when they enter Year 1. In communication, language and literacy, children listen well, but many do not speak clearly. They handle books well and the higher attaining children write their own names and recognise and read a few words. Children's work in the mathematical area of learning improves well. They have an improving knowledge of number. Most can count to six and back to zero, but have a limited mathematical vocabulary. Children's knowledge of the world gradually increases, but is below that expected by the time they enter Year 1. They move the computer mouse accurately, and use it to move the screen pointer to select different numbers and icons. In creative development, children are close to the expected standard by the time they start Year 1. They use a range of media, including paint, well. They produce colourful, careful paintings and use computers to produce good portraits of heads. Children handle construction toys well, but show limited control in other physical activities.

- 5 Pupils in Year 2 are achieving below average standards in English, well below average in mathematics and about average in science. Attainment is improving compared with the results of last year. They are similar to the average in ICT. Virtually all pupils read accurately, with developing expression and awareness of punctuation. However, standards are below average because there is limited understanding of what they read. Attainment in this area is below average. Writing skills of pupils are below average and there is little high attainment. Spelling is improving over last year's poor results. Handwriting is improving, with letters well formed. Few pupils use joined writing by the end of Year 2. Listening is generally good and pupils are becoming more confident speakers. Pupils' mathematical knowledge last year was very low, it is a little better currently. The majority accurately add and subtract numbers to 50 or three single digit numbers. Few are confident with simple multiplication or division. They know a range of two-dimensional shapes. Pupils' literacy and numeracy skills are now developing well. Literacy is used well to support learning in other subjects, but there is little planned use of numeracy. In science, pupils' attainment is about average by the end of Year 2. They have a broad knowledge across all areas of science. They observe carefully and use descriptive vocabulary to good effect. In religious education, pupils achieve standards in line with those expected. They make appropriate comparisons of different religions. In ICT, pupils use the keyboard to input text, select different icons, control the mouse and print their work satisfactorily.
- 6 Pupils in Year 6 demonstrate attainment that is well below average in English, below average in mathematics, and about average in science. Attainment is below that expected in ICT. Pupils read with accuracy, but their understanding of what they read is limited. Pupils write using correct punctuation and know how to spell most commonly used words. Their written work rarely displays the use of complex sentences. Handwriting is satisfactory and presentation has improved since the last inspection. Pupils' listening skills are good, and speaking skills are improving, although pupils often lack confidence. Pupils' literacy skills in Key Stage 2 are improving and are used satisfactorily to support learning in other subjects. In many respects, pupils' mathematical knowledge is about average. Pupils have secure number skills and they solve number problems accurately using the four rules of number. They draw and interpret simple block graphs and histograms with reasonable accuracy. Higher attaining pupils interpret simple line graphs accurately, and work competently with negative numbers or numbers to two decimal places. Their main weakness is their speed of working, and this will result in low scores in the National Curriculum tests. Pupils' knowledge of science is about average. Scientific skills are developed well and used consistently in a range of investigations, which promotes learning of scientific knowledge. In ICT, attainment is below average because there have been very limited opportunities to develop the subject in the past. Pupils are now confident in using the

mouse and keyboard for word processing. Their knowledge of control is limited, but they are making good progress. Pupils have a wide knowledge of religious education. They are aware of the similarities and differences of major religions and discuss the meaning of Gods within different faiths.

- 7 Throughout the school, pupils generally achieve satisfactory standards in other subjects. In art, in both key stages, pupils use a range of media to good effect, particularly in two-dimensional work. Little design and technology work was available, but that seen in Key Stage 1 indicated satisfactory progress and standards. However, the work of Year 6 is below average because of the quality of the finished products. In music, standards are average, with strengths in singing in both key stages. In history, pupils' attainment is below those expected. It is limited by pupils' English skills, but there is also an uncertainty over how change has occurred over time and chronology. In geography, standards are average, with pupils demonstrating adequate map skills. In physical education, pupils in Key Stage 1 respond well to music to produce dance sequences, but these do not fully reflect the changes of the music's tempo. In Key Stage 2, standards are above those expected, especially in games and swimming.
- 8 Pupils' achievement during their time in school is improving and is now good. Progress in virtually every class has improved and is now good because of much good teaching. This improvement is especially evident in Key Stage 2. Lessons are interesting, and the enthusiasm of staff for their teaching stimulates pupils' interest. The improvement in achievement is well illustrated by the current Year 3 and Year 5 pupils. In Year 5, pupils are already achieving a standard of work similar to, and sometimes above, that in Year 6. Current Year 3 pupils, who achieved low standards in last year's National Curriculum tests, have made especially good progress in English and mathematics.
- 9 Pupils with special educational needs, and those for whom English is an additional language, make good progress during their time in the school; this is one of the reasons for improving achievement in most classes. This is particularly evident in English and mathematics, which is helping support learning in other subjects. This good progress is associated with good teaching and very well organised support provided by classroom assistants and specialist staff. The good teamwork is especially successful. Very good progress is made by those pupils who need more help in literacy and those who have behavioural difficulties. This is because many of the individual education plans deal very specifically with these problems. There is variation in the attainment of boys and girls by the end of Year 2 and Year 6, although it does not follow a consistent pattern. Generally girls attain higher standards in English, and boys in mathematics. The school has begun to identify gifted and talented pupils, and is beginning to provide suitably challenging work, and opportunities in extra-curricular classes, to meet their needs. Refugees have settled well in the school and are well integrated, their rate of progress is often similar to that of other pupils. However, some have suffered trauma and are not yet making significant progress.

### **Pupils' attitudes, values and personal development**

- 10 Pupils like the school and respond very positively to its high expectations and caring ethos. They are keen to learn and to take part in the many activities on offer. Their attitudes were good or better in three-quarters of the lessons seen. Pupils in Key Stage 1 are especially eager, as the direct result of high quality teaching in their classes. This is also true in many of the older classes. Even on those few occasions where teaching and behaviour management are less strong, most pupils do not allow interruptions to distract their concentration. The strengths identified in the previous report have been maintained and improved further. When they enter the Nursery, many children have had

little guidance in working, playing and sharing with others. They have difficulty in expressing themselves in English as many are either at an early stage of English language acquisition or have no English at all. In the Nursery, adults encourage the children to be independent and make choices about their activities. Children learn to tidy up at the end of sessions in the Nursery, however, this is not always continued with the children in the older Reception class. In the Reception classes, good opportunities exist for the children to play together, particularly in the role-play areas, where they share toys and co-operate well.

- 11 Pupils behave well. They show good behaviour in lessons, breaks and at lunchtime. Occasionally, behaviour of a minority is unsatisfactory outside the classroom, for instance in physical education. They are courteous towards visitors. They respect their school and keep it tidy. There was no challenging behaviour in the week of the inspection. However, the school has a small number of pupils with emotional and behavioural difficulties. Last year it made 14 short-term exclusions and it has made five such exclusions in the present year. These are the result of uncontrolled behaviour by a very few pupils. The school shows good freedom from oppressive behaviour and sexism. It takes great care to deter and manage bullying. Pupils show very good racial harmony. Those pupils with behavioural difficulties make particularly good progress because they are identified quickly and the support they are given encourages them to improve. There is clear evidence of improvement in the records that are consistently updated by the special educational needs co-ordinator.
- 12 Relationships at school are very good. Every new pupil has a 'buddy' who, in many instances, becomes a best friend. Pupils relate very well to the adults at school. They work and play well together. They nominate others for 'praise' awards in the school's 'Golden Book'. A recent example is a nomination for a pupil who 'helps me and my class during computer lessons without showing off or telling us in a bossy way'.
- 13 Pupils make good use of the opportunities the school offers for personal development. Each class from Year 2 to Year 6 has a representative on the School Council. Older pupils look after younger children in the playground. They help with jobs around the school. They supervise clearing the trays and cutlery in the hall. Pupils enhance their leadership, social awareness and maturity by participating in sports and the arts. Coaches from the nearby Arsenal Football Club help them with teamwork and tactics. Boys and girls together play their part in the school's successful soccer team. Some pupils have outstanding soccer skills. Pupils with English as an additional language sing in English as well as in their original language. The school's 'steel pan orchestra' recently performed at Sadler's Wells, and other pupils have displayed artwork there. A Year 6 girl is doing advanced studies in violin at the Guildhall. Year 3 pupils composed and performed music for the Stoke Newington Festival. All these activities build pupils' self-esteem and make them proud of their school.
- 14 Attendance was a key issue in the previous report. At 92.0 per cent in 1999/2000 it remains unsatisfactory. Despite intense efforts by the school, attendance is well below the national average. Due to incorrect advice by an outside agency, the school did not separately record authorised and unauthorised absence last year. Scrutiny of the present year's figures indicates that the breakdown was approximately seven per cent authorised and one per cent unauthorised absence. These figures indicate a reduction in unauthorised absence since the previous report. The school has recently achieved a significant improvement in punctuality. This is the result of work by the learning mentors, who encourage families to arrive punctually and enable lessons to start promptly.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 Pupils are well taught in much of the school, this is helping to raise their achievement and learning. Virtually all teaching is satisfactory or better, with over 75 per cent being at least good. Very good or excellent teaching is a feature of about 32 per cent of lessons. Teaching is particularly good in Key Stage 2. The quality of teaching has improved since the last inspection report when about 11 per cent of lessons featured unsatisfactory teaching. This improvement has largely been associated with staff changes, better planning and the consistent application of the school's behaviour strategy.
- 16 The teaching of children in the Nursery and Reception is good overall, but varies between very good and unsatisfactory. Good attention is given to all areas of learning and the children are being well prepared for entering Year 1, although planning in Reception does not reflect the new 'Foundation Stage' guidance sufficiently. Children's personal, social and emotional development is generally given good emphasis because teachers are aware that many of them find sharing and co-operation difficult. There are occasions in Reception when more responsibility could be given to children, for instance when clearing away after an activity. Teachers provide a good range of activities, which effectively promotes learning in language development, although more thought could be given to mathematical activities. Planning is mostly good, especially in activities which are tightly structured. On occasions, weaknesses exist when children are doing physical activities in the hall or when only a few use computers when the ICT suite is timetabled. A strength of the teaching is the support given to children with special educational needs, or for whom English is an additional language, which helps them settle and make good progress. Assessment is effectively organised and the information gained is used well to plan activities. Children concentrate well and show increasing independence, especially in the Nursery or when making choices from a range of activities on offer in Reception. They are interested in the activities, enjoy what they do and increasingly co-operate well.
- 17 The quality of teaching in the remainder of the school is good overall, and often very good or excellent in Key Stage 2. Teaching of English is satisfactory in Key Stage 1 and good in Key Stage 2. In mathematics, teaching is generally good in Key Stage 1, and often very good in Key Stage 2. In other subjects, where there is sufficient evidence, teaching is usually good or better. Insufficient evidence is available to make a secure judgement about the quality of teaching in design and technology and geography. Teaching of history is satisfactory in both key stages, and it is very good in science, religious education, music and physical education in Key Stage 2. In ICT, teaching is good, but pupils do not currently achieve the expected standards by the end of Year 6 because of previous low achievement. The strengths and weaknesses are similar throughout the school, although strengths are most evident in Key Stage 2. Pupils' learning is now good throughout the school because of the consistently good quality teaching. At times, very good teaching leads to good learning because it is limited by previous skills, especially language. Teachers' subject knowledge is usually good, and never less than satisfactory. This helps to ensure that pupils are usually challenged effectively in their work. Literacy is well taught, and the effective use of the time devoted to English is helping pupils to improve attainment from low levels. Literacy is used well in other subjects, with a good emphasis on developing vocabulary across a range of subjects. Teachers often use questions well, for example, in science when they encourage pupils to describe their observations. However, there are occasions when questions do not encourage pupils to answer in extended sentences. The National Numeracy Strategy is assisting teachers effectively. Pupils have made good progress because of teachers' clear explanations of the range of methods to use, and how to



check calculations. As a result, many pupils progress well and develop accurate computation skills. However, teachers rarely employ methods to increase pupils' rate of working, while also retaining accuracy. On occasions, mathematics is used to support learning in other subjects, especially science where pupils collect, display and interpret data, but this is not consistently planned. Expectations of pupils, in relation to behaviour and the level of work, are often good. The good organisation within most classes helps teachers plan to meet the needs of pupils effectively. The use of specialist coaches for a range of games in physical education is effective in promoting learning and the acquisition of skills.

- 18 Lesson planning is a strength throughout the school, with teachers ensuring that pupils are told what they are to learn and why. In the best lessons, this is done using carefully chosen vocabulary, appropriate to the children. A range of methods is used well. Teachers encourage discussion and good group work. Pupil management is usually good, although there are occasions, notably in Key Stage 1, where the pupils' response to the clear instructions of the teacher, especially in relation to behaviour, are not followed quickly enough. As a result, learning in these lessons is more limited than in other classes. This weakness was most evident in physical education. The relationship between staff and pupils is a strength of many lessons.
- 19 The pace of lessons is usually good and pupils complete a good amount of work, although more could be expected, especially in some lessons in mathematics. On these occasions, specific targets, to raise the pace, are not employed. In the best lessons, pupils are usually given a very clear indication of the time available. Resources are used effectively to support learning. ICT is used effectively to promote learning in literacy and numeracy. Teachers know their pupils well and there are many examples of the effective use of assessment during lessons. The quality of marking is sound, but very variable. The best includes clear guidance to help the pupil improve, but too much marking does not relate to the subject content, but rather to English, especially spelling. In some books, too much work is unmarked and, occasionally, incorrect work in mathematics, is ticked. Homework is used satisfactorily to support pupils' learning, especially in English and mathematics.
- 20 Pupils with special educational needs, and those for whom English is an additional language, receive good teaching from class teachers, other teachers and assistants. Staff work well as a team to support these pupils. Most of this teaching occurs in the classroom, with all pupils being involved. The teachers think carefully about the need to ensure the inclusion of all pupils in the wide range of activities offered. As a result, these pupils learn well and make good progress. The teaching of pupils with special educational needs fully supports the individual education plans that have been set up. Those pupils who have additional funding through statements are integrated well. Support teachers and classroom assistants use a wide range of strategies to achieve the specific objectives mentioned in plans. Very effective use is made of the special educational needs co-ordinator, teachers without class responsibility and the good number of classroom assistants. Support is targeted and links well within such lessons as literacy and numeracy. This is a good improvement since the last inspection. Talented and gifted pupils are now being identified and suitable work provided where appropriate. This also involves guiding pupils towards relevant after school clubs. The good teaching in the school helps to promote increasingly good learning. Pupils concentrate well and, in most lessons, they work hard. Acquisition of new skills and knowledge, having previously been inadequate, is now good in English, mathematics and science.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO**

## PUPILS OR STUDENTS?

- 21 The school provides a rich curriculum with a breadth of experiences for all its pupils, including those with special educational needs and for whom English is an additional language. As a result, pupils make good progress in their learning and standards are rising. This is an improvement since the last inspection and the weaknesses identified then in ICT, and in English and music at Key Stage 2, have been dealt with. Improvements have also been made in the planned learning experiences for pupils with special educational needs. These are now good and pupils have full access to all learning opportunities. The focus on ensuring equality of opportunity for all pupils is a strength and the school is particularly skilled in ensuring the inclusion of pupils of different abilities and needs in all aspects of its work and activities. Not enough thought has been given to ensuring that gender bias is avoided. For example, during the inspection, the use of computers was monopolised by boys. Pupils are satisfactorily prepared for the transfer to secondary school and the ability to undertake independent research will be improved when the new library is in full use later this year. The curriculum gives appropriate emphasis to literacy and numeracy as well as ensuring that the school achieves its aim of promoting learning in the performing arts. This provision is helping pupils to develop a wide range of skills, knowledge and understanding. Good attention is paid to recent national requirements and staff are working hard to adapt published schemes of work to match closely the specific needs of pupils in the school. Good guidance is provided to help teachers plan activities which build on and extend pupils' learning.
- 22 There is a satisfactory curriculum in place for children under six, which covers all the areas of learning in the Nursery. However the arrangements for outdoor activities in the Reception classes, including those for physical development, are unsatisfactory. There is no outside area or suitable equipment available to promote physical development. Planning in Reception does not yet take full account of the 'Foundation Stage' guidelines.
- 23 The curriculum for pupils at Key Stages 1 and 2 gives them the opportunity to take part in a good range of interesting activities and meets statutory requirements. The curriculum for religious education meets the requirements set out in the locally agreed syllabus well. Schemes of work provide effective guidance to help teachers plan well and match work to the specific needs of individual pupils and the level at which they are working. Very good thought has been given to the language needs of pupils, particularly those with special educational needs or for whom English is an additional language, and planning for all subjects clearly identifies the vocabulary required. These factors help pupils to make good progress in their learning. In most subjects there is good awareness of the need to focus on the development of skills as well as knowledge and understanding although this is not so well developed in geography and history and is a factor in the below average standards seen in history at both key stages. The fact that some subjects, such as history and geography, are taught once a year in termly blocks also has an impact on pupils' ability to build on and extend their knowledge easily.
- 24 The National Literacy and Numeracy Strategies have been successfully introduced and are helping to raise standards. The progress pupils make in improving their writing skills is affected by the timetabling of extended writing lessons at the end of the school day. This organisation is not effective for some pupils in the school, many of whom find sustained concentration, particularly towards the end of the day, difficult. Few opportunities have been planned to promote numeracy skills in other subjects and this limits the use pupils make of the skills and concepts they have learned in their mathematics lessons and therefore the progress they make. The school has recently

- introduced a specific programme for pupils' personal, social and health education which covers sex education and drug misuse. Good attention is also given to pupils' personal development in their learning in other subjects. Good thought has been given to developing confidence and independence in the classroom environment, including developing enquiry and investigation skills, particularly in mathematics and science.
- 25 Pupils with special educational needs are supported well within their National Curriculum work. It is very good in English and good in mathematics, science, religious education and art. In the latter subject special time is given to develop self-esteem and better social skills by an art therapy support programme. This allows pupils to confront their own problems through talking and drawing. It is having a positive effect upon behaviour. An analysis of the effect of withdrawing pupils has been undertaken as highlighted in the last inspection. This time is now used very well.
- 26 The provision for pupils with English as an additional language (EAL) is well organised. The clear aim of this provision is to ensure that this group of pupils may participate fully in the National Curriculum and all of the school's activities. Application of the school's equal opportunities policy ensures that all these pupils can make progress in each area of the curriculum, as a result EAL pupils often take leading parts in lessons.
- 27 The school maintains very good links with the community, and the enrichment of the curriculum through visits and visitors is a significant strength of the school. These motivate pupils very well and enhance learning in subjects such as religious education, art, music and physical education, where they reach above average standards in some aspects. Recent art work has been displayed at Sadler's Wells and The Millennium Dome. The school's own initiatives, such as 'Carnival' and 'International Evening', together with the many opportunities pupils are given to perform, for example with the school's 'steel pan orchestra' also give very good support to this aspect. The school uses its resources very well to buy in expertise, for example through coaching in a range of team games provided by the local Premier League Club. A good programme of residential visits at Key Stages 1 and 2 support learning in geography, physical education, science and design and technology as well as supporting pupils' personal development. Key Stage 2 pupils gain good benefit from the swimming lessons provided in Years 4 and 5. The school provides a very good range of extra-curricular activities which are popular with pupils. These include football, cricket, recorder, violin, mathematics and French. The constructive relationships with other schools and educational institutions in the area give good support to pupils' learning. Good thought has been given to working with other schools in developing effective provision for gifted and talented pupils.
- 28 The school has made very good progress in developing its provision for pupils' personal development. At the time of the last inspection it was satisfactory overall and now it is very good.
- 29 Provision for spiritual development is very good. Acts of collective worship, which at the time of the last inspection did not meet statutory requirements, are very well planned and give very good support to pupils' spiritual development. From the moment pupils enter the hall in a very orderly way, excellently supported by staff, an atmosphere of calm and reflection is created. The school's emphasis on listening to others, reflecting about what you hear and relating it to your own life and experiences are evident both in lessons and all assemblies, and this helps pupils to develop a good spiritual awareness. All assemblies have a time of quiet reflection effectively created by the lighting of a candle. Music played on entry and exit, and singing, also focus well on the spiritual content. During assemblies close links are made to moral and social issues

and these support pupils' development very well. Opportunities are taken in lessons to give time for reflection and create a spiritual awareness, particularly in art and music. Religious education lessons are outstanding in helping pupils to develop a spiritual awareness, related to their own lives and those of others of different faiths. This aspect is also very well supported by the school celebrating the major festivals of all world religions.

- 30 The provision for pupils' moral development is very good. A very good behaviour policy, meeting the specific needs of pupils in the school, is consistently applied by all adults. The ethos of emphasising the positive, and treating others with respect, are promoted very well by staff. These are significant factors in the good behaviour seen and in the absence of bullying, sexism and racism. Pupils are taught the difference between right and wrong very well through assemblies and in other activities. This, and the very good discussions which teachers plan around moral or social issues, help pupils to gain a very good understanding of the impact of their actions on themselves and others. The school's provision is also supported very well by a system of rewards for which pupils can be recommended by both adults and other pupils in the school.
- 31 The provision for social development is good. Many children enter the Nursery with very poor social skills, for example the ability to interact with others, to sustain a task and to work independently. These weaknesses are addressed very well in the Nursery, although less well in the Reception classes where the 'Foundation Stage' curriculum has only been in place for just over one term. At Key Stages 1 and 2, good thought has been given to developing these skills through discussion times where pupils are encouraged to talk about their views on a range of issues, such as vegetarianism. The School Council is also helping pupils to develop early skills of citizenship. The school plans to develop further its provision in this aspect as the new curriculum for personal development is fully implemented. The very good programme of visits and visitors, including residential journeys, helps to play an important part in developing social skills. Pupils' social development is also well supported by the number of activities they take part in, both in the local area and beyond, particularly in music and sport. Less emphasis has been placed on giving pupils roles of responsibility around the school and to encouraging them to take more responsibility for their own learning.
- 32 Provision for pupils' cultural development is very good with many outstanding features, particularly for multi-cultural development. The school has worked hard to maintain a rich curriculum through promoting the arts and physical education and in this it has been very successful. This is very evident in the breadth of pupils' learning, in the above average standards they reach in art, their understanding of a wide variety of cultures through their work in religious education and in the performing arts, such as music and dance. The programme of visits to museums, art galleries, theatres and places of worship, together with the very comprehensive range of visitors to the school, also support their cultural development very well. The school's celebration of the cultural diversity of its pupils is used exceptionally well to support cultural development. Excellent examples of this are the school's 'Carnival' and its 'International Evening'. Very good thought has been given to teaching pupils about a range of literature, art and music of different styles, traditions and cultures. Less emphasis has been given to promoting the work of classical literature, as opposed to children's literature, for example in looking at Charles Dickens' descriptions of Victorian London or the language used in Shakespeare's plays. This limits pupils' ability to gain a knowledge of different styles and meanings.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 33 The school cares very well for its pupils in respect of welfare, child protection, and health and safety. It aims that pupils are 'to work and play in school premises that are clean and safe'. The premises committee of the Governing Body and the premises manager carry out a full health and safety inspection every year. The committee reviews health and safety every term. The premises manager monitors health and safety as he goes round the school, and corrects defects as he sees them. All staff are aware of the need to report any health and safety concern. However, the inspection noted two issues requiring attention. In physical education lessons, teachers do not always ensure that pupils remove their earrings. The chairs in the computer suite are not adjustable, and the youngest pupils cannot sit comfortably when looking at the screens.
- 34 The school has made very good arrangements for first aid. Three members of staff have current first aid certificates. Most assistants have received training in first aid care for children. The school follows the local education authority procedures for child protection. The headteacher is the designated teacher. She has received full training and ensures that staff are aware of current issues and requirements. She reports concerns promptly to local agencies.
- 35 The school has good procedures for monitoring pupils' personal development. Teachers and non-teaching staff know their pupils well. The headteacher keeps in close touch with the pupils, and is aware of their needs, strengths and ambitions. Teachers have established good relationships with their class. They keep written records of pupils' progress in behaviour and responsibility, and they give their pupils support as needed. Where a child has behaviour difficulties, the school works closely with the parents to record how the child is progressing.
- 36 The school provides very good personal support for pupils. It achieves its aim 'to display creative, imaginative and innovative approaches to personal development'. Pupils respond eagerly to the rewards system and the chance to gain an entry in the 'Golden Book'. The good, clear policy for behaviour and discipline has very strong procedures to deter bullying. The school has 12 supervisors to provide support at lunchtime. Four learning mentors joined the school last term. Two of these will join the on-site support unit when it opens later this year. Two will remain on the school's staff. The mentors help pupils with difficulties to relate positively to other people at school. For example, a mentor worked at lunchtime with a group of nine older boys who had difficulties in the playground. She helped them practise how to move considerably across a crowded space, and how to question and listen to a classmate. In addition, 15 mentors from the charity 'Chance' provide one-to-one support for pupils with difficulties. The school provides art therapy for four pupils. The school is strong in its encouragement for pupils with particular gifts and talents. National and local leaders in sports and the arts provide good role models. Arsenal Football Club show pupils the teamwork they need to play football successfully. Pupils sing and dance on big stages, such as Sadler's Wells.
- 37 Pupils with special educational needs are supported well throughout the school. Those who sometimes demonstrate anti-social behaviour are particularly well catered for. They are not only carefully observed during lessons but also during break and lunchtimes to ensure that any problems can be addressed quickly and without affecting other pupils.
- 38 The school has very good procedures to promote attendance. The headteacher and office staff keep manual records to provide totals each week. They ensure correct

reporting of authorised and unauthorised absences during the current year. The school has translations of absence and lateness notes to communicate with families whose first language is not English. The learning mentors are having a positive impact on pupils' attendance. At the start of each day, they encourage families to bring their children into school promptly. This has improved pupils' punctuality significantly. In the longer term, mentors will work to help the families understand that regular, punctual attendance has a vital impact on the children's learning.

- 39 Assessment procedures are very good with a wide range of systems in place. The school administers very good regular internal testing, including National Curriculum tests in core subjects and end of unit tests in science and foundation subjects. Reading tests are taken once a year to monitor pupils' progress and development. The headteacher is monitoring pupils' progress through the school, ensuring there is support for pupils with special educational needs and English as an additional language. She also identifies more able pupils and checks that they take up opportunities through after school clubs. Classroom assistants, support staff and the co-ordinator for special educational needs contribute to the assessment procedures which are administered on a yearly cycle. Key staff and co-ordinators all analyse the data and this analysis is then co-ordinated by the headteacher. Systems are manageable and marking has been refined and improved since September.
- 40 Effective use is made of the data, especially in literacy and numeracy. Some teachers are setting work at different levels in science and ICT, although this is not so consistently done in all year groups. Targets are set, based on the information from the assessment procedures, and trends in pupils' progress through the school are being monitored. Marking and assessment of pupils' work are inconsistent across the school and range from good to satisfactory.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 41 Parents have a very good opinion of the school. They say the school makes their children feel 'welcome, wanted and comfortable'. At the pre-inspection meeting parents said the school had amalgamated successfully and is functioning as one school. They say there has been steady improvement within the past three years. In response to the questionnaire, high percentages of parents agree that teaching, behaviour and children's progress are good, that their children like the school, and that it is well led and managed.
- 42 The school has good links with parents. It holds two formal meetings each year with the child's class teacher, and most parents take part in these meetings. It holds one evening each year on an aspect of the curriculum, such as literacy or numeracy. About 30 parents, with English as an additional language, participated in a literacy support programme in school. Parents feel that the school is an open school, and they can meet the class teacher or the headteacher informally or by appointment. Although the school does not have a parent teacher association, parents strongly support events in school. Very large numbers of parents came into school for the Christmas production, the 'International Evening' and the 'Carnival'.
- 43 The school provides good information for parents. Each fortnight it issues a newsletter in English and Turkish. Each term it sends a summary showing the skills and topics

that pupils in each class will be learning. Every class gets homework every week. The school is building up its bank of translations of letters and information to communicate more easily with parents who have English as an additional language. The annual reports to parents on their children are of high quality. Teachers write about the children as individuals, giving greatest detail in English and mathematics. The reports show sympathetic understanding of pupils' personal development. The school already uses its assessment procedures appropriately to set targets for pupils' improvement in the reports.

- 44 Parents of pupils with special educational needs are kept very well informed about the progress of their children. Regular reviews take place as well as informal meetings and follow up visits if necessary. If parents have difficulty with speaking English there is support from translators. This helps ensure that any anxieties are quickly resolved.
- 45 Parents make a satisfactory contribution to their children's learning. The impact of their involvement in the school is satisfactory. Some parents lack confidence in English and this restricts their participation in school. Several parents help regularly in the Nursery and five volunteers help regularly in class. A similar group comes in once a week to make learning resources. Parents join teachers on trips to local sites of interest and accompany older pupils to swimming lessons. Many parents keenly support the school's homework policy. They read frequently with their children and keep the home reading diaries up to date. However, a significant minority of parents does not yet participate in the homework programme.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 46 At the time of the previous inspection leadership and management of the school were considered satisfactory. These have improved considerably and now are very good and having a positive impact on pupils' achievements. The school benefits from the outstanding leadership of the headteacher; ably supported by the newly appointed deputy headteacher, all the staff and the Governing Body. The role of the senior management team and the many co-ordinators are making significant contributions to the management of the school. An exceptionally clear vision and educational direction have been established, based on the aims and values of inclusion and equality of opportunity for everyone. The work the headteacher has achieved in creating excellent teamwork and commitment to the school, following the amalgamation of two schools, has been recognised in the recent 'Investors in People' award.
- 47 The school has taken very positive steps to address the key issues and it is increasingly effective. Statutory requirements in corporate worship are met. The quality of planning has improved and is now good, staff use the National Literacy and Numeracy Strategies and Qualifications and Curriculum Authority's national guidance to plan what to teach and when. Provision for pupils with special educational needs has improved, as have assessment procedures, which are now very good for all pupils. Co-ordinators have good opportunities to monitor the teaching of their subjects across the school and this is now very good. The headteacher has developed very good systems to appraise the staff, and senior staff have been trained to carry out performance management. Standards have risen in many subjects, particularly science, religious education and music. Although standards overall have risen in English and mathematics throughout Key Stage 2, standards at the end of the key stage are still not high enough. Although various strategies have been implemented to improve attendance, this remains unsatisfactory. Since the library is still in the process of being re-fitted, issues surrounding the development of pupils' research and library skills have not been fully met.

- 48 The Governing Body is very effective, has a clear committee structure and meets regularly. It has taken very effective steps to identify the significant strengths and the weaknesses of the school. Governors are fully aware of the outstanding issues and are very well placed to move the school forward further. The Governing Body is properly constituted and fulfils its statutory duties. There is useful expertise and experience amongst its members that contribute to the strategic management of the school. The governors support the headteacher in her vision for the school, and carefully assess plans and decisions before they are put into practice. As a result of this close and open working relationship, governors are very well informed, which has contributed significantly towards the improvements made in the school.
- 49 The co-ordination of special educational needs has greatly improved since the last inspection. There are very good systems of identification and regular support for class teachers. A governor with specialist professional experience ably assists the co-ordinator. His help is greatly valued and it has focused the school's provision upon the correct priorities. All issues have been addressed since the last inspection and the development of this area is one factor in the good progress that the school is making. Funding for special educational needs is high compared to that nationally. It is analysed for its effectiveness and any weaknesses in the provision are quickly addressed.
- 50 Excellent financial management ensures the resources available to the school are spent very wisely in relation to educational priorities. The small financial deficit in the previous year used money from the reserves and was to improve provision for pupils. The school is aware of this and has carefully managed the budget to ensure that a deficit does not occur regularly. Financial administration and budgetary control are extremely effective. Strategic financial planning is excellent with everyone clear about future commitments, as effectively set out in the school development plan. The administrative staff give excellent support to the school and inform the governors about the day-to-day running of the budget, drawing their attention the pursuit of 'Best Value' principles in all aspects of school life. This was illustrated very well, when the school acted upon concerns over performance data of the present Year 6 and the standards they were likely to attain, both in work and behaviour, and split the two classes into three. Minor issues raised in the last auditor's report have been dealt with. The work of the school is hampered on occasions when they do not receive regular budgetary or statistical information from outside agencies. The school makes excellent use of specific funds. The budgets are allocated extremely well for pupils with special educational needs and English as an additional language; this has had a significant impact upon pupils' progress and achievements. Funds for ICT have been used very effectively and, in a short time, there has been a rise in pupils' achievements.
- 51 Delegation to staff of management responsibilities is very good. There is an effective senior management team and a school improvement committee, which is a working party that assesses performance and helps to set policy, this is an excellent working arrangement. Since the previous inspection, the co-ordinators' role has developed; they are all budget holders and effective in analysing the strengths and weaknesses in their areas. This has helped the school move forward in some of its recent developments, for example improving provision for pupils with special educational needs and raising the standards in such subjects as science, religious education and music. Very good monitoring procedures are in place with the deputy headteacher overseeing and supporting the whole system, along with the curricular overview. This ensures teachers have effective support and time to carry out their roles. Recently the 'Foundation Stage' co-ordinator left the school. Despite the school's best efforts they have not been able to appoint a person of the right calibre and with the expertise for this important



management position. This is beginning to have an adverse effect on the provision and monitoring of the work of the 'Foundation Stage'.

- 52 The school has a very good number of staff and it matches them very well to the demands of the pupils and the curriculum. The support staff are very conscientious and have considerable skills, which help pupils to make progress. There is a strong team spirit amongst the staff, they know the children well and have a genuine desire to improve standards. This is illustrated by the members of the support staff who have been promoted to other positions in the school, such as learning mentors. New staff, including newly qualified teachers, have been very well supported, with co-ordinators very willing to offer help and advice.
- 53 The accommodation is spacious and used well, but in many areas is in need of redecoration. The recently appointed premises manager worked in the school as a learning assistant. He is making a positive impact on the quality of the school learning environment, having an understanding of the needs of the children and has contributed greatly towards the work of the new library and a room for the English as an additional language staff. The Nursery classes have good outside facilities that are in full use every day but the Reception classes have no such facility. This has a detrimental effect upon the full provision of the curriculum for the 'Foundation Stage'. Learning resources are generally good, but there are minor shortages in some subjects, including resources for physical development in Reception. The library has yet to be fully equipped.
- 54 The school is successful in using its resources to achieve its aims, it has an excellent ethos where everyone is valued and very good relationships exist. It has made significant improvements since the previous inspection, and is very well placed to continue to do so. Pupils enter the school with low attainment and make significant gains in their achievement. Taking all these factors into account, including the current income per pupil, which, although high, is not excessively so for inner London, the school provides good value for money. This is an improvement from the previous inspection.

## **PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

- 55 The previous inspection did not comment separately on English as an additional language. Thirty-three languages are represented at the school. The largest language groups speak Turkish, Bengali, Gujerati, Somali or Spanish. The majority of pupils speak English as an Additional Language (EAL). Over half the pupils in the school are at early stages of learning English. Many, including some refugees, have suffered great trauma, and some of the EAL pupils are elective mutes. All but three are supported with funding from a central government grant. There are four EAL teachers; one is full-time and three work part-time at this school. They belong to the Islington central team, which provides some in-service training, support and regular monitoring. The school's EAL policy is reviewed annually. This reflects the importance that the school attaches to the care of EAL pupils.
- 56 The provision for EAL is very well organised and integrated into teachers' everyday planning. There is helpful EAL guidance for classroom teachers on practical ways of supporting pupils. An induction pack for new teachers is about to be published. The clear aim of EAL support is to ensure that this group of pupils may participate fully in the National Curriculum and all of the school's activities. Some EAL pupils have special educational needs (SEN). In these cases, the EAL staff work closely with SEN colleagues, in addition to class teachers. To help each new pupil to settle, a 'buddy'

pupil is allocated. The 'buddy', a speaker of the same language, is often older and able to speak on the new entrant's behalf.

- 57 To assure that EAL pupils are disadvantaged as little as possible in the end of Year 6 National Curriculum tests, there is more intensive support during their last months at the school. While this strategy leads to a temporary reduction in support lower down the school, it has to be balanced against the immediate interests of Year 6 pupils with their imminent transfer to secondary school. The action is vindicated by the attainment of EAL pupils at the end of the year. The progress made by EAL pupils, particularly in mathematics and science, where many are expected to reach national expectations for eleven year olds, is a source of pride.
- 58 The quality of teaching of EAL pupils is good, with some very good and even excellent aspects. The well-developed partnership with class teachers is very effective. Class teachers know which are their pupils' heritage languages and use that knowledge as one method of checking understanding. In many lessons, and at registration times, there are references to different pupils' languages. Reference to pupils' heritage languages is motivating and promotes confidence and self-esteem. Speaking another language is acknowledged, even honoured, and seen as an advantage. EAL teachers work with mainstream class teachers in a seamless way, at different times taking over the whole class. By working so closely with class teachers, the EAL staff provide ongoing in-service training. Coupled with written guidelines and demonstration of techniques in the classroom, this has raised class teachers' confidence to support EAL pupils effectively when the support teacher is not present. EAL and class teachers provide a range of resources and vary activities to allow all pupils to progress at their own speeds. Observation of subjects across the curriculum is testimony to the way in which EAL support raises pupils' self-confidence and attainment. Even the simple technique of announcing the aims and objectives at the beginning of lessons helps all pupils to understand the context for their learning activities. Teachers often model language-learning skills, by, for example, using bilingual dictionaries, most notably Spanish and Turkish.
- 59 Application of the school's equal opportunities policy assures that all pupils can make progress in each area of the curriculum. One measure of proof is that EAL pupils often take leading parts in lessons. Further confirmation comes through EAL pupil records. These show that almost every EAL pupil becomes more fluent and literate in English over a six-month period. EAL teachers are completely integrated into the staff of the school. EAL is a powerful element in the school's ethos, which values the different cultures, religions and languages of its pupils.
- 60 Links with EAL parents are very good. Many parents help in the production of books and games and other learning resources and information about the school. Some provide translation and interpreting services. Some are taking part in the newly established 'The Helping in Schools Course'. The school hopes to train and integrate bilingual parents into the classroom as assistants.
- 61 The successful teaching of English as an additional language is an undoubted strength of the school. The EAL teachers continue to develop their own and class teachers' skills, help raise standards of attainment and involve parents in practical ways. They continue to develop a rich range of multilingual resources, largely with the help of parents. They also make bids to external agencies for additional resources. The partnership approach with fellow colleagues, parents and other agencies is exemplary and would be model for other schools to follow.

## WHAT COULD BE IMPROVED

- 62 Although pupils' progress has improved, attainment in English and mathematics is not yet high enough. The 'Foundation Stage' does not currently have a co-ordinator, owing to a staff vacancy, and the curriculum for some of these children does not take sufficient account of the recent national guidance, or ensure there are sufficient outdoor activities. Attendance remains below the national average. Attainment in design and technology at the end of Year 6, and history throughout the school, is not high enough. The incidence of exclusions remains too high.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 63 In order to improve standards further, the headteacher, staff and governors should:

(1) Raise standards in English by:

- continuing to implement the action plan for the subject;
- giving pupils more opportunities to develop their comprehension skills when reading;
- reviewing timetabling arrangements for extended writing to utilise the time better;
- finding ways of developing better questioning techniques;
- developing ways that pupils can use their writing skills when they are recording their findings in science, geography and history;
  
- further developing extension activities in literacy lessons that will help pupils understand the use of the written word in other subjects.

(Paragraphs 5, 6, 17, 24, 32, 47, 75, 76, 77, 78, 80)

(2) Raise standards in mathematics by:

- continuing to implement the action plan for the subject;
- reviewing the impact of the recently introduced assessment procedures and their use;
- ensuring that marking is complete, accurate and consistent;
- using a range of strategies to encourage pupils to work at a faster pace so that they complete more problems within their lessons;
- planning opportunities for pupils to develop and use mathematical knowledge in other subjects, such as science and geography.

(Paragraphs 5, 6, 17, 19, 24, 47, 84, 85, 86, 87, 88)

(3) Improving further the provision for children in Reception and Nursery by:

- ensuring that a co-ordinator for the 'Foundation Stage' is appointed at the earliest opportunity;
- providing more, well planned opportunities for Reception children to use the outdoor environment, including for physical activities;
- planning in greater detail the organisation of activities, especially for Reception children, when they are not being taught within the classroom environment;
- ensuring all planning is based on the national 'Foundation Stage' guidance and that independence is developed further in Reception.

(Paragraphs 10, 16, 22, 31, 51, 53, 64, 65, 67, 70, 71, 72)

- (4) Improving pupils' attendance rates by:
- continuing to implement the school's procedures to encourage attendance;
  - emphasising to parents the possible impact on pupils' work of spasmodic attendance;
  - reviewing the success of the recent initiatives, involving learning mentors, to promote better attendance.
- (Paragraphs 14, 38, 47)

Minor areas for consideration include:

- (1) Improving standards of attainment in history and design and technology, including reviewing the effectiveness of the current organisation of the curriculum on these subjects and also its impact on geography.  
(Paragraphs 7, 23, 103, 104, 105, 106, 110, 111, 112, 113)
- (2) The continuing need to reduce the level of exclusions, by reviewing the impact of the school's behaviour strategies as they work outside the classroom, as well as within.  
(Paragraphs 10, 18, 36)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	107
Number of discussions with staff, governors, other adults and pupils	49

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.5	26.2	43.0	22.4	1.9	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	386
Number of full-time pupils known to be eligible for free school meals	22	237

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	3	161

English as an additional language	No of pupils
Number of pupils with English as an additional language	221

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	49

### Attendance

Authorised absence	%
School data	8.0*
National comparative data	5.4

Unauthorised absence	%
School data	N/A
National comparative data	0.5

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

\*The authorised absence figure includes those for unauthorised absence which were not available separately.

### 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	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	12	22
	Girls	13	13	14
	Total	29	25	36
Percentage of pupils at NC level 2 or above	School	48 (66)	42 (64)	60 (66)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	22	24
	Girls	13	17	17
	Total	28	39	41
Percentage of pupils at NC level 2 or above	School	47 (62)	65 (67)	68 (74)
	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	23	32	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	16	19
	Girls	14	15	19
	Total	21	31	38
Percentage of pupils at NC level 4 or above	School	38 (35)	56 (38)	69 (38)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	19
	Girls	14	16	20
	Total	22	24	39
Percentage of pupils at NC level 4 or above	School	40 (35)	44 (48)	71 (38)
	National	70 (68)	72 (69)	80 (75)

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

\*Data for Key Stage 2 omit one child, with little English, who joined the school during the two years before the tests were

taken.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	44
Black – African heritage	67
Black – other	89
Indian	2
Pakistani	16
Bangladeshi	19
Chinese	2
White	157
Any other minority ethnic group	9

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	10	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	21.2
Number of pupils per qualified teacher	18.2
Average class size	25.7

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	356

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13.3
--------------------------------	------

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	1118451
Total expenditure	1121695
Expenditure per pupil	2418
Balance brought forward from previous year	17559
Balance carried forward to next year	14315

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	432
Number of questionnaires returned	56

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	5	0	0
My child is making good progress in school.	61	36	2	0	2
Behaviour in the school is good.	43	50	2	2	4
My child gets the right amount of work to do at home.	32	48	4	5	11
The teaching is good.	64	30	4	0	2
I am kept well informed about how my child is getting on.	50	45	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	16	4	2	5
The school expects my child to work hard and achieve his or her best.	59	39	0	0	2
The school works closely with parents.	55	36	9	0	0
The school is well led and managed.	64	27	2	2	5
The school is helping my child become mature and responsible.	54	34	5	0	7
The school provides an interesting range of activities outside lessons.	38	34	9	5	14

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 64 When children enter the Nursery, their attainment is well below that expected for their age, particularly in communication, language and literacy, mathematical development and personal, social and emotional development. This is similar to the previous inspection, although the entry profile of the children has changed. There are now more children with English as an additional language and with special educational needs, and these factors depress their overall attainment. The entry testing data confirm this attainment profile. Although children make good progress in the Nursery, which is continued into the Reception classes, overall attainment is still below average by the end of the 'Foundation Stage' and not average as reported in the last inspection. In communication, literacy and language and mathematical development, however, attainment is still low. There are, however, a few children who are achieving higher standards. In knowledge and understanding of the world, attainment is below that expected and in personal, social and emotional, creative and physical development attainment is broadly that expected. There are 34 children attending the Nursery full-time with a further twelve attending part-time. Most spend between two and four terms in the Nursery before they enter the Reception class, with at least their last term in the Nursery being full-time. The school presently admits children into the school twice a year. Usually there would be a new intake of children into the Nursery in January, however, owing to the fact the school has not been able to appoint a 'Foundation Stage' co-ordinator, who would be based in the Nursery, entry for a further group of children has been delayed. In one of the Reception classes, children have only started school this term. Just over half the class came from the school Nursery, with many of the remaining group from other pre-school settings.
- 65 There is a satisfactory curriculum in place for children under six, which covers all the areas of learning in the Nursery. However, the arrangements for outdoor activities in the Reception classes, including those for physical development, are unsatisfactory. There is no outside area or suitable equipment available to promote physical development. Aspects for teaching literacy and numeracy are good when it is taught in small groups following a whole class introduction. However, the times for direct teaching of literacy and numeracy in the Reception classes are not balanced throughout the week. Most of the literacy is taught at the beginning of the week and numeracy at the end. There are activities that support both but often there is no direct teaching. The arrangements for physical education and ICT are not entirely satisfactory. There are some sessions in the week when physical education lessons are too short to be of any benefit. Lack of organisation for the use of the ICT suite is inefficient and ineffective. During the inspection only four children from one class benefited from using the computers in the time allocated. Children have good access to the rest of the curriculum and benefit from a suitable range of experiences, combining indoor and outdoor activities for Nursery children. This helps all children, including those with special educational needs and English as an additional language, make good progress. By the end of the 'Foundation Stage', they are likely to achieve the Early Learning Goals in personal, social and emotional development, physical and creative development. Assessment arrangements are good, particularly in the Nursery, where the whole team uses good observation and recording methods, which effectively build up a profile of what the child can do and has achieved. This information is shared in the Nursery to inform planning to involve and support the child in their learning and to pass on to the Reception classes. Assessment is not as well developed in the Reception classes, but is satisfactory.

- 66 The admission arrangements are good. Positive links are established with the parents through a sensitive settling in programme in the Nursery. Staff get to know the children and their needs quickly, which helps them settle well. There is good liaison between the Nursery and Reception because Nursery staff bring the children for informal visits into the school and for various, suitable events. This works well, as evident in the way the children in the newly formed Reception class have settled so quickly. There is good teamwork between the teachers and nursery nurses which helps the children to make good progress. The nursery nurses in both Nursery and Reception classes are particularly skilled in promoting language development.

### **Personal, social and emotional development**

- 67 For most of the time, children's personal, social and emotional development in both the Nursery and Reception is given a high priority to good effect. Teaching is good in this area which helps most children make good progress and, as a result, they are likely to achieve the Early Learning Goals by the time they leave the Reception classes. When they enter the Nursery, many children have had little guidance in working, playing and sharing with others. They have difficulty in expressing themselves in English as many are either at an early stage of English language acquisition or have no English at all. In the Nursery, adults encourage the children to be independent and make choices about their activities. Although many children choose what they do, a few need to be given more guidance and for staff to intervene in some activities. Children learn to tidy up at the end of sessions in the Nursery, however, this is not always continued with the children in the older Reception class. There are good opportunities for socialisation and interacting with staff and children at lunchtime in the Nursery. This helps children learn routines that will help them when they join the main school. In the Reception classes, good opportunities exist for the children to play together, particularly in the role-play areas, where they share toys and co-operate when they play in the 'vets area'. A small group of children concentrated on their game for a good length of time and took turns looking after their pets and describing how to make them better. They played together and talked to each other well using resources constructively.

### **Communication, language and literacy**

- 68 On entry to the Nursery, children's communication, language and literacy skills are well below those seen in children of a similar age. Teaching is good in this area and children are supported well and encouraged to use English and to speak in sentences. Children make good progress but, by the end of the 'Foundation Stage', many still have attainment that is well below average, although a few do reach higher levels. Good opportunities to listen to stories are offered to the children. Before lunch, children go into story groups in the Nursery. A small group of children, mostly in the first stage of language acquisition, listened well to the teacher telling the story of 'The Three Little Pigs'. Good teaching and the effective use of story props enabled the teacher to maintain the children's interest and they took part in the actions with great enjoyment. Children in the Reception classes enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning. Older Reception children read the title of a familiar book pointing to each word accurately. Good opportunities for mark making are given in the Nursery and Reception classes and children go to the writing areas, often in the role-play area, in activity times. In the Nursery, they 'write' shopping lists using a range of symbols and letters from their name, with a few of the higher attaining children writing some words and knowing sounds. The higher attaining children also identify some letters correctly. Children are encouraged to recognise and write their own name, which many older children and

higher attaining children in the Nursery do.

### **Mathematical development**

69 When children enter the Nursery, their attainment in mathematics is well below that of children of a similar age. Teaching and the provision for the development and awareness of mathematical language are good. The children make good progress and a few are likely to achieve the Early Learning Goals by the end of the 'Foundation Stage', however, overall attainment is still well below that expected. This is often linked to language acquisition rather than mathematical ability. Teachers use a range of suitable approaches to promote awareness of numbers, including number action songs and jingles. Most children enter the Nursery being unable to count, but by the time they leave the Nursery many successfully count up to five. Activities, such as placing numbered cars into parking spaces, help many children to order to at least five and recognise the numerals, with the higher attaining ordering to nine when using numerals on a mobile phone model. Many sort and match objects successfully and have a knowledge of shapes, such as square, circle and triangle, with the higher attainers naming them correctly. This knowledge is successfully built on in the Reception classes where teachers extend children's knowledge and understanding of numbers, so that the majority in a lesson could count to six and back to zero. A few, with support, start to develop the concept of subtraction. Children with English as an additional language have good support and are learning well in relation to recognising marks to six by using dice and playing 'Beetle'. There is good attention to reinforcing counting skills which helps them to count to six.

### **Knowledge and understanding of the world**

70 Overall teaching and provision for children to develop knowledge and understanding of the world around them are sound. There are good features, although there are also some that are unsatisfactory. Children enter the Nursery with attainment well below that of other children of their age. They make good progress, although attainment is still below that expected by the end of the 'Foundation Stage'. This is linked to language acquisition and some missed opportunities in teaching and provision. Good attention is made in directed activities to develop children's literacy skills. In the Nursery, for instance, this helps them to describe the position, shape and colour of their eyes and develops observation skills and early recording in science. Early technology skills are promoted well by the class teacher when she works with the children in Reception to make a box out of large blocks, she has a good understanding of the requirements for developing knowledge and understanding and maintains interest and enthusiasm as she moves around the groups. This promotes learning, whereas, on occasions in the Nursery, children had little guidance when using construction materials, therefore opportunities to extend children's skills were missed. In the Nursery, children gain knowledge of the computer keyboard, use the mouse to move the cursor around the screen developing good hand-eye co-ordination as they select colours. Skills are extended in the Reception classes as they develop numeracy skills. They persevere well and have good mouse control and accurately move the pointer to the correct numbers on a number line. With help, children create a face, adding hair, eyes and mouth to the shape. Many children are nearing the expectations for their age in ICT but there are lost opportunities when timetable arrangements impinge on the amount of time children spend in the ICT suite, children consequently do not benefit sufficiently from the good teaching in the suite.

### **Physical development**

71 Children make good progress overall and many attain the Early Learning Goals by the age of six. Teaching is satisfactory overall. In the Nursery, children are given outside activities to develop their skills associated with balance and riding on large toys. Reception children do not benefit from such provision and this is unsatisfactory. They practise physical activities such as pushing, climbing and sliding in the outdoor area. They show an increasing awareness of space, move confidently on wheeled vehicles and are well co-ordinated. In the Reception classes, provision and teaching range from very good to unsatisfactory. When lessons are unsatisfactory, time is too short to be of benefit and the rate of learning is affected. Children have too little awareness of others and the space in which to work, lack the skills to listen and to move from the classroom and hall sensibly. When teaching is effective, children, although they have only been in school for a couple of weeks, enter the hall appropriately, listen attentively and follow instructions. They have a good awareness of space as they run around the hall and change direction with safety and awareness of others. They are developing good habits as the teacher leads very good warm-up and cool-down sessions explaining why they need to stretch and relax. Dexterity is developed through the handling of objects, such as jigsaws, working in sand and water and shaping and cutting dough. Reception children handle scissors, glue, pencils successfully and, from Nursery age, their writing and sticking skills are developed well.

### **Creative development**

72 Children make good progress and many attain the Early Learning Goals by the end of the 'Foundation Stage'. Teaching is good and the Nursery and Reception children learn about colour, pattern and texture in two- and three-dimensional representations. In the Nursery, they create good observational drawings when they look at snails and draw detailed representations. They have opportunities to join and stick when they make cameras. In the Reception classes, they have opportunities to develop finer drawings, as when they draw pictures of themselves and tigers and cats in pencil, pen and chalks. They include stripes, legs and features on the tigers and many children include most features in their self-portraits. Children use ICT well to produce recognisable, human faces. Opportunities for role-play are good, which helps to develop the imagination, as in the 'vets area' and the home corner, because teachers are successful when they intervene and develop children's activities. On occasions in the Nursery, opportunities are lost to develop imaginative play because children did not benefit from having an adult providing some direction to their play. Reception children listen attentively and sing with enthusiasm when they join Key Stage 1 for singing in the hall. Children in Nursery and Reception classes are learning a good range of action songs and they remember the words and actions well.

### **ENGLISH**

73 Standards overall have improved since the last inspection. Since then the National Literacy Strategy has been introduced and this has had a marked effect on the quality of planning for lessons. In addition, the school has targeted the support for pupils due to the good identification of those who are having difficulties. Pupils start school with low language and literacy standards. Many pupils do not speak English as their main language and this inability restricts the progress they are able to make in speaking and listening, reading and writing. Through the very good literacy support they get, swift progress is made. Pupils with special educational needs have a similarly good level of support and they make very good progress in their learning.

74 In 2000, at the end of Year 6, attainment recorded in National Curriculum tests was very low, being in the bottom five per cent of schools nationally. The proportion of pupils

achieving Level 4 was 38 per cent and no pupils gained Level 5, both figures were very low. Compared with similar schools, results were well below the average. The performance of boys is below that of girls. Current pupils in Key Stage 2 are improving, but attainment generally is below or well below the average. Year 6 pupils are likely to achieve similar results to last year. However, their progress has improved whilst they have been at the school, which is confirmed through an analysis of their reading ages and by the work that has been done in their books. The progress of pupils in Years 3, 4 and 5 is good. This is because they have had the benefit of better support and teaching for a longer period. The school has recognised this improvement and has set realistic, but higher targets, for when these pupils take their National Curriculum tests.

- 75 Speaking and listening skills are below average in both key stages. In Key Stage 1, pupils are polite and interested but find difficulty in expressing an answer easily and often resort to words such as 'like' and 'thing', instead of using a recognised name. They listen attentively to questions but teachers often have to explain repeatedly what is meant. In one Year 2 class, the teacher purposely planned to use words such as 'will happen' to ensure that pupils understood the future tense. Despite this, some pupils referred to the present tense with words such as 'is'. In Key Stage 2, pupils' vocabulary has improved so that more detailed discussions can take place. However, pupils are still using short, one word answers to explain their understanding and are sometimes reluctant to expand on their ideas because they cannot find the right words to use. When teaching is good, other questions are asked to draw out better vocabulary.
- 76 Reading is below average at both key stages although it is now closer to the average at Key Stage 1. This is because the school works very hard at structured reading in many lessons. Hence, pupils in Years 1 and 2 master the mechanical art of reading well. They read most words in their books correctly and a good proportion of pupils work out words that they do not know. Their knowledge of a breadth of styles is limited, in the main, to those they experience at school. From their limited reading experience, they do not know how to predict the ending of a story nor how to make an inference about what will happen next. In Key Stage 2, pupils have little understanding about how to talk about the characters in a book and cannot talk, in depth, about the relationships between these characters. They do not use their experience of other, more difficult texts, to analyse and synthesise information. This is lower than might be expected of Year 6 pupils nationally. In one Year 6 top set lesson, the teacher set very high expectations of what he was hoping pupils would achieve. After dealing with a series of sessions about biographies he asked the class to analyse critically the work of their partner. He posed questions, asked pupils to look for complex sentences and whether the opinions expressed included sympathy or admiration. The pupils discussed this fully but could only give very simple answers, even when the teacher delved more deeply. This indicates that the class were not performing at levels above what might be expected for their age, despite being the most able in the year.
- 77 Writing skills are well below average at both key stages. Pupils take pride in their work and it is presented neatly. This is an improvement since the last inspection. In the very best lessons, teachers encourage pupils to produce their best and this helps build independence and self-esteem. The vocabulary used in extended writing lessons is well below average. There are very few examples of lengthy description even by the older pupils. In Year 2, the pupils use short sentences that do not always answer questions fully. They are gaining an increasing confidence in spelling, using grammar and know how sentences are constructed using full-stops and capital letters. In Key Stage 2, these experiences are built upon so that pupils are beginning to use speech marks and paragraphs to help add a dramatic influence to their writing. However, the style is often immature and lacks imaginative or innovative description. The use of writing is not

helped by the way that periods for extended writing are timetabled. This is often after sessions when pupils are tired or have just returned from physical education. Consequently, learning is less effective and teachers spend time trying to manage the class. Spelling is improving over last year's poor results. Handwriting is improving, with letters well formed. Few pupils use joined writing by the end of Year 2. In Key Stage 2, most pupils spell most commonly used words correctly and their handwriting is satisfactory.

- 78 The quality of teaching is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. Hence, progress in learning through Key Stage 1 is satisfactory whilst it is good in Key Stage 2. Here, there is a higher proportion of more confident teaching from experienced teachers. Lessons in Key Stage 2 tend to be more directly challenging and are thought through very well. All teachers have a good understanding of language and answer most questions that arise correctly. In a few instances, incorrect grammar is used. In one Key Stage 2 lesson, the teacher mistakenly used 'who's' instead of 'whose' even though the pupil had correctly spelt the word. Basic skills have improved since the introduction of the National Literacy Strategy. It has sharpened the daily planning for each class, especially in Key Stage 2, whilst ensuring that pupils are making better progress year on year. This means that lessons are conducted with urgency and pupils are expected to put in a great deal of effort. Pupils talk about the progress that they are making and give examples of how this has been built upon work from their previous teacher. All pupils are very willing participants in lessons. A number speak of English as their favourite subject because it is structured and they know what is expected of them. Pupils in Year 4 and 5 are making particularly good progress as the impact of this structured learning becomes more embedded.
- 79 Support staff are used very well. In most lessons there is a second teacher available to help those in need and often a number of classroom assistants. They are briefed well by the class teacher and play a full and important role in the development of learning. English is especially well supported for those with special educational needs and for those whose main language is not English. The quality of marking is good overall, but better in Key Stage 2. There are some examples of very good practice that includes targets for improvement, praise and practice. Systems vary between teachers, although its effect is good in that it helps learning improve.
- 80 The experienced and enthusiastic co-ordinator has a good grasp of the strengths and weaknesses within the school. Regular monitoring of planning and pupils' work is helping to ensure that the correct priorities are being addressed. At the forefront of this development is the need to improve standards rapidly. A portfolio is being developed that will give teachers a good indication of what level of work should be expected. This is also helping to discover the reasons why standards are low. Assessments are being made in all areas of the subject but, as yet, this is only just beginning to be analysed. The library is now being re-developed. The room is spacious, recently decorated and has a small number of books. However, this has been a slow development as it was an issue at the time of the last inspection. There are plans to stock the area with better, more relevant books within the near future.

## **MATHEMATICS**

- 81 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well below the national average. About 55 per cent of pupils achieved the expected Level 4 or above, and four per cent the higher Level 5, both figures were well below the national average. Overall, the results are well below the national average and, when allowance is made for the school's deprived background, are below those of similar



schools. Attainment in the National Curriculum tests decreased in 1999 compared with those of 1998, but increased significantly in 2000. Although varying from year to year, there is little significant difference in the attainment of boys and girls.

- 82 In 2000, at the end of Key Stage 1, attainment recorded in National Curriculum tests was very low, being in the bottom five per cent of schools. About 60 per cent of pupils achieved the expected Level 2 or above and three per cent the higher Level 3, both figures being very low when compared with the national picture. Results increased a little in 1999 compared with those for 1998, but declined markedly in 2000. This decline was associated with the characteristics of the group of pupils, now in Year 3. There was a very high number of pupils with special educational needs or for whom English was an additional language. The performance of boys and girls has been similar over the past three years.
- 83 The previous inspection found that most pupils attained the expected level at the end of Key Stage 1. However, the results of this group of pupils in 1998 were very low compared with the national average and not greatly different from last year's Year 2. The previous report indicated that pupils in Year 6 were attaining standards below those expected. National Curriculum test results for 1998 confirmed that their attainment was well below the national average. After a period of change, and limited progress, following the school's amalgamation, good progress is now being made in mathematics. Inspection evidence shows that attainment is improving; this improvement is especially evident in Key Stage 2, particularly in Years 4 and 5. The progress evident is associated with the improved planning and improved behaviour management strategies. The implementation of the National Numeracy Strategy is also proving valuable. The attainment of pupils currently in Year 6 is likely to be similar to that of last year, but results should improve after this. The school sets targets for achievement at Level 4 or above by Year 6. Given the nature of the school's intake, the targets, which are steadily increasing, are challenging.
- 84 During Key Stage 1, pupils are now making good progress and are learning well; however, pupils are building from a low base and the attainment of current Year 2 pupils remains well below average. They add three single digit numbers accurately, understand simple fractions, such as half and quarter, and add and subtract numbers to 50 and, for above average pupils, beyond this to 100. Higher attaining pupils, in particular, select suitable strategies to help them with addition, such as pairs of numbers that make ten, or by using double numbers, as in  $6+5+6$ . Almost a quarter of pupils still have difficulty in recognising and counting numbers to ten. The majority count accurately when using practical aids, including fingers. Most pupils know a range of two-dimensional shapes, but spelling the relevant words is often inaccurate, such as 'scwer' or 'retagol'. Measuring of lengths is not sufficiently accurate. In Year 1, pupils understand odd and even numbers, and recognise simple patterns. They complete simple addition problems involving two, single digit number accurately. Virtually all Year 1 pupils use mathematical vocabulary, such as tallest or largest, accurately and average pupils count on or back one correctly. Few pupils work accurately beyond 20, and there is a significant amount of number reversal, even by above average pupils. Achievement of most pupils is improving however, and pupils' work shows good progress, from a very low base, during this school year. Pupils with special educational needs or for whom English is an additional language achieve well.
- 85 Particularly strong teaching is helping pupils acquire secure numeracy skills during Key Stage 2. This improvement is helping to ensure pupils' learning is now good, although currently attainment, by Year 6, is below expected levels. The improved progress is well illustrated by the fact that current Year 5 pupils are attaining as highly as those in Year

6. In addition, very significant progress is evident in Year 3, a year group which achieved very low standards last year. This improvement is linked to the particularly good teaching, which in one class is excellent. Learning is helped by well organised lessons, clear explanations and the teacher's own enthusiasm. By the end of Year 6, the vast majority of pupils handle numbers confidently, with most multiplying correctly and dividing numbers accurately when the answer includes remainders. They also use these skills to complete problems correctly where the information has to be found within a piece of text. About a quarter of pupils work accurately with numbers to one or two decimal places, and with negative numbers. The work of other pupils in Year 6 does not illustrate these features. Although many pupils show an understanding of mathematical concepts and accuracy of calculation at, or above, the expected level, many will not show this when completing the National Curriculum tests. This is because their pace of working is too slow. Pupils in Year 5 use co-ordinates to draw shapes or locate points with good accuracy and know how negative numbers are used when measuring temperatures below freezing. In Year 4, standards of work are close to the average, especially in aspects of number. The work of lower attaining pupils displays a lack of accuracy when handling numbers above 100. Pupils show a good understanding of different methods of subtraction, although about a quarter experience difficulty using the form which requires transferring between hundreds, tens and units. In Year 3, pupils add accurately numbers up to 100, and know simple fractions, such as half and quarter. Less able pupils struggle with fraction work. All pupils, throughout the key stage, draw bar graphs with good accuracy, except that younger pupils do not yet take sufficient care. There are too few opportunities for pupils to interpret graphical information, other than that drawn by themselves. Increasing use is being made of ICT to support learning in mathematics. All pupils are now making good progress and achieving well.

86 Throughout the school, pupils enjoy their mathematics. They are interested in numbers and enjoy applying their knowledge, such as when Year 2 pupils investigated the different strategies for aiding accurate addition. Their attitudes to mathematics are good; illustrated by interest and concentration evident in almost all lessons. Children quickly settle to group tasks after the initial introductions associated with the National Numeracy Strategy. Behaviour is also good in both whole class and group activities. The pupils work accurately, but too often the pace is slow, mainly because quick and accurate recall of important number facts is insecure.

87 The quality of teaching is never less than satisfactory, and some, for instance in a Year 3 class, is excellent. It is very good overall in Key Stage 2 and good in Key Stage 1. The good quality teaching helps to promote effective learning by pupils, often associated with the good relationships within classrooms. The best teaching reflects good subject knowledge, clear explanations and the consistent application of the school's behaviour strategies. Only in the best lessons is the pace of lessons enhanced by the use of precise time targets. As a result, although accuracy is encouraged, pupils do not complete sufficient examples in some lessons, and this will limit the level of attainment in National Curriculum tests. Teachers have implemented the National Numeracy Strategy effectively and, although the impact on standards is only satisfactory at present, achievement and learning are improving. Work is generally matched well to pupils' levels of attainment, and teachers ensure that less able pupils, and those for whom English is an additional language, have opportunities to contribute to whole class sessions. In this respect, teachers' emphasis on mathematical vocabulary is effective. Although there are occasions when teachers help pupils use their numeracy skills in other subjects, such as science, opportunities for this are not planned sufficiently often.

Marking is satisfactory overall, but very variable, some is detailed and helpful, but there are examples of uncorrected work, for instance in a Year 4 class, and of incorrect work being ticked.

- 88 The pupils follow a curriculum which is based on the National Numeracy Strategy. Teachers make an effort to ensure that most pupils are fully involved in the introductory whole class session. A wide range of suitable assessment procedures has been introduced throughout the school. These are used consistently and give good detail about pupils' attainment. The information is used well to identify general areas which need emphasis within lessons, and is being increasingly used to ensure individual needs are met. Mathematics makes a good contribution to pupils' personal development. In particular, pupils have opportunities to co-operate and work in pairs. There are good examples of teachers exploring the wider impact of mathematics. This was well illustrated by a Year 6 lesson in which the teacher introduced the concept of exchange rates. He used his own experiences of when he returns to Zimbabwe well, using the opportunity to introduce cultural and economic aspects. The co-ordinator leads the subject very well. He has helped to establish a very good framework for the teaching and assessment of mathematics. Observation of teaching and examination of pupils' work have given him a clear picture of the strengths and weaknesses in the subject.

## **SCIENCE**

- 89 Standards are average at both key stages for the pupils currently in the school and they are improving year by year as pupils progress through the school. This is a direct result of the good teaching and learning that are taking place in many classes. In addition, the good range and quality of curriculum taught to pupils ensure that learning is exciting and interesting for the majority.
- 90 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well below the national average but similar to that of similar schools. Almost 70 per cent of pupils achieved the expected Level 4 or above, a figure well below the national average, and 16 per cent the higher Level 5, also well below the national average. Teacher assessments, at the end of Key Stage 1 in 2000, indicated that 68 per cent of pupils achieved the expected Level 2 or above, well below the national average, and two per cent attained the higher Level 3, also well below the national average.
- 91 The previous inspection found that attainment was generally below average. There has been an improvement in attainment and the results in National Curriculum assessments have risen at a similar rate to that nationally. Standards in both Years 2 and 6 are about average and the school has made good progress in science recently. Teaching, which was described as satisfactory, has improved. It is good in Key Stage 1 and very good in Key Stage 2.
- 92 Standards at Key Stage 1 are close to national levels and the higher attaining pupils often work at higher levels in class. Pupils name parts of the body correctly and name and identify different materials. They also know parts of a plant and draw a reasonable picture to represent one. However, the recording skills of the majority of pupils still inhibit their written science and they mainly record with one word answers on worksheets. The higher attaining pupils have better literacy skills and use these to write more. As a result, higher level of work, for example when they sort objects by different criteria, is explained and better understood by pupils.

- 93 Standards at Key Stage 2 are average. Average and above average pupils now make good progress and some are working at higher levels than expected nationally. This is more evident in Year 5 than in Year 6. The higher attaining pupils in Year 6 explain the processes of evaporation and filtration correctly and describe the roles of different parts of a flowering plant. In Year 6, pupils use a force meter accurately to measure the weight of objects in water and air and compare the results. This is then plotted on a graph and analysed to see trends and patterns. In both Years 3 and 4, pupils are working at average levels and higher attaining pupils in Year 4 draw their own chart of scientific results independently. Pupils are making better progress in Years 3, 4 and 5 because of the better teaching that has taken place over the last couple of years. The school recognises this improvement and higher targets are set for pupils for when they take their end of key stage tests. Pupils with special educational needs and English as an additional language make good progress, because they receive good support and help in lessons, especially with literacy and numeracy skills. This helps them to set out and explain their scientific thinking through written work and charts.
- 94 Teaching is very good overall and, as a result, pupils learn from a good range of curricular opportunities. The very good lesson planning assists this. No unsatisfactory teaching was observed during the inspection. Teaching was good at Key Stage 1 and very good at Key Stage 2. At Key Stage 2, teachers' expectations are very high, they manage pupils very well and make very effective use of support staff and resources, such as the force meters in Year 6. As a result, learning is very good overall; pupils work well, concentrate in the interesting lessons and acquire new skills and knowledge, such as the differences in weight when objects are measured in air or water. At Key Stage 1, pupils are not always managed or challenged as well as in Key Stage 2 and, as a result, pupils, at times, become noisy and stop working. When this happens the learning of other pupils in the class is not as effective. Overall, however, the quality of learning at Key Stage 1 is satisfactory.
- 95 The curriculum is broad and offers a range of good opportunities for learning, particularly in the work on investigation and science experiments. This practical work helps pupils to understand and consolidate learning more effectively. Pupils are monitored regularly through tests undertaken at the end of each unit they study. This helps teachers to plan the next stages of learning and to decide whether to revise work again. Teachers also evaluate how effective the lesson has been in achieving its intentions and will willingly repeat work to ensure pupils fully understand what they are doing. The subject is well co-ordinated by an enthusiastic and hard working member of the senior management team. She supports by giving advice and helping with planning, and she monitors the teaching around the school. She has been very effective in improving standards through her co-ordination of the subject. ICT is not well used and the school recognises the need to improve the profile of this subject in science through the use of control technology, linking this work in ICT to the science curriculum.

## **ART AND DESIGN**

- 96 At the end of both key stages, all pupils including those with special educational needs and for whom English is an additional language, achieve well in their learning to attain standards above national expectations. Standards are particularly high in pupils' skills in the range of media they use for their two-dimensional work and in their knowledge and use of these skills to achieve a good effect. In addition, the subject makes a very good contribution to the richness of the learning experiences seen in the school and to pupils' cultural development. All these features mean that the school has made good improvement since the last inspection.
- 97 The emphasis given to helping pupils develop very good observational skills means that, from an early age, their still-life work is well above average. During the inspection, Year 1 pupils were observed experimenting to good effect with tone and shade using graphite pencils, charcoal and oil pastels in order to represent skin and hair in their self-portraits. Year 2 pupils focus very closely on the features of different fruits before drawing and making papier mâché models of them. Work on display shows that, by the end of the key stage, Year 2 pupils produce work with textiles and use the 'spray and paint' effect in a computer program to make patterns at the standard expected. Cardboard collages of a very high standard, showing both height and perspective, were produced after Year 2 pupils visited an exhibition of the work of Fortunato Depero. A display in the hall of batik pictures, by a group of Year 2 pupils representing spring and autumn trees, shows work of an equally high standard.
- 98 The good development of skills continues into Key Stage 2. As the result of excellent teaching, Year 3 pupils work very well together in groups to produce patterns in the style of Escher at a standard well above that expected for their age. In a Year 4 lesson, nearly all the pupils made still life drawings of bicycles at standards above those expected for their age and the gifted and talented pupils' work was well above that expected. Batik banners produced by last year's Year 5 and 6 pupils are exceptionally striking and were chosen to be displayed at Sadler's Wells and the Millennium Dome.
- 99 At both key stages, pupils' skills in three-dimensional work are less well developed, although they reach the standards expected. Until recently, the school did not have the resources to support pupils' learning effectively through the use of ICT. A good start has been made to addressing this. Owing to poor prior knowledge, and the high proportion of pupils with special educational needs and those for whom English is an additional language, pupils' own creative ideas are not so high as other aspects of their art work, although they are not below expectations. However, the school has paid very good attention to this through providing extensive experiences for pupils to learn well from the creativity of other artists.
- 100 In spite of the high number of pupils who find it difficult to concentrate and remain on task for any length of time, all pupils have good attitudes towards their work in art and the majority behave well. When teaching is very good or excellent, pupils are very enthusiastic and work very well, sustaining their interest and effort to produce work of a high standard. Careful management of pupils and the very good role models shown by teachers ensure that pupils work co-operatively together well.
- 101 At both key stages, teaching is good. Teachers have a good knowledge of the subject and, because of this, they teach art skills well and very well at Key Stage 2 where some very good and excellent teaching was observed. Teachers explain and demonstrate new techniques very clearly and this helps pupils to learn quickly and easily, including gaining understanding from looking at the work of famous artists. A very good example

of this was seen in a Year 1 lesson where the techniques used by Rembrandt and Van Gogh helped pupils to understand how shading and tone can be used to good effect. This ability, together with the very high expectations teachers have of what pupils can achieve, lead pupils to analyse and appreciate a range of art forms very well. An excellent example of this was seen in a Year 3 lesson where the teacher helped pupils to gain a very good understanding of Escher's work and then collaborate exceptionally well to produce collage patterns, in a similar style, to a very high standard. At Key Stage 2, teachers evaluate pupils' work well throughout the lesson, giving very good advice on how to improve. As a result, in a very good art lesson in Year 4, all pupils produced observational drawings at a standard above that expected. Because of the high proportion of good and very good teaching, pupils make good progress in their learning and, at Key Stage 2, learning is very good in the acquisition of skills.

- 102 In nearly all aspects of the subject, the quality and range of experiences are very good. They are satisfactory in three-dimensional work and in computer design. The art curriculum is significantly enriched by visits to art galleries and exhibitions, and in the number of artists who are invited into school to work with pupils. Very good thought has been given to the needs of all pupils in the school, with good coverage of art from different cultures. The subject supports the aims of the school, to give all its pupils rich and exciting learning experiences, very well. Assessment of the development of pupils' skills is good and the current provision and standards are monitored well.

## **DESIGN AND TECHNOLOGY**

- 103 Standards of work are below the expected level overall. This is because of the unsatisfactory quality of the work seen at the end of Key Stage 2. It is below that expected of pupils of eleven years of age. Standards are in line with expectations at the end of Key Stage 1 and this is as it was at the time of the last inspection. Design and technology was not part of the taught curriculum during the inspection, but there was some evidence of pupils' work around the school. By the end of Key Stage 1, pupils design and make a paper sculpture satisfactorily, follow instructions to make toast competently and design and make puppets. They work with a range of different materials and learn to join materials together to produce finished products.
- 104 Work continues through Key Stage 2, where pupils make moving pictures and concertina books and design a recipe for making bread. In Year 6, pupils had made model cars which were being powered by motors. The electrical circuit to work these was incorporated into the design. Throughout the school pupils consistently use design workbooks to draw satisfactorily their ideas for making models. They evaluate the finished product and consider how it could be improved. The finished products are poor in quality and do not reflect the work typical of this age group. As a result, standards are below those expected at the end of Key Stage 2. Expectations of the quality of work which pupils are capable of producing are not high enough.
- 105 The curriculum is broad and balanced, and pupils work with a range of different materials and tools when making products. However, they have little opportunity to use clay or other modelling materials. Pupils work with fabrics, paper, plastics, card and wood. The subject is co-ordinated well and pupils' work is assessed after completing a project. It is unclear how this information is used to target future work to the needs of individual pupils. The subject is taught in half-term blocks, alternating with art. However, this is an unsatisfactory arrangement and pupils do not make enough progress because they forget techniques that have been learnt previously. Classrooms are a good size to teach the subject and the school has a range of adequate resources to support teaching and learning. These are stored in a separate cupboard, but are

disorganised. In its present state, it is not easy to find tools and equipment.

## **GEOGRAPHY**

- 106 At both key stages, geography is taught as part of a rolling topic programme. No geography was taught during the inspection and none had been taught during this academic year. Most judgements are therefore based on the work completed last year up to the end of Year 5 and before the new curriculum came in to force in September 2000.
- 107 In last year's work, at both key stages, all pupils, including those with special educational needs and those for whom English is an additional language, achieved appropriately for their ability and reached the standards expected for their age. This is similar to the judgement in the previous inspection. Year 1 pupils gained a secure understanding of geographical features and the environment close to the school and this helped them to identify some of the positive and negative features of living in a city. Year 2 pupils compared the locality of Newington Green with a locality on a Scottish island, through comparing their life with that of Katie Morag in the story. At Key Stage 2, pupils developed their skills in interpreting information from a range of geographical resources, such as maps, charts, graphs and photographs. They gained a secure understanding of climate and its effect on the environment, they compared St Lucia with Great Britain, and gained comprehensive knowledge of different types of maps in their study of India. They role-played the work of town planners when, after completing a survey of traffic in the local area, they devised a number of alternative plans to solve the traffic problems.
- 108 It is not possible to make any judgement about pupils' attitudes and behaviour or overall judgements about teaching and learning in geography. The scrutiny of work shows that teachers at both key stages have sound knowledge and understanding of the subject and realistic expectations of what pupils can achieve. As a result, pupils are making satisfactory progress in building up their skills, knowledge and understanding.
- 109 The curriculum is currently being revised, based on a national scheme. Past work has been well linked to the cultural backgrounds of pupils in the school, such as The Caribbean and India. This supports the aims of the school for all its pupils well. The school has maintained satisfactory progress in the development of the subject since the last inspection.

## **HISTORY**

- 110 At the end of both key stages, pupils' attainment is below that expected nationally and a little below that reported in the previous inspection. By the end of Year 2, pupils talk about the differences between old and new, as it affects their own lives and by looking at artefacts, such as toys. They do not have a good understanding of famous people, although they can recall some events in the past. Younger pupils have a very low understanding of historical facts but, because teaching encourages pupils to gain knowledge, this improves through the key stage. They have a limited understanding of chronology and change over a period of time.
- 111 Year 6 pupils have covered some areas within the new curricular guidelines. They talk about a small number of famous people and about some events. They have a better understanding of time than pupils early in the key stage, and realise that some events are characterised by the period within which they happened. In one Year 3 class, most pupils knew that the Greeks could not have travelled by car. However, there is a

significant number of pupils who do not have such a good grasp. One pupil talked about ancient Greek soldiers travelling by a slow plane. The range of experience of pupils is low. They have not seen many exhibitions or read about historical events. This is evident in discussions when pupils have difficulty and only recall facts they have learnt at school. Older pupils do not fully understand the specifics of history as a separate subject and are confused whether a study of settlers and invaders is history, religious education or geography. This is because the planning for these subjects relies on themes and topics and teachers do not plan to teach the specific skills within each subject or explain the differences to pupils.

- 112 Teaching in the small number of lessons seen during the inspection was satisfactory overall. Lessons followed the school's scheme of work, within the topic framework, closely and used a range of different techniques to develop knowledge. Good relationships are a strong feature within the lessons and pupils are managed well. They became fully engaged in the tasks they were given and showed good levels of interest. When asked to write, they settle quickly and recall much of what they have been told. Teachers do not make sufficient use of practical exercises to help pupils develop their knowledge and gain better understanding. Very few artefacts are used to help pupils develop historical skills. This is not highlighted as being important in the overall plan for the school. Consequently, pupils are expected to re-copy work they have already discussed rather than move their learning forward into more complex issues. Teachers are enthusiastic about what they are doing and this is reflected in the pupils' excitement about the work. In discussion, a number of pupils recalled what they have done over a period of time.
- 113 The co-ordinator has undertaken a good audit of the subject and has a list of appropriate developments that are intended. The innovative monitoring has included discussions with pupils, a thorough analysis of what is happening and of resources. This has highlighted a need to improve various artefacts within the school. The subject is taught in blocks of time over the year. Whilst this ensures coverage, it means that pupils sometimes do not study history for a long time. There is no use of links within geography, for instance, to keep the particular skills of history, such as local study or events, to ensure that knowledge is retained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 114 Attainment is in line with expectations at the end of Key Stage 1, an improvement over the previous inspection. It is below expectations at the end of Key Stage 2, as it was at the time of the last inspection. The school has recently put in place a strong curriculum, which is being taught well, through making excellent use of the new computer suite and the skills of the co-ordinator. As a result, standards are rising rapidly and pupils are making progress in learning new skills in using word processors and spreadsheets. Progress made by pupils with special educational needs and English as an additional language is also good, as they are often supported in these lessons by additional adults. The work involving control technology is still under-developed.
- 115 Pupils are beginning to use the mouse and keyboard confidently. In Year 1, pupils are learning to use the mouse to click and select words to match with parts of the body, such as knee or hands. By the end of Key Stage 1, pupils enter text, use a space bar, delete and shift key of a word processor competently. They use graphics programs to draw self-portraits, selecting different colours and paintbrushes effectively. This is in line with expectation for seven year olds. Progress continues through the school and older pupils in Year 4 copy, cut and paste text and pictures together and improve the presentation by using different fonts for headings. Other classes use ICT well to



support literacy skills in putting capital letters into sentences by using the shift key. Year 6 pupils use spreadsheets effectively to analyse some scientific data about their experiments with the force meters. As a result, they quickly create graphs which they analyse to see trends in the information. This work is very close to that expected nationally of pupils of eleven years old and use of these skills supports learning in many other subjects, such as English, mathematics, science, and art. However, work involving monitoring and control work is still in the early stages and does not support the design and technology curriculum sufficiently. Control work has not been covered in the planning and this has an adverse effect on the standards overall.

- 116 Teaching and learning are good and these have greatly improved since the last inspection. Teachers' knowledge of the curriculum is now good, they are very well supported by colleagues and by the co-ordinator. Planning for lessons is good at Key Stage 1 and very good and effective at Key Stage 2, where basic skills are taught particularly well. Pupils are well managed and use the computers in the new ICT suite sensibly. They behave well and concentrate for good lengths of time showing a great interest in the activities set them. They learn new skills as a result of good and very good teaching and, as a result, standards are beginning to rise. Teachers are starting to assess the standards pupils are achieving. They do not yet fully use this information to plan individual work for pupils.
- 117 The subject is very well co-ordinated and leadership in this subject is excellent. This quality of leadership, and drive to improve attainment, have resulted in standards improving at a very fast rate. Standards are not higher at the end of the Key Stage 2 because of low prior attainment and too little time has passed since putting the good curriculum into place. Computers in the classroom are not well utilised as teachers find the older software more difficult to manage. As a result, these resources are not used effectively. Resources are good, and those in the specialist room are well used and are having a positive impact on improving standards.

## MUSIC

- 118 Since the previous report, when music was considered unsatisfactory, significant steps have been taken to improve the provision in the school. Standards of achievement have improved. Attainment meets expectations at the end of both key stages in composing and appraising skills, and in listening and applying their knowledge and understanding. In performing skills, particularly singing, standards are often higher. Pupils make good progress overall and, in some lessons, in Key Stage 2, they make very good progress. The school has introduced the Qualifications and Curriculum Authority's national guidance as the basis of a scheme of work. All classes now have a music lesson each week, in addition to a weekly key stage singing session. This is an improvement from the last inspection when pupils in Year 6 had not had any music teaching for the whole year.
- 119 Teaching in Key Stage 1 is good and pupils make good progress. The teachers reinforce musical terminology well as most pupils listen carefully and follow instructions, although there are a few pupils who find it difficult to concentrate fully in the lesson. Year 1 pupils identify songs as the teacher claps. They go on to clapping the rhythm in familiar songs, taking turns to clap each line. They enjoy performing and are keen to record and hear themselves on tape. This helps them to improve their next performance. In Year 2, opportunities are given for children to experiment with different sounds on the instruments, in order to find out about tempo and dynamics. They follow

the teacher's conducting, work together well and make improvements to their work. In Key Stage 1, when singing in the hall, the excellent teaching and tremendous enthusiasm help pupils make very good progress. Pupils with special educational needs and English as an additional language make equally good progress because the songs are often repetitious and rhyme, which enables all children to build up a repertoire of songs.

- 120 Teaching at Key Stage 2 is never less than good and mostly very good or excellent. Very high expectations and effective behaviour management are features in these lessons; this helps pupils make at least good progress in lessons both in the hall and the music room. In Year 3, music is linked to art and mathematics when pupils learn about repeating patterns. They have very good opportunities to appraise various pieces of music, by listening carefully they pick out the rhythmic patterns. The teacher's excellent use of musical vocabulary and enthusiasm inspires the pupils to do their very best. Pupils in Year 4 have successfully learnt several singing, clapping and dancing songs. They perform these with confidence working well within groups. Year 5 pupils maintain the tune of 'Kookaburra' on chime bars, while a pupil conducts singing the song in two parts. The teacher gives them good opportunities to improve and then evaluate their performance, which they do well, this evidently pleases the pupils. Year 6 pupils successfully compose music to accompany the text from the witches' speech from 'Macbeth', this is a very good link with literacy. The teacher very successfully sets the scene, this helps pupils play instruments reflecting the mood of the speech. He intervenes very well to assess progress which helps pupils improve their work. Pupils work hard and co-operate as a team because the teacher has good behaviour management strategies to ensure they remain focused on their task.
- 121 Monitoring by the co-ordinator is very good, she assesses planning and observes lessons. Recordings of individual children and group musical achievements are kept as evidence. A sound system of assessment has recently been put into place. The co-ordinator is enthusiastic and has a good knowledge of the strengths and areas to develop in the subject. Linked to the school's aims of equality of opportunity and valuing different cultures, the contribution of music to the pupils' development in spiritual, moral, social and cultural aspects is very good. Pupils have further opportunities to play a variety of instruments in a range of lunch-time and after school clubs. The school gives pupils very good opportunities to perform both within school and in the local community. Recently the school took part in the Stoke Newington festival and wrote and recorded a song which was included on the CD of the event. Very good links have been established with parents when their skills and talents are used to enhance the popular 'International Evening'.

## **PHYSICAL EDUCATION**

- 122 The previous inspection indicated that pupils' attainment was average and that pupils made satisfactory or good progress. Teaching was satisfactory overall, with examples of good teaching, especially in Key Stage 2. Standards have improved, especially by the end of Key Stage 2 where they are above average, and the school provides a broad and varied curriculum, including swimming from Year 3. During the inspection, much of the work observed related to dance in Key Stage 1 and games or swimming in Key Stage 2.
- 123 Pupils in Years 1 and 2 are developing a range of dance movements. They often interpret music well when teachers ensure that there are opportunities to listen before commencing movements. They show good interpretation of the slow movement of elephants or graceful flight of swans. About half the pupils, however, find it difficult to

match their movements to the tempo of the music. At times, achievement and learning are adversely affected by some pupils' lack of attention and the need for the teacher to concentrate on their behaviour. Year 2 pupils show satisfactory control when twisting, turning and balancing.

- 124 A wide range of games is taught, often by specialist coaches from outside the school. The high level of expertise shown by these instructors has a very positive impact on pupils' development of skills, such as passing, catching and moving. Pupils in Year 3 throw and catch a ball with increasing skill, but find it difficult to explain clearly the effects of exercise on their bodies. In Year 4, pupils show an increasing accuracy when volleying a ball over the net in tennis. They were well taught about how to strike the ball to get the required speed and accuracy. In Year 5, pupils catch, field and throw a ball during 'Kwik Cricket' with improving accuracy. Very good or excellent teaching led to significant progress and high standards in both football and netball skills. In the netball lesson, pupils benefited from the very clear team teaching of the class teacher and classroom assistant, both of whom had considerable knowledge of netball. The rules were explained quickly and pupils soon realised the requirement of not moving one foot having received a pass. At the end of a session involving excellent teaching, pupils in Years 4 and 5 showed greatly improved swimming skills, in relation to both the range and style of their strokes. Most pupils in Year 5 can already swim at least 25 metres. A feature of much of the teaching in Key Stage 2 is the consistent attention given to assessing pupils' performances, and stepping in to ensure improvement. Instructions are clear and pupils are active and involved in the wide range of activities. As a result, pupils' learning is good.
- 125 Pupils enjoy physical education. The vast majority have good attitudes and display good behaviour during lessons. Occasional exceptions occur, for instance in Year 1 dance and Year 4 tennis when too many pupils did not listen closely enough to instructions, and this resulted in some wasted time. Pupils are keen and most listen carefully to the teacher, instructor or the taped music. The quality of teaching is good overall, and much in Key Stage 2 is very good or excellent. The standard has improved since the last inspection. In the best lessons, where teachers and instructors have good subject expertise, they take time to teach particular skills, especially in swimming and games. As a result pupils' learning and performance are enhanced. One area of teaching which is not developed sufficiently is providing regular opportunities for pupils to evaluate their own work and that of others. This would also help physical education make a greater contribution to developing pupils' speaking and listening skills than at present. Teachers emphasise the importance of health and safety during lessons, although on too many occasions this does not extend to ensuring pupils remove, or have taped, ear rings that are being worn.
- 126 The deputy headteacher, who is acting as temporary co-ordinator, leads the subject well. The school wishes to make sport and physical education areas of excellence, and significant progress is evident. The school is identifying pupils with particular skills and aims to allow these to develop rapidly. The use of a wide range of extra-curricular clubs is seen as essential to this process. This is successful and many pupils attend the clubs, such as tennis and dance, which the school provides. The school sees this as an important element in promoting pupils' personal development and providing them with the skills to make a positive contribution to society. All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils develop skills across all relevant areas of physical education. New lesson planning has been provided. This is to help teachers who are less confident in physical education and to ensure all children receive an appropriate curriculum. As reported previously, assessment in swimming is very well organised; other areas of physical

education are now being assessed more systematically. The co-ordinator monitors planning and teaching effectively. The subject makes a very good contribution to pupils' personal development, and there are plans to enhance cultural development, in particular, by the introduction of many different forms of dance.

## **RELIGIOUS EDUCATION**

- 127 Very good improvement has been made to the provision since the last inspection. As a result, by the time they leave the school the majority of pupils, including those with special educational needs and those for whom English is an additional language, reach standards above those set out in the locally agreed syllabus. In addition, the subject gives excellent support to pupils' spiritual, moral, social and cultural development and is very effective in helping the school to achieve its aims for all its pupils.
- 128 From a below average base, all Key Stage 1 pupils make good progress to achieve well for their abilities. By the end of the key stage, their skills, knowledge and understanding of Christianity and other faiths reach the standards in the locally agreed syllabus. Year 1 pupils enjoy comparing the festivals of light in Christianity, Hinduism and Judaism. They gain a sound understanding of the significance of light as a symbol when they draw pictures of their best friend or 'Mum' as 'The Light of My Life'. Year 2 pupils build on this knowledge. For example, through a visit to the local church and role-play, they begin to understand the significance of Christian baptism.
- 129 The skills and understanding gained in Key Stage 1 give pupils a good platform on which to build their skills and knowledge at Key Stage 2. By the time they leave the school, the majority of pupils achieve very well for their abilities and have a knowledge and understanding beyond that expected. In addition, due to the very good links made to promote pupils' personal development, they become skilled at looking at religion in terms of their own lives and experiences and those of other pupils in the school. This gives excellent support to helping the school prevent bullying and oppressive behaviour and promote racial and religious tolerance. It is a significant factor in the high degree of success that the school enjoys in social inclusion. A very good Year 4 lesson on Islam, jointly led by the deputy headteacher and a teacher of pupils for whom English is an additional language, resulted in a good discussion on how belief affects the lives of Muslims and, in particular, how prayer or fasting affects their everyday lives. In learning about Sikhism, the study of the Mool Mantar resulted in Year 5 pupils gaining an understanding of the nature of deity above that expected for Key Stage 2 pupils. There is a good emphasis on how worship and celebration become an integral part of the lives of believers and this helps pupils' understanding of different religions. It also assists pupils to focus clearly on their own response to belief and tradition. A good example of this was seen in the Year 6 lessons on Judaism, particularly through the influence of Shabbat. Pupils are good at identifying the common features of different religions. This aspect was used very well in a Year 6 lesson on religious rules. It resulted in pupils reaching standards above those expected when they related their own rules to rules from Hinduism, Judaism and Sikhism.
- 130 Pupils' attitudes are good. They behave well, listening carefully to their teachers and also to pupils from different faith communities who contribute well to their understanding. The promotion of respect for others and their beliefs greatly supports pupils' personal development.
- 131 Teaching is good at Key Stage 1 and very good at Key Stage 2. All teachers have a good knowledge of the subject and teach confidently, explaining things well and this helps pupils to learn new concepts easily, including those which are difficult to

understand. Key Stage 2 teachers are particularly skilled at this aspect. This means that pupils gain a good understanding, such as of the nature of God in the monotheistic religions and how Hinduism differs from this. Pupils are always well managed, but this is particularly good at Key Stage 2 and results in very high level discussions taking place with pupils, where they listen carefully and are very eager to talk about their own beliefs. These good features, together with the high expectations teachers have of what pupils can understand, result in good learning taking place at Key Stage 1 and very good learning at Key Stage 2.

- 132 Good thought has been given to using the local education authority curriculum to support the specific needs of pupils in the school. Learning experiences are comprehensive and interesting, motivating pupils well. A very good programme of visits and visitors significantly supports their learning. As they move through the school, pupils visit the local church, mosque and Buddhist centre. Both the staff and Governing Body support developments in the subject very well. The curriculum co-ordinator and link governor work very well together to monitor provision and promote improvement.