

INSPECTION REPORT

SUFFOLKS PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102005

Headteacher: Ms F E Thompson

Reporting inspector: Graham Bate
No: 20926

Dates of inspection: 10th – 13th March 2003

Inspection number: 246172

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Brick Lane

Enfield

London

Postcode:

EN1 3PU

Telephone number: 020 8804 1534

Fax number: 020 8482 0963

Appropriate authority: Enfield

Name of chair of governors: Mr P Drinkwater

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Art and design Design and technology Music Educational inclusion including racial equality English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
19650	Ms S Thomas	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?
21858	Rev J Pryor	Team inspector	English Information and communication technology Religious education Special educational needs	How good are curricular and other opportunities offered to pupils?
21313	Mr H Galley	Team inspector	Mathematics Geography History Physical education The Foundation Stage	How well is the school led and managed?

The inspection contractor was:

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

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Suffolks Primary School is located in the London Borough of Enfield. The school caters for pupils from the ages of three to eleven years. The majority of pupils live in the immediate area of the school. There are 220 pupils on roll, which includes 30 children in the reception class and 14 full-time equivalent in the morning nursery. The school is about the same size as most other primary schools nationally. There are slightly more girls than boys. The pupils' attainment on entry is low. The number of pupils who enter or leave the school at other than the normal times of entry or departure is rising; it currently is about a quarter. A significant number, about 15 to 20 per cent, regularly join the school at the beginning of Year 3. They come from other schools in the area some having previously attended two local language units. They add to the proportion of pupils in the school with special educational needs, which is high at 42 per cent and well above the national average. About seven per cent of pupils have statements of special educational needs, which is also well above the national average. Forty-four pupils speak English as an additional language. Ten of these pupils are at the early stages of speaking English. Although unemployment is not high, the area is one with a predominantly low wage economy. The percentage of pupils deemed eligible for free school meals is above the national average at 38 per cent. About one quarter of the pupils are of minority ethnic heritage, of whom the majority are Black-British Caribbean or Black African. Since the last inspection, the school experienced a period of turbulence in its management and a significant number of staff changes. These difficulties were further compounded by the illness of the new headteacher over a period of a year and a half, following her appointment in April 1999.

HOW GOOD THE SCHOOL IS

This is an effective school. Although standards are not yet high enough, given their capabilities the pupils do achieve well. In view of the changing context of the school, for example significantly increasing pupil mobility and the rising numbers of pupils with special educational needs, it has done well to even maintain standards and, in some cases, to show improvement. The school has successfully worked very hard to establish the very good relationships that now exist; this has a very positive impact on the quality of pupils' learning. As a result, the pupils show positive attitudes, the great majority behave well, have an interest in their work and respect their peers. The overall quality of teaching is good. The teachers are not only committed to improving the pupils' learning, but also to their general and personal welfare. The provision for the very large number of pupils with special educational needs is good. The school is careful to ensure all pupils have access to all the opportunities, both social and curricular, that it provides. It is clearly an inclusive school. The headteacher has a very clear idea of the school's priorities and its future direction. She is supported well by a committed staff. The governing body is showing an increasing awareness of the school's strengths and weaknesses. The school is now in a good position to raise standards. The school provides satisfactory value for money.

What the school does well

- The teaching is good and the teachers are very committed to improvement.
- Relationships in the school are very good. This helps pupils to make progress. Links with parents are very good.
- Pupils with special educational needs and those with English as an additional language are supported well.
- The headteacher is a very good leader. She is effectively supported by all the staff.
- Very good provision is made for the pupils' moral and social development and supporting their personal development.
- Pupils attain standards in art and design and physical education above those normally expected by the age of eleven.

What could be improved

- Standards in English, mathematics and science.
- Meeting the needs of different groups of pupils by providing work more closely matched to their abilities.
- The management and use of time available for teaching.
- The consistency and quality of the marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. The major strength was the personal development of the pupils, which created a very good atmosphere for learning. However, by the time of the new headteacher's appointment in April 1999, the school had entered a period of management uncertainty, staffing turbulence and change and weak standards of behaviour amongst the pupils. Despite very significant personal difficulties over a period of eighteen months, the headteacher has dealt satisfactorily with the issues raised by the last inspection. More recent improvement, now that the initial difficulties have been successfully overcome, has been good. This view is strongly supported by staff, governors, parents and, most interestingly, by the pupils. The unsatisfactory teaching noted in the last report has been addressed well by, for example, effective monitoring. The management of pupils is now very good, the teachers have high expectations of their pupils, and daily assessment of pupils' progress informing lesson planning is good. This has resulted in an improvement in standards, for example in design and technology and information and communication technology (ICT) by Year 6 and, in comparison with similar schools, improvement in the national tests in Year 2 in reading, writing and mathematics. Most significantly there has been improvement in the relationships with parents and the quality of information they receive.

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
	2000	2001	2002	2002
English	E*	E	E	D
mathematics	E*	E	E*	E
science	E*	E	E	E

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

Despite the good provision made by the school in the nursery and reception classes, many pupils have still not attained the national early learning goals by the time they enter Year 1. This is particularly true of their personal, social, emotional, language and mathematical development and their knowledge and understanding of the world. A number of pupils do not reach the goals even by the end of Year 1. Standards of attainment on entry to the school are, therefore, low. Standards are also adversely affected by the number of pupils who enter Year 3 with learning difficulties. The results of the national tests show that standards in English and science are well below average and very low in mathematics. When compared with similar schools, that is those having between 35-50 per cent of pupils known to be entitled to free school meals, performance in English is below average and mathematics and science are well below average. Taking the three subjects together, the underlying upward trend has been broadly in line with the national trend. Whilst still not high enough, the gap in standards between the school and the national figures has closed slightly in English and science and remained the same in mathematics.

Results for Year 2 (seven-year-old) pupils in 2002 are below the national average. Overall standards in the current Year 2 and Year 6 are below average in English and science and well below average in mathematics, but average compared with similar schools in reading, writing and mathematics. The underlying trend in results for seven-year-olds since 1998 has been upward. However, in some lessons, in these subjects, average standards were attained, indicating improving achievement. Standards in all other subjects are broadly in line with national expectations, except at age eleven where they are above in art and design and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are positive and show enthusiasm for all aspects of school life.
Behaviour, in and out of classrooms	Overall, standards of behaviour are good and improving. There was no sign of oppressive behaviour. Pupils are welcoming and polite to visitors.
Personal development and relationships	The pupils are very pleased to undertake responsibilities and frequently offer to help. Relationships with pupils, their peers and staff are very good and a strength of the school.
Attendance	Attendance is well below the national average. Unauthorised absence is well above the national average. The number of exclusions is falling. There have been no permanent exclusions over the last four school years.

The very good relationships and overall good behaviour have a positive impact upon the pupils' learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. As a result of the good teaching, pupils achieve well from a low base. All staff have a strong commitment to raising standards, both academic and behavioural. The teachers manage their classes very well and use a suitable range of teaching strategies linked to clearly stated learning objectives. These are major contributors to the quality of pupils' learning. The teachers plan their lessons fully. However, the planning rarely includes work to match the abilities of different groups of pupils. The teachers have high expectations for behaviour, relationships and, as part of the school's aim to raise pupils' self-esteem, standards of presentation of work. Teaching assistants work very well alongside the teachers, supporting pupils' learning well. The pace of some lessons and use of available time requires examination. Teachers' overall subject knowledge is good but some insecurity remains over ICT. The pupils' learning is assisted well by the teachers' insistence on concentration and effort and by their knowledge and understanding of pupils' needs. Pupils with special educational needs and those who speak English as an additional language are supported effectively by the teachers and, therefore, learn well. The standard of marking is inconsistent and rarely includes targets to support pupils' future learning. Satisfactory use is made of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum provision is satisfactory. The school is seeking to extend the creative and practical elements of the curriculum. Insufficient use is made of ICT in most subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for these pupils is good. They are supported well and the provision is very well managed.
Provision for pupils with English as an additional language	The school is very alive to the needs of these pupils and gives them the best support available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. It is very good for the pupils' social and moral development.
How well the school cares for its pupils	There are good child protection procedures in place. The pupils are offered very good support in their personal development and their academic performance is monitored well. Assessment in subjects other than English, mathematics and science is underdeveloped.
How well the school works with parents	A very positive partnership is now building with parents. Parents are provided with very good quality information. The school is welcoming and pleased to discuss issues of concern with parents.

Pupils' concerns matter in this school. The school is anxious to stimulate, protect and encourage pupils, in any way possible, in order that they may realise their full potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision for the educational direction of the school. She is a very good leader and is supported effectively by key staff. Subject co-ordinators are confidently developing their roles.
How well the governors fulfil their responsibilities	The governing body fulfils its role satisfactorily and is beginning to build up an understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Effective analyses are undertaken of the school's performance in the national tests and standards of attainment on entry. Monitoring of teaching and learning is well developed.
The strategic use of resources	Available resources and specific grants are well deployed and used effectively. Principles of best value are beginning to be used.

There is a strong team spirit within the school, built upon the very good quality of relationships; all are committed to improvement. The administrative and maintenance staff are efficient and effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The school is approachable. • The children work hard. • They feel well informed about their children's progress. • The school is well led. • There is close co-operation with parents. • The way in which children are helped to mature. • The children make progress. • Good support for children with learning difficulties. • The improvement in behaviour. • They are pleased with the standards attained. 	<ul style="list-style-type: none"> • There is some confusion over homework requirements. • Information about children's progress. • Year 5 non-swimmers cannot go when in Year 6. • The absence of a choir/orchestra. • The extension of higher attaining pupils.

The inspectors are pleased to endorse the parents' positive views. However, whilst most pupils achieve well and make progress, standards do require improvement. The homework policy is under regular review and clarification is to be issued soon. The quality of annual reports to parents is good and the school is pleased to meet parents at any time to discuss progress. The school does not have a pianist on the staff to support, for example, a choir. Tuition on orchestral instruments is now available. The school agrees it would be desirable for Year 5 non-swimmers to continue when in Year 6 but there are significant organisational issues concerning numbers and curriculum entitlement problems. The school needs to plan to target the needs of different groups of pupils, including higher attaining pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the 2002 National Curriculum tests for eleven-year-olds (Year 6), based upon the average points scored by all pupils, were well below average in English and science and very low in mathematics. When compared with similar schools, that is those having between 35 and 50 per cent of pupils known to be eligible for free school meals, English was below average and mathematics and science well below average. The trend over time, in these three core subjects, since 1998, has broadly matched the national upward trend. Over the last three years in English and science, the school has begun to close the gap with the national average. Over the same period in mathematics, standards have risen in line with national performance. Comparison with performance in 1998, when the 2002 pupils were in Year 2, suggests that the Year 6 results should have been much better. Tracking of the pupils by the school shows, however, that all the confidently predicted higher attaining pupils had left. This is not an uncommon pattern of current pupil mobility in the local area, which is compounded by a significant and regular Year 3 entry of pupils into the school, the majority of whom have special educational needs. The school's hard work, therefore, results in good achievement from an extremely low base.
2. The performance of seven-year-olds (Year 2) in the 2002 National Curriculum tests was well below average in reading, writing and mathematics. The teachers' assessment of performance in science was similar. However, when compared with similar schools, performance, in the three areas of learning, is average. This also represents at least good achievement. The underlying trend since 1998 has been more variable than for eleven-year-olds, but is generally upward.
3. Over the last three years, gender difference in the performance of eleven-year-olds is slight in English and mathematics. Girls, however, outperform boys in science. For seven-year-olds the gender differences are greater, with girls outperforming boys significantly in reading and writing. Performance in mathematics is more evenly matched.
4. Although there is wide variation, the standard of attainment on entry to Year 1 is generally low. Despite the good provision and good progress the children make in the nursery and reception classes, the majority do not attain the nationally agreed goals for learning in their personal, social, emotional, communication, language, literacy and mathematical development and their knowledge and understanding of the world. A number of pupils are unlikely to achieve all these goals even by the end of Year 1.
5. Inspection evidence indicates that the current standards of work in English and science are below average and in mathematics well below average in Years 1 to 6. The school's targets for improvement are unrealistic but, given their starting point, the pupils achieve well. Achievement is being aided by the improvement in behaviour, the raising of self-esteem, positive attitudes and improving good teaching. There is also good achievement in other subjects throughout the school. This results in standards that are broadly in line with national expectations in Years 2 and 6 in geography, history, design and technology and religious education, except for art and design and physical education at eleven years, where they are above.
6. As a result of the good quality support they receive, the pupils with special educational needs make very good progress towards their individual targets. Their progress is very effectively monitored. Although there is currently no external support for the pupils who

are at the early stages of learning English as an additional language, the pupils make good progress as a result of the teachers' awareness of their needs and the considerate help from their peers.

7. The good models provided by the teachers for speaking and listening, and the very good quality of relationships, encourage pupil confidence. They make, therefore, good progress in communicating their ideas and feelings. Younger pupils' progress is slow in understanding the sounds letters represent in words but, by the age of eleven, most pupils attain a broadly average competence. Interest in reading has been maintained by both boys and girls, which assists progress. Varied and effective approaches by the teachers to developing pupils' writing skills, such as redrafting, have led to an improvement in quality and presentation. Pupils, however, have difficulty in writing at length as too few opportunities are provided.
8. The numeracy skills of the pupils are not well developed, for example Year 2 pupils have difficulty understanding the relationship between repeated addition and multiplication. Standards at the ages of both seven and eleven are restricted by the current necessary narrow focus on number skills. This is to the detriment of other areas of mathematics, such as using and applying the subject beyond solving simple problems. Higher attaining pupils' standards are also constrained by the lack of opportunity to attempt more challenging work.
9. Whilst pupils achieve well in science, standards are below average throughout the school. This is mainly due to the range of work covered within each scientific topic. There have, however, been improvements in the practical and investigative skills of the pupils. As a result of the good levels of co-operation and collaboration in practical investigations, standards in this aspect of the pupils' work are frequently average. The use of mathematical skills in science, for example graphical representation, is very underdeveloped.
10. As staff ICT training is not yet complete and the computer suite has only been operational fairly recently, the range of work undertaken in this subject is currently narrow, for example wordprocessing and drawing programs. Within these restricted aspects, standards are in line with expectations for pupils of ages seven and eleven.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to their work are generally good. As a result of the improved behaviour and the provision of numerous extra-curricular activities most pupils enjoy coming to school. When teaching is good, pupils concentrate and listen carefully to their teacher. Year 3 pupils were enthralled to learn about ancient Egypt by carrying out a mock archaeological dig. Year 1 pupils enthusiastically conducted science experiments on forces. Where teaching is less dynamic, pupils' attitudes to their work, and occasionally their behaviour, deteriorates.
12. Behaviour in and outside the classroom is good overall. Parents report that behaviour has improved considerably over the last few years. Year 6 pupils speak highly of the improvements in behaviour. Pupils respect each other and are helpful when they see another in difficulties. Throughout the school pupils are considerate of others. They are courteous to adults and to each other. Incidents of bullying in the playground have decreased due in part to the extra play facilities available in the playground and, at lunchtime, in the hall which keep pupils busy during breaks. There is also growing respect for other people. In class, behaviour is only satisfactory when the work is not sufficiently relevant to pupils' abilities or experience.
13. Relationships are very good. Parents feel that staff are good role models. Pupils trust

their teachers. Teachers respect each pupil as an individual and this is at the heart of the very good relationships.

14. Pupils' personal development is very good. Staff encourage pupils to take responsibility in all aspects of school life. There is a range of duties in class. Older pupils are 'buddies' and sell fruit at morning break. School councillors discuss school matters in a mature way and are justifiably proud that their suggestions have led to improvements for pupils. Pupils have less opportunity to take responsibility for their own learning. Some use dictionaries and reference books to help them with their work. Pupils are developing an awareness of the environment. They collect items for recycling regularly. Their knowledge of what makes a good citizen is increasing. The school recently won a citizenship award for its art project on racism.
15. As a result of the school's detailed monitoring, attendance has improved. However, compared to the national average it is unsatisfactory. Some of the reasons for this are family holidays during term time, and absence for activities which could be carried out during out-of-school hours. The school is working very hard to improve the situation, but does not regularly analyse attendance on a class-by-class basis.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching has improved since the last inspection. The overall quality of teaching is now good. Sixty-eight per cent of lessons were judged to be at least good and 98 per cent at least satisfactory. In the last inspection, about 20 per cent of teaching in Years 1 and 2 and ten per cent in Years 3 to 6 were judged to be unsatisfactory. Only one lesson was judged unsatisfactory in this inspection. This represents a good level of improvement.
17. The children in the nursery and reception classes receive good quality teaching. The teachers are extremely skilful in helping the children to settle into the routines of school life. Planning of the curriculum by the teachers is good. They ensure that the children experience a series of interesting and relevant activities, which will give them a good start to their education. There are a number of strengths to the teaching in the Foundation Stage: the high level of co-operation between all staff; the close working with parents; and the consistency of approach. Children with special educational needs and those with English as an additional language are well provided for. As a result, in all areas of learning, the children make good progress from a very low point on entry.
18. Pupils with special educational needs in the infant classes make good progress in learning. The support they receive is well matched to their needs and the methods used effectively keep the balance between giving support and challenging pupils to try for themselves. In Years 3 to 6, pupils identified as having special educational needs make very good progress in learning, especially those who have intensive support in the Junior Language Unit. All the teachers give sympathetic and effective support to pupils who speak English as an additional language.
19. A strong sense of commitment to improving achievement and raising standards is evident in the very positive attitudes shown to their work by all the teachers and teaching assistants. They seek, successfully, to establish very good relationships with all pupils, including those who sometimes exhibit challenging behaviour. It is clear that the teachers enjoy their work and this has a positive impact on the pupils' learning, encouraging them, for example, to put creative and physical effort into the activities. In a good Year 6 gymnastics lesson, the pupils worked very hard in developing a series of imaginative, balanced sequences, whilst Year 3 pupils used intense concentration to create very accurate multi-coloured press prints.
20. In order to establish an effective framework for learning, the school has put

considerable effort into improving behaviour. In this it has been successful. The teachers have high expectations for behaviour. The consistency and fairness of the procedures are recognised and respected by the majority of the pupils. These positive attitudes contribute a great deal to the quality of relationships and also help to ensure that all pupils feel included in all activities, for example those pupils who speak English as an additional language. Teachers have high expectations for the standards of presentation and the extension of the pupils' subject and technical language. This has a beneficial impact on the pupils' self-esteem and confidence. In a Year 1 lesson, for example, the pupils effectively learnt the important difference between 'pitch' and 'loud and quiet'.

21. The teachers use well a variety of teaching methods, whole class, group and individual activities, except for the opportunities to provide more independent and stimulating learning with the use of ICT across a range of subjects. Whatever methods are chosen by the teachers, in virtually all lessons they build successfully on the pupils' previous knowledge and understanding and satisfactorily develop pupils' basic skills, such as speaking and, particularly, listening, the value of reading and ability to co-operate and collaborate. For example, the teachers very effectively develop the pupils' abilities to undertake scientific investigations. Expectations for the pace of working are, however, not always high enough. This is compounded by, on occasions, lessons filling the timetable space available rather than providing a sharper focus to learning within a suitably appropriate timescale. The effectiveness of some literacy and numeracy lessons is also reduced by inappropriate pace to the lessons. For example, the teachers sometimes spend too long on introductions so that the time for independent learning is restricted, reducing time at the end of the lesson to draw effective conclusions to the learning or to give more time than the planned work requires.
22. The teachers' planning is satisfactory. It is detailed and includes, for example, clear learning objectives, opportunities for assessment of progress and the key vocabulary to be introduced. However, the majority of the planning does not include a range of different work to match the learning needs of pupils of different abilities. This is true, for example, in mathematics where higher attaining pupils simply do more of the same work at the same level of difficulty. This does not extend the learning of these pupils. However, the planned learning objectives are well and clearly indicated to the pupils, almost always in language they can understand. In the best lessons, these objectives are referred to during the course of the lesson and used as a focus to help pupils evaluate their learning during the concluding part of the lessons.
23. The teachers' overall subject knowledge and understanding are good, except, and mainly due to the fact that not all have yet had the opportunity to complete training, that some lack confidence in the use of ICT. However, this matter is being addressed. Teachers' knowledge and understanding offer good assistance to the overall quality of pupils' learning. The very good management of pupils by the teachers makes, however, the most significant contribution to the quality of learning; this is not at the expense of the very good relationships. It creates an atmosphere of mutual respect and a framework within which learning can take place. In an evaluation of their own learning needs, pupils, in discussion, were quick to point out, not only the improvement over the last two or three years, but the necessity of well-managed classes and good behaviour.
24. The teachers and the teaching assistants work together very well as a team. The teaching assistants are made aware of the planned activities by the teachers. As a result, they work very well with the pupils, greatly assisting their learning. Resources for learning are deployed well so no available time is lost.
25. Good use of question and answer sessions is made by the teachers, helping them to assess pupils' progress, knowledge and understanding. As a result, the pupils are well

known to their teachers. When the pupils are engaged in groups or individually, the teachers make good use of this time to assess progress and move the pupils' learning forward. Learning is not always well supported, however, by the overall quality of marking of pupils' work. Appropriate praise and encouragement are generally given, but targets for future learning are rarely indicated, which does not assist well the pupils' own understanding of their strengths and weaknesses. The use of homework is satisfactory. The school is seeking to develop this area of work and is consulting with parents in order to attempt to seek their help, as the teachers try to create the notion of the tasks as being 'shared learning'. This is an important and useful initiative.

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

26. The curriculum planned for the pupils meets their needs and supports the aims of the school well. The weaknesses in covering all the requirements of the National Curriculum identified in the previous report have been overcome, and full cover is now provided. In some subjects it is better than others: in English, art and design and physical education for example it is broad, but in mathematics and science the cover is still relatively narrow.
27. The subjects are planned according to national strategies in literacy and numeracy, and most of the other subjects use the nationally recommended programmes of study. Religious education follows the new syllabus produced jointly by the boroughs of Hackney and Enfield. In planning the whole curriculum the school has paid extra attention to the need for the pupils to find activities in which they can shine and feel a pride. To this end the creative and practical subjects such as art and design, music and physical education have been appropriately extended.
28. Throughout the school, the whole curriculum provided is of at least a satisfactory quality, matched carefully to the perceived needs and priorities of these pupils and providing a good structure for their learning. The yearly plan for subjects results in some terms without any input for particular subjects, and an overall imbalance between geography and history in Years 3 to 6. However, this is not a significant issue because in general these two latter subjects are treated as aspects of a single humanities area of study. Distribution of timetabled time during the day leads, on occasions, to overlong sessions, for example in literacy. This has a negative impact on pupils' learning.
29. The school makes good use of curricular documentation and other support material provided nationally and also by the local education authority; however, this is not always sufficiently adapted to the characteristics and needs of the school and its timetable.
30. Some subjects, for example geography, history, religious education, music, art and design and physical education make use of visitors to link the curriculum to everyday life and the community. For example, visits by groups of musicians or coaches from football teams, gives the pupils access to professional performers, extending their experience and lifting their ambitions.
31. The school aims to provide a curriculum that not only provides for academic progress, but also gives the pupils opportunities to extend their horizons and experiences. It is beginning to be successful in realising this aim.
32. There is a good provision for those pupils identified as having special educational needs, both in monitoring good behaviour and learning. This is both in the main school and in the Junior Language Unit, which provides specialist help for those in greatest need from this and other schools. The special educational needs co-ordinator has a broad, inclusive view of the provision that is needed. As a result, the school works hard,

not only with those pupils identified already as having special needs, but also with those who are not yet challenging enough to be identified. In this way, some are supported sufficiently so that they do not join the list of those with identified special educational needs. The school is committed to the view that improved behaviour to an acceptable standard is necessary before learning can be undertaken adequately and standards improved, and plans its support work accordingly. This results in a good environment for learning for all the pupils, and increased achievement. The well-motivated and effective teaching assistants, who undertake a good deal of the work with pupils with special needs, receive regular updates and training from the co-ordinator and other specialist staff. The individual plans for the pupils' education are devised carefully between class teachers and the co-ordinator. They are readily available and used carefully in the planning. The staff of the Junior Language Unit provide a good level of support for the main school, helping in planning, advice and preparation of resources for pupils with special needs.

33. Developments in the curriculum to support literacy have led to some improvements in standards, but they are not yet completely successful as the published results for literacy are still below expectation. In mathematics, the numeracy strategies have not yet had any significant effect on the standards in the subject in spite of the efforts made.
34. The provision made for extra-curricular activities is good. It ties in with the school's inclusive educational ethos and the realisation of the need for pupils to feel secure and appreciated. There are sports clubs for football and netball, and leagues to which the school belongs to play matches. There are clubs for dance, small games at lunchtime, a general after-school club, counselling services, computer clubs every lunchtime, and an after-school homework club also utilising the computers. The pupils make very good use of the provision made and are appreciative of it. The school is in the process of developing a before-school breakfast club. There are computer courses for parents and a Yoga club for staff. Owing to the absence of a pianist, there is, for example, no choir.
35. The school takes care to ensure that all pupils have equality of access to the whole curriculum and life of the school. It practises inclusion well in all aspects of its work.
36. There is a well-constructed programme for personal, social and health education, which is regularly delivered to all classes. The governors have made proper provision for sex education and drugs awareness education and invite professional help to augment the teaching. This ties in with the school's especial concern for the welfare and personal development of the pupils, the establishment of good relationships and the development of a pride in personal achievement. It supports work to improve academic achievements to reach national standards.
37. The school has good links with the locality. The pupils have been invited to see behind the scenes in a pizza restaurant and a supermarket. There are good contacts with local colleges who use the school for training nursery nurses and other carers. Business studies students also gain experience in the school office. The local church, parents, grandparents and friends of the school from the local community support its work effectively.
38. The school has useful contacts with other schools in the area, such as sharing facilities and offering places for secondary school pupils to gain work experience. The assistant headteacher is also a leading literacy teacher and provides literacy support for other schools.
39. The school makes good provision for pupils' spiritual, social, moral and cultural

development. It has developed a caring, supportive atmosphere in which pupils can learn and grow. Spiritual development is good. The positive ethos throughout the school acknowledges and celebrates pupils' individuality. Major world faiths are studied in religious education. Assemblies are occasions to celebrate festivals and to develop themes such as friendship. A good example of this was the discussion led by the headteacher with two ladies who had been friends for seventy years. Children asked mature thoughtful questions and were full of respect for the period of friendship. Some lessons in subjects other than religious education make a good contribution to pupils' spiritual awareness. In history, they develop an awareness of the past by visits to places of interest, such as the Museum of Childhood. In English, Year 6 pupils thoughtfully wrote a prayer for forgiveness for Macbeth.

40. Moral development is very good. All staff set good examples. Pupils are encouraged to develop an awareness of their responsibilities as citizens by creating rules for class behaviour. Staff consistently ensure that pupils are aware of the difference between right and wrong. Nursery children apologise spontaneously if they upset another child. By Year 6, most pupils have developed responsible attitudes. They support the school wholeheartedly. Through the school council they contribute positively to school life, aware that improvements they suggest now will benefit not only present but also future pupils. They also discuss such matters as inappropriate behaviour.
41. Social development is very good. The Buddy system ensures that pupils are aware of the needs of others at break times. The lunchtime club for quiet recreation allows pupils who wish to opt out of boisterous play or team sports the chance to do so. They can socialise in pairs or small groups. External visits provide valuable opportunities for socialising in settings other than school. Pupils' achievements are celebrated individually and in assemblies. Older pupils help in the nursery, willingly giving up their free time. The extra-curricular activities such as the computer club and the football teams give pupils the chance to share their interests with other pupils and staff. Pupils' awareness of racial issues was increased effectively by the highly successful citizenship art project.
42. The provision for pupils' cultural development is sound. Their knowledge and understanding of other cultures is promoted in some subjects such as art and design and music and the pupils have a satisfactory understanding of aspects of modern British society. There are dual language signs for children whose first language is not English. Pupils' knowledge and understanding of British culture is limited. For example, in art and design pupils have studied the works of major European artists. However, none in discussion could name a famous British artist.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to ensure the safety and welfare of the pupils effectively. Staff know the pupils well and do their best to help them feel confident and secure. The pupils' welfare is of great importance to the staff. To ease the transition from home, nursery children attend the school's parent and toddler group prior to admission. Pupils are confident in approaching staff if they have any problems. The school's initiative in setting up The Place 2 Be has been very successful. Pupils who need regular support can speak to external trained counsellors. Pupils generally have welcomed the Buddy system at playtimes. Those who feel lonely or lack friends to play with are supported by older children who act as their buddies. For pupils who prefer a less active and quieter lunch break the school has set up a well supported lunch club where pupils can play board games such as snakes and ladders or draughts.
44. Social skills are encouraged. There are continual reminders about correct behaviour and attitudes towards others. To help pupils interact positively, staff hold separate sessions with groups of pupils. Appropriate topics such as friendship and bullying are discussed in personal, social and health education lessons.
45. Procedures for child protection are good. The school's policy follows borough guidelines. All staff are aware of the procedures. There are effective procedures for promoting good behaviour. Older pupils report that the system of sanctions, which is used consistently by staff, has resulted in much improved behaviour. Pupils generally are aware of school and class rules and most now understand the need for good behaviour.
46. Attendance monitoring has improved since the last inspection. It is now good. Office staff contact parents on the first day of absence when they have not been notified of the reason. The school liaises closely with the education welfare officer over persistent unexplained absences. School communications such as the prospectus and the governors' annual report impress on parents the need for pupils' regular attendance. Where appropriate, the headteacher discusses with parents and pupils individual attendance patterns. This has resulted in some improvement in attendance. The school recognises that there are additional procedures it can use to improve attendance further, for example analysis of attendance by individual classes.
47. The procedures used to assess children on entry to school are good and have significantly improved recently. Procedures for identifying pupils with special educational needs and those for whom English is an additional language are well developed. Assessment of children in the Foundation Stage is good and used effectively to guide the planning of future work. Throughout the rest of the school the use of assessment to guide curriculum planning is satisfactory. There are some positive examples of teachers evaluating their work and assessing pupils' responses in order to amend future plans so that the work is carefully based on pupils' recent attainments. In a few cases, though, lessons proceed with not enough regard to what went on before. Subject co-ordinators have conducted a scrutiny of pupils' work across the school and offered colleagues useful feedback on the strengths and weaknesses of work in different subjects.
48. Teachers have an overall satisfactory range of strategies for assessing pupils' attainment and progress. In English, mathematics and science, teachers conduct useful and detailed assessments of pupils' work at the end of each term. These are evaluated carefully and pupils are given useful feedback on their efforts, with strengths and weaknesses outlined in some detail. This is working effectively. The assessment of routine class work is less effective. The marking of pupils' work gives pupils useful praise and encouragement but rarely gives pupils enough information about what they

need to do to improve further. Assessments of pupils' work in subjects other than English, mathematics and science is underdeveloped, with only a very limited range of strategies in place to track the pupils' progress.

49. The provision made for pupils with special educational needs, especially those in the Junior Language Unit, is good overall with some very good features, especially in the unit. The analysis of pupils' needs and the plans made to meet them result in good, and in some cases very good, progress throughout the school. The school is careful to include parents in discussions about the pupils' needs and the ways in which they can be met.
50. Procedures for monitoring and supporting the pupils' personal development are very good. Teachers know their pupils well and take a great interest in promoting the well-being of every individual. Pupils' achievements are celebrated, both within classes and in the wider school community, thus raising the pupils' self esteem. The school creates a good range of opportunities for pupils to take responsibility and show initiative. A school council has been established which gives pupils a chance to consider their daily lives in school and consider strategies for improving the quality of provision. Opportunities for older pupils to take responsibility for their own work are less well developed. Parents are positive about the way in which the school encourages pupils to become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Since the last inspection the school has improved substantially its relationship with parents. Parents appreciate the changes which have been made. Over the last few years the school has won the trust and confidence of most of the parents. They now feel the headteacher and staff are very approachable. Parents at the pre-inspection meeting spoke highly of the school's responsiveness to their suggestions and concerns. The headteacher, in particular, makes time to listen to them. Parents value this. Those with children who have problems in school particularly appreciate the fact that the headteacher will telephone to tell them when their child has had a good day. These now very effective links with parents have resulted in the improved behaviour and attendance of pupils.
52. In spite of the school's hard work in creating effective links with parents, there remains a few who feel the school does not work closely with them. Parents who are appreciative of the work of the school are disappointed with the lack of support by other parents at some events.
53. The quality and amount of information parents receive are very good. Regular curriculum newsletters tell parents what their children will be studying each half term. A few parents, however, choose not to read these. The school prospectus and the governors' annual report contain all the required information. However, there is rather too much text which results in an unattractive presentation. The school has taken the initiative and set up a number of projects and courses to help parents. The recent ICT course for parents was popular and helped them understand their children's learning. The First Steps Project enabled parents to help their children to read. The reading diaries are a good dialogue between home and school. Parents' consultation evenings are well attended. Pupils' annual reports give a clear picture of the pupils' ability. The parent and toddler group on Friday afternoons helps young children become accustomed to the nursery and its staff. These are all significant initiatives in maintaining and improving relationships.

54. Overall, the parents' involvement in the life of the school is satisfactory. Not all parents have yet signed the home/school agreement. Attendance at social or fund-raising events is poor. However, they do respond to school requests for recycling and for supermarket computer vouchers. They attend events such as class assemblies and Christmas productions. Some now help out in class and make a valuable contribution to children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The personal leadership and management of the headteacher are very good. She is supported well by key staff. The headteacher has shown considerable resilience and fortitude in the face of a serious illness that led to her absence from school for an extended period. Her commitment to the school in the face of such circumstances is remarkable. Her determination has led to the successful development of a shared ethos in which all members of the school community are encouraged and supported in their work. A significant strength of the school is the very good quality of relationships between staff, parents, governors and pupils.
56. Overall, progress since the last inspection has been satisfactory, although, given the difficulties the headteacher has had to face over the last eighteen months, more recent progress has been good.
57. There is good delegation of responsibilities to the assistant headteacher and subject co-ordinators. Levels of communication between the headteacher and staff are good. Co-ordinators are aware of their responsibilities and are keen to develop their subjects. They have a shared commitment to improve, although their role in monitoring standards and taking appropriate action has yet to show sufficiently positive results in terms of pupils' attainments, particularly in mathematics.
58. Special educational needs is managed very efficiently by the co-ordinator. She takes an appropriately broad view of the needs of all pupils, including those who speak English as an additional language, contributing significantly to their personal development.
59. The governing body satisfactorily fulfils its statutory duties and has had a satisfactory role in the shaping of the school. There is a satisfactory structure of committees and all governors interviewed during the inspection showed considerable commitment to the school. Governors are aware of the school's standards which have remained stubbornly low over recent years, although in discussions this key topic did not always emerge as the most important priority for them. The governors have set targets for improvement in English and mathematics, but, in doing so, have not managed to reach a satisfactory resolution of the conflict between external advice and that from the school itself. In their understandable anxiety to raise standards they have set unrealistic targets and have not taken sufficient account of the proportion of pupils with special educational needs, nor have they given enough attention to the impact that pupil mobility is having on likely attainment at the end of Year 6. As a result, the school fell well short of its targets in 2002, falling 23 percentage points below its target in mathematics. The governing body has set even higher targets for 2003 and the school is likely to again fall short by a similarly wide margin. The impact of this is to demoralise teachers in the upper part of the school. Inspection evidence indicates that teaching in this part of the school is good, the pupils are achieving at least satisfactorily in relation to their prior attainment and that more realistic targets would better serve the drive to raising standards.
60. The governing body has accrued a significant under-spend. This money has been set aside to improve the fabric of the building and to redress long-standing problems with roofing as well as to substantially improve the security of the site. This was a wise

precaution by the governors until the issue was, very recently, resolved. Although the management of the budget has been satisfactory, the large 'carry-forward' figure has meant that the funding of, for example, teaching assistant posts has been below that normally seen for a school of this size. The governing body now realises it is in a strong financial position to address this issue.

61. The monitoring of teaching and learning by the headteacher has been effective in improving the quality. In particular, all members of the school community who were interviewed commented on the significant improvements in attitudes and behaviour over the last few years. This was particularly apparent in interviews with pupils in Years 5 and 6 who have noticed these improvements with some gratitude.
62. Teaching and learning have improved since the last inspection and the headteacher's rigorous monitoring means that the school is well placed to improve further. There is now a very good shared commitment to improve.
63. The school has a satisfactory improvement plan. The headteacher's unfortunate absences have meant that it is presently a little out of date, but there are plans to address this issue in the near future. The plan shows that the school has a good set of priorities to address the low academic standards. Since her appointment the headteacher has rightly focused on improving standards of behaviour and lifting the atmosphere for learning in all classes. This focus has proved to be an astute judgement, with clear signs that the quality of learning is now much better than it was. The headteacher and staff are confident that this will, in the fullness of time, filter through into rising standards.
64. The school has made good use of special grants, with noticeable improvements in provision for pupils with special educational needs, as well as in the fabric and security of the building and school site. The governing body takes a reasonable account of the principles of best value in its work, although insufficient attention is given to comparing the school's results with other similar schools. The school is very efficiently run. The administrative officer's personable and caring approach gives visitors a positive first impression of the school. Maintenance staff are effective.
65. There is an appropriate number of qualified teachers to meet the requirements of the National Curriculum. They are suitably qualified and have a range of relevant experience. The absence of a pianist restricts the range of musical activities. The subject expertise of curriculum co-ordinators is generally well used but their effectiveness in monitoring classroom practice is as yet underdeveloped. The number of teaching assistants is limited. They provide very effective support in class and in the junior language unit. Pupils benefit by being able to work in small groups or individually with a member of staff. Non-teaching staff make a significant contribution to pupils' welfare and to the efficient running of the school.
66. Accommodation is satisfactory and appropriately maintained. There are few specialist rooms. Few classrooms have sinks. This is unsatisfactory for practical lessons such as science and art and design. The ICT suite is underused during the day. Older pupils welcome being able to use the computers on Monday mornings before school and they begin to transfer their homework into typed text. Outdoor nursery accommodation is good. There is a covered play area for inclement weather and a good range of large outdoor play equipment. The school benefits from a large playing field. There is an attractive garden area with some adventure type apparatus.

67. The amount and quality of learning resources for curriculum areas are satisfactory overall. They are good in science, physical education, religious education and personal, social and health education (PSHE). There is a range of materials for use in PSHE lessons, which is well documented and readily available for staff use. At the suggestion of the school council, the range of play equipment for playground use has been increased. Pupils appreciate this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governing body, headteacher and staff should:
- (1) Raise standards in all subjects, but especially English, mathematics and science by:
 - a) ensuring that pupils have a clear understanding of the sounds letters make in words;
 - b) providing more opportunities, especially for younger pupils, to write at length;
 - c) ensuring that there is a better match of work, in numeracy, of task to ability;
 - d) providing more investigative work in mathematics;
 - e) extending the range of work in science and the use of mathematics in the subject to record and present results of investigations.(Paras: 1, 2, 3, 5, 7, 8, 9, 26, 28, 33, 96-99, 104-107, 109, 115, 116, 118-120, 123, 124)
 - (2) Meet the needs of all groups of pupils by planning work more closely matched to their ability.
(Paras: 8, 12, 22, 102, 106, 108, 122, 139)
 - (3) Improve the management and use of the available curriculum time by evaluating the timetable structure to ensure sufficient flexibility to meet the varying needs of a subject, topic, activity or particular group of pupils. Make more effective use of the computer suite.
(Paras: 21, 28, 102, 109, 111, 122, 147, 150, 162)
 - (4) Improve the consistency and quality of the marking of pupils' work, by reviewing the current policy and observing agreed guidelines.
(Paras: 25, 48, 102, 112, 122)

Minor issue

Analyse attendance patterns, on a regular basis, class by class.
(Para: 15)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	31	16	1	0	0
Percentage	0	9	59	30	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	206
Number of full-time pupils known to be eligible for free school meals	N/a	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	4	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
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
	2002	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	12	14	15
	Total	21	25	27
Percentage of pupils at NC level 2 or above	School	70 (59)	83 (62)	90 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	9
	Girls	13	13	12
	Total	22	25	21
Percentage of pupils at NC level 2 or above	School	73 (45)	83 (48)	70 (86)
	National	85 (85)	89 (89)	89 (89)

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
	2002	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	9
	Girls	10	6	12
	Total	19	12	21
Percentage of pupils at NC level 4 or above	School	63 (62)	40 (45)	70 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	12	9	9
	Total	18	15	16
Percentage of pupils at NC level 4 or above	School	64 (48)	54 (45)	57 (69)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
148	9	0
0	0	0
20	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
2	0	0
0	0	0
0	0	0
6	0	0
11	0	0
0	0	0
0	0	0
7	0	0
10	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10.2
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	314

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	2
Total aggregate hours worked per week	72
Number of pupils per FTE adult	10

Financial information

Financial year	2001/2002
	£
Total income	683,521
Total expenditure	655,104
Expenditure per pupil	2,800
Balance brought forward from previous year	80,568
Balance carried forward to next year	108,985

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

220

Number of questionnaires returned

66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	2	6	0
My child is making good progress in school.	45	47	5	2	2
Behaviour in the school is good.	36	48	12	0	3
My child gets the right amount of work to do at home.	29	44	20	3	5
The teaching is good.	59	33	3	0	5
I am kept well informed about how my child is getting on.	56	29	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	5	0	0
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	50	39	9	0	2
The school is well led and managed.	53	38	5	2	3
The school is helping my child become mature and responsible.	48	41	6	0	5
The school provides an interesting range of activities outside lessons.	42	33	9	5	11

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

69. There are 60 children in the Foundation Stage, with an equal number in the nursery and reception classes. Children start in the nursery in the September after their third birthday, attending for mornings only. In the September after their fourth birthday they move to the reception class, attending full time. When children start nursery their attainment is very low, and low on entry to Year 1, with particular weaknesses in literacy and numeracy skills.
70. Provision for children in the Foundation Stage is good, with strengths in personal, social and emotional development. Teaching is always at least good, with some very good features. The curriculum is well planned so children gain relevant and worthwhile experiences in all the recommended areas of learning. Detailed assessments of each child's progress are carried out and used constructively to guide curriculum planning. Children make a very good start to their education in personal, social and emotional development and a good start in all the other areas of learning.
71. A strength of the provision is the close working partnership of the two teachers and their assistants. They plan all their work together and this ensures a consistency of experiences regardless of which class they are in. The school has developed extremely close links with parents and this ensures parents and children know the school well even before children start.
72. Provision for children with special educational needs and for those who speak English as an additional language is good. Children's individual needs are assessed quickly and accurately and all staff work effectively to ensure that work presented to children takes proper account of their differing needs.
73. The school has made good progress since the last inspection, maintaining many of the strengths identified then and improving the quality of teaching and learning in all the areas of learning recommended for this age group.

Personal, social and emotional development

74. Children make very good progress in this area of learning. The very good atmosphere and the stimulating and orderly environment provided ensure that children quickly learn how to behave in school. Children are polite and courteous to each other, to the various adults who care for them and to visitors, often saying 'please' and 'thank you' appropriately. Teachers and teaching assistants are very skilful in the manner in which they help children to become independent so that they confidently select their own activities. A notable feature in both classes is the very good level of sustained concentration that many children manage. This is especially noticeable in the nursery where even the youngest children are successfully encouraged to work at a task for lengthy periods. Children begin to form friendships and help each other with tasks such as using a listening centre, operating a computer together or sharing the play dough. Both classes are extremely well organised so that children move from one activity to another calmly and sensibly. Teachers rightly give this area of learning a high priority.
75. Teaching and learning are very good. Both teachers are very skilful at helping children settle quickly to the demands of school life. They have an especially warm rapport with children and astutely manage to ensure that all children, regardless of background, are fully involved in all aspects of every lesson. The provision of a very wide range of stimulating activities, indoors and outside, ensures that there are very good

opportunities for children to learn through play and develop their social skills in a friendly, supportive environment. Children with special educational needs are supported in a very positive fashion and are well integrated in the daily life of the school. Younger children benefit from taking part in regular sessions with children from both nursery and reception classes. This helps them develop the idea that they are part of a wider community and some of the themes successfully develop their ideas about friendship. Children learn to share and enjoy playing with the many resources and they take turns sensibly when playing in the role-play corner or using wheeled toys in the outside area. Boys and girls play well alongside one another in a friendly and supportive manner.

76. Relationships are very good and underpin the very good progress made in this area of learning. All staff are positive role models. In this area of learning most children, despite the very good progress made in both classes, are not on course to reach the early learning goals by the end of the reception year.

Communication, language and literacy

77. Many children come to school with a very low level of attainment in language skills. Children are effectively encouraged to listen carefully to a variety of stories, rhymes and songs. The calm, orderly atmosphere in lessons effectively supports children's listening skills and they make good progress in this area of learning. The culture of mutual respect that the teachers have established encourages children to speak and many make good progress in the reception class when speaking in front of the class. They feel comfortable about expressing ideas and making suggestions. In both classes, the teachers skilfully question the children and they respond to the challenge in thoughtful contributions. Teaching assistants support children well, showing considerable care and consideration. However, some opportunities are missed to extend children's vocabulary and questions asked tend to invite just a one-word answer. Overall, children make good progress in developing their speaking and listening skills.
78. A strength of the provision in this area of learning is the effective start children make in terms of their reading skills. Teachers focus carefully and skilfully on developing children's knowledge of initial sounds and these are used effectively to help children read simple words. Children enjoy playing with a wide range of games and puzzles that extend their reading skills. Every child has its own reading diary and book-bag and many children are immensely proud of these, treating them with considerable care. Many children take these home every day and the positive support given by parents makes a significant contribution to the very good progress children make in this key area of learning.
79. Children make satisfactory progress in developing their early writing skills. A sound range of opportunities is organised to encourage children to write. Many children hold a pencil correctly but few children are yet able to use capital letters and full stops.
80. Teaching and learning are good. Both teachers are superb role models in the way they speak, as explanations are given clearly and in a manner that enables all children to take a full part in the lesson. Planning is very good and makes effective provision for children of differing prior attainments. Focused teaching of initial sounds in the reception class is given a high priority and this is clearly very successful in enabling children to develop their early reading skills.
81. By the end of the Foundation Stage, almost all children understand that print conveys meaning and all children handle books with respect and care. Most children, even in the nursery, recognise their own name and some more able children can copy their name unaided. Despite the good progress overall in this area of learning, few are on course to

reach the early learning goals by the end of the reception year.

Mathematical development

82. Children's understanding of mathematical concepts is very weak when they begin in the nursery. A good range of activities and games encourages children to develop successfully their knowledge and understanding of numbers and other areas of mathematics so that they achieve well in this area of learning. However, the majority are not on course to meet the early learning goals by the end of the school year.
83. Children are given a wide range of opportunities to count to ten through singing and action rhymes such as 'five little ducks'. Teachers take every opportunity to ask children to count during activities such as calling the register. Good use is made of the sand and water trays to develop children's vocabulary and concepts of capacity and volume.
84. Games and planned activities successfully support children's understanding of shape and space. More able children can name flat shapes such as square, circle, triangle and rectangle and are beginning to identify their properties. Some are able to identify solid shapes such as cubes, cones and cylinders. Early ideas about graphical representation are developed effectively through the making of block graphs of each child's birthday.
85. Teaching and learning are good. Lessons are well organised and proceed at a lively pace. Teachers' explanations are very clear and enable children of all abilities to take a full part. Teachers plan their work in this area of learning very carefully, ensuring that children experience a wide range of stimulating games that develop their knowledge and understanding effectively. A strength is the extensive use of computers to support children's learning in mathematical development.

Knowledge and understanding of the world

86. Children have a well below average knowledge of the world around them when they start school. Although the good provision and good teaching does broaden children's knowledge and understanding of the world, the majority are not on course to meet the early learning goals by the end of the school year.
87. Children develop their knowledge of the locality through their study of local buildings and the school grounds where they learn about flowers and birds. Children grow their own beans and most recognise that plants are living things that grow, change and die and that most plants have flowers, leaves and roots. They use a weather chart to make simple recordings of the weather.
88. Teaching and learning are good. A strength of the teaching is the range of well organised activities that engage children's interest and provide a stimulating learning environment. Teachers' questioning skills are good and frequently challenge children to think about 'why', 'how' and 'what if'. Very good use is made of the computers in both the nursery and reception classrooms and all children have the opportunity to use the school's computer suite once a week. Children develop good control of the cursor and achievement in terms of early ICT skills is good.

Physical development

89. Children have access to a superbly resourced playground that is used exclusively by the nursery and reception classes. When using their own playground, children enjoy using the range of bikes, trikes and scooters and develop their physical skills

effectively. The climbing frames enable children to experience travelling under, over, around and through the apparatus. Most use the equipment with care and skill and show a good regard for other users, especially when driving the wheeled toys around the marked 'road' on the playground. Most learn to climb, balance, run, jump and pedal with considerable skill.

90. They handle a variety of small tools with increasing control. With the play dough, they successfully make spheres and representations of different letters. They handle construction toys carefully and manipulate them with reasonable skill. When wrapping 'presents' they use scissors and glue sticks with good control.
91. Teaching and learning are good. Planning is detailed and teachers keep useful assessment records to ensure children have a wide range of experiences covering all aspects of physical development. Children make good progress and most children in the reception class are on course to meet the early learning goals by the end of the school year.

Creative development

92. The attainment of children as they start school is well below average but the good progress they make in the reception class means that most will reach the early learning goals by the end of the school year.
93. Teaching and learning are good. Teachers provide a wide range of well-organised, well-resourced activities that engage the interest of all children and successfully cover art, design, music and imaginative play. Children have made useful attempts at colour mixing and many enjoy using the 'drawing table'. Children particularly enjoy making colourful collages, including one of a Christmas tree made from branches and buttons.
94. There is a satisfactory focus on singing. Children are taught a wide range of simple songs and rhymes. Children's senses are successfully explored in simple cooking activities and in the making of sandwiches, where they develop their sense of touch, taste and smell.

ENGLISH

95. Standards in the 2002 National Curriculum tests, at the end of Year 2, in reading and writing were well below the national average but average in comparison with similar schools. By the age of eleven, standards in English were well below average nationally and below average compared with similar schools.
96. The pupils' positive achievements in English observed during the inspection are due to improvements in the planning and organisation of the subject over the past few years. This has resulted in better teaching and more effective learning in all parts of the school. Pupils enter Year 1 with levels of attainment in language and literacy which are well below those expected. During the next two years they make good progress especially in writing, spelling and handwriting, which have been a focus of attention for teaching. In reading and in speaking and listening, the progress made, while good, is not so extensive, notably in the area of matching letters with sounds as a support for reading. Conversational skills are also still below expectation.
97. Lesson observations and the scrutiny of books indicate that the school has been more successful in improving the performance of the average and below average pupils in Years 3 to 6, who make good progress, than it has been in improving those who have a higher potential. The number of pupils leaving or joining the school at age seven or later complicates the pattern of progress. A significant number of lower attaining pupils join

the school after achieving well in the Infant Language Unit. Their levels of attainment, however, remain lower than average throughout Years 3 to 6 in spite of the best efforts of the staff. This factor hides the degree of progress made by those who started and remained in the school from the reception class. The school tracks the progress of these two groups carefully. For example, of the six pupils who left the school between Years 3 and 6 in one recent Year 6 group, five were high attainers in English at the end of Year 2, and their places were filled by pupils with much more modest levels of attainment. By the time they leave Year 6, most pupils have made progress but they achieve below the average levels expected of them, with very few reaching the higher levels.

98. The teachers consistently provide good models of speaking and conversation for the pupils to follow. This gradually has a positive effect on the pupils' confidence; in the range of words they use and in the way they can communicate ideas and feelings more clearly. They explain why they like a particular story, or about the characters in Goldilocks. Older pupils explore what an author/artist is trying to convey to his readers in writing and illustrating a book about zoos. They develop their skills in reading through regular sessions in school, with the class teachers, teaching assistants and volunteer helpers. Some of the pupils who find difficulty with reading have been slow to develop an understanding of the sounds letters represent in words and so struggle with unfamiliar words. Pupils regularly take books home to read with parents, and a reading diary helps teachers and parents to know what each is doing to support the pupils' reading. To assist in this the school has provided well-attended courses to help parents read with their children. The good quality work on speaking and listening and on reading carries on throughout Years 3 to 6. By the time the pupils are aged eleven, most can read with a broadly average level of competence, and a smaller than usual number read freely and confidently from books designed for their age as well as from magazines and newspapers. The school has managed to maintain the older boys' interest in reading, as well as that of the girls. Good use is made of the public library both as a school activity and by a significant proportion of the pupils privately.
99. Over the past few years the teachers throughout the school, led by an enthusiastic literacy co-ordinator, have developed good models for the pupils to follow when they are writing. They have also introduced imaginative ways of helping the pupils to explore words, images and feelings to make their writing interesting and arresting, such as the work on Macbeth which included drama and art as well as literacy. In a description of a scrapyard, as 'messy with graffiti on the walls', a Year 4 pupil produced a clear image in very few words. Pupils prepare their writing very carefully, correcting it and improving it before producing it in a final form. While this has led to improvements in the presentation of work and in the quality of writing, it has also meant that less can be accomplished in a given time. This has had a lowering effect on standards attained in timed tests. Nevertheless, overall, the pupils achieve well in writing through the school. The pupils have a responsible independence and use a dictionary or a thesaurus effectively, so that the spelling and the range of words they use in their writing is enhanced, especially among the older pupils. A significant feature in the improvement in reading, spelling and writing, which are all linked together, is the quality of support provided for groups of pupils by the teaching assistants. These receive support and training to enable them to be effective in this work.
100. Handwriting is taught carefully, and generally the work presented in books and for display on the walls is of a satisfactory level, appropriate to the pupils' ages, although there is some writing that is irregular and untidy, often as a result of poorly held pens and pencils.
101. Well-planned, supportive activities are successfully provided for pupils with special educational needs, led by teaching assistants who have received some training for this

work. The pupils are motivated well to try hard, improve their literacy skills and to learn. The good caring ethos of the school also means that the other pupils in the class often help them, when they are faced by a problem. This support makes sure that these pupils make good progress, do not fall too far behind the others and achieve as well as they can.

102. The general quality of the teaching and learning of English throughout the school has improved since the previous inspection. Most of it is either good or very good and none is less than satisfactory. The teachers have a good knowledge of the subject and of how it is taught. Imaginative planning on the part of the stronger teachers helps the pupils to enjoy the subject, work very enthusiastically and to learn well. The teaching methods in speaking and listening as well as in writing provide good models for the pupils to follow and improve their performance. Some of the work provided for the pupils with higher potential attainment lacks sharpness of expectation, and challenge in timing. Too few opportunities are given to write at length. The teachers' classroom and pupil management is very good and ensures that lessons are generally not disturbed by poor behaviour. When such occasions arise, the trouble is dealt with very quickly and effectively without harming the other pupils' efforts. The marking and assessment of pupils' work in English is generally well done, and this information is used by most teachers to improve future work. Some of the marking also provides pupils with targets to aim for to enable them to improve further. Occasionally lessons are given more time than the planned work needs. This leads to a slowing down of effort and of learning in the lesson. The teaching is well supported by the teaching assistants who make a significant contribution to the steady, if somewhat slow, improvement in standards of English and literacy in the school.
103. The co-ordination of the subject by an enthusiastic and committed teacher of literacy is effective. Standards of teaching and learning are monitored well and this maintains the good level of both. Developments in English demonstrate how over time standards can be improved within the school.

MATHEMATICS

104. In the 2002 National Curriculum tests and assessments, standards at the end of Year 2 were well below the national average and average when compared to other similar schools. At the end of Year 6, standards were very low and well below average when compared to other similar schools. Standards have risen in line with the national trend since the last inspection. The standards observed during the inspection were very similar in both Years 2 and 6. There have been no significant differences between the attainment of boys and girls in recent years, although girls did better than boys in the 2002 tests in Year 6. A comparison of pupils' attainments between the end of Year 2 and the end of Year 6 indicates that levels of achievement are satisfactory. Pupil mobility in Years 3 to 6 is making it difficult for the school to maintain, let alone raise, standards. For example, in the Year 2 tests in 1998, six pupils did reach the higher level 3. However, the school's tracking records show that all six pupils left the school before they reached Year 6 and were replaced by pupils, most of whom were on the school's special educational needs register. In these circumstances the school has done well to maintain a steady, if slow, rise in standards in mathematics.
105. Attainment on entry to the school is well below average. In Years 1 and 2, pupils are working at a level well below average. In Year 1, around half the pupils are still working towards the early learning goals recommended for pupils at the end of the reception year. In Year 2 the work of a small number of higher attaining pupils is broadly average in terms of number work, but the majority of pupils' number work is well below average. A feature of work in Years 1 and 2 is the limited range and amount of recorded work completed by pupils over the course of the school year. In Year 2, pupils' progress is

enhanced by the effective use of the computer suite. In a lesson observed in Year 2, pupils used a 100-square on the computer screen and were able to drag shapes into the correct squares to illustrate the 2, 5 and 10 times table. Higher attaining pupils can set out and successfully add and subtract numbers to 100 and are able to solve simple money problems using addition. However, the majority of pupils have difficulty understanding the relationship between multiplication and repeated addition.

106. In Years 3 to 6, pupils are working at a level well below average in all aspects of the mathematics curriculum. A feature of work in all classes in Years 3 to 6 is the narrow range of work completed by pupils of differing prior attainment. A scrutiny of pupils' work over the course of the school year shows that, in most lessons, all pupils do much the same work. Higher attaining pupils sometimes do more work, but it is rarely more challenging. In all classes, pupils' work is focused on number work and there is little evidence of investigative work or problem solving. There is also little evidence in pupils' books of using and applying mathematics beyond simple problem solving. As in Years 1 and 2, the pace of work is pedestrian. A strength of pupils' work is the neat presentation and the careful manner in which work is laid out.
107. There are several features common to work throughout the school. Because of pupils' poor number skills teachers have sensibly focused on improving skills in this key area of the subject, but this has been at the expense of other areas of mathematics. In a Year 6 lesson on area and perimeters, for example, pupils' previous work had not been covered in enough detail for pupils to cope with the range of work required in Year 6. As a result, most pupils were restricted to working out the area of regular shapes such as squares and rectangles and few could move on to the type of work more typically seen in Year 6 of calculating the area of triangles or irregular shapes. Although good use is made of the computer suite to support work in mathematics, a scrutiny of pupils' work shows few examples of ICT being used to support pupils' learning in routine classroom lessons. A positive feature throughout the school is the consistently good support given to pupils with special educational needs. Teachers work closely with teaching assistants to plan work that is carefully matched to pupils' differing needs.
108. The quality of teaching and learning is satisfactory throughout the school. During the inspection, half the lessons observed were judged to be good and half were satisfactory. There are no significant differences between teaching in the different year groups. A scrutiny of pupils' work in all classes reveals some significant weaknesses in teaching that were not apparent in lessons observed during the inspection. Although teachers plan well with regard to providing appropriate work for pupils with special educational needs, the needs of more able pupils are not met satisfactorily. In every class there is a lack of challenge for these pupils and the quality of their learning is unsatisfactory.
109. The National Numeracy Strategy has been implemented successfully and all teachers use the strategy in their planning. The improvements in teaching since the last inspection owe much to the structure of the national strategy which ensures that all lessons have a clear purpose that is shared effectively with pupils at the start of the lesson. One weakness in the implementation of the national strategy has been the concluding part of the lesson, known as 'the plenary'. Sometimes too little time is allocated to this key part of the lesson and often the time is spent summarising the content of the lesson rather than evaluating the extent to which pupils have achieved the objectives of the lesson.
110. A strength of teaching throughout the school is the positive manner in which pupils are managed. Teachers know their pupils well and have successfully created a warm, purposeful atmosphere in lessons. Teachers' subject knowledge is sound and their explanations are of high quality. The good quality of teachers' speech is a key factor in enabling pupils with English as an additional language to take a full part in all aspects of

each lesson.

111. A weakness in teaching is the use of time. In most lessons, teachers spend too much time addressing the class. As a result, pupils find it hard to maintain high levels of concentration throughout the lesson. Another consequence is that too little time is left for pupils to work independently or in groups. The impact is that, over time, the amount of recorded work completed by pupils is much less than that normally seen. The emphasis on teachers' talk also means that there is not enough focus on practical work. When this is done, as in a Year 1 lesson when pupils worked with a wide range of solid shapes, pupils respond with considerable commitment and the practical teaching aids clearly enhance the quality of learning.
112. Teachers undertake detailed termly assessments of pupils' work and evaluate these, giving pupils useful feedback on their work. This enables pupils to develop an understanding of their own strengths and weaknesses. By contrast, the routine marking of pupils' daily work is weak and inconsistent. Marking does give pupils valuable praise and encouragement, but rarely indicates what pupils need to do to improve further.
113. Pupils' attitudes to learning are good. In some lessons, the level of pupils' interest and commitment declined towards the end of the lesson, especially when they were obliged to sit for long periods listening to the teacher. Most pupils are determined to work hard and the neat presentation of work in every class reflects pupils' positive approach to mathematics.
114. The leadership and management of mathematics are satisfactory. The subject co-ordinator has a clear view of the weaknesses in teaching and learning and is committed to raising standards. Teaching has been monitored and useful feedback given to colleagues. This strategy has been effective in improving teaching since the last inspection and raising standards, albeit too slowly. The school acknowledges that too little emphasis has been given to pupils' problem-solving skills and this is a current priority for all teachers. There is a commitment to improve standards throughout the school, but the co-ordinator's initiatives have yet to work through into more effective provision. The school has a satisfactory range of resources, although these are not always put to effective use in many lessons.
115. Given the very low attainment on entry and the impact that pupil mobility has on standards in Years 3 to 6, overall levels of achievement are satisfactory. The school has made satisfactory progress since the last inspection.

SCIENCE

116. Standards, at the ages of both seven and eleven years, are below average. However, and most importantly, the pupils do achieve well from the extremely low base at which they start and especially in consideration of the well above average proportion of pupils with special educational needs. For example, in the current Year 6, 50 per cent of pupils fall into this category. These pupils, and those with English as an additional language, make good progress as they are effectively supported by both the teachers and the teaching assistants.
117. The school has worked extremely hard, especially in the last two or three years, to develop the practical and investigative skills of the pupils. In this they have been generally successful. In a number of observed lessons, especially in Years 3 and 4, these skills are in line with expectations for pupils' ages. The pupils across the school have, for example, a well-developed understanding of the notion of prediction and fair testing. The good quality of personal relationships in the school also helps to ensure that practical investigations are supported well by the pupils' willingness to collaborate

and co-operate effectively.

118. In a Year 4 lesson, the pupils discuss sensibly how they might design an experiment to investigate on which surface things slide more easily and how this may be measured. The pupils' scientific understanding is well supported by the class teacher's planning to include a graphical representation of these results. This is a very important aspect in support of the pupils' learning, as the subject co-ordinator's good analysis of recent national test results shows pupils in the school not even attempting questions which have a mathematical component, such as graphical interpretation. The effectiveness of this aspect of the pupils' learning was increased by the prepared graphs being matched to the abilities of different groups of pupils. Independence in pupils' learning was well supported in a Year 3 lesson as groups actively and sensibly discussed how they might test and rank absorbency of a number of different materials. The pupils are less effective at suggesting why the materials' properties may be different. This is a reflection of their relatively underdeveloped language skills. The subject co-ordinator's analysis of national tests previously referred to also indicates a reluctance by pupils to attempt questions with a lot of text.
119. The pupils in Year 5 were highly motivated by the teacher's use of an electronic microscope linked to a computer when investigating porous materials. There was a clear sense of wonder as the pupils were able to see well into the holes in the various materials' structure. All teachers have high expectations for the extension of the pupils' scientific language and, in this lesson, the pupils began to use terms, such as 'displace water' and 'degree of magnification' correctly. Despite their obvious overt enthusiasm for the practical aspect of the lesson, many pupils find it difficult to explain their findings, both orally and in writing. Similar enthusiasm was observed in a Year 6 lesson on saturated solutions. The teacher set clear learning objectives and explained with care the experimental process the pupils were to undertake. Whilst there were good levels of co-operation and collaboration during the investigation, a significant proportion of the pupils completed the task having forgotten to record important measurements. This inhibited the pace of learning and the progress made during the lesson.
120. Similarly, Year 2 pupils find it difficult to explain and record, because of language inadequacies, why certain materials would be suitable for building a house and others would only be chosen by 'Mr Silly'. They clearly enjoy the activity but concentration, effort and learning falter as they struggle with the language of the task. The quality of learning also drops towards the end of a session when a whole afternoon is spent on the subject.
121. The overall quality of teaching and learning is good. At the heart of the good teaching lies the very good management of pupils and the quality of relationships. The teachers work very well with the teaching assistants. They are well prepared for their role and help the pace of learning, not only by supporting individuals and groups, but also in the effective deployment of science learning resources. Pupils' concentration on their learning is helped by the teachers' high expectations for behaviour. This is particularly true during the investigative part of the lesson. The pupils' self-esteem and pride in their work is supported well by the teachers' high expectations for the presentation of work.
122. Whilst teachers plan their science work fully and conscientiously, observation of lessons and scrutiny of previous work indicates an almost total lack of preparation of work for groups of pupils with different abilities. This is a weakness and leads, for example, to higher attaining pupils not being extended in their learning. There is also a tendency for some of the science teaching sessions to fill the time available rather than the need of the particular topic. As a result, there is a loss of sharp focus to the pupils' learning. The teachers know their pupils well and face-to-face daily assessment is generally good. Some of the marking, for example in Year 5, is not only conscientious

but uses humour well to motivate pupils' learning. However, marking of science overall is very variable and rarely includes targets for improvement.

123. Although the planned science curriculum covers National Curriculum requirements, the amount of work in each area of science is very limited and lacks breadth. The introduction of science 'progress books' is an important and valuable initiative. They are valuable tools of pupils' assessment, giving the teachers helpful information about progress and the pupils' targets for their future learning goals.
124. Despite the fact that the co-ordinator does not teach in the main body of the school, but only in the language support unit, she is proving effective in her role. She has a good grasp of the needs of the subject. For example, she has changed the format of planning to bring it in line with the other two core subjects, has carried out a scrutiny of work books and monitored science teaching in all but one of the years. In developing a new scheme of work, which is scheduled for completion by the end of the summer term, the co-ordinator has identified the need to improve the poor technical vocabulary of the pupils by ensuring the links between the units of work provide constant opportunities for reinforcement of this aspect of learning. Her analysis of the pupils' approach to the National Curriculum tests has been very important in identifying two major weaknesses: the avoidance, by pupils, of questions with long text or any element of mathematics. It is important now that her colleagues note these findings and seek opportunities in their planning to address the issues. The co-ordinator has shown good initiative, for example in planning a forthcoming science week under the heading 'What is a Scientist?' in conjunction with the Enfield Business partnership.

ART AND DESIGN

125. One of the school's aims is to increase the pupils' self-esteem by the provision of increasing opportunities to develop expressiveness and creativity. In this aspect of the school's curriculum it has been successful, as standards in art and design are above those normally expected at the age of eleven. This represents an improvement on the position found during the previous inspection. At seven years of age, standards are currently in line with national expectations. Due to the effective support they receive, pupils with special educational needs and those for whom English is an additional language make good progress.
126. Discussions with some Year 6 pupils indicate clearly that they have a good understanding of the work and style of a number of well-respected artists. This represents a positive outcome of the structure of the school's scheme of work and curriculum framework. The structure provides for a focus in each year on the work of at least one such artist, for example Matisse, Seurat and William Morris. Skills related to, for example printing, sculpture and collage, are used effectively to support those painting and drawing skills based on the ongoing thread of these artists. The strategy is successfully raising standards.
127. The work of Kandinsky was the basis of a successful Year 1 lesson. The good teaching ensured that, not only were the pupils able to reflect on the significant features of one of the artist's works, but also to take the first steps towards choosing the correctly sized paint brush for a particular purpose and observe how paints may be mixed to obtain the 'suitably pale colours'. As a result, the pupils' creative skills were fired and they worked with considerable enthusiasm to attain the clearly identified goals. The learning, therefore, was good. Year 2 pupils also worked hard creating leaf prints. They showed considerable wonder when they watched the teacher's modelling of the activity; one pupil was observed whispering quietly to a friend 'it's wonderful, isn't it?'. Occasionally, some learning opportunities were lost when the outcomes of individual pupils' work were shared with the rest of the class and the teacher did not ensure all

were paying attention.

128. Basic artistic skills are particularly well taught in Years 3 to 6. For example, in Year 6, a very effective concluding session brought out how the pupils' initial mask sketches may be developed to make them suitable for screen-printing. In a very good Year 3 lesson, the pupils took giant strides in their learning when, working with commendable concentration, they showed good skill in press printing with two and even three colours. The pupils took considerable care and showed skill in ensuring they located each print with accuracy. They took great pleasure in the outcome of their work and, most importantly, appreciated the efforts of others; a virtue evident in most classes.
129. The teachers' good knowledge and understanding of the subject help them to plan work well, and with confidence, using a wide range of media; for example pastels are used very effectively in work linked to the study of Macbeth, foil in a study of repeating patterns, colour washes as a picture background, and clay in work on Egyptian pottery. Skills, such as the use of perspective, are also not neglected. As a result, the overall quality of teaching is good. It is very good in Years 3 to 6. The pupils' learning reflects this positive picture, with generally good productivity, creative effort and a systematic acquisition of skills.
130. The co-ordinator leads the subject well. She is aware of the need to develop the use of sketchbooks as an aid to assessment and the creation of a portfolio of previous work to assist, for example, curriculum modification in the light of experience. The subject is seen as key to the improvement of pupils' learning attitudes. In this it is increasingly successful.

DESIGN AND TECHNOLOGY

131. Standards in design and technology are in line with national expectations for pupils aged seven and eleven. Pupils with special educational needs and those for whom English is an additional language make good progress. This represents an improvement for the older pupils at the time of the last inspection. As it was not possible to observe any design and technology lessons, the judgement is based upon the evidence of pupils' previous work, examination of curriculum planning and conversations with pupils.
132. Pupils show very positive attitudes towards the subject. They speak with enthusiasm, for example, about a visit to the school by a professional 'card-maker', the follow-up work they did, and how pleased they were to be able to take the finished products home. The pupils clearly enjoy the imaginative elements of the subject and were particularly pleased when making board games, such as a maze and a 'racing car' game.
133. Evidence from pupils' previous work indicates that a suitable range of experiences is provided for them. Pupils in Years 1 and 2 create an effective patchwork, developing their sewing skills well, and also paper-based puppets. Older pupils use their understanding of simple circuits to make quite well-constructed working models of lighthouses, lorries, planes and windmills. There was good evidence of the first steps in design evaluation in some attractive photograph frames made in Year 3. Currently, Year 5 pupils are working on the designs for slippers made in paper first and then card. The design brief indicates that two or three designs must be made, they must fit the person and a range of possible materials in which they could be made has to be suggested. The work is progressing well.
134. The subject co-ordinator, who was appointed last term, is working towards developing an approach which raises the importance of skills linked strongly to the design process,

including evaluation, rather than the production of identical models or artefacts. This is an important step forward. The subject now has a curriculum framework and a scheme of work is to be produced by the end of the year. The co-ordinator is clear that more work has to be done in training staff in using tools with resistant materials. There is currently no whole-school approach to record keeping or assessment or a school portfolio of previous work to aid the monitoring of progress.

GEOGRAPHY AND HISTORY

135. The school teaches history and geography together under the umbrella of 'humanities'. Despite some weaknesses in its implementation, this is a broadly successful strategy. Standards at the end of Year 2 and Year 6 are in line with national expectations in both subjects.
136. In Years 1 and 2, pupils learn about the past in a variety of interesting ways. Photographs of parents and grandparents enable pupils to learn about the past in a stimulating and relevant manner. In Year 1, a project comparing toys in the past with those of the present day gave pupils the chance to understand changes over time in people's lives. Artefacts, such as old sewing machines and irons, are used effectively to bring the subject to life and are displayed in an interesting and engaging manner. Pupils' knowledge and understanding of geography is enhanced through the 'Katie Morag' stories, comparing life on a Scottish island with their own realities. A strength of work in Year 2 is the development of correct vocabulary relating to their seashore studies.
137. In Year 3 to 6, the curriculum is organised effectively to give pupils a satisfactory knowledge of all aspects of the history and geography programmes of study. In their study of the ancient Egyptians, pupils learn about the importance of artefacts and make useful links with their study of rivers in geography when considering the role of the river Nile. Pupils' knowledge and understanding of history and geography are enhanced by useful visits to places such as Colchester, as well as an annual residential visit. In interviews with pupils, these visits were obviously greatly enjoyed and appreciated and led to a good recall of facts and ideas. In Year 6, pupils take on more detailed tasks and successfully completed individual projects on 'Britain since 1930'. Pupils' knowledge of sources of historical study was effectively developed through interviews with parents and grandparents about this period. In geography, pupils in Year 6 show a sound knowledge of how to use maps and atlases. Pupils have sound knowledge of how the weather affects landscapes and are able to make sensible comparisons between different environments. Although pupils' knowledge of facts and information is sound, their experience of how history is interpreted is a weaker area of work and, in geography, few pupils are able to develop ideas about more complex issues such as global warming.
138. In both subjects, teaching and learning are satisfactory throughout the school. Teachers make good use of useful schemes of work and an overall 'curriculum map' for these subjects which guide teachers in their planning and ensure that all aspects of the National Curriculum are covered as pupils move through the school. In the lessons observed, teachers showed good subject knowledge and organised lessons in a thorough manner. Explanations are given in a clear way that enable all pupils, especially those with special educational needs and those who speak English as an additional language, to take a full part in all activities. Good use is made of artefacts, as in a very lively and inventive Year 3 lesson on the ancient Egyptians, although in one Year 1 lesson, the use of photographs about old toys did not stimulate enough interest, pupils became bored and restless leading to an unsatisfactory quality of learning in this lesson.

139. A scrutiny of pupils' work over the course of the school year does show some weaknesses in teaching in both history and geography. Opportunities to develop pupils' literacy and numeracy skills in these subjects are inadequate. There are some positive examples, as in the well written detailed projects undertaken on 'Britain since the 1930s' in Year 6 and the use of time lines in several classes. Overall, the amount of recorded work in both subjects is considerably less than that normally seen. A further weakness is the limited use of ICT to support learning in both subjects. There are occasional examples of pupils using the Internet for research purposes but these are far too rare.
140. Leadership and management of both subjects are satisfactory. Both subject leaders are new to their roles. They recognise that, although provision in history and geography is satisfactory, there are some weaknesses that need addressing. Both bring considerable energy and commitment to their roles and the school is well placed to improve. At present, the quality of teaching and learning is not monitored, which means that, where good teaching does take place it is not shared with colleagues. Arrangements for assessing pupils' progress in history and geography are at an early stage, and this is also recognised as an important area for development.
141. The school has made satisfactory progress since the last inspection in history and geography, maintaining many of the positive features identified then and improving teachers' subject knowledge in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

142. Because the improvements in the resourcing and teaching of the subject have only happened comparatively recently they have had a greater impact on the standards of the younger pupils than on the older ones whose range of skills and familiarity with aspects of the subject are narrower than average. In those areas of information and communication technology with which they are familiar, such as wordprocessing or painting and drawing programs, pupils throughout the school achieve satisfactory standards of attainment.
143. The resources provided for ICT are much improved since the previous inspection. There is a computer suite in which a whole class at a time can be taught ICT skills very effectively on networked computers. There are also computers in, or close to, classrooms. These are, however, used infrequently as the utilisation of information and computer technology to support other subjects is currently underdeveloped.
144. The training of teachers and teaching assistants in the use of the apparatus has improved the instruction the pupils receive, but some teachers are still not completely at home with the machines and the training of all staff has not yet been completed. All the teaching in ICT is, however, at least satisfactory, as is the pupils' learning.
145. Pupils move into Year 1 with the ability to use tape players and computers with simple programs designed for their age. These skills are developed further in Years 1 and 2. They learn how to arrange objects on the screen, to hunt for objects in programs such as 'Find Teddy', they use computers for word matching or number work, but most of this work is conducted in the computer suite rather than as group work in the classroom. This does mean that the learning is focused on specific tasks but it lessens the use of the technology as a tool to support other learning.
146. This is also true of much of the work done with older pupils. Programmes from the protected range, available on the Internet, are used by pupils to find things out about topics in geography, history or science mainly when the class is being taught ICT. The older pupils do not use other sources of information, such as CDs in classrooms to the

same extent to support individual learning. In wordprocessing and desktop publishing the pupils learn how to edit their work carefully and to alter the appearance of their work through changing font sizes and types. They produce interesting patterns and shapes, successfully manipulating the images by altering their size, repeating them, rotating them and changing their colours. The pupils respond well to opportunities provided for them in this subject, they are generous with their support for one another and they work hard.

147. Good use is made by teachers of support staff for teaching information and technology, as well as other colleagues. This enables the pupils to make more rapid progress and to develop their skills effectively. The provision of a computer club every lunchtime with open access for the pupils, run by an enthusiastic teaching assistant, is having a good impact on standards, as is the after-school homework club which makes use of homework programs for literacy and numeracy to which individual pupils log on. This too is open access and part of the school's good provision for extra-curricular activities. The school also provides courses in computer skills for parents. This has an oblique but positive effect on some pupils' progress and achievements. While good use is made of the computer suite facilities in this way, there are significant periods of time in the school day when it is under used, when groups of pupils, especially the older ones, could support studies in other subjects through ICT.
148. Pupils with special educational needs are supported well in ICT lessons and achieve appropriate standards in the light of their needs. In some cases the technology enables them to develop skills of learning well, when using programs supporting literacy or numeracy, or producing attractive looking written work.
149. The ease with which adult and professional looking work can be produced and printed off, and the excitement of producing good quality designs support the pupils' self-esteem and add to their spiritual development. The co-operation which work in the computer suite depends upon does the same for their social development.
150. The future plans for the subject are designed to improve its use as a tool to support other subjects. These, and the enthusiasm and commitment of the co-ordinator to develop the subject, are to be commended. However, there is still a need to extend the skills and confidence of the staff so that their skills in teaching ICT matches that in other subjects, and to find effective ways to assess and record the pupils' work.

MUSIC

151. Standards in music are as expected throughout the school, including pupils with special educational needs and pupils with English as an additional language. In the two lessons observed, the pupils achieved well and the overall quality of teaching and learning was good. The school is improving provision with a wider range of musical experiences than had previously been the case, when the music curriculum had an almost exclusively singing focus.
152. There was a sense of eager anticipation at the start of a Year 1 lesson. The pupils listened intently to the class teacher as she explained about pitch and how it differed from 'loud and soft'. Learning was very good as a result of the intellectual effort the pupils put into understanding the concept. The motivational style of teaching, and use of the piano to exemplify the range of pitch clearly, had a very positive impact on the quality of the pupils' learning. The enjoyment of the pupils in trying to follow and sing the piano's notes from bass to treble was obvious. The pupils' achievement was further reinforced as they sang a number of well-known songs in the pitch 'conducted' by father, mother or baby bear.

153. The teachers' confidence and musical understanding have been increased by the developing new scheme of work, scheduled for completion by next term, which is being built on the framework of a well-structured commercial course. Teachers are beginning to move into areas of the musical curriculum, which would not previously have been attempted. This is an important development, as it is providing good learning opportunities and improving the pupils' knowledge, skills and understanding.
154. The breadth of the musical experiences offered to the pupils was well exemplified in a Year 3 lesson. The teacher had high expectations that the pupils could sing a song written in the pentatonic scale and accompany it on tuned and untuned percussion instruments. She was not disappointed in her expectations and the pupils' good learning resulted in a commendable performance of tuneful singing, accompanied well by a complex set of rhythms, including a drone. Learning was further well supported when the teacher asked some 'observers' to stand outside the playing circle and suggest ways for performance improvement. This led to a lively discussion, for example about how the performers might finish together, indicating developing listening skills.
155. In the two observed lessons, behaviour was at least good, founded on the good quality of relationships and management of pupils. As a result, the pupils show enthusiasm for their work and try hard to succeed. To maintain the pupils' interest and enthusiasm for music, workshops, such as a very recent one on Cuban music, are organised. Pupils also accompany singing, on occasions, in assembly, where music is also played as the pupils enter and leave. The music being played is, however, not always identified. The use of recorded music to accompany singing in assembly includes children's voices. This tends to inhibit the pupils' own singing more than if it was accompaniment only.
156. The co-ordinator has a clear idea of how the subject is to be developed. She is supporting her colleagues well to develop the music curriculum; they are responding enthusiastically. The co-ordinator has currently not had time to monitor and work alongside her colleagues in support of the school's policy of providing more opportunities to develop pupils' expressiveness and creativity. Evaluation of pupils' progress is currently made on planning sheets. Music is supported well by a very good range of resources.
157. The range of musical instruments has recently been widened by the provision of orchestral instrument tuition for interested pupils. The school does not have a pianist on the staff which makes the establishment difficult of, for example, a choir.

PHYSICAL EDUCATION

158. During the inspection it was only possible to observe a games lesson in Year 2 and gymnastics in Year 6. Based on the evidence from these lessons, standards at the end of Year 2 are in line with national expectations, and they are above expectations in Year 6.
159. By the end of Year 2, pupils are able to throw and catch balls with reasonable levels of skill. In the lesson observed, the sustained effort of all pupils led to good progress as pupils learnt that the trajectory of the ball is crucial if your partner is have chance of catching it. Pupils work effectively in pairs and small groups, sharing the equipment with skill and care. The effective emphasis on evaluating pupils' efforts enables pupils to develop quickly an understanding of what is required for a successful performance.
160. By the end of Year 6, pupils clearly understand the effect of exercise on the body and

develop good control and fluency in a range of gymnastic movements. When using the apparatus, pupils show very good levels of control, often performing challenging balances and imaginative sequences of movement. A feature of work in Year 6 is the enthusiasm and confidence that pupils display throughout lessons. Although no swimming sessions were observed during the inspection, school records show that standards are in line with national expectations by the end of Year 6.

161. A strength of the provision in physical education is the effective use that is made of professional coaches visiting the school. Pupils have benefited from visiting coaches in football, cricket and rope skipping. In interviews with pupils, they spoke with considerable commitment and appreciation about all these visits. Pupils' skills are further enhanced by a wide range of activities outside the school day, including football, netball and dance. Pupils in Year 6 enjoy the opportunity to take part in organised football and netball matches against local schools.
162. Teaching and learning are good. Lessons are presented in a lively and enthusiastic manner by confident teachers who challenge pupils to work hard and achieve the best possible results. Effective use is made of teaching assistants to ensure that pupils with special educational needs are fully involved in all activities and achieve as well as their peers. Teachers make good use of praise and encouragement and the effective management of pupils ensures lessons proceed in an orderly manner. The only significant weakness in the lessons observed was simply that they were too long. With lessons lasting between 50 and 60 minutes, some pupils found it hard to sustain their full attention in the latter part of these lessons and the quality of learning declined from the good standards seen in the earlier part of lessons.
163. Leadership and management are good. The subject co-ordinator is well qualified and brings considerable subject expertise and enthusiasm to her role. She has updated the school's scheme of work, thus providing useful guidance to teachers in the planning of their work and has worked hard and effectively to provide an interesting and stimulating curriculum for pupils, especially in Years 3 to 6. At the time of the last inspection, provision for physical education did not meet statutory requirements. This weakness has been thoroughly addressed and the school has made good progress since the last inspection.

RELIGIOUS EDUCATION

164. The range of topics from faiths other than Christianity covered in religious education throughout the school has been broadened since the previous inspection. The work is planned in accordance with the new agreed syllabus of religious education, which is a joint production of the Boroughs of Enfield and Hackney. The subject is effectively managed by an enthusiastic and knowledgeable co-ordinator.
165. The standards attained at the ages of seven and eleven are generally in line with what is expected of pupils of those ages in those aspects of the topics which have been studied. Since the new scheme of work, which accompanies the new syllabus, has only recently been adopted, there are areas of study in the programme which have not yet been undertaken. This is most noticeable among the older pupils in the school where the pupils' knowledge of the religions in the programme is partial and shallow. This is due, in part, to the way in which the curriculum is managed, so that there are half-term blocks of time in some years during which no religious education is planned. Such lack of regularity tends to reduce the impact of the teaching and to undermine the security of the pupils' knowledge and understanding of what has been studied.
166. The pupils' broadly satisfactory knowledge about religions and their skills in learning from them so that they can think about major personal issues in the light of what

various faiths teach and practice, is based on a wide range of topics, each usually lasting about half a term. Six each are drawn from Christianity, Islam and Judaism, five from Hinduism and two from Buddhism and Sikhism. This wide pattern covers the period from Year 1 to Year 6. The topics include studies of the Holy Books, patterns of prayer and religious leaders as well as examples of the beliefs and ways of life promoted by these faiths. The quantity of written work recording what the pupils have done is slim. This is understandable among the younger pupils where much of the work is covered by discussion, but it is less so among the older pupils. This lack of recorded work also contributes to confusion in their knowledge of particular faiths. The amount of discussion on the other hand promotes the sympathetic understanding of differences of belief which is found among most of the pupils. Pupils in each class generally undertake the same work, this results in a lack of challenge for the potentially highest attainers.

167. The teaching and learning of religious education is at least satisfactory and sometimes good. Some of the teachers find the extensive range of religions covered challenging, though the very full and informative new scheme of work provides good support for them. The good relationships which are built up between the staff and pupils, as well as between pupils, enable them to deal with sensitive issues openly. One such lesson was dealing with the way in which objects, both religious and everyday, are used by people to remember important events, ideas and people in their lives, and by believers to remind them of their faith. Imaginative planning enables work on particular themes, such as the religious idea of Creation, to provide appropriate work in other subjects, such as the interesting use of creation myths from different cultures as texts in literacy, and from different times such as ancient Egypt, in history. Another innovative example was the task given to Year 6 pupils to write in literacy about Macbeth's feelings of remorse at his murder of the king, yet presenting them with an opportunity to explore an idea common to all the religions studied.
168. Teachers use a good variety of methods to help pupils to understand religious ideas. In the retelling of Jesus' parable of the lost sheep, pupils found out what it is to trust someone by being guided by a friend round the classroom with their eyes shut. The small amount of recorded work set also means that the assessment of how well the pupils are doing in religious education is also lacking in rigour. The new scheme of work, however, provides a means for this to be done. Teachers make effective use of a number of visitors, such as the local vicar, to help pupils learn at first hand how religious beliefs can have an impact on people's lives. This supports well information provided from other sources such as videos. The resources are well planned to support each of the topics in the scheme.
169. Pupils with special educational needs, and those for whom English is an additional language, are included and supported well in religious education lessons. Staff and pupils alike are sensitive to the range of religions present in the school and it is a mark of the educational openness of the teaching of the subject that there are no pupils withdrawn from religious education. The subject provides a significant support for the pupils' spiritual, moral and cultural development.