

INSPECTION REPORT

LORDSHIP LANE PRIMARY SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 131595

Headteacher: Mrs C Durrant

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 11-14 February 2002

Inspection number: 242875

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

© Crown copyright 2002

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:	3-11
Gender of pupils:	Mixed
School address:	Ellenborough Road Wood Green London
Postcode:	N22 5PS
Telephone number:	020 8888 6541
Fax number:	020 8889 6567
Appropriate authority:	The governing body
Name of chair of governors:	Ms M Jones
Date of previous inspection:	None since amalgamation

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21552	B McAlpine	Registered inspector	Information and communication technology Special educational needs English as an additional language	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught? How well is the school led and managed?
9619	B Miller	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing and accommodation Finance
17686	G Simpson	Team inspector	English Art and design Equal opportunities	
11419	J Underwood	Team inspector	Foundation Stage Music Religious education	
30506	R Bowers	Team inspector	Physical education Design and technology	Aspects of leadership and management. Monitoring of pupils' attainment and progress (assessment)
30000	J Tresadern	Team inspector	Science Geography	Provision for spiritual, moral, social, and cultural development
27292	J Calvert	Team inspector	Mathematics History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PBM Inspection Services Limited
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is one of the largest of its type in the country. It was formed three and a half years ago from the amalgamation of separate infant and junior schools occupying the same Victorian building. The number attending the school has increased slightly since amalgamation. At present there are 586 full-time pupils organised into 21 classes, three in each year group. For part of each week, the pupils in Years 4, 5 and 6 are taught English and mathematics in sets, each set containing pupils of similar attainment. A further 92 part-time pupils attend one of 4 nursery classes. The immediate locality has relatively high levels of social and economic disadvantage, which have increased sharply over the past four years. More than half the pupils are eligible for a free school meal; this is greater than most schools and has increased by 10 per cent since amalgamation. The pupils come from a very wide range of minority ethnic groups. About one in six are from white United Kingdom families. The largest minority ethnic group, about a quarter of the pupils, is Turkish. One in five are from black African families and one in seven from black Caribbean. Other groups include white European, Indian, Bangladeshi, Pakistani, and Chinese. About one pupil in six is from a refugee or asylum seeker background, mostly from Somalia. Eight pupils are from Traveller families. Three-quarters of the pupils speak English as an additional language, a proportion that is very high and has increased by 20 per cent since amalgamation. The most frequent first languages are Turkish, Somali, Portuguese, and Albanian. About a quarter of the pupils are in the early stages of English acquisition. One in seven of the pupils joined the school in the past year at other than the usual time; one in eleven left. Few schools have a level of pupil mobility as high as this. The proportion of pupils with special educational needs, 26 per cent, is above average; the proportion with a statement of special educational needs is average. Most of these pupils have difficulty with literacy. A few find learning difficult in most subjects. A small number have behavioural difficulties, speech and language problems, hearing impairment, or physical difficulties. Baseline assessments show that the proportion of pupils with typical or better attainment for their age on entry to the reception year is well below average and has fallen significantly over the past four years because of changes within the community. The headteacher has been in post one term.

HOW GOOD THE SCHOOL IS

The senior management, teachers and governors have worked hard to improve the school since amalgamation. They have effectively raised standards that were very low four years ago to a level that now compares well with schools with pupils from similar backgrounds. The teaching is typical in quality to the majority of schools, particularly in English, mathematics and science, and the overall achievement of pupils in these subjects is satisfactory. The newly appointed headteacher is firmly steering the educational direction of the school. Although the cost of educating a pupil is relatively high, educational value for money is satisfactory.

What the school does well

- Improvement in mathematics in the juniors has been excellent and standards in this subject among eleven-year-olds, which were very poor three years ago, are now above average.
- Improvement in English and science in the juniors has been good and, although there is need for further improvement, standards in these subjects among eleven-year-old pupils are now better than schools with pupils from similar backgrounds.
- The pupils have very good attitudes and the overall standard of behaviour is above average.
- The provision for moral, social and cultural development is better than in most schools.

What could be improved

- Standards in reading and writing throughout the school, and standards in mathematics and science in the infants.
- Standards in information and communication technology throughout the school and in design and technology in the juniors.
- The provision in the Foundation Stage for learning through physical activity outdoors.
- The provision in class lessons for pupils with English as an additional language and those with special educational needs.
- The monitoring, evaluation, and development of teaching, especially in the non-core subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection since it was formed in September 1998 from the amalgamation of an infant and a junior school that previously occupied the site. The governors have requested that the previous inspections of the infant and junior schools be taken into account so that improvement can be measured. The infant school was inspected in September 1997, the junior school in November 1997. The inspection of the infant school was successful but the junior school needed special measures because of poor standards, teaching, and management. Following the inspection, HMI visited the junior school in May 1998 and found signs of improvement. Senior management and the governing body have responded very positively to each of the key issues for action and improvement since 1997 has been good. Standards attained by the eleven-year-olds in

English, mathematics and science, the attitudes and behaviour of pupils, the quality of teaching, and the effectiveness of management have improved significantly and are now broadly comparable to, in some instances better than, most schools. Improvements in the infants, the Foundation Stage, and in some of the non-core subjects have occurred but these are less extensive.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	E	B
mathematics	B	D	C	A
science	D	D	C	A

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

Although not showing clearly in the table, standards in English have improved and more than twice as many eleven-year-olds attained the expected national level in 2001 than did so at the junior school in 1997. Too few eleven-year-olds, however, exceeded national expectations in 2001 in English and this is why the overall result is well below average. In mathematics, virtually three times as many eleven-year-olds attained the expected level in 2001 compared to four years ago, with a typical proportion now exceeding expectations; current standards are even higher and improvement in mathematics has been excellent. Improvement in science has been very good; the proportion of eleven-year-olds exceeding expectations was close to average. The results in 2001 for the seven-year-olds in reading, writing, and mathematics were well below average, but typical of schools with pupils from similar backgrounds.

The standard of current work at the age of eleven has improved on the standards in 2001. The eleven-year-olds are on course to attain above average results in mathematics and average results in science in 2002. In English, the eleven-year-olds are on target to improve on 2001 but the results are still likely to be below average because not enough pupils exceed expectations. At the age of seven, the standard of current work in reading, writing, and mathematics is below average, with only a slight improvement on the previous year; standards in science are well below average and lower than in 2001. The standard of current work in art and design, geography, history, physical education, and religious education is broadly average throughout the school; this is an improvement in geography but there has been no improvement in the other subjects. Standards in information and communication technology are below average but rising quickly and better than the poor standards found four years ago. Standards in design and technology are average at the age of seven but below average at the age of eleven and show insufficient improvement. Standards in music are satisfactory at the age of seven, which is the same as the previous inspection. The evidence of current work in music is limited in the juniors but is sufficient to show good improvement in the quality of singing. In the Foundation Stage, standards are average in personal, social and emotional development, and in creative development, but are below average in each of the other nationally agreed areas of learning.

The achievement of the pupils in the Foundation Stage and in the infants is typical of other schools but is insufficient for them to catch up on national expectations. Achievement in the juniors is satisfactory in English and science, and good in mathematics, and the substantial majority of pupils attain the expected national level by the age of eleven. The achievement of pupils with English as their first language is satisfactory in English but not as many attain expectations at the age of eleven as do so on average nationally; their achievement in mathematics is good. The achievement of pupils with English as an additional language is not always as good as it should be in the infants. In the juniors, bilingual pupils at the early stages of English acquisition achieve well but those at the more advanced stages are underachieving in reading and writing and not enough of them exceed national expectations by the age of eleven. The 2001 targets were exceeded by 11 percentage points in mathematics but missed by two percentage points in English. The 2002 target for English has satisfactory challenge but the 2002 target for mathematics was exceeded in 2001 and is now not very ambitious.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Nearly all pupils like the school and work hard. They are, in the main, very attentive in lessons and eager to learn.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well at all times. There are very few disaffected pupils and the teachers and support staff manage well the few who are.
Personal development and relationships	Good. Pupils show appropriate initiative and personal responsibility and very good respect for the feelings, values and beliefs of others. Relationships between pupils and teachers are generally good. Relationships between pupils are good and generally better than those found in the majority of schools.
Attendance	Well below average. Nearly all of the pupils attend regularly and arrive at school on time but the attendance and punctuality of a small minority is poor.

Pupils and parents report very little bullying. This is one reason why the pupils like the school; no bullying, racist or sexist behaviour was seen. The behaviour of pupils has improved very considerably since the previous inspection of the junior school, reflecting the effective systems introduced to manage behaviour in classrooms and at playtime and the improved relationships within the school. The school is acting effectively to improve punctuality and attendance.

TEACHING AND LEARNING

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

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

The overall quality of teaching is now close to the typical picture nationally and significantly better than at the time of both previous inspections. The teaching of English and mathematics is generally consistently good throughout the school and these subjects show greatest improvement in teaching quality. Phonics and other basic skills are, in the main, effectively taught because of the satisfactory implementation of the National Literacy and Numeracy Strategies and the effectiveness of specialist withdrawal teaching. A few of the teachers are newly trained, or were trained abroad, and need further support to help them extend their knowledge of the literacy and numeracy Frameworks and the recommended teaching methods. The introduction of systems to group pupils into teaching sets based on their attainment in English and mathematics is effective. The teaching in other subjects is not as consistent as it should be, reflecting wide variations in teachers' subject knowledge and expertise, together with variations in planning quality, which are leading to work that is not always well matched to the learning needs of low and high attaining pupils. The teaching is not consistently meeting the needs of bilingual pupils in the Foundation Stage, or in the infants, or of bilingual pupils at the more advanced stages of English acquisition in the juniors, and this is why standards in reading and writing are lower than they should be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory but with aspects for improvement. All National Curriculum subjects and religious education are taught. Nationally prepared schemes and units of work are used to guide the teaching. The broad planning for which units should be taught, and when, is implemented satisfactorily. However, planning the progression of skills is not as detailed as it should be and so the curriculum is not always relevant to learning needs.
Provision for pupils with special educational needs	Rapidly improving but still not as effective as it should be in lessons in non-core subjects. The identification systems are becoming rigorous. New, good quality, arrangements have been established to monitor and evaluate progress. Withdrawal and small group teaching is effective in English, mathematics, and science but work for pupils with special needs is very variable in quality in the other subjects.
Provision for pupils with English as an additional language	Improving quickly but is not yet as consistent as it should be. Pupils at the earliest stages of English acquisition are well supported by the specialist teachers. The provision in class lessons is inconsistent and not meeting the needs of those bilingual pupils in the advanced stages of English acquisition. In the infants and in the Foundation Stage, the provision in class lessons is insufficient in quantity, quality and range to meet the needs of bilingual pupils.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Satisfactory provision is made for spiritual development; good provision for moral development; very good provision for social development; good provision for cultural development.
How well the school cares for its pupils	Satisfactory. The systems for child protection are appropriate. Procedures for monitoring personal development are satisfactory and those for improving attendance are good. The procedures for assessing attainment and progress are satisfactory but the use of information to guide curricular planning needs to improve further.

The provision for pupils with statements of special educational needs is satisfactory and statutory requirements are met. The provision for pupils with English as an additional language has developed quickly under the leadership of the headteacher and the newly appointed coordinator but still has inconsistencies. The provision in the infants now has a specialist teacher but the number of pupils needing support is large and the provision is barely adequate. The school is working hard to improve the partnership with parents, which is currently less effective than in the majority of other schools, mainly reflecting the extensive need to improve communication with parents who speak a first language other than English.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The work of governors, senior management, and all those with management responsibility is satisfactory overall. The leadership of the headteacher is good and she is firmly steering the educational direction of the school. Her deputy and the assistant headteacher ably support her. The roles of subject managers are appropriately defined but some of these managers need time and support to become effective.
How well the governors fulfil their responsibilities	Good. They have helped to guide the improvements to the school and have good oversight of standards.
The school's evaluation of its performance	Has not developed as quickly as it should. The arrangements to monitor, evaluate, and develop teaching currently lack rigour.
The strategic use of resources	Satisfactory. The budget is well managed and focused on supporting school developments. Best value principles are applied to purchases and are beginning to be applied when evaluating the effectiveness of developments.

The school has an adequate number of teachers, nearly all of whom are experienced and appropriately trained but the demands of the curriculum are not being consistently met by every teacher. A few teachers are from overseas and need further training to increase their knowledge of the National Curriculum. There are too few support staff. Some support staff have skills and experience that are not very well matched to the pupils' needs. The accommodation is satisfactory in the main, with good specialist rooms including three halls, a computer suite, and a self-contained library. Outdoors, the playground is of adequate size but there is no playing field and no outdoor provision for reception pupils. Resources are satisfactory except for design and technology, music, three-dimensional resources for art and design, religious education, and in the Foundation Stage for physical activity outdoors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Pupils are making good progress. • The school is well led and managed. 	<ul style="list-style-type: none"> • The arrangements for homework. • Working closely with parents. • The range of extra-curricular activities.

Inspectors agree with the positive aspects that please the parents the most. The inspectors do not fully agree with parents about homework because the arrangements are satisfactory and typical of most schools. The school has the same arrangements to work with parents as most other schools but the arrangements are less effective because communications are not always translated into languages other than English. The concern parents have with homework centre mainly on information provided by the school being in English when they would prefer some being translated into first languages. The inspectors found that governors and senior management are aware of parents' concerns and are working to improve communications with them, including translation into other languages, but face practical difficulties that are often outside their control. The inspectors do not agree with parents about the range of extra-curricular activities, which is broad and much better than in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school is doing well in all of the core subjects when compared to similar schools. The standard of current work among eleven-year-olds, the oldest at the school, is above the national average in mathematics, average in science, though below average overall in English. Almost 90 per cent of the pupils in Year 6 are on course to attain or exceed the expected national level in mathematics by the end of the school year and this is much higher than the current national average; about a quarter are likely to exceed expectations. In science, about 80 per cent are on course to attain or exceed expectations, including a quarter who are likely to exceed expectations. In English, about 70 per cent are likely to attain national expectations but few are on course to exceed them. Standards are higher in reading than in writing but the difference is not as great as is typically found. In all of the core subjects, standards at the age of eleven have improved since the previous inspection of the junior school. In mathematics, the improvement is very good, having risen from well below average to above average. In science, the improvement is good, with standards rising from poor to average. In English, although standards need to rise further, the improvement is satisfactory because standards were very low at the previous inspection and the pace of improvement has been faster than the national rate.
2. The standard of eleven-year-olds' work in art and design, geography, history, physical education, and religious education is broadly average. Standards in geography have risen over the past four years but there has been no measurable improvement in art and design, history, physical education or religious education. Although standards in information and communication technology are below average, this is an improvement on the poor standards found four years ago. Standards in this subject are rising quickly since the building of a computer suite and the adoption of whole-class teaching methods. Standards in design and technology are below average at the age of eleven and the lack of improvement is unsatisfactory. The evidence of current work in music in the juniors is limited but is sufficient to show good improvement in the quality of singing.
3. At the age of seven, the standard of current work in reading, writing, and mathematics is below average, with only a slight improvement on 2001. In science, standards at the age of seven are well below average and slightly lower than in 2001. Standards in these subjects are not as high when compared to the national picture as they were at the time of the previous inspection of the infant school. There has been improvement but the pace has not been as quick as the national pace and the infants have lost ground. Standards at the age of seven are broadly average in art and design, design and technology, geography, history, music, physical education, and religious education; this is the same picture as the previous inspection. Standards in information and communication technology are below average and lower than they were four years ago.
4. In the Foundation Stage, standards in the Reception Year, are average in personal, social and emotional development, and in creative development, but are below average in each of the other nationally agreed areas of learning. In the Nursery, although there are individual exceptions, the overall standard is well below average in all of the nationally agreed areas of learning. Most pupils entering the nursery speak a range of first languages but often have very little English, making it difficult for them to communicate what they know and to extend their knowledge quickly when instruction is in English. Progress is generally good in the Nursery in each of the areas of learning except communication, language, and literacy, where insufficient bilingual support is slowing the progress of many pupils. Attainment on entry to the nursery is very low in the early skills of literacy and numeracy using English.
5. Test results at the age of eleven have improved considerably since the previous inspection of the juniors. In 2001, two-thirds of the eleven-year-olds attained the expected national level in English. Although well below the national average, it was twice the proportion in 1997. More than four-fifths of the eleven-year-olds in mathematics and nine-tenths in science attained or exceeded expectations in 2001. In both subjects, the proportions attaining or exceeding expectations in 2001 were almost three times the proportions in 1997. The proportions of pupils exceeding expectations in mathematics and science were about the same as most schools. Eleven-year-olds are doing well in all core subjects when compared to similar schools but need to improve in English to match the national average. Test results at the age of seven have increased each year but not by as much as results have improved nationally.
6. In the 2001 tests, the eleven-year-old girls did not do as well as girls nationally in English, being on average almost a year behind; the typical boy was about six months behind. In mathematics, boys and girls were a few months ahead of their national counterparts. In science, boys were a few months ahead but the girls lagged behind. The picture of girls underachieving in English compared to girls nationally is replicated in the results for seven-year-olds. Senior management is aware of the underachievement of girls, particularly in reading, but has not yet analysed the data sufficiently to identify which particular groups of girls are underachieving, or why, nor has it implemented a coherent strategy to remedy the situation.

7. Indian, Pakistani, dual heritage, Chinese, and Bangladeshi eleven-year-olds did particularly well in the 2001 tests, with all of them attaining the expected national level in English, mathematics and science. There were no significant differences in attainment in English between the white United Kingdom, black Caribbean, black African, white European, Somali, or Greek Cypriot pupils, with approximately two-thirds in each group attaining the expected national level. The proportion of pupils with English as their first language, mainly white United Kingdom and black Caribbean, who attained the expected national level in English was not as large as the average nationally. The overall standards in English among Turkish and Kurdish eleven-year-olds were well below average, with only about a third attaining the expected level. Most groups apart from a small number of Turkish pupils attained close to average or better standards in mathematics and science. The picture of variations in performance of the different minority ethnic groups in the infants is broadly similar to that in the juniors.
8. The two factors that influence most the variations in attainment between the ethnic minority groups are the length of time the pupils have been at the school and the stage they have reached in English language acquisition. In 2001, fewer than half the eleven-year-olds who had been at the school less than two years attained the expected national level in English; they did much better in mathematics and science. Only one out of the 14 pupils who were at the earliest stages of acquiring English as an additional language attained national expectations; nearly all of them did much better in mathematics and science. The seven-year-old Turkish and Kurdish pupils generally do less well than the others in reading and writing because they are often the newest entrants and at the earliest stages of English language acquisition.
9. In Year 6, most pupils are independent readers but few of them can read material of adult difficulty. Nearly all of them can use phonic skills to approximate the pronunciation of unfamiliar words but more than the usual number struggle with comprehension. In Year 2, many pupils are reasonably well launched into reading but limited comprehension is the reason why so few exceed expectations and why so many still need adult support when reading. There is a strong interest in reading and a large number of pupils use public libraries, which is good. In writing, Year 6 pupils are mostly able to sustain their writing at length, use a mix of complex and simple sentences, and meet the required standard with spelling and punctuation. Year 2 pupils mostly write at a simple sentence level, although their ideas are generally logically related. In mathematics, the pupils in Year 6 are very agile mentally when they handle numbers. They have a well-developed knowledge of the four operations, and a satisfactory knowledge of shape, space, and measures. In Year 2, the pupils are reasonably competent with addition and subtraction to the level expected but few are confident handling large numbers. Year 6 pupils have a broad and satisfactory knowledge of scientific enquiry; life processes and living things; materials and their properties; and physical processes. Pupils in Year 2 have a basic knowledge of these things but the overuse of worksheets in the infants is reducing the pupils' ability to work independently and slowing their progress in investigative science.
10. In art and design, standards have been maintained since the previous inspection. All pupils make steady progress and the quality of current work is often good, with pupils in Year 2 and Year 6 showing appropriate accuracy, control, and knowledge of basic techniques for their age. In design and technology, standards have not improved because the teachers' subject expertise is very limited, especially in the juniors, the curriculum does not specify progression in skills, and not enough time is given to the subject. In the infants, although design work is somewhat limited, the pupils have acquired satisfactory making and joining skills. The scope of design and making work in the juniors is narrow; pupils cannot evaluate effectively and pay insufficient attention to the quality of the finished product. In geography, pupils are acquiring a satisfactory knowledge of places in the United Kingdom, Europe, and around the world and can compare and contrast these with the immediate locality. In history, pupils are acquiring a secure understanding of chronology and of people and events in the periods studied but are not extending their skills of historical enquiry as much as they should. In information and communication technology, the new computer suite is enabling pupils to learn quickly how to access the Internet and extend their skills of word processing. The new computer suite, however, has not been in use long enough to have a major impact on the pupils' knowledge and there are significant gaps, especially in knowledge of spreadsheets, databases, and control technology. In music, pupils are able to sing at the expected level, with younger pupils on course to exceed expectations. Other aspects of musical knowledge are underdeveloped, reflecting inconsistencies in the provision. In physical education, levels of agility, dexterity, and coordination are typical and pupils are acquiring a satisfactory knowledge of tactics in games; standards in swimming, however, are below average. In religious education, pupils are acquiring a satisfactory knowledge of Christianity and other major world religions.
11. The achievement of those eleven-year-olds who had been at the school throughout their junior years was good in 2001. Nearly nine in ten of them increased their attainment by the expected amount between the ages of seven and eleven in English, mathematics, and science. Those who did not make the expected progress were mainly bilingual pupils. The achievement of pupils who enter the school after the age of seven, about two-fifths of the eleven-year-olds tested in 2001, is generally not as good as the other pupils. Many of them join the school with little proficiency in English. They quickly acquire basic fluency in English because the specialist teaching they receive when withdrawn from their main classes is very good. However, they do not always extend their understanding of other subjects at the same pace because their particular language needs are not recognised as much as they should be by the teachers in their main classes nor is there sufficient joint planning between the specialists and the main class teachers. The specific needs of

pupils at the more advanced stages of learning English as an additional language are also not met as much as they should be in main classes and this is one of the reasons why fewer pupils exceed expectations compared to other schools. The underachievement of some of the more able pupils is lessening slightly with the introduction of teaching pupils in attainment sets. The main picture that emerges from the 2001 tests at the age of eleven, and comparisons with their attainment when aged seven, is one of success at meeting the needs of average and low attaining pupils. There is less success, however, in meeting the needs of older new entrants and the more able bilingual pupils.

12. Not all of the pupils with special educational needs have made the progress that they should. The new coordinator for special educational needs is aware of this and working effectively to improve the provision. The picture is complex because the new coordinator has very recently introduced rigorous systems that embody much good practice but these have not had time fully to influence pupils' progress in the long-term. Nearly all of the pupils with special educational needs face difficulties with literacy and are a year or more behind expectations. Many of them now receive extra support, and targeted support, through additional literacy programmes and because of the effective arrangements to teach pupils in attainment sets in Years 4, 5, and 6. This targeted provision is effective but does not meet all learning needs. Setting is not organised in every year group, for example, and not enough support is provided when pupils are taught in main classes, especially in subjects other than English. Pupils with statements of special educational need generally make satisfactory progress in relation to their difficulties, especially in English and mathematics, but their work in non-core subjects is very narrow in scope, undemanding, and often unfinished.
13. Pupils with English as an additional language do well in mathematics and science, including those at the early stages of English language acquisition. The teaching is particularly effective in mathematics and potential barriers from English as an additional language are largely overcome. This is not the case with reading and writing. A major reason for standards in English lagging behind those in mathematics and science is the large number of pupils in the early stages of English language acquisition. It generally takes between five and seven years for second language learners to become fluent in English and those who have recently arrived in Britain and joined the school in the juniors have not yet had enough time to catch up with expectations in reading and writing. They are learning quickly but need one or two more years. Another reason is that not enough is done in reading and writing to extend beyond a basic level the skills of those second language learners who are at the more advanced stages of English language acquisition; this should be remedied. Bilingual pupils achieve less well in the infants than they do in the juniors because the specialist support for pupils with English as an additional language has been inadequate in this age group until very recently.
14. The school has implemented an effective policy for gifted and talented pupils. About four per cent of the pupils are on the gifted and talented register. They are benefiting from the setting arrangements and from special activities for them that are organised at midday. These pupils are making good progress.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to their learning are very good and in the case of the junior part of the school this is a significant improvement on the previous inspection. They enjoy school and are eager to learn. Pupils in Years 1 and 2 responded enthusiastically to learning about their local environment and personal social and health education and were eager to ask questions. In class pupils settle quickly to work. They listen well to each other and to adults and are always willing to answer questions and discuss their ideas. Pupils show good levels of concentration; Year 2 pupils were completely engrossed in their work when making print patterns with paint. Good co-operative working was seen as Years 3 and 5 pupils sang together in a music lesson. Pupils in Years 3 and 4 often work independently in mathematics and science lessons and use the information and communication technology suite regularly to find information to help them to research subjects, for example art and design.
16. Behaviour in and around the school is good and in the case of the junior pupils this is a significant improvement since the previous inspection. High standards are set and pupils respond well. There were two exclusions from school in the last academic year and none so far in this current year. Children play and work well together, sharing equipment and there is little evidence of bullying or inappropriate behaviour. Pupils are polite and friendly to each other, staff and visitors. There is no damage or litter around the school buildings and pupils use resources with care.
17. Relationships amongst pupils and between staff and pupils are consistently of a high order and the school is a very harmonious community. This has a good impact on standards achieved. Pupils are encouraged to reflect on their own values and beliefs and in religious education lessons they are beginning to respect the values and beliefs of others. Pupils in Year 4, for example are studying Sikhism and beginning to understand this as a religion. Personal development is good. Pupils learn quickly to adjust to the school routines and are soon settled into the school community. They respond well to opportunities for them to use initiative. Many are confident, independent learners. Pupils exercise responsibility in class as they prepare for lessons and perform duties sensibly such as acting as class monitors for clearing away after lessons.
18. Attendance at around 90 per cent remains unsatisfactory, as it was at the last inspection. There is a very high level of

unauthorised absence and this is mainly due to a relatively small number of pupils in Years 4 to 6. Family holidays taken during term time account for some of the authorised absence. All of these absences affect the attainment and progress being made by the pupils concerned. Around 8 per cent of all pupils are persistently late for school and this interrupts the start of the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The teaching is satisfactory and has improved significantly since the previous inspections of both the infant and the junior schools; 92 per cent is satisfactory or better, including 52 per cent that is good or better. The amount of very good teaching, 17 per cent, is similar to most schools. So too is the amount that is satisfactory or better, but the amount that is good or better is slightly less than is typically found. Overall, the differences from the national picture are not significant. The teaching is particularly good in Years 1, 5, and 6. In Year 6, the teaching is very good overall. Eight per cent of the teaching in the school as a whole is unsatisfactory or poor, with some of this in the Reception Year and Year 2 but mainly in Years 3 and 4. The school has concentrated most on improving the quality of teaching in English and mathematics and has been very successful. Teaching in other subjects is variable, reflecting inconsistencies in teachers' subject knowledge and expertise.
20. The quality of teaching in English is good overall but not entirely consistent in quality throughout the school. In English, nearly all of the teaching is satisfactory or better, three-quarters is good or better, and more than a quarter is very good and this compares very well with the typical national picture. The best teaching is in Years 1, 2, 5, and 6. Elsewhere, the work is not always well matched to learning needs and lacks rigour. The teaching in mathematics is good, and is particularly strong in Years 5 and 6; 86 per cent is satisfactory or better, including half that is good or better and a quarter that is very good. Most teachers effectively teach phonics and other basic skills. The National Literacy and Numeracy Strategies have been effectively implemented, although a small number of teachers from overseas do not have as broad a knowledge as they should of the Frameworks for the strategies. In science, teaching is satisfactory, with particularly effective teaching in Years 5 and 6. There are, however, inconsistencies in science teaching reflecting inconsistencies in subject expertise. The small amount of teaching seen in music was very good. The teaching is good in art and design, and in information and communication technology, and satisfactory in geography, physical education, and religious education. No teaching of design and technology was seen in the infants. In the juniors, four out of the five lessons in design and technology were satisfactory but none were good and one was unsatisfactory, reflecting limited subject knowledge and expertise. There is limited evidence in history but there are indications that the teaching is satisfactory overall.
21. Teaching in the Foundation Stage is satisfactory but with aspects for improvement. Most lessons are satisfactory or better in quality, particularly in the Nursery, but a small amount is unsatisfactory in the Reception Year; these shortcomings are straightforward to rectify through further training. Throughout the Foundation Stage, a range of activities is provided, including shared work and guided work, directed, independent, and self-chosen activities. Shared and guided work is generally effective. The effectiveness of directed, independent and self-chosen activities varies and is not always as effective as it should be because of a lack of constructive adult intervention, particularly a lack of intervention aimed at extending speaking and listening skills. Teaching in mathematics is strong, with much of it accomplished through shared and guided activities. Very little provision is made for physical development in the Reception Year. In the Nursery, daily outdoor physical activity is provided but is not always planned and taught in a way that increases the challenge for pupils. Throughout the Foundation Stage, too few bilingual assistants, and a narrow range of languages where translation is provided, hamper the teaching of English as an additional language.
22. In a very good lesson in English with a low attaining set of Year 5 and 6 pupils, the excellent subject knowledge and expertise of the teacher led to the learning needs of pupils, some with very low attainment, being very effectively met. The planning was very detailed and specific to the varying needs of pupils in the class. Various reading and writing skills were systematically extended at a quick pace. Clever use of simple resources ensured the involvement of all pupils, such as every pupil having a card with *yes* or *no* on it to say whether they agreed or not with the question. Misconceptions were very well handled so that every one learnt from mistakes and no one was left deflated. The teaching highly motivated the pupils and encouraged all of them to excel. Very good teaching was seen in music, where the pupils were inspired to give of their best.
23. Lessons in English and mathematics are mainly good. Lessons of this quality are well planned and taught. The purpose of the lesson is shared with pupils at the start and this helps them to understand what they are doing and why and to know how successful they are at the end. New knowledge is introduced and skills extended systematically, with minimum use of time, so that the lessons are crammed with learning, efficient and effective for all pupils. Good lessons utilise a full range of methods, including shared work that involves everyone, questions asked at varying levels of difficulty, demonstrations, guided work with groups, and independent work. Pupils are invariably well managed.
24. Satisfactory teaching is successful, with the majority of pupils gaining something worthwhile, but has aspects for

improvement. In satisfactory lessons, the learning needs of the average attaining pupils are met and they make progress. In some lessons, however, often in subjects other than English and mathematics, the knowledge and skills of low and high attaining pupils are less effectively extended, reflecting planning that did not use assessment, or teachers' knowledge of the pupils, to match work thoroughly to specific needs. Often, this reflected variations in teachers' subject knowledge and expertise. In some lessons, the teachers did not have enough expertise to ask questions at different levels of difficulty and so involve pupils with high or low attainment. Homework arrangements are satisfactory and effectively extend learning in lessons.

25. Ten of the lessons seen, eight per cent of the teaching, were unsatisfactory or poor, reflecting aspects of the work of seven teachers. Three teachers had more than one unsatisfactory lesson. There was some unsatisfactory teaching in each key stage. The subjects involved are English; mathematics; science; design and technology; and physical education. Where teaching was unsatisfactory, the lack of subject knowledge and expertise was pronounced. Insufficient work of a challenging nature was included in the lesson and most pupils made too little progress. Where teaching is poor, basic management of the pupils is inadequate, allowing behaviour to deteriorate.
26. The pace of learning varies throughout the school, reflecting the overall variations in the quality of teaching. In broad terms, learning is relatively quick in the Nursery, satisfactory but slower in the Reception Year, is quick in Year 1, satisfactory in Year 2, but slows in Years 3 and 4, before accelerating rapidly in Years 5 and 6. The learning of pupils with potential for high attainment is variable and this is an aspect that the school already recognises it needs to remedy. Setting pupils according to their attainment is particularly effective in Years 5 and 6 and is beginning to accelerate the pace of learning for pupils who are more able.
27. The pace of learning of pupils with English as an additional language is quicker in the juniors than in the infants, especially for pupils at the early stages of English acquisition. More needs to be done throughout the school, however, to quicken the learning of pupils with English as an additional language. In the juniors, this needs to be targeted at those who are at the more advanced stages of English language acquisition. Because these pupils have already acquired sufficient English not to need specialist withdrawal teaching, their learning needs have to be entirely met in their main classes. Too often, however, the teachers in main classes are not sufficiently aware of the strategies and methods necessary to promote the efficient and effective learning of the more advanced bilingual pupils, and this should be remedied. In the infants, partly because teachers in main classes are insufficiently knowledgeable of good practice in promoting the learning of bilingual pupils, and partly because not enough support is available, the pace of learning of pupils at all stages of English language acquisition is very variable. In a satisfactory science lesson in Year 1, for example, a well-prepared investigation into the waterproof properties of materials was not as effective as it could have been because several of the pupils at early stages of English language acquisition did not know what *waterproof* and *not waterproof* meant. The teacher did not explore this idea sufficiently with them during the lesson or provide adequate translation. Although this lesson was very worthwhile for about two-thirds of the class, the remainder struggled to attain the learning objective.
28. The quality of the teaching of those teachers employed to support minority ethnic groups and pupils with English as an additional language is mostly good or better, with much of it very good. Their work is targeted at specific needs and is very effective in both English and mathematics. Assessment is well used by these specialist teachers to identify the learning needs of pupils and to monitor their progress. Withdrawal of pupils from main classes for targeted teaching is appropriate for pupils in the early stages of English acquisition and there is good liaison between the specialist teachers and the main class teachers to ensure curricular continuity.
29. The teaching of pupils with special educational needs is inconsistent. In Years 5 and 6, where setting and additional literacy support allows pupils with similar difficulties to be taught together, the provision is increasingly effective and the teaching is often very good. When pupils with special educational needs are taught in their main classes, however, the teaching is not always effective. Individual education plans are not always used to guide the selection of work for these pupils and the support assistants are not always well briefed or adequately trained; this should be remedied.

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

30. The quality and range of the curriculum is satisfactory in the main but planning for progression in skills within non-core subjects in the infants and juniors and the provision for learning through physical activity outdoors in the Foundation Stage, need to improve. In the infants and juniors, the implementation of the National Curriculum and the local Agreed Syllabus for religious education is satisfactory overall and statutory requirements are met. Acts of worship meet statutory requirements both in terms of frequency and content. Since the previous inspection of the juniors, when the curriculum lacked balance and was unsatisfactory, organisation has much improved. All pupils now have better opportunities to develop a variety of skills in mathematics and English. However, in some classes, too little time is given to science, music, information and communication technology, and design and technology and this affects adversely the standards achieved in these subjects. Homework provision is now satisfactory.

31. The curriculum in the Foundation Stage is based appropriately on the nationally agreed areas of learning and the early learning goals. There are shortcomings in the provision for learning through physical activity outdoors but, in most other respects, the curriculum is broad and balanced in both the nursery and the reception classes. The quality is mostly satisfactory although inconsistent adult intervention during independent activities, reflecting a lack of identified language development opportunities in the planning, limits language development for users of English as a first as well as an additional language.
32. Although the curriculum and quality of learning opportunities are satisfactory overall, planning to guide teachers so that skills are taught systematically is underdeveloped. Time needs now to be given to ensuring all teachers fully understand all aspects of the curriculum that they teach. Planned opportunities need to provide for teachers to develop their knowledge and understanding of the programmes of study in all of the subjects. English and mathematics are taught using the National Literacy and National Numeracy strategies. The school has rightly focused upon improving the pupils' basic skills to raise standards in these subjects. In mathematics, the methods are very effective and consequently there has been an excellent improvement in standards at the end of Year 6 since the previous inspection of the juniors.
33. Arrangements to target learning at specific needs are improving. The school now groups pupils according to their attainment in English and mathematics in Years 4 to 6, which enables quality support to be provided for groups with different levels of attainment. Additional teaching for English and mathematics is provided in Years 3, 4, and 5. In Year 6, booster classes are used to raise the standards further. The extent to which opportunities are planned through other subjects to teach speaking, listening, reading and writing skills or to provide work at different levels of attainment is limited. In non-core subjects, planning is based on nationally prepared schemes of work and the school recognises the need to adapt these and plan in detail so that the pupils systematically build on their skills as they get older. The school has begun to develop links between subjects that enable pupils to consolidate learning in one whilst undertaking new learning in another, for example in Year 5, between literacy and history when learning about myths and legends as part of a study of Ancient Greece. The planning in this example, however, concentrates on content and not on which skills pupils in Year 5 should be learning in both literacy and history that add to those learnt in Year 4 and prepare for those skills to be taught in Year 6. Despite some recent improvements, information communication technology has not been used consistently well to support all subjects.
34. The termly and weekly planning, although recently improved, does not identify sufficiently the needs of differing groups of pupils within a class. Common formats have been introduced but in most subjects, there is no indication as to how assessment informs planning. In mathematics in the infants however, work is planned weekly to match pupils' attainment and learning needs and to accommodate those with English as an additional language, special educational needs, or those gifted in the subject. Where pupils are arranged in ability groups, in Years 4 to 6, the school is now aware of the necessity to cater for specific needs and has modified its planning.
35. There is a good range of extra-curricular activities overall, especially sport, which is a strong feature of the school. During the week of the inspection, pupils were able to participate, for example, in football, netball and information communication technology clubs. Year 6 pupils are offered the opportunity to experience a residential visit to Pendarren Centre where they take part in adventurous activities such as caving, orienteering, and climbing. Other visits are organised through the year; these enrich the curriculum. There are fewer opportunities in other subjects and the school intends developing music opportunities in the near future. A small number of activities may not be accessible to every pupil because they require parental funding. Current extra-curricular provision represents a significant improvement upon the previous inspection of the juniors, when there were no planned activities.
36. There is a growing number of opportunities where the pupils' learning benefits from the contribution made by the local community. They include music and theatre workshops, a local storyteller, the police liaison officer and football coaches from Tottenham Hotspur Football Club. Pupils visit places of relevant interest to extend their learning in particular subjects; for example, younger children visit the bakery, and Year 4 spend time at the Hindu Temple as part of their religious education studies. The school often considers the senior citizens in the local area. They include them in assemblies, for example, at Harvest Time and, during the forthcoming Jubilee Celebrations, intend extending invitations into the local community. Overall, contribution of the community to pupils' learning is good.
37. Links with the partner secondary school are developing, for example, there is an exchange of staff and the schools liaise closely to communicate transfer information to parents. The school looks forward to extending its music links and to be able to use the secondary school's facilities in science. Musicians from the secondary school have provided entertainment for the whole school, which gives younger pupils an insight into what can be achieved with talent, dedication, and hard work. Links with neighbouring primary schools remain underdeveloped because a system that enables teachers to meet is not well established, although local headteachers meet regularly. The school is developing a good relationship with local universities.
38. The provision for personal, social, and health education is a recent development, which has broadened the curricular

provision for pupils. A structured programme of work now provides a specific time on the school timetable for all pupils throughout the school. Pupils have opportunities for whole class discussions about a range of aspects relating to personal, social and health education, for example, caring for our teeth, bullying, feelings and consideration for others. The school's council has been recently established with a representative from each class. The school liaises well with the school nurse who makes weekly visits to school in the summer term, during which time there is a focus upon sex education for the older pupils in the juniors and they are made aware of the harmful effects of drugs. The school plans future involvement in the national Healthy Schools project. Overall provision for personal, social and health education is now satisfactory.

39. The equal opportunities policy is relevant and operated successfully, in the main. All pupils have broadly equal access to the school's activities and curriculum. Assessment data is beginning to be analysed by gender and ethnicity. This has resulted in improvements to the organisation and provision such as setting, booster groups, specific resources for both girls and boys, and grouping to achieve greater involvement of girls. The appointment of additional support for pupils with English as an additional language is helping to improve access to the curriculum for bilingual pupils. Learning mentors are helping with the inclusion of potentially disaffected pupils.
40. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory. A policy for collective worship sets out assembly procedures. Separate assemblies are held every day for pupils in the infants and the juniors in their own halls. There is no formal assembly programme in place other than the assembly devoted to singing that is held each week for each key stage. Otherwise, the assemblies have themes that relate to festivals and to issues that have been identified as needing attention. Sometimes the themes relate to immediate issues such as hepatitis, when there was an outbreak. Sometimes the themes are about common issues such as bullying and sometimes they are of wider scope such as our feelings. All assemblies have a spiritual dimension planned into them through prayer or though a period for reflection. For example, in an infant assembly seen during the inspection the theme was the festival of Shrove Tuesday as Pancake Day. After learning about the symbolism of pancakes in relation to fasting, the pupils were given time to reflect upon children who are hungry. In a junior assembly, the music played at the beginning and at its close was related to the theme of feelings and had been composed for children who were very sick in hospital. The pupils listened attentively to its sad and haunting melody. The spiritual dimension is not well developed in lessons and is not planned into the curriculum. Some teachers create a sense of wonder in their lessons as was seen in a literacy lesson when the pupils were very obviously captivated by way the teacher recited a poem, so motivating them to repeat the poem themselves. Such experiences are however not common.
41. Provision for pupils' moral development is good. A behaviour policy is in place together with an anti-bullying policy. All classes have a set of class rules. Pupils are clearly taught right from wrong. An example of this was seen in a Year 5 lesson, where a pupil was off-task and began to talk to others around him in a way that could have disrupted their attention but this was quickly noted by the teacher and curbed sensitively. The school has a policy of rewarding good behaviour and attitudes which is seen clearly in the reward assemblies held each week where pupils receive merit badges and their merit is recorded in a book that is available for all to see, including parents. In addition, when pupils produce good work they are sent to the headteacher for praise. When pupils misbehave they are given time for reflection and are provided with a sheet to set out their view on what they did and what they should do about it. This requires the pupils to consider for themselves how they might turn wrong behaviour into correct behaviour.
42. Provision for pupils' social development is very good. Children frequently cooperate in their work and are encouraged to help each other. In a Year 5 geography lesson, the pupils cooperated very well and were supportive of one another in using resources to undertake the tasks set by the teacher. Teachers consciously provide opportunities to develop the children's social skills. For example in a junior assembly, pupils were chosen to attempt pancake tossing in front of all present. Nearly all the pupils made an eager response to be chosen and showed no signs of shyness. Social responsibility is developed through a variety of duties performed by the pupils. All classes have monitors to undertake general classroom duties. The school has a school council with representation from each year group. The council meets every three to four weeks and minutes are kept of the meetings. The headteacher has also initiated a junior citizen scheme for Year 6 pupils in which the pupils develop their citizenship within three areas. These are *servicing*, *growing*, and *learning* and they involve such things as helping old people, learning first aid, and undertaking jobs at home. Badges are awarded as they complete their endeavours in each area. The school organises a variety of social activities and events, for example there are clubs such as for karate, drama, music, dance, mathematics, *ayo*, a mathematical game and pupils have visited the Pendarren activity centre. Visitors such as local councillors, the liaison policeman, a road safety group, and a sound workshop come to the school to meet and make presentations to the children. Collections and events are held for different charities. Groups supported include the British Heart Foundation and sick children through a scheme called *Jeans for Genes* for which the pupils raised £125. Circle time is part of the timetable and this creates useful opportunities for pupils to share their concerns and learn about the personal experiences of others.
43. Provision for pupils' cultural development is good. The school provides for cultural development in the context of its local culture, which through its cosmopolitan nature also involves the children in learning to live in a multicultural society and in helps to develop racial harmony. Pupils have contact with local sports teams such as Tottenham Hotspur, visits

are made to the Hindu temple and the Museum of Childhood. The school participates in events such as Black History Month and was represented at the African Caribbean Awards. Displays relating to the different cultural groups in the school were on display in the hall together with a large world map showing the country of origin of all the pupils from outside the United Kingdom. The pupils spoke proudly of this map and obviously value the cultural diversity of which they are part. Other cultural activities include a visit from an Anatolian music group, a Theatre Workshop visit for the junior pupils on Shakespeare, Diwali assemblies, a storyteller visit, excursions to and involvement in musical concerts. For national poetry day, all the pupils contributed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school is providing a caring, happy and supportive environment. Parents are pleased with this and say that their children like school. The satisfactory provision for welfare and guidance is an improvement on the previous inspection report of the junior school. There are sound systems for safeguarding pupil's health and safety and this is an improvement on the previous inspection. There are regular safety inspections and appropriate action is taken where necessary. Effective first aid arrangements are in place for dealing with accidents and illness.
45. There are satisfactory arrangements for dealing with child protection issues and training is being undertaken to keep staff updated. Mid-day supervisors are kept well informed when there are concerns about a child. Supervision during the luncheon period is an improvement on the previous inspection of the junior school. Links with outside agencies such as the school nurse and social services are effective.
46. There are good procedures for promoting attendance and punctuality. This is a significant improvement on the previous inspection. Registration and follow up procedures are well established and registers now meet statutory requirements. There is effective liaison with the educational welfare service, who works closely with the headteacher in dealing with a number of individual problems. The learning mentor provided under the Excellence in Cities initiative has started to be effective in reducing the number of pupils who arrive at school persistently late.
47. Good arrangements for promoting high standards of behaviour, including measures to prevent bullying have been developed after consultation with parents, staff and the pupils. There are simple rules for the pupils, rewards for good behaviour and sanctions for dealing with misbehaviour. Most staff throughout the school consistently apply these rules and the active involvement of mid-day supervisors in applying these procedures is an improvement on the previous inspection of the junior school.
48. The school has sound procedures in place to track pupils' personal and social development. Most of the staff know the children well and the school is becoming effective in the manner in which it sets targets for improvement. This is beginning to have a positive impact on pupils' learning and in actively involving the pupils in their own personal and social development.
49. Arrangements for assessing pupils' attainment are satisfactory but they need to be developed further and become embedded into the culture of the school. A system for the recording of pupils' test results in English, mathematics and science, and setting individual pupils' targets has recently been introduced but has had little impact upon standards at the present time. This system is now, however, beginning to allow teachers to track the progress of all pupils, to set targets and to ensure that pupils who are not making sufficient progress are identified and supported. Assessments in all other areas of the curriculum are inconsistently applied and need further review and development. Although the procedures for assessing pupils are satisfactory, the use of assessments by teachers to inform curriculum planning is unsatisfactory. This is because the assessment procedures are still very new and most teachers are not familiar enough with the use of data to use the information to inform their planning in a substantial way. The nursery staff uses the local authority's baseline test, which gives a good assessment of pupils' levels of attainment on entry to the school. The teachers and support staff observe the pupils as they progress towards the early learning goals and records are kept which give a satisfactory overview of pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents consider this a good school. They are happy, overall, with what the school provides and achieves. The school is continually seeking more ways of actively involving parents in the education of their children but despite teachers' efforts this has not been as successful as they would like.
51. A good number of parents attend consultation evenings and a small number help in school listening to pupils read and on school trips. There is a parent school association but with the high level of family mobility, particularly concerning those from asylum seeking groups and those from other ethnic minority groups, this association is not a fair representation of the school community. However, large numbers of parents from all groups are reported to attend any

fund raising events that are organised. Such events have enabled the purchase of learning resources for the library, a video, sports equipment and water fountains for the playground.

52. The quantity of school information is adequate but the quality does not cater for the current parent population. The school has made efforts to have translations carried out for the large Turkish community whose children attend the school but the language needs of other families such as Somali are not being met. This current weakness is having an adverse affect on the progress that children from these families are able to make. A recent survey undertaken by the school estimates that only around 40 to 50 per cent of families are contributing adequately to the education of their child at home. Satisfactory provision is made for parents to discuss the progress of pupils who have special educational needs. Opportunities are made for parents to be kept informed of the contents of individual education plans and to attend review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership of the headteacher has been good in the short time since her appointment. She leads very effectively through the example of her teaching and in her willingness to accept responsibility and meet challenges. She is firmly steering the educational direction of the school, has united and motivated the staff, and created a shared commitment to higher standards. The headteacher is well supported by her deputy and the assistant headteacher, both very recent appointments. The aims of the school are clear and their emphasis on achievement and inclusiveness is already well reflected in its life and work. The management systems the headteacher inherited, together with those she is introducing, are satisfactory. Communication within the school is good and the headteacher is managing to delegate and to involve a wide range of people in decision making. Action based on the inherited school development plan continues. Systems for monitoring teaching, assessment, and for school self-review, all of which were underdeveloped, are being improved. Financial management is prudent.
54. The deputy headteacher and the assistant headteacher have a good understanding of their roles and responsibilities, work hard, and lead through the good example of their teaching. The headteacher has formed a new senior management team, with new appointments. This senior team is already providing satisfactory leadership and has been instrumental in increasing the effectiveness of the assessment and monitoring arrangements; provision for bilingual pupils; and provision for pupils with special educational needs. Delegation of responsibility is clear. Subject responsibilities have been allocated for all subjects except music and geography, which are awaiting appointments. The leadership of subject coordinators is mixed in its effectiveness because some coordinators are very new and others do not have the subject knowledge, understanding, or experience of leading curriculum development to have had any significant impact. Some coordinators are highly knowledgeable and are beginning to be engaged in the monitoring and development of their subjects. Others, particularly the non-core subjects, have little influence on teaching and learning.
55. Monitoring, evaluation and development of teaching are not yet fully embedded into the culture of the school but are improving. Senior management observes lessons and constructive commentary for each teacher is provided. This process is not yet as extensive as it needs to be, having only recently started. Nor is the working relationship between the senior management team and curriculum coordinators as clear as it should be. It is recommended by inspectors that curriculum coordinators concentrate on acquiring extensive subject expertise and then work with the senior team to develop those areas of the curriculum that are defined as priorities in the school development plan. An allocated senior management member should lead each development, working with the coordinator and monitored by the headteacher. Assessment, recording of pupils' progress, and setting targets using data are recent introductions and just reaching a point in their development when they can inform school development decisions. The overall systems are sound but few teachers or managers use the information sufficiently to influence their planning or teaching.
56. Performance management is in place and is satisfactory but with aspects for improvement. Team leaders have set objectives for their team members and observations have taken place. The process, however, lacks focus upon school development priorities and the use of data to inform objectives for the pupils' progress is not firmly embedded. The system has had little if any effect at this time and must become more focused on school priorities. Objectives for the pupils' progress that form part of the performance management process need to take more account of the data analysis system being developed by senior management and objectives need to be defined using this data.
57. The current development plan was written before the headteacher was appointed. The present plan is very general and does not specify detailed or measurable targets. The headteacher is implementing this plan for the sake of continuity and has initiated a process of self-review to determine priorities for the next plan. She has fostered good relationships within the school by involving staff in the self-review process. Coordinators, for example, have completed curriculum audits for their subjects. She is presently engaging the school in a local authority self-review exercise and will combine the findings from this exercise with the inspection findings to finalise the plan for summer 2002 onwards.

58. The effectiveness of the governing body is good. The chair of governors is knowledgeable about the school, and the governors, through their committees and working teams, are involved in all significant decisions. The governors have effectively supported the development of the school through difficult times, are hard working, and are very positive about its improvement. They accepted the findings of the previous inspection and the need for the school to improve. All relevant statutory requirements are met. The headteacher's report to the governors is informative and helps to keep them aware of strengths and weaknesses at the school.
59. Financial management is satisfactory and governors are adequately involved. The last auditor's report, carried out very early in the autumn term 2001, however, stated that governors were not receiving adequate financial information. The full involvement, therefore, is very recent. All of the auditor's recommendations have been put into place. All financial systems are sound and make use of modern technologies. The grants for minority ethnic groups, English as an additional language, and special educational needs are mainly spent on support staff and on employing coordinators for these aspects, with small amounts being added from the general school budget. A surplus of eight per cent of the total budget accrued in 2000-2001 but is set to reduce significantly during the current financial year because of extra expenditure on staffing.
60. The recruitment of teachers is difficult and the school has appointed a small number of them from overseas. The basic teaching skills of these overseas teachers are mostly good but they do not have extensive knowledge of the National Curriculum or the National Literacy and Numeracy Strategies; extra training should be provided. The demands of the curriculum are not always being met with the current staffing, for instance in geography and music. There are an inadequate number of learning support staff and some have skills and experience that are not well matched to the pupils' needs. There is no formal policy for recruiting and introducing new staff to the school but newly qualified teachers are well supported at a pastoral level. Some of the overseas teachers receive good quality training through the formal programme that leads to qualified teacher status. Those who do not undertake this programme receive support but no one has overall responsibility for acting as mentor and ensuring their development and this should be remedied.
61. The accommodation is satisfactory overall and well kept generally. The poor toilets identified in the previous junior school report have been refurbished. There is some refurbishment still to be carried out in the upstairs part of the school and the washing-up area of the kitchen has been identified as in urgent need of decoration to prevent hygiene problems from developing. There is still no playing field.
62. There have been improvements in the level of learning resources in the junior part of the school since the previous inspection. A new computer suite is well used by pupils. There are good resources for mathematics, geography and the library provision has been improved significantly. However, the provision of an outdoor play area for the Nursery and Reception Year children is unsatisfactory. There are also insufficient instruments in music for the junior pupils and artefacts and other resources for the teaching of religious education to the same group of pupils. The resources for design and technology are too limited in quality, quantity and range, and there are too few resources for three-dimensional work in art and design.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The improvement since amalgamation has been good though more needs to be done. Standards have improved in all of the core subjects in the juniors but not in the non-core subjects or in the infants and the Foundation Stage, where standards are below the national average. Standards need to rise in reading, writing, mathematics and science in the infants, and in information and communication technology and in design and technology throughout the school. The attainment of pupils who are more able, particularly of bilingual pupils at the advanced stages of English acquisition, should now be boosted in the juniors so that more of them exceed the expected national level in English and science at the age of eleven. The provision for pupils in the Foundation Stage, especially those in the reception year, to learn through physical activity outdoors needs to be developed significantly. In lessons in non-core subjects in particular, the provision for pupils with English as an additional language and with special educational needs should become more consistent. To bring about these improvements, the monitoring, evaluation and development of teaching, especially in the non-core subjects should become more rigorous. The headteacher and her staff, with the support of the governing body, should:
- raise standards in reading and writing throughout the school, and in mathematics and science in the infants by:
 - improving the overall effectiveness of the teaching in Years 2, 3, and 4 by providing selective training to increase teachers' knowledge of good practice in these subjects and setting rigorous individual targets where necessary;
 - increasing the achievement of the pupils that are more able in English and science, particularly those at the more advanced stages of acquiring English as an additional language in the juniors;
 - improving the quantity, quality, range and effectiveness of the provision in main class lessons for pupils with English as an additional language;

- using assessment information to identify the specific learning needs of pupils and matching work closely to those needs;
- setting relevant targets for improvement and reporting regularly to the governors on progress towards the targets;
(paragraphs 1-14, 81-90, 91-99, and 100-109)

- ❑ raise standards in information and communication technology and in design and technology throughout the school by:
 - teaching the programme of study in full in all classes;
 - increasing, where necessary, the teachers' knowledge of the programme of study and of the methods and resources to teach it effectively;
 - setting relevant targets for improvement and reporting regularly on progress towards them;
(paragraphs 114-19 and 130-133)
- ❑ improve the provision in the Foundation Stage for learning through physical activity outdoors by:
 - providing daily access to well planned and effectively taught activities outdoors for all of the pupils in the Foundation Stage;
 - increasing the quantity, quality, range and challenge of the resources for use outdoors;
(paragraphs 21, 66 and 79)
- ❑ improve the provision in class lessons for pupils with English as an additional language and with special educational needs, particularly in the non-core subjects by:
 - increasing the teachers' knowledge, understanding and use of effective strategies to meet the needs of all pupils acquiring English as an additional language in main class lessons in all subjects;
 - increasing the number of languages for which a translator is available;
 - providing, as funds allow, more bilingual support assistants in the Foundation Stage and in the infants;
(paragraphs 6-8, 11-13, 27-29, 34, 66-68, 70, and 81-84)
- ❑ improve the monitoring, evaluation and development of teaching, especially in the non-core subjects by:
 - making this a core task of the senior management team and ensuring that they have sufficient time to carry out this work;
 - establishing a rigorous programme of classroom observation and professional development, with enhanced monitoring and support for teachers with identified professional development needs, and linked to school development priorities;
 - provide relevant training in management practices for subject coordinators;
 - setting relevant targets for improvement and reporting regularly to governors on progress towards the targets.
(paragraph 55)

64. In addition, the governors should consider including the following in their action plan:

- ❑ improving the links with parents (paragraphs 50-52);
- ❑ improving the termly and weekly planning, which does not identify sufficiently the needs of different groups of pupils within a class (paragraph 34).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	123
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	21	43	49	8	2	0
Percentage	0	17	35	40	6	2	0

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

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)	46	586
Number of full-time pupils known to be eligible for free school meals	0	344

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	5	154

English as an additional language

	No of pupils
Number of pupils with English as an additional language	435

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	82
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	3.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	41	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	27	31
	Girls	31	29	30
	Total	60	56	61
Percentage of pupils at NC level 2 or above	School	78 (74)	73 (74)	79 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	32	29
	Girls	29	27	29
	Total	56	59	58
Percentage of pupils at NC level 2 or above	School	73 (71)	77 (73)	75 (71)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	35	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	32	37
	Girls	25	27	29
	Total	50	59	66
Percentage of pupils at NC level 4 or above	School	68 (64)	81 (59)	90 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	29	31
	Girls	23	25	26
	Total	44	54	57
Percentage of pupils at NC level 4 or above	School	61 (49)	76 (59)	80 (65)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	79
Black – African heritage	95
Black – other	2
Indian	12
Pakistani	4
Bangladeshi	17
Chinese	5
White	233
Any other minority ethnic group	47

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	24.4
Average class size	28

Education support staff: YR-Y6

Total number of education support staff	16
Total aggregate hours worked per week	394

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	46
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	23

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	1519639
Total expenditure	1464830
Expenditure per pupil (based on 600 pupils)	2441
Balance brought forward from previous year	72122
Balance carried forward to next year	126931

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	678
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	52	39	5	2	2
Behaviour in the school is good.	42	49	5	1	3
My child gets the right amount of work to do at home.	43	41	10	1	5
The teaching is good.	52	41	2	1	4
I am kept well informed about how my child is getting on.	32	52	2	4	10
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	0	3
The school expects my child to work hard and achieve his or her best.	62	35	1	0	2
The school works closely with parents.	28	47	10	1	14
The school is well led and managed.	35	53	4	1	7
The school is helping my child become mature and responsible.	50	43	2	1	4
The school provides an interesting range of activities outside lessons.	30	45	7	5	13

Other issues raised by parents

A few parents raised issues about security. The concerns were checked by inspectors and commented on verbally to the headteacher but are not reviewed in the report for reasons of confidentiality.

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

65. The provision for the children in the Foundation Stage is in the part-time Nursery and three parallel reception classes. Children begin in the Nursery class in the September after their third birthday. There are four part-time classes, two in the morning and two in the afternoon. Which class the child attends is determined by parental choice, provided there is room. The maximum number of children for any one session is 26. The following September children move to one of the three reception classes. Very few children, if any, have had pre-school experience before entering the Nursery.
66. The provision for children in the Foundation Stage is satisfactory. Although there is a well-equipped nursery, the outdoor facilities are inadequate for both the nursery and the reception age groups. Presently, the reception classes do not have immediate access to a secure play area nor are there enough resources to promote the development of large scale movements for these children, such as climbing over, through and around. Reception children only enjoy an outdoor play session in the secure area once a week. This is insufficient provision. Although the nursery children can play outside, the area is very cramped when all children choose to participate in an outdoor session and use the wheeled toys. More structure is needed for these sessions to ensure efficient use of the space. The curriculum is based on the six areas of learning and in practice provides the children with a broad and balanced range of experiences. Apart from outdoors, both the nursery and reception classes are effective in providing a wide range of challenging and focused experiences to promote the early learning goals. Activities are chosen to give the children opportunities for language development and English language acquisition. However, these activities are not given enough priority and, at times, there is insufficient adult intervention to quicken and extend language development.
67. The attainment of most children entering the Nursery is well below expectations in early literacy and numeracy, due mainly to the fact that few speak English and few have had any form of pre-school experience. The overall standard on entry has fallen significantly since the previous inspection of the infant school, reflecting demographic changes. By the time that they join the reception classes, attainment has risen closer to, though is still below, expectations. This is confirmed by analysis of the school's initial assessment. Teaching in the Nursery is at least satisfactory and often good and this has a positive effect on the children's learning. Most children achieve well and by the time that they move to the reception classes, they have made good gains in knowledge and skills. The progress of children with English as an additional language is slower than it should be because of insufficient bilingual support. Teaching in the Reception Year is varied in quality and includes unsatisfactory as well as good teaching so that progress varies from class to class. Overall, children are on course to achieve the early learning goals in personal, social and emotional development; and creative development. Few will achieve the goals in communication, language and literacy; mathematical development; physical development; and knowledge and understanding of the world.
68. The quality of teaching in the Foundation Stage is satisfactory overall but with aspects for improvement; the bulk is satisfactory or better; half is good or better, but some in the Reception Year is unsatisfactory. The adults who work with the children generally have a secure understanding of the early learning goals. Lesson plans and schemes are clear with appropriate learning objectives based on the early learning goals. Most teachers have good knowledge of the needs of the children in the early years and the curriculum meets those needs, except for the provision of outdoor play. Most teachers are enthusiastic and have very good relationships with their classes. The majority of lessons are well planned with appropriate early learning objectives. There is a good range of activities to extend children's learning and develop their language. However, there are missed opportunities for adults to intervene to extend children's vocabulary, particularly for pupils with English as an additional language. The teachers and other adults, both nursery nurses and bilingual assistants, work as a team within the classrooms and children benefit from this consistent approach to their learning. However, the bilingual support is insufficient for the number of children with English as an additional language. Expectations of children's behaviour are high and they respond well to these expectations. They tidy up the classrooms with little prompting from the teachers. There are some attractive wall displays of children's work and this helps to provide a bright and interesting environment where learning is encouraged.
69. In the Nursery, the adults recognise the importance of play and first hand experience. This has a positive affect on the progress the children make towards the early learning goals and provides a firm foundation for learning in the Reception Year. Experiences are interesting, challenging and concentrate closely on what children need to learn in relation to the national guidance. Activities are well organised, with the potential to promote communication, language, literacy, and mathematical development. However, there is often insufficient adult intervention to develop the children's language skills during self-chosen activities.
70. In the Reception Year, teachers and adults provide an appropriate range of activities to encourage the children to play together and learn through play. As in the nursery, opportunities are missed to extend children's vocabulary and use of language further. Praise and encouragement are effective in promoting positive behaviour and personal, social and

emotional development. Day to day assessment is used to inform staff of the children's successes and difficulties so that daily planning can be amended to ensure tasks provide sufficient challenge for the children. All of the adults have very good relationships with the children and this too has a positive impact on learning. Teachers and classroom supports are enthusiastic and have high expectations. The entire Foundation Stage staff plan together ensuring continuity. The bilingual assistants liaise closely with the class teachers and provide good support for the children. However, this support is insufficient for the number of children who are still in the early stages of developing English as an additional language. Parents are encouraged to be involved in their children's learning through sharing storybooks, including books in children's first languages.

Personal, social and emotional development

71. Standards are below expectations in the nursery but many children are on course to achieve the early learning goals by the end of their reception year. Children's personal, social and emotional development is given a high priority. Children enjoy coming to school and respond well to the rules and routines of nursery and school life. They are eager to learn new skills and, when activities are stimulating and exciting, put effort and concentration into their task. Emphasis is placed on helping children to understand the consequences of their actions. They are encouraged to consider the feelings of other children and to wait patiently for their turn. This is developed during circle time when children must learn they can only talk at the appropriate time when holding the toy. Children, particularly in the reception classes are learning to share and work together in a variety of situations, such as role-play. Children in the nursery often play as individuals rather than together and find it difficult to interact with their peers, because they do not share a common language. Teaching is good in most classes. There are opportunities for children to develop a sensitivity and awareness of other people, their different religions, customs, and ways of life through religious education and the celebration of festivals.

Communication, language and literacy

72. Progress for many pupils is inhibited by insufficient bilingual support. Because of this, few children are on course to achieve the early learning goals by the end of the Reception Year. Senior management is aware of this and trying to appoint additional staff. Children are encouraged to become good listeners and to enjoy stories, rhymes, and songs. Teachers provide circle time and story time when children are encouraged to talk and share their thoughts. By the time the children enter the Reception Year, they have mastered some English and are again given opportunities to talk to their peers. Although children are beginning to express themselves in English they do not always understand the questions or the task set. In an example of effective practice, a child was struggling to work out what he was supposed to do, the nursery nurse translated the task into his first language, then told him the English words, and he was able to complete the task. However, not all children are fortunate to have this support because not all languages are covered within the school.
73. The quality of teaching is very mixed with some good teaching and a small amount of unsatisfactory teaching. Where the teaching is good, questions are used to encourage children to respond and develop an understanding of English. In the unsatisfactory teaching, many opportunities are missed to develop children's language and vocabulary and activities involve too much time colouring pictures rather than exploring reading and writing skills. There is limited use of language in the role-play area in the nursery as many children are isolated in their play and have not learnt the skill of interaction or have developed sufficient language to relate to each other. However, in the reception classes, children were relating well to each other in the role-play area playing the roles of doctor and patient, or shopkeeper and customer wanting to buy a pet in the class pet shop. It all seemed very convincing!
74. Children in the Nursery are just beginning to be aware that writing is a form of communication. The majority cannot write their name; a few can write recognisable letters. Only a small portion can manage to distinguish any initial sounds and most struggled to find the object that begins with a different initial sound. For example, the teacher gave the children four objects, three began with "b", and one with "p" but the children could not identify the odd one out. The children are given a range of activities to encourage them to develop their writing including writing patterns, books and cards. In the Reception Year, children are beginning to write more legibly and the higher attaining pupils can often write the initial letters of the words in their sentence but those with lower attainment are still struggling to copy under the teachers' writing and letters are poorly formed.
75. In the Nursery, children are introduced to stories and books and enjoy listening to stories. They know how to handle books with care and how to turn the pages but do not recognise any words because of their lack of English. They enjoy the pictures but do not find it easy to answer questions about them. A few do not have sufficient English vocabulary to name the animals in a picture book.
76. The higher attaining pupils in the Reception Year are on course to achieve the early learning goal for reading by the end of the year. Words are recognised, as are many initial sounds. However, there are very few higher attaining pupils, as the baseline assessments show. The majority of children in the Reception Year will not attain the early learning goal. These

children cannot read any words although they can sometimes recognise initial sounds. The lower attaining pupils are unsure of any initial sound. Apart from the higher attaining children, the rest find it difficult to retell a favourite story without prompting and are reluctant to recite a nursery rhyme. None of the children are very confident readers although they all enjoyed books and sharing stories with their parents. Parents are encouraged to share books and stories with their children.

Mathematical development

77. The teaching in both the Nursery and Reception classes is at least satisfactory and often good and this ensures children make good progress. Even so, only a very small number are on course to achieve the early learning goals by the end of the Reception Year. In the Nursery, children have opportunities to count numbers to six as they play a game using a six-sided dice but not all can do this successfully. They develop an understanding of two-dimensional shapes as they use the coloured cut out shapes to make patterns and pictures. In the Reception Year, children are beginning to count to 20 but few are confident to exceed this number. They are being introduced to simple addition and counting in twos. This is related to the topic about Noah's ark and animals in boats. The children do not find this an easy concept to master. When asked what the plus sign means one child replies it means *altogether* but others do not understand what addition means and can only count to four and can just manage to match this number to four objects. Children use a rhyme to help them with numbers. Teachers use appropriate vocabulary like *next to*, *close* and *near*.

Knowledge and understanding

78. The teaching of knowledge and understanding is at least satisfactory and about a third of the children are likely to achieve the early learning goals by the time they leave the Reception Year. Children in the Nursery are introduced to the locality and what they can find there, whilst the Reception children look at starting school and explore the different cultures and beliefs within their classrooms. Children visit shops in the locality to buy ingredients for cooking and for information about keeping animals put in their *Pet Shop*. As part of their studies, children experimented with a range of objects to explore floating and sinking. In one lesson, they were surprised by some of the objects that sank, as they had not anticipated that this would happen. They have also explored different festivals such as the Chinese New Year and Christmas.

Physical development

79. The quality of teaching in this area is only just satisfactory and children will struggle to attain the early learning goals by the end of the Reception Year. The lessons in the Reception Year were very short, barely lasting 20 minutes. Children in these lessons were aware of the need to warm up. They worked in pairs and pretended to balance as if walking along a wall stopping now and then to listen, as if they were cats. Children have good spatial awareness and body control being able to *freeze* when asked. Nursery children are beginning to develop similar skills when in the Hall. During an outdoor session, nursery children rode the wheeled toys and used the climbing frame with confidence. However, fine motor skills, such as pencil control using scissors, are not so secure and, for some children, more practice is needed. There are opportunities for children to develop their manipulative skills through cutting activities, handwriting patterns and colouring within the lines. Although many children hold a pencil correctly, some are still having trouble.

Creative development

80. The quality of teaching in this area is good and many children are on course to achieve the early learning goals by the end of the Reception Year. Children enjoy a range of experiences in art, music, story and imaginative play. There are opportunities to experiment with colour mixing, collage, printing, and using a variety of media such as sprinkling glue patterns with coloured sand: this produced some very interesting and attractive pictures. The role-play areas are changed regularly to fit in with the class topics but, in some classrooms, they are less attractive and not so well equipped as in others. Children in both the nursery and reception enjoy rhymes and action songs that help them to develop their language skills. Children in one reception class are able to recognise and name untuned percussion instruments and know which are shaken and which are hit to produce a sound.

ENGLISH

81. The results at the ages of both seven and eleven are better than 60 per cent of the other schools with pupils from similar backgrounds. Nevertheless, the results of the 2001 national tests for seven-year-olds were well below the national average in both reading and writing. At the age of eleven, results in English were also well below the national average. The proportion of pupils attaining the expected national level was close to the average but too few pupils in both the infants and the juniors attained above expectations. The trend in the school's results over the past three years has been similar to the national trend. Standards at the age of eleven have improved considerably since the time of the previous inspection of the junior school. This has been because of big improvements in the quality of teaching, the successful

implementation of the National Literacy Strategy, and the effective use of assessment data to focus on particular areas of learning and groups of children. The support given to pupils in the early stages of acquiring English as an additional language is helping to raise the attainment of those who have been more than two years at the school to the expected level by the age of eleven. However, not enough support is given to those at the advanced stages of acquiring English and this is why too few eleven-year-olds exceed national expectations.

82. Current standards at the ages of both seven and eleven are still below the national average, with too few pupils achieving above the typical level for their age. This includes the attainment of the more able pupils who are learning English as an additional language. The new headteacher, and the new coordinator of the support for pupils learning English as an additional language, have introduced a number of significant changes but these have not had time to yield results. These include a focus on the skills of speaking and listening, the establishment of attainment sets from Year 4 onwards, the creation of after school booster classes, and the appointment of additional language support staff.
83. The overall standard on entry to the infants is well below average. Current progress within the infants and the juniors is satisfactory in lessons in literacy, with encouraging signs of improvement in, especially, speaking and writing. Long-term achievement of most of those who stay in the juniors from the age of seven to eleven is consistent with national expectations and better than many other schools; nearly all of these pupils eventually attain a level that is typical of most eleven-year-olds. Low attaining pupils now receive good additional literacy support, and make quick progress in the sets and in special groups. Pupils in the juniors with English as an additional language make good progress in the early stages of English acquisition because of very effective withdrawal teaching. The skills acquired in literacy lessons and in withdrawal groups, however, are not effectively consolidated in main classes, particularly in other subjects, through regular, well planned opportunities for speaking, vocabulary extension, and sustained independent writing and this should be remedied.
84. By the age of seven, most pupils have made steady progress in the development of speaking and listening skills, though this is not always enough for them to attain the national expectation. Pupils listen politely and attentively to their teachers' explanations and directions. Most pupils understand the requirements of the expected task. Sometimes those at the early stages of English language acquisition do not gain a clear idea of what to do because ideas are not always explained as clearly as they need to be for bilingual pupils, and because translation is not always available. The lack of understanding can cause some confusion and slows the progress of the pupils concerned. Pupils answer questions willingly, but a limited range of vocabulary often hinders the development of their self-expression and they answer in words and phrases, rather than whole sentences. Most pupils talk readily to one another and to familiar adults but they can be shy and unforthcoming when in new situations. The eleven-year-olds listen very carefully. They are so quiet and polite that, at times, they can appear unresponsive. This lack of spontaneity impedes the acquisition of more fluent language proficiency. When responding to direct questions, they answer confidently and at some length. Some very encouraging work with the high attaining set in Year 6 shows that, given the opportunity, pupils can tackle unfamiliar situations with verve and ingenuity. In one lesson, pupils assumed roles in a land development dispute. Some were councillors and others represented action groups. Their choice of vocabulary was good and the passion they brought to their arguments was impressive. Overall standards remain below the national average, but there are encouraging signs of improvement. Teachers deliberately target listening and speaking as areas for improvement. This is meeting with some success and standards have improved. However, all pupils throughout the school need greater opportunity to develop their skills in spoken language.
85. Standards in reading are below the national average at the end of both key stages. Most seven-year-olds like reading but the availability of books out of school varies. They mainly rely on reading in school. Above average pupils read accurately but generally the pupils lack fluency and expression. They tackle unfamiliar words with mixed success, occasionally stumbling over long words. They describe books and the stories that they like but have a limited range of vocabulary and are unable fully to explain what they mean. Low attaining pupils are hesitant. They lack confidence when they read and are less successful at building unfamiliar words. Pupils generally are unclear about the difference between fiction and non-fiction. Although they have heard of a book's contents and index, they are uncertain of how to use them. By the age of eleven, the higher attaining pupils read with greater fluency but with only average expression, indicating uncertain comprehension. They discuss text more readily but their accounts can become garbled. Their technical ability often exceeds their understanding, as they read words with meanings they do not understand. They give reasons for their choices of favourite authors, such as J K Rowling and Benjamin Zephaniah. Low attaining pupils enjoy reading and recall stories quite well. They read books accurately at a level commensurate with their ability. Pupils often use the public library, as well as the school library, which is good. Their retrieval skills are inconsistent. A group guided reading session in Year 6 shows that the school is addressing the need to improve the level of attainment of the more able pupils. The quality of questioning by the teacher results in a greater understanding of the text and a consequent improved fluency.
86. Standards in writing are below average at the end of both key stages. The main reason for this is that too few pupils are attaining at a level above the national average. Those seven-year-olds that are high attaining can write at length. They retell traditional tales such as *Goldilocks and the Three Bears* with good attention to detail. Their sentences are becoming more complex and they use connectives with increasing confidence. Spelling is generally accurate and

punctuation is secure. For instance, these pupils use sophisticated punctuation such as speech marks. Low attaining pupils are able to write in simple sentences or phrases but their punctuation is inconsistent. When attempting complex sentences, low attaining pupils over-rely on the connective *and*. The range of writing is limited and, although pupils are taught the necessary skills, there are too few opportunities for sustained practice in order to consolidate and develop these skills. This situation continues until Year 5. By the age of eleven, above average pupils write with a good mixture of simple and complex sentences. This is exemplified in *The Scary Adventure of Paddy O'Hearn*. The structure is better as pupils use paragraphs. They are beginning to experiment with vocabulary and imagery; for example, *he couldn't bear to walk in this calamity*. The writing flows smoothly and captures the reader's attention. By Years 5 and 6, the range of writing has improved and pupils are given more opportunity to develop their skills. This good practice should now be extended throughout the school. Opportunities are given to produce written work on the computer. Occasional opportunities for extended writing occur in other subjects, such as history and religious education, but this is not planned or marked with the intention of raising standards in written English. The standard of presentation varies. The best work is neat, well written and well organised. Too often, presentation is poor and lacks discipline, especially in the early junior years. This is not conducive to raising pupils' self esteem, pride in their work and their own desire to improve.

87. The quality of teaching and learning is mainly good, with some lessons that are very good. In most lessons, teachers create a good working atmosphere. The best teaching is in Years 1, 2, 5, and 6. In years 3 and 4, teaching is satisfactory. The pupils' work, however, shows that teachers' expectations are variable between the year groups, are sometimes too low, and that there is sometimes insufficient rigour in the tasks. Teachers plan together and this helps their professional development and teamwork but, at times, this joint planning is not well matched to the specific needs of each group, limiting progress. Where teaching is very good, the activities are well matched and extensive learning takes place. In a lesson in Year 2, work that was clearly matched to learning needs led to all pupils having a better understanding of the use of capital letters and full stops when recounting a story. The best teaching involves a systematic development of skills, resulting in pupils applying knowledge with enhanced understanding. This occurred in a Year 4 lesson with high attaining pupils, when learning the skills of note taking. Equally, the low attaining pupils in Year 6 learn very well because of the effective, clear explanations and very good questions targeted at particular pupils. In a discussion about whether or not mobile phones should be banned, all pupils extend their knowledge and gain in confidence. Lessons are less successful when the pace is slow and the spoken exchanges are over-dominated by the teacher. The impact of this is to limit pupils' opportunity to talk and extend their verbal communication.
88. The library has been recently developed and is now housed in very pleasant surroundings. Book stocks have improved and are now satisfactory. There are plans to continue to increase the stock. All pupils now have regular access to the library. It is important that they are trained thoroughly in its use so that they extend their interest in literature and their ability to research for information. Classroom provision of books is good in the infants and is satisfactory in the juniors. There is a good supply of big books for whole class teaching and sets of books for group reading are being supplemented. These are well stored and accessible in the literacy room.
89. Curricular planning is satisfactory but with aspects for improvement. The National Literacy Strategy Framework is guiding the curriculum. Not enough planning, however, occurs to meet the very different learning needs of pupils within each year group and class or to extend systematically the use of speaking, listening, reading and writing, particularly sustained independent writing, for specific purposes in other subjects. The current planning system does not take enough account of different attainment groups in classes, even within sets, to consistently meet all learning needs. The assessment arrangements are satisfactory, and beginning to be used to track progress. Analysis by minority ethnic group and by the stage of English language acquisition has begun to occur with eleven-year-olds and should now be extended to all age groups so that intervention can be earlier and sharper. Not enough use is made of individual target setting and this good practice should be considered so that the pupils can develop a better awareness of their own learning.
90. The coordinator is new to the post and has made a very encouraging start. She has analysed the school's strengths and weaknesses and has produced a relevant action plan to tackle its needs. She has a good knowledge and understanding of the subject and has already identified areas for development. With valuable assistance from the local authority, she has analysed assessment data and systems have been put in place in response to need. The systems for monitoring and measuring the effectiveness of the teaching and the curriculum are underdeveloped. The school performs well in comparison with similar schools. It is clear that the potential is there for pupils to reach national standards.

MATHEMATICS

91. The standard of current work is above average at the age of eleven; this is an excellent improvement on the very poor standards found at the time of the previous inspection. Current standards at the age of seven are below the national average; a position relative to other schools that is not as good as the previous inspection. To raise standards in mathematics was a key issue for action after the previous inspection of the juniors; action taken by the school has been very successful. Standards then were well below those expected nationally in Year 6. Since 1998, the school has set clear targets for improvement in attainment in mathematics resulting in much higher standards in the juniors.

92. In the 2001 national tests for eleven-year-olds, results were in line with the national average. The proportion of pupils attaining the expected level was much larger than the average and the proportion exceeding expectations was only a little smaller than that found nationally. These results demonstrate excellent improvement since the previous inspection. The eleven-year-olds boys did better than the girls, more so than is found nationally.
93. Results for seven-year-olds in the 2001 national tests were well below the national average though typical of schools with pupils from similar backgrounds. In these tests, the proportion of pupils attaining the higher level was below the national average and the proportion attaining the expected level was well below the national average. Since 1999, results have shown annual variations particularly where there was a noticeable improvement in 2000; results remained below the national average during this period.
94. The school's commitment to raising standards is reflected in lessons where pupils are generally working at levels that match their ability. The Year 6 pupils achieve very well overall. This is mainly due to the arrangement for grouping pupils by attainment, which allows work to be closely matched to pupils' abilities, particularly to stretch the high attaining pupils and ensure that the lower attaining pupils keep up with expectations. As the level of challenge for pupils in Year 6 is much more appropriate than in, for example, some of the lower junior classes, pupils are well motivated and interested in their work and make better progress. Secondly, the National Numeracy Strategy is better understood and more effectively used by teachers in the upper juniors. Finally, the school arranges additional booster classes twice weekly for Year 6 pupils to raise standards further in the subject, by targeting groups or pupils whose attainment does not currently reflect their mathematical ability. The school also uses previous assessment information to target lower attaining pupils in Years 3 and 4 with additional mathematics teaching, provided by the coordinator. This is to be extended to pupils in Year 5 in the near future. Overall, most pupils in school, including those with special educational needs and English as an additional language, achieve well over time, although progress is slower towards the end of the infants than at the end of the juniors. Good provision is not confined to Year 6, for example, in Year 4 and Year 5, high ability groups' tasks are closely matched to the pupils' needs and therefore challenge pupils' ability. On the other hand, in Year 3 classes where there are mixed ability groups, tasks are not based upon a clear assessment or understanding of what pupils already know, understand and can do and because of this, work is not always well matched to learning needs.
95. Progress in Year 1 is better than in Year 2, although overall it is satisfactory in the infants. The younger pupils build well on previous experiences and generally respond very well to appropriate challenges. High attaining pupils can make numbers up to 100 by adding in 10s, learning to count on from the larger number. Within this group, for example, pupils with English as an additional language make exceptional progress over time and continue to demonstrate a genuine enthusiasm to extend their learning. In Year 2, not all pupils consistently show understanding of all of the common coins although many know $100\text{p} = \text{£}1$ and are not confident when adding amounts that total more than $\text{£}1$. Most can add smaller amounts and the higher attaining pupils can suggest alternatives, for example, $50\text{p} + 20\text{p}$ is equal to $50\text{p} + 10\text{p} + 10\text{p}$.
96. In Year 6, pupils show an increasing confidence in their ability to handle number. Through at least good and regular teaching of various strategies, their skills are increasing. A strong emphasis on mental mathematics is enabling pupils to widen their understanding of number and improve their ability to use the range of strategies to answer successfully problems in their number work. Higher attaining pupils are encouraged to work towards higher than average targets. Many pupils have a good knowledge of decimals and can multiply decimals by numbers such as 40 or 50 by using known facts. They recognise that to multiply by 4 is to double and double again and they know how to multiply by 10. Similarly, to multiply by 50 is to multiply by 100 and then halve the answer. They begin to show good understanding and recognition of number patterns, knowing how to use relationships between certain numbers. Pupils within the middle-attaining group are able to use calculators to convert fractions into decimals confidently. A small group of pupils with English as an additional language receive very good provision on a daily basis. Very good teaching provides many opportunities for pupils to demonstrate their knowledge and, in turn, pupils' self-confidence grows as they extend their mathematical understanding. They learn very well as a consequence and are now on course to attain the expected national level by the end of the school year.
97. A good and balanced range of learning opportunities is provided within the framework of the National Numeracy Strategy. Although currently, some teachers are developing the use of computers to support learning in mathematics lessons, there is limited evidence of information and communication technology being used extensively in the subject. Throughout the school, pupils generally have a good attitude towards the subject. Occasionally, where pupils are not carefully managed or motivated very little learning takes place because pupils lose interest and become restless, having an adverse impact upon the concentration of others. Provision for pupils with special educational needs and English as an additional language is good overall, particularly where groups are identified specifically and work is clearly provided to match their particular needs. Pupils' work well in their groups and many are seen to support each other's learning. Behaviour is generally good because pupils are well motivated and fully occupied. Homework is planned once a week. Opportunities for pupils' to apply their skills in other subjects have yet to be developed and opportunities to experience handling data are yet to be adequately provided. Since the previous inspection, the school has fully implemented the

National Numeracy Strategy, which is used skilfully by a number of teachers, to reinforce continually mental skills and challenge the pupils to think mathematically. The National Numeracy Strategy has brought a structure to the subject that has increased teachers' knowledge and understanding and helped them plan more effectively. Resources are much improved and are well used in support of teaching and learning.

98. The quality of teaching is now good overall; it is satisfactory or better in 84 per cent of lessons, including a quarter of the lessons that are very good. The very good teaching is a key to the noticeably improving standards. Because of good teaching, learning is good. Overall planning is good, although the school is aware that when teachers plan together for a year group, there is a need to modify, to meet the needs of the different attainment groups. With a few exceptions, lessons have a brisk and focused start and build successfully upon existing skills. Teachers share the learning objectives so that pupils know what they are learning. Teachers generally have clear and high expectations of their pupils and maintain a good pace to the lesson. Where marking is very good it is informative and guides pupils to the next stage of learning.
99. Pupils' attainment and progress is tracked throughout the school and up to date records of assessment results are kept. Assessments in mathematics take place every term in Years 1 to 5 and every half term in Year 6. However, lesson plans do not incorporate on-going assessment so that relevant information can influence planning. The school intends to analyse data to further improve curriculum planning and teaching and set targets for weaker areas of learning. The latter is a good tool to raise standards across the whole school as the achievements and specific needs of different groups of pupils are identified. The coordinator is aware that the school is now well placed to adapt existing assessment arrangements in order to formulate a common policy, which can be implemented at an appropriate time in the near future. Teachers currently do not meet to discuss samples of pupils' work and match them to National Curriculum levels. Some monitoring has already taken place and the able coordinator is now ready to extend her role, to enable her to know clearly the standards of pupils' work and the quality of teaching in existence throughout the school. The current subject action plan already identifies and prioritises areas for development. Planning is monitored weekly, to compare work samples with teachers' planning. The subject is well managed by the coordinator, who has shown influential and strong leadership during the last eighteen months of noticeable improvement and raising of standards. She also has a clear view of the subject's strengths and is in a position to support teachers less experienced, knowledgeable, or confident and at the same time, extend the very good practice that exists in both the infants and the juniors. The school is now well placed to build upon recent achievements and raise standards further.

SCIENCE

100. The standard of the current work of eleven-year-old pupils is broadly average. Four-fifths of them are on course to attain the expected national level by the end of the school year and this proportion is similar to that found in most schools. However, only about one in four pupils are within reach of the next level and this is less than many schools. The current standard of work of the seven-year-olds is well below that which is typical nationally. Two thirds are on course to attain the expected national level by the end of the school year and very few are likely to get to the next level. Standards at the age of eleven are rising and are higher than at the time of the last inspection. While most low attaining pupils make satisfactory progress, the achievement of pupils with English as an additional language is significantly lower than that of pupils for whom English is their first language and the more able pupils are underachieving in comparison with their performance in mathematics. Good teaching between the ages of nine and eleven is helping to improve standards. However, the quality of planning is inconsistent due to variations in teachers' subject knowledge. Overall, there is insufficient challenge for higher attaining pupils.
101. Seven-year-olds with typical attainment have acquired a basic knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties and physical processes. They can carry out a simple investigation, for example, collecting information on eye and hair colour, record their observations in the form of a graph and describe their findings. They can identify different materials and describe their properties using terms such as *magnetic*. In studies of living things, they can name parts of the body and sequence the stages of human growth. They can distinguish between healthy and unhealthy foods and compose a healthy meal. They can construct a simple electrical circuit using a bulb, battery and wires. In earlier work, they identified safe and unsafe practices when using electricity and they described how different objects moved, identifying when push and when pull forces were used. However, the frequent use of worksheet based activities in some classes is not helping the pupils to develop their own thinking, writing and working methods in predicting, recording, describing and concluding their work.
102. Eleven-year-olds with typical attainment have a broad knowledge and understanding of scientific enquiry; life processes and living things; materials and their properties; and physical processes. This knowledge has been accumulated over the four junior years. They can carry out investigations into evaporation using prediction and fair testing procedures, measure the time it takes for the same amount of water to evaporate from wide, medium and narrow containers, graph the results and write their findings and conclusions. In earlier work, the pupils had tested different materials for their properties as insulators drawing conclusions on the best materials to keep things hot or cold. They know about the

properties of solids, liquids and gases and how materials may change from one state to another. In work on the human body, they can measure the effects of different activities on the pulse rate and they know the functions of the heart and blood vessels in carrying blood around the body. They understand terms such as *pollination* and *fertilisation* from their studies of plants and can identify the relationships between living things, their habitats, and their sources of food. They know how to use a force meter to measure the force needed to lift and drag objects and to record the results. From practical experience in a music workshop, they can describe how sounds are made and how they can be changed in various ways. In earlier work on light and shadows, they learned to use terms such as *transparent*, *translucent*, and *opaque*. The pupils do not, however, acquire the skills of scientific investigation systematically from year to year, which limits their understanding of experimental methods.

103. The present standard of work in Year 6 is consistent with the results of the 2001 national tests for pupils aged eleven years. These tests showed that 90 per cent attained the national level or above and of these, 30 per cent attained the next level. The result shows that for the pupils aged eleven, the standards are close to the national average. When compared with similar schools, the results are well above average for those reaching the expected level and the next level. Overall, the average number of points scored in the 2001 tests was close to the national average for all schools. This result represents a significant improvement on previous years. This improvement has been greater than that found nationally since 1999.
104. The present standard of work for the seven-year-olds is a slight reduction in standards since the 2001 teacher assessments for this age group. Those assessments showed that 75 per cent attained the national level or above, and of these, six per cent attained the next level. Overall, standards were well below the national average for all schools and below the standard for similar schools. These results show a reduction in standards compared with those found at the time of the last inspection and reflect the changing attainment of the pupils entering the school over the last few years.
105. Pupils in the infants make satisfactory progress in relation to their attainment on entry to the school. However, this is not enough for standards to be average compared with other schools. Pupils are making good progress in the juniors and this is why standards are rising. Only two thirds of the pupils in the current Year 6 have been in the school since Year 2. Eight out of ten of these attained the expected level for their age, or better, when in Year 2. Pupils with English as an additional language make broadly the same progress as pupils with English as a first language if they have been in school more than two years. Later arrivals generally have lower levels of attainment. Half of these pupils speak English as an additional language and are mostly at an earlier stage of English language acquisition.
106. Pupils' show good attitudes to their work. They listen to the teacher and concentrate upon their work. This was seen in a good Year 6 lesson about dissolving, where the pupils were very focused upon the teacher's demonstrations and instructions. In the same lesson, the pupils showed that they were concentrating and making good intellectual effort through the high quality of responses to the teacher's questions. In a Year 5 lesson on the water cycle, the pupils were enthusiastic and eager to extend the questioning by the teacher into meaningful discussion, using learning from other subjects to raise their own questions and explore the ideas they were developing. Pupils engage with enthusiasm in practical work and are generally supportive and cooperative, as was seen in a Year 1 lesson on testing materials to see if they were waterproof. Behaviour is generally good.
107. Teaching is satisfactory but with aspects for improvement; 86 per cent is satisfactory or better, including 43 per cent that is good or better. Teaching is most effective in Years 5 and 6. In order to raise standards, the headteacher and her staff have improved the quality of teaching since the last inspection with revised strategies for implementing the National Curriculum using national guidelines.
108. In a good lesson with eleven-year-olds, the teacher had clearly specified learning objectives and procedures. These were used to give purposeful direction to the pupils' learning and to inject pace and challenge into the lesson. In addition, key technical terms such as *dissolve* had been displayed on large posters with their translation in other languages for pupils who have English as an additional language. The teacher directed the attention of these pupils to these posters giving effective support to their learning by helping them to understand the processes that were being explored and procedures that were being used. In the same lesson, two pupils were working towards the same learning goals using a computer program so enhancing their computer skills. In a satisfactory lesson on electrical circuits, the pupils were engaged in practical experimentation, they were given instructions on how to carry it out and they were given sheets on which to record their observations. The lesson had a number of useful features to aid the pupils' learning. However the ideas to be learned were not stated clearly and the pupils were not supported at key points through the investigation with the result that the pupils found it difficult to reach clear conclusions. In the same lesson, there was no specific challenge for higher attaining pupils.
109. Management of the subject is satisfactory. A policy has been written and implemented. The long-term plans provide a clear direction to the work of each year group. The medium-term plans are based upon national guidelines but planning is undertaken in year groups, and due to deficiencies in the subject knowledge of some teachers, the rigour of the planning is inconsistent in identifying what is to be taught and the strategies that are to be used. This makes teaching in some

classes less effective for all pupils. The quality of the weekly plans is also inconsistent and they do not clearly identify specific targets for pupils at different levels of attainment. This is contributing to the underachievement of more able pupils. A system is in place for tracking the progress of individual pupils but is not yet fully utilised to inform planning. Resources are satisfactory. The use of information and communication technology in lessons is being developed. The time allocation for the subject is low.

ART AND DESIGN

110. Standards meet national expectations at the end of each key stage and have been maintained since the previous inspection. Progress is satisfactory throughout the school, including those pupils with special educational needs. All pupils have access to the subject. By careful explanation and demonstration, pupils in the early stages of English language acquisition are helped to understand what they are to do in lessons. The quality of ongoing work of both seven-year-olds and eleven-year-olds is good. For instance, Year 2 pupils produce good designs based on the work of Mondrian. They demonstrate a good awareness of balance and colour in their designs. They paint with care and commendable precision. Three-dimensional patterns based on Mondrian are particularly good. Year 6 pupils show a good awareness of shape and space as they produce very careful landscapes in a range of media. A scrutiny of previously completed work shows that standards are satisfactory in the range of media used. The youngest pupils experience dyeing of fabric using a variety of potential dyes such as food colouring, tea bags and inks. This develops in Year 2, where ink and water based paint is used. They also complete a series of self-portraits in paint, charcoal and chalks. A wall hanging, contributed to by all infant classes, is a worthwhile venture in collaborative learning. They also gain some experience of producing pictures on the computer. Junior pupils display sound skills in pattern making, printing, watercolour painting, and drawing. The range of media used is too limited and needs to be further developed in order to raise standards.
111. Since the last inspection, the school has introduced a nationally agreed guideline. A new coordinator has been appointed and she is currently analysing this guide to tailor it to the school's needs. She has also begun to collate a portfolio of completed work, which will be used to exemplify the school's progress and act as a stimulus and guide for future developments.
112. The quality of teaching and learning during the inspection was good. A characteristic of this good teaching is the methodical and systematic teaching of skills and the subsequent application of those skills. Pupils in year 5 are taught to plan designs in pencil and then transfer those designs to previously made papier-mâché plates. One teacher prepared a finished design in advance, which motivated pupils to work very carefully. The impact of this process was that the pupils in general produced good work, of which they were proud. They also were able to demonstrate their historical knowledge as they discussed Greek mythology and the influences on their designs. In Year 6, a series of lessons based on landscapes was well taught by teachers who clearly have a good knowledge and understanding of the processes involved. Again, well-prepared examples by teachers not only provided very good guidance, but also impressed pupils, who were inspired to concentrate and produce good work in watercolour, pastels, pen and ink, and pencil. Teachers are also successful in encouraging the use of sketchbooks and trial drawings and designs. This results in pupils learning that techniques need to be practised and that such practice leads to a more skilful performance.
113. In order to raise standards, the coordinator needs to complete the analysis of the adopted guideline. This will lead to a better progression of skills acquisition, as pupils will systematically build on what they have previously learned. The range of experiences would then be broadened and systematically developed. It is also necessary to examine the way art and design is used as a medium in other subjects. It is important that this is systematic and linked into the art and design curriculum. The range of materials also needs to be improved, so that, for instance, when pupils are required to paint with thick brushes, they really are thick. Resources for three-dimensional work are very limited. The new coordinator has a good knowledge and understanding of the subject. She has a clear vision for the development of the subject and has made a good start. She has produced a relevant action plan, coordinated school displays, and reorganised the stock. In addition, she has collated feedback and evaluations of completed units of work. She has begun to adapt and refine the guideline. Her enthusiasm will be of great benefit. It is important that the school develops a system for monitoring teaching and learning in order to ensure that the planned progress occurs.

DESIGN AND TECHNOLOGY

114. The standard of work for pupils at the age of seven is average but the standard of work for pupils age eleven is below average. This is the same as standards found at the time of the last inspection and improvement since then has not been sufficient in the juniors. The evidence is limited. It was not possible to observe any lessons in the infants or in Years 5 and 6. Evidence has come from discussions with pupils and teachers, together with analysis of pupils' work and teachers' planning. This evidence shows that the infant pupils make satisfactory progress in elementary design and making work but that the skills of the junior pupils are underdeveloped in both designing and making. The lack of progress from the previous inspection is mainly because the teachers do not have sufficient subject knowledge to develop the skills

involved in the design and making process and because the scheme of work does not offer them a progression of skills on which to base lesson objectives. As a result, most of the designs and finished products lack appropriate attention to detail, and illustrate that pupils' skills have not been developed to their full extent. Pupils do not evaluate effectively and little attempt is made by them to improve upon their products. Progress in the infants is satisfactory but is unsatisfactory in the juniors. This applies to all pupils including those with special educational needs and those with English as an additional language. The amount of time spent on teaching the subject is low and, as a result, pupils do not engage in the required range of designing and making experiences

115. Following the story of *The Three Little Pigs*, pupils in the Reception Year discussed their designs with their teacher, which led to the pupils using construction toys to build a house for one of the pigs. Pupils of this age also learn how to saw wood using a junior hacksaw and then to join the pieces. Their skills of cutting, folding, and gluing are developed through the making of paper and card birds. These skills are developed further in Year 1, where the making of dolls using clothes pegs, straws and cloth is linked with their history work. These pupils also investigate movement through levers and linkages by designing and making animals from card. These pupils in Year 1 develop and communicate their own ideas through investigating and making different forms of salads. They evaluate their products through tasting and identify how they could be improved.
116. The quality and quantity of their experiences of designing and making that are started in the infants are not built upon sufficiently in the juniors. Pupils in Year 3 make and evaluate a variety of sandwiches and say which they enjoy. Year 3 pupils also investigate and make picture frames, but the designs do not show that pupils are generating their own ideas, choosing different materials, selecting their tools or seeking to evaluate and improve upon their products. Similarly, the Year 4 pupils who were observed making their own torches containing simple electrical circuits, required much teacher direction, failed to evaluate their ongoing constructions and, therefore, failed to improve upon them. By the time the pupils reach the end of the juniors, they have opportunities to learn about methods of creating movement in their models. Some pupils use cam mechanisms, others simulate pneumatic systems. In Year 6, pupils also extend their experiences through designing and making hats, which reflect the character of certain celebrities. Their experiences, however, are very limited and the skills learned are not effectively extended.
117. Most pupils engage quite well in the tasks and apply some intellectual and creative effort. In some instances, however, pupils take advantage of the practical situations and ignore the teachers' instructions, or become involved in disputes over equipment.
118. Four out of the five lessons seen in the juniors were satisfactory. None were good and one was unsatisfactory. It is clear from these lessons and from other evidence collected that good quality teaching is hampered by teachers' lack of subject knowledge. Because of this lack of knowledge, the pupils' use of technical vocabulary is underdeveloped and this restricts the pupils' abilities to develop a deeper understanding of their work and to communicate with others about their developments.
119. The coordinator has been in post for one term and has produced an outline action plan for development. She intends to undertake training to improve upon her knowledge of the subject. The activities undertaken are based upon nationally prepared schemes but the scheme has not been developed to show progression of knowledge, skills, and understanding. This hinders the development of good quality teaching and, therefore, accounts in part to the school's failure to improve upon standards. The resources are generally adequate to allow for some improvement in standards. There is no formal process, however, which enables the resource requirements of the scheme to be matched to the resources purchased. This would allow greater efficiency of use of the subject resources. Currently, tools and other resources are too limited in quality, quantity and range.

GEOGRAPHY

120. Standards are broadly in line with national expectations at the ages of seven and eleven. These standards are similar to those found at the last inspection of the infants and an improvement on those found at the time of the previous inspection of the juniors. The evidence is limited in the infants and was gathered from the scrutiny of pupils' work, discussion with pupils, scrutiny of displays and discussion with the headteacher and with staff. National guidelines are now in use and are supporting the teachers but there is no clear overview of the subject to provide a planned progression in the development of aspects such as mapping skills. Not all the units have yet been fully developed to give pupils enriched, active learning experiences of what places are like. The teaching effectively develops the learning of boys and girls equally but although good resources are frequently used in lessons, higher attaining pupils are not always presented with sufficient challenge. The support received by pupils with English as an additional language, and those with special educational needs, is variable and not always as effective as it should be; progress for these pupils varies from class to class.
121. Pupils make typical progress over both infant and junior stages. Seven-year-old pupils can make a plan of their journey to

school. They undertake a simple survey of the local area around the school identifying features and routes on aerial photographs and making a large model plan of the street outside the school. They know the difference between a map and a picture stating that a map helps people to go somewhere. They can locate various countries on a world map, making good use of the various countries of origin of their fellow pupils and of the places they visit for holidays. They can describe conditions in places that contrast with their home area such as the seaside and St. Lucia in the Caribbean identifying similarities in human and physical features.

122. At the age of eleven years, pupils have a broad knowledge and understanding of geographical enquiry; of key characteristics of settlements; of selected contrasting places in the world; of some human and natural environment features and of environmental management. Pupils can locate the continents and major mountain ranges and on a world map. They can describe and compare weather conditions in different parts of the world by using weather records and constructing graphs. In their studies of an Indian village community, they describe the lives of people and the landscapes found there. They are able to compare and contrast these features with life in Wood Green. In Year 5, pupils undertake an enquiry into a proposal to close the High Street, during which they undertake a survey of people's views, tabulate the results, and write their conclusions. In studies in relation to water, they explore water features and water provision at different scales from features around the school and the uses of water in our lives to the distribution of rainfall around the world and issues associated with the provision of clean water in economically developing countries.
123. Pupils' attitudes to the subject are good. Pupils are eager to respond to questions and offer contributions to lessons. For example in a Year 5 lesson many pupils were keen to offer suggestions about places where dirty water might be found and to extend this into discussion using other knowledge they had on the topic and opinions they held on the issues raised. In another Year 5 lesson where the work of aid agencies was being studied, the pupils worked with interest and with independence but also supported one another sensibly when this was needed. Behaviour is generally good.
124. Teaching is satisfactory overall. It was satisfactory in 86 per cent of the lessons seen and good in the other 14 percent. Teaching is effective when the teacher has high expectations of the pupils and sets a good level of challenge by posing questions that require the interrogation of good resources. This was seen in a Year 5 lesson where the high expectations in the tasks set in relation to water supplies produced good intellectual effort from the pupils. This included the high attaining pupils who were set a brochure production task that required them to apply their learning in a substantially new context. In a Year 6 lesson, a good questioning technique that aimed questions at all pupils, whether they were offering responses or not, allied with careful monitoring of the class made sure that all pupils were engaged and paying attention. Teaching is less effective when lesson plans are not specific to the particular needs of the pupils in the class and do not take account of the true amount of support available through class assistants.
125. There is currently no coordinator in post. There is a policy. Planning takes place in year groups but there is no overview of planning. Teachers are just starting to assess pupils at the end of each unit but it is not possible to track the achievement of individual pupils. The local environment is used for fieldwork and in the summer the pupils go farther afield, for example to the seaside. Resources are satisfactory. The subject is not currently a priority area for development in the school.

HISTORY

126. Attainment at the ages of seven and eleven is broadly average. Analysis of pupils' work and discussion with Year 6 pupils indicate that they have a secure understanding of chronology and can name famous people in the past. They demonstrate knowledge of the Tudor and Victorian periods and their more recent study of events in the twentieth century reveals a sound recollection of facts and an increasing understanding of the effects upon people living at the time.
127. Evidence of teaching is limited. Three lessons were seen, all of them satisfactory or better. Other evidence came from previous work, planning, and discussions with pupils and teachers. Year 5 teaching is good. Because of this, and pupils' generally good attitude towards the subject, learning is good in this year group. In their study of different aspects of Ancient Greeks, pupils present their ideas methodically and neatly. They know and have formed views about specific gods from the period and organise information in a clear way to represent the important features. Where learning is very good, pupils' strengthen their understanding by devising their own very good questions about Greek gods to challenge the thinking of other pupils in their class. Year 5 pupils know about the Victorian period. Current work includes a visit to Bruce Castle Museum to study Victorian artefacts. Discussion with pupils and adults and work analysis suggests an overall emphasis on factual learning in the juniors rather than on developing skills of historical enquiry. The pupils' understanding of how to learn from first hand evidence is limited. However, the pupils respond very positively to good, lively teaching and, overall, enjoy the subject. When the opportunities are provided, they are keen to explore new ideas and share ideas with each other. In Year 2, written work is limited, with little challenge for pupils to begin to understand life in the period of history, or early sense of chronology. However, higher attaining pupils have learnt about the Great Fire of London. Analysis of pupils' work and discussion with key staff underlines a practical approach to history which encompasses much discussion, role play and use of well selected resources such as in the study of toys past and present

in Year 1.

128. An analysis of teachers' planning and pupils' work indicates that most activities are planned jointly by teaching teams, although there is a reliance on commercially produced materials to provide information and to guide pupils' recording. There is very little evidence of pupils using information and communication technology to research information. History is linked with other subjects such as art and design, music, geography and English, which enables pupils to develop other skills whilst learning about history. Assemblies are sometimes used to support learning in the subject. Where teachers' marking is good it contains positive comments and questions to extend pupil's thinking and enhance their learning in addition to celebrating effort.
129. The level of provision and the standards reported in the previous inspection have been maintained. The recently appointed coordinator was absent during the inspection but a subject review was carried out in the autumn term. An action plan is to be produced which identifies areas for development. The coordinator's role in monitoring the quality of teaching and standards of work is underdeveloped. Formal procedures for assessing pupils' attainment and progress throughout the school have yet to be established. Resources for history are good and are stored centrally. Teachers are able to use them in order to support all aspects of the subject because they have been reassessed to match the needs of the curriculum. The school currently uses the national scheme of work, which provides appropriate coverage and balance throughout the school. This can be adapted further to incorporate the locality and its community and local expertise in order to make history even more meaningful and interesting to all pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards are below average at the ages of seven and eleven. Standards at the age of eleven have improved since the previous inspection of the junior school but need to rise further. Standards throughout the school are now rising quickly since the very recent introduction of the new computer suite and, more especially, the effective use made of the new resources. The children, however, have gaps in their knowledge that reflect inconsistent implementation of the programme of study in previous years and because not all of the classes use the suite yet. There are no significant variations in attainment or progress between boys and girls or pupils from different backgrounds.
131. Pupils in Year 6 have satisfactory knowledge of the Internet and of word processing. They can add and amend text using delete keys and the mouse to position the cursor near to the text to be edited. They can create and use text boxes and combine graphics and text to present their work attractively to the reader. Most of them can access the Internet and search web sites for information. Knowledge of the keyboard is satisfactory and they can locate, save, and print their work. However, their knowledge of spreadsheets and data base programs is very limited and they have no knowledge of control technology. Standards in Years 3 and 5 present a similar picture to that in Year 6. Pupils in Year 2 are able, with minimal assistance, to use a graphics program to draw designs. They can select the line drawing tool, change thickness, and fill spaces with colour. Nearly all can amend their work, create a text box for their name, and, with help, save and print their work. Keyboard skills are variable and basic knowledge of the keys is sometimes very limited, reflecting insufficient experience of computers in the past. The evidence in Years 1 and 4 is limited.
132. The teaching is good overall; all of it is satisfactory or better, with the bulk being good. In a good lesson in Year 2, the whole-class methods, with direct teaching and shared demonstrations, helped all pupils to learn quickly. There was sufficient emphasis on correct terminology, with clear explanations of the meaning of the terminology, to support pupils with English as an additional language effectively and help with their vocabulary extension. Good use is being made of the technology to demonstrate how programs work and how they are to be operated. This is particularly useful when teaching pupils in the early stages of acquiring English as an additional language because it enables program demonstrations modelled by the teacher to support verbal descriptions. The subject expertise of teachers is variable because the school is only at the start of a lengthy training programme for all teachers. Those leading the development of the subject have good expertise and lead effectively by the example of their teaching. The use of computers in English, mathematics, and other subjects is very limited, reflecting variations in teacher expertise and a lack of specific planning for information and communication technology in other subjects. This is recognised by the coordinator who is working to improve the situation.
133. Leadership and management of the subject are good. The coordinator has very good technical expertise and is communicating her knowledge of good practice in teaching to her colleagues. Curricular planning is adequate. The arrangements for assessment of pupils' attainment and progress are good. Subject development planning is very good. A survey of teacher skills has been carried out. Individual strengths and weaknesses are known and action is being taken to help teachers whose skills are minimal. The coordinator is providing an extensive programme of in-house teacher training. The arrangements for monitoring are satisfactory. Resources are excellent.

MUSIC

134. There is insufficient evidence to judge the standard of attainment in Year 6 because insufficient teaching was seen. Singing was heard, however, and the general standard of this aspect in the juniors is good, especially among the younger year groups, and rising. Most of the pupils in Year 6 sing at a standard that is typical for their age. The singing of younger pupils is above expectations. These pupils were very confident and able to sustain songs in two-part harmony. Their singing is enthusiastic, tuneful, expressive, and very rhythmic, with clear words. Infant pupils recognise and know the names of untuned percussion and how to play them correctly. They can keep together and are beginning to use graphic scores to record their compositions. They can sing with enthusiasm and can keep a simple two part round going. In the infants, standards are average.
135. Pupils are making good progress in singing and developing the relevant skills and techniques, although Year 6 pupils are making less progress than are the younger pupils. Infant pupils make good progress in Year 1 developing a range of musical skills and good progress across the key stage in singing. All pupils, except one or two in Year 6, really enjoy music lessons. They sing with great enthusiasm and joy. They are fully involved, joining in action songs and rising to the challenge of some quite difficult two part songs. During singing, Year 6 pupils do not participate with such enthusiasm or respond to action songs in the same way as the younger pupils. All pupils are very well behaved, well motivated and concentrate throughout the sessions.
136. The small amount of teaching seen was of a high standard. The one lesson seen in the infants was very good. The teacher's enthusiasm motivated the pupils to achieve at a high level and to be totally involved in their music making. The quality of teaching for the infant group singing is very good and pupils respond positively to the input and are well motivated by the teacher's enthusiasm and demands for high quality singing. No class teaching was seen in the juniors but the quality of the teaching during singing sessions when six classes were combined was very good. The enthusiasm, very good teacher knowledge, coupled with the teacher's ability to demonstrate what is required, plus the rapport shared with the pupils, indicates a potential for singing to be raised above expectations. The pupils are responsive, well behaved, inspired and focused on the task. Lessons move at a good pace and contain a variety of songs from all over the world.
137. Although all classes have a weekly singing session not all year groups have additional class sessions. The basic statutory requirements are being met but overall the depth of study is insufficient particularly in the juniors, where pupils in Years 4 and 6 do not have any other opportunities for music making except their weekly singing. There is no coordinator at present so the headteacher has taken on the role. The school is aware of the lack of music making and is looking at developing a more comprehensive scheme to give greater guidance to the non-specialist to teach class music. Resources are good in the infants, with each class having its own set of untuned percussion. However, in the juniors, resources are insufficient to support the curriculum. There are plans to train a choir and to teach recorders as an extra-curricular. At present, a small group of pupils learn additional instruments including the piano, guitar, violin, and recorder. A number of musicians have visited the school and they include a jazz trumpeter, Turkish music group and a woodwind ensemble.

PHYSICAL EDUCATION

138. By the ages of seven and eleven, pupils attain standards appropriate to their ages. Pupils, including those with special educational needs and those with English as a second language make satisfactory progress throughout the school. Standards are similar to those reported at the last inspection.
139. Pupils in Year 1 show developing control and coordination of body movements. In gymnastics, these pupils make satisfactory progress through performing the basic gymnastic skills of travelling, being still, jumping and landing correctly. They are able to explore all these actions on the floor as well as on large and small apparatus. They show good balance at different levels and respond with energy and enthusiasm to the variety of activities. Year 2 pupils know how to perform simple movement patterns through dance. They show skills of coordination, timing and control of their bodies, which are typical for pupils of this age. All the pupils can copy the movements directed by the teacher and can skip in time with the music. Year 3 pupils develop their skills of passing and trapping a ball using their feet, and of working as a team. Throughout the rest of the juniors, pupils show an increasing level of skill development in dance, games, and gymnastics. The progress they make is typical of pupils of this age. They take part in a variety of small side games including netball, volleyball and football. In Year 6, swimming is added to the curriculum. Although there were no swimming lessons seen, talking with teachers and pupils showed that only about half of the Year 6 pupils can swim a distance of 25 metres; this proportion is smaller than average. Year 6 pupils experience a variety of other sports through attending a residential camp. While there, they engage in activities including abseiling, canoeing, mountain walking, and rock climbing.
140. Teaching is satisfactory overall but varies from good to poor. Not all of the teachers ensure that the pupils warm up and cool down appropriately. Some teachers give correct and effective demonstrations of skills to be learned, but others do

not have the knowledge or skills to demonstrate correctly. When demonstrations are given and performed correctly they enhance the quality of teaching and influence the rate at which the pupils learn. In Year 5, the teacher demonstrated the correct technique for passing a ball using the hands and arms. Pupils could immediately see what was required and responded well. Some teachers have sound knowledge and understanding of the subject and are able to use this knowledge to extend the standards of the pupils through building progressively on previously learned skills. Pupils who are taught by teachers who have little subject knowledge make no more than satisfactory progress. Pupils behave and cooperate well in most of the lessons and respond with enthusiasm to the activities undertaken. Where teaching is poor, the behaviour of some of the pupils prevents learning taking place.

141. The resources are well organised, accessible and are adequate for teachers to teach effectively. The coordinator is knowledgeable and enthusiastic to develop the subject through the school. He has produced a file for each year group that details learning objectives and activities for dance, gymnastics, and games. This is a very useful resource and, combined with staff training could be used by all teachers as a basis for planning lesson objectives and activities. The lack of detailed lesson planning has a detrimental effect upon learning. There is no monitoring of the subject, either in terms of teaching or planning and little emphasis has been placed upon developing the expertise of the staff. This has resulted in variation in the quality of teachers' subject knowledge, which in turn accounts for the school not making progress since the last inspection.
142. The school offers a wide selection of sporting extra-curricular activities including football, netball, volleyball and badminton. These are available to boys and girls. The school organises football teams for both boys and girls. Last year the boys were champions of the local league. The range of other competitions in which pupils are involved is good and includes Kwik cricket, tag rugby, and the Tottenham Hotspur five-a-side football.

RELIGIOUS EDUCATION

143. Currently the standards in Year 6 are in line with the expectations of the locally agreed syllabus. The work scrutiny shows that pupils record some information in their own words but also that work is regularly copied. Year 6 pupils demonstrate an understanding of the various religions studied in school and can recall many relevant facts about the different sacred texts used by different religions.
144. Pupils are made aware of how important religion is to those who follow a particular faith. When talking about other religions, pupils are encouraged, if they wish, to contribute from their own personal experiences. Everyone's religion is celebrated and respected. Pupils in Year 5 study the Buddhist eightfold path and there were interesting discussion about how this path could be translated into one that was relevant to the classroom. The pupils had some very interesting ideas, including respect for each other and the teacher, noise level in the classroom, bullying, cooperation, and many others. The younger pupils are looking at Sikhism, the five *Ks* and how important they are to a Sikh.
145. In the infants, standards are broadly in line with expectations of the locally agreed syllabus. However, the work scrutiny showed that recorded work is limited, particularly in Year 2. Pupils are made aware of festivals from several religions and have retold the story of Diwali in their own words. The younger pupils have looked at symbols of faith and baptism and drawn their own badge to help them understand the importance of a symbol to show one belongs to a specific group. They have written about a special gift including God's gift of Jesus at Christmas. Festivals from different religions have been touched upon and these include Eid, Chinese New Year, Harvest, Hanukkah, and Easter. Although there is a range of recording across the school much of this is either copied or done on worksheets thus preventing the pupils from writing in their own words and expressing their feelings.
146. Pupils make satisfactory progress. They enjoy lessons especially when they are encouraged to discuss aspects of religions. They are very respectful of each other's religions and listen carefully to what is being said. They respond well to teachers' questions and are keen to participate.
147. The teaching is satisfactory in the main, with instances of good and very good practice. Only one lesson was seen in the infants; this was very good. The quality of teaching in the juniors is satisfactory with examples of good and very good teaching. Where teaching is very good, pupils are well motivated by the teacher's enthusiasm and encouraged to participate to the full. The lesson moves at a good pace and questions are used very effectively to involve all the pupils. Where lessons are satisfactory, most pupils gain worthwhile knowledge but the pace of learning is slow, there is a lack of appropriate resources and the pupils are not always well motivated.
148. The coordinator has produced guidelines to support the nationally prepared scheme. A variety of published materials are used to supplement the scheme. Plans are monitored each half term and work is checked yearly, which is insufficient for the coordinator to have a secure overview of standards across the school. Resources, particularly in the juniors, are inadequate with a shortage of artefacts for some of the religions studied. Assessment arrangements are not in place. The coordinator sees the introduction of assessment as a priority. Visits to the local Baptist Church and a Hindu temple give

pupils first hand experience of different places of worship and this enhances their understanding.