

# **INSPECTION REPORT**

## **HOUNDSFIELD PRIMARY SCHOOL WITH SPEECH AND LANGUAGE UNIT**

Edmonton, London

LEA area: Enfield

Unique reference number: 102011

Headteacher: Ms I Blythe

Reporting inspector: Kathryn Taylor  
22424

Dates of inspection: 23<sup>rd</sup> - 26<sup>th</sup> September 2002

Inspection number: 246173

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Ripon Road Edmonton London
Postcode:	N9 7RE
Telephone number:	(0208) 804 4938
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Ellis
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	Kathryn Taylor	Registered inspector	Provision for pupils who learn English as an additional language Design and technology Educational inclusion	Standards How well are pupils taught?
9974	Dalijit Singh	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values The provision for pupils' spiritual, moral, social and cultural development Accommodation and resources
30677	Peggy Waterson	Team inspector	English Art Special educational needs	
27301	Cynthia Messom	Team inspector	The provision for pupils in the Foundation Stage of Learning Music Religious education	Assessment
5240	David Shannon	Team inspector	Science Information and communication technology	How well the school is led and managed
10808	Alan Britton	Team inspector	Mathematics Physical education	The curricular and other opportunities offered to pupils
21899	Gillian Lawson	Team inspector	The work of the speech and language unit History Geography	

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

### **INFORMATION ABOUT THE SCHOOL**

Houndsfield Primary School is much bigger than most other primary schools. Currently 477 boys and girls aged between 4 and 11 attend the main school and, a further 60 children attend the Nursery part-time. Children start in Nursery at age 3 and then join the Reception classes in the September following their fourth birthday. For the past two years, due to a shortage of school places locally, the school has admitted an additional class of Reception aged pupils in September. As a consequence not all of the children who start in Reception classes have necessarily previously attended a Nursery. The children's attainment when they start in Nursery is below that usually found. Pupils in the main school are currently arranged into 17 single aged classes. There are more boys than girls in the school. A high proportion of pupils, four out of every five, are from ethnic minority backgrounds. Approximately a third are from the Turkish speaking communities. The largest other ethnic groups represented are Caribbean, African, Greek and Bengali. About half of all pupils, speak English as an additional language ten of whom are at the early stages of English acquisition. A total of 28 different languages are spoken and 90 pupils are currently supported through the Ethnic Minority Achievement Grant. Thirty-nine pupils at the school are refugees or are asylum seekers.

Three out of every ten pupils at the school are known to be entitled to free school meals, which is above the national average. The socio-economic circumstances of pupils attending the school are very mixed and are below those experienced by the large majority of people nationally. There is some significant movement of pupils into and out of the school at times other than the usual starting times. The proportion of pupils on the special needs register, three pupils in every ten, is above the national average. Five pupils have a statement of special educational need, a proportion that is in line with the national average. The school has an Infant Speech and Language Unit, which serves the needs of pupils across the borough. Fourteen pupils attend the unit for two days each week and then attend a number of other Enfield schools for the remainder of the time. None of the pupils currently in the unit are drawn from Houndsfield School.

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

The school has a number of strengths as well as some important weaknesses that need to be addressed quickly. The school faces considerable challenges as a result of teacher shortages and high pupil mobility. Nevertheless, at the current time there are enough teachers and a core of experienced teachers, which should support the school to continue to improve. The staff work hard to support the pupils, some of whom have high levels of need. The school fosters good relationships: boys and girls and pupils from very diverse background relate well to each other and racial harmony is good. The school provides satisfactory value for money.

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

- The teaching and provision for children in the Foundation Stage of Learning is very good.
- The staff employed to support the pupils who learn English as an additional language, provide a good service.
- The provision for the children who attend the speech and language unit is very good.
- Pupils have good attitudes to school and learning and attendance levels are very good.
- Pupils are well cared for.
- The provision for pupils' moral, social and cultural development is good.
- In over half of the lessons seen during the inspection, the teaching was good, very good and occasionally excellent.

### What could be improved

- Standards in English, information and communication technology and art.
- In Years 1 to 6 the teaching is unsatisfactory in too many lessons. There are some general shortcomings; teachers do not plan work which matches all pupils' abilities. They use a limited range of teaching methods and strategies for managing pupils' behaviour.
- Not enough time is given to teaching art, design and technology, history and geography.
- In Years 1 to 6 there are not enough teaching assistants to meet pupils' needs.
- Senior managers need to do more to ensure consistency in the teaching and in the implementation of the school's agreed policies, and to communicate to the staff, their long-term vision for the school.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in February 1998. The proportion of pupils achieving the expected level in tests at age eleven has improved well. There have been some improvements to the curriculum provision although there is still work to be done to ensure all subjects receive sufficient attention. There have been good improvements to the provision for information and communication technology so that standards, although below those expected nationally, have nevertheless improved. The procedures for assessing pupils' attainment are now better and pupils' attendance levels are higher. There have been good improvements to the building.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E	D
mathematics	E	E*	D	C
science	E	E	D	C

**Key**

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

*Similar schools' refers to schools nationally that have a similar proportion of pupils who are entitled to free school meals.*

The table above shows that in the tests in 2001 at age eleven pupils achieved overall standards in English that were well below those found nationally and below those in similar schools. In mathematics and science results were below those achieved nationally but in line with similar schools. At age seven, test results in reading were well below and in writing were below the national average. However, results were line with those in similar schools. In mathematics standards were above those found nationally and well above those in similar schools.

Inspection findings show that currently pupils' attainments in English at age seven and 11 are below those expected. Standards in mathematics are in line with those expected at age seven, but below them at age eleven. Pupils' attainment in science is in line with that expected. Standards in art and in



information and communication technology are below national expectations. In most other subjects, pupils' attainment is broadly in line with that expected although their knowledge and understanding lacks depth in some subjects. Throughout Years 1 to 6 pupils make satisfactory progress over time, although their progress is uneven. This is because there are some inconsistencies in teaching in different classes and because high teacher turnover has negatively affected some pupils.

Children in the Nursery and Reception make good progress. By the time they join Year 1, their attainments in some areas of learning are in line with those expected. For many children their attainments in communication, language and literacy, mathematics and knowledge and understanding of the world are however below those expected. Throughout the school pupils who learn English as an additional language, and pupils identified as having special educational needs, including those with a statement of special educational need, make sound progress. Inspection evidence did not highlight any differences in pupils' attainments or progress based on their gender or ethnicity.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, have good attitudes to learning and want to do well.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in class and around the school. Some pupils have specific behaviour problems and they are effectively supported to improve, through the school's special needs provision and welfare arrangements. A small minority of pupils mainly boys, however, show a lack of respect for school, their teachers and other adults, including visitors.
Personal development and relationships	Good. There is a strong sense of respect, tolerance and understanding amongst boys and girls from diverse cultures and with diverse needs. These positive relationships contribute to an effective and friendly learning environment. Racial harmony is good.
Attendance	Very good. Based on the last two years figures, attendance levels are well above the nation average. Some pupils however do not arrive at school on time.

## TEACHING AND LEARNING

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

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

Teaching is very good in the Nursery and Reception classes and is satisfactory overall in Years 1 to 6. Some good or better teaching was seen in a number of subjects in Years 1 to 6. However, there is also too much unsatisfactory teaching. Teachers are generally well organised and conscientious. The teaching of English is satisfactory and mathematics is taught well. The teaching of music is very good. Where teaching is unsatisfactory or has significant shortcomings, this often occurs because pupils are not managed well or, because the work set is too difficult for some pupils and too easy for other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum includes all subjects although some are not covered in sufficient depth. The provision for extra-curricular activities is satisfactory. Good use is made of visits to places of interest and of visitors to the school.
Provision for pupils with special educational needs	Satisfactory. The special needs co-ordinator is bringing about good improvements to the overall provision
Provision for pupils with English as an additional language	Satisfactory. Many aspects of the provision are good such as the systems that are in place to communicate with parents and to support new pupils. The specific specialist teaching and support is good. However there are not enough support staff to meet all of the pupils' needs and some teachers need additional training.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual development is satisfactory. Pupils' social and moral development is promoted very well, so that they have a very clear idea of the difference between right and wrong and forge good relationships with one another. Pupils' cultural development is promoted well.
How well the school cares for its pupils	Good. Pupils are well cared for and the school ensures the health, safety and well-being of all of its pupils. Effective personal support is given to pupils. Clear procedures are in place for checking pupils' behaviour and promoting good behaviour. Pupils' attendance and punctuality are monitored well. Pupils' academic progress is assessed regularly, although better use could still be made of this information.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has established a good management structure. There is good teamwork and a strong commitment to improvement. The deputy headteacher and key staff make a positive contribution to leadership and management. Senior managers need to do more to support teachers experiencing difficulty, to address inconsistencies in teaching, and to ensure that all staff are working towards a common goal.
How well the governors fulfil their responsibilities	The governors are very committed, involved and very supportive of the school. They work hard on its behalf. They fulfil their statutory responsibilities well. They have a clear understanding of the school's strengths and weakness
The school's evaluation of its performance	Satisfactory overall, with improvements needed. There are some sound systems for monitoring the school's work and pupils' attainments and progress. More in-depth analysis and critical evaluation of the results of these activities would help the school to improve its school development planning.
The strategic use of resources	The staff and financial resources are generally satisfactorily deployed to have a positive impact on pupils' attainment, progress and personal development. The headteacher and governors however need to find ways of providing more support for pupils in class.

There are a satisfactory number of teachers. The high turnover teachers however, has had a negative impact on standards. The number of support staff is not sufficient to meet the level of pupil need. The accommodation and resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils' standards and progress.</li> <li>• The standard of pupils' behaviour.</li> <li>• The way in which school helps pupils to become mature and responsible.</li> <li>• That their children enjoy coming to school.</li> <li>• That the staff expect their children to work hard.</li> <li>• Parents would feel comfortable to approach the school with questions or about a problem.</li> <li>• The quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework and consistency in setting it.</li> <li>• The way that the school works with parents.</li> <li>• The amount of information parents receive about their children's progress.</li> <li>• The range of activities provided outside of lessons.</li> <li>• The way the school is led and managed.</li> </ul>

Inspection evidence largely supports parents' positive views. However, weaknesses in some of the teaching was highlighted during the inspection. Inspectors carefully looked into the concerns expressed by some parents. Inspection evidence shows that the use of homework is currently satisfactory but inspectors did not have sufficient evidence to comment on homework set in the previous year. Extra-curricular activities were judged to be satisfactory but not extensive. The reports to parents although satisfactory overall, could do more to inform parents about individual pupil's strengths and weaknesses in subjects. Inspectors judged that pupils' behaviour is satisfactory overall and many pupils behave well. Inspectors however, recognise that the attitude and behaviour of a minority of pupils needs to be improved. Inspectors judged that the leadership and management of the school are satisfactory overall.

## **PART B: COMMENTARY**

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

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

1. The children's overall attainment on entry to school has been falling since the last inspection. This is due to demographic changes and, because pupils are now drawn from a wider catchment area with less favourable socio-economic circumstances. When children enter the Nursery overall attainment is below that usually found. For many children their attainment levels in communication, language and literacy are particularly weak and some children are at the very early stages of acquiring English. Although some have a sound general knowledge, other children have little experience beyond their home environment. The children of all prior attainment levels make good progress in all areas of learning during their time in Nursery and Reception. By the time they join Year 1, most have achieved the recommended Early Learning Goals in their physical, creative and personal and social development. For many of the children, however, their attainment levels in communication language and literacy, mathematical development and their knowledge and understanding of the world, do not meet the expectations outlined in the Early Learning Goals. Children with special educational needs and those for whom English is an additional language make good progress in Nursery and Reception because staffing levels are appropriate, and teaching methods are sufficiently broad.
2. The standards achieved in the National Curriculum tests and assessments at age seven have been maintained since the last inspection despite a fall in attainment levels on entry to school and high levels of staff and pupil turnover. In 2001, the last reporting year for which statistical analysis of the school's data is currently available, the percentage of pupils attaining at least the expected Level 2 in reading and writing, was below the national average, but in line with that in similar schools. In science and mathematics the proportion of pupils attaining Level 2 was close to the national average. Pupils' results in mathematics and science compared well with those in similar schools: in science the proportion attaining Level 2 was above that found in similar schools and in mathematics it was well above it. The percentage of pupils attaining the higher Level 3 in the reading test was below the national average, but in line with that in similar schools. In writing, the proportion was below both the national average and that for similar schools. A higher proportion of pupils than nationally and well above that in similar schools, attained Level 3 in mathematics. In science the proportion was above that in schools nationally and, similar schools.
3. The proportion of pupils that attain at least the expected Level 4 in tests at age 11 has improved significantly since the last inspection. In English the proportion of pupils attaining at least Level 4 was well below the national average and below that in similar schools. In mathematics, the proportion was below that in schools nationally but in line with similar schools. The percentage of pupils attaining at least Level 4 in science, was in line with schools nationally and above that in similar schools. A proportion below the national average attained the higher Level 5 in mathematics and English, although science the proportion was in line with national results. In all three subjects the proportion was in line with similar schools. The school's targets for the proportion of pupils in Year 6 expected to achieve Level 4 in mathematics tests in 2001 were met. Those in English were not met but came close to the school's target. Unconfirmed results for 2002 show that pupils' results in English at ages seven and 11 fell and those in mathematics were maintained.
4. Evidence from lessons and scrutiny of pupils' past and present work shows that pupils' current attainment is below national expectations in English at the age of seven and 11. Within all year groups, there are some pupils whose current attainment levels are well below those expected. Some of these pupils have special educational needs or are in the very early stages of acquiring English. In mathematics pupils' attainment is in line with national expectations at age seven and below it at age 11. Throughout the school pupils' skills in mental mathematics are developing well and meet national expectations. Pupils' attainments in science are in line with national

expectations at age seven and 11 although their skills in scientific enquiry are a weaker aspect of their attainment.

5. Test results at eleven over the past three years indicate that overall boys did slightly better than girls. Inspection findings, however, did not highlight any differences in attainment or progress based solely on pupils' gender or on ethnicity. However, there are clear indications from some parents and from talking with staff that teacher shortages, and frequent changes in teachers have affected the progress that some pupils have been making over time, particularly on occasions when the school has not been successful in attracting teachers of a sufficiently high calibre. The school has been working to establish systems of analysing pupils' test results and tracking their progress as they move up through the school. These should support the school to explain the reasons for any variations in future trends, and setting targets for individuals and groups of pupils within each class.
6. Since the last inspection the school has tried to maintain the standards that pupils achieve in the foundation subjects including those in information and communication technology, (ICT). There has been an improvement to standards in ICT although they remain below those expected. Standards in art and design are also below national expectations, which represent a decline in standards since the last inspection. There was insufficient evidence to make a secure judgement about pupils' attainment and progress in geography and history at age seven and 11, although the standard of work that was seen was satisfactory. Standards in all other subjects are broadly in line with national expectations by ages seven and 11.
7. Despite the work that has gone into maintaining and improving standards and pupils' rates of progress, there is still a lot that needs to be done to ensure that all of the pupils in Years 1 to 6 achieve their full potential. Currently pupils' progress is uneven and inhibited by a number of factors; for example weaknesses in some of the teaching, the high turnover of teaching staff, shortfalls in the number of support staff as well as some weaknesses in the school's use of the existing teaching and support staff.
8. Pupils with special educational needs are making satisfactory progress, particularly at times when they are supported by learning support assistants. Individual action plans for all pupils on the special needs register, including those with statements, do not always have sharply focused targets to enable pupils' progress to be easily assessed. The small team of learning support assistants work hard to promote pupils' interest in the work planned. Pupils' progress in statutory tests is tracked and results included on the special educational needs register. Pupils who learn English as an additional language make satisfactory progress in lessons and over time. When they are specifically supported in lessons either by specialist staff or class teachers and classroom support assistants, pupils frequently make good progress.

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

9. Parents report that their children enjoy coming to school. Most pupils have positive attitudes to school and learning. In the Foundation Stage of learning, (Nursery and Reception classes) the children's response in lessons is often very good and occasionally it is excellent. Children settle into school life quickly. They gain in confidence and independence and establish good relationships with each other and with the adults. They concentrate well and respond well to adults' encouragement.
10. In Years 1 to 6 pupils often respond well. Pupils generally like to please their teachers and the good teaching frequently generates positive attitudes. This enables most pupils to respond enthusiastically to questions and participate in discussions. On occasions, however, the teaching methods used or weak pupil management strategies sometimes affect pupils' response. During discussions with pupils they generally speak well of their teachers and they value the care and support they receive. Pupils also show that they value opportunities such as those in circle time, to discuss their own, and others' behaviour, attitudes and values. This also helps pupils to realise the need to take responsibility for their actions. When suitable opportunities are provided, pupils show initiative and take responsibility for their own learning, sharing ideas and information.

However in general teachers do not provide enough opportunities in lessons. This is in part because some pupils in each class have the potential to present challenging behaviour, and inexperienced teachers in particular, are concerned not to lose control of the class.

11. Pupils' behaviour is satisfactory. Behaviour seen in assemblies was frequently good or better. In most lessons pupils' behaviour was at least satisfactory and it was sometimes good. In the playground and corridors behaviour seen was satisfactory but noise levels in the dining area were sometimes high and there were some incidents of lively and boisterous behaviour from boys playing football in the playground. Most pupils know right from wrong, understand the school's code of conduct, and are polite, friendly and welcoming to their peers, adults and visitors. In a small minority of lessons weaknesses in teaching sometimes led to unsatisfactory behaviour. Furthermore in a number of classes, there is a minority of pupils who indulge in attention seeking behaviour and who sometimes show a blatant disregard and disrespect towards adults and teachers. Although a small number of pupils and parents expressed concerns about bullying, there were very few reported incidents during the week of the inspection. The school takes a serious view of any such incidents and records show these are dealt with effectively. During the last school year there were only two exclusions: one fixed term and one permanent.
12. Relationships are good. There are very positive relationships between pupils from different ethnic backgrounds, between girls and boys, as well as between older and younger pupils. This encourages and supports a positive learning environment and a harmonious and caring community. Whilst most pupils find the majority of lunchtime staff approachable, a minority complained that they have less positive relationship with some of the lunchtime supervisors.
13. The personal development of pupils is good. Pupils are taught respect and concern for the feelings and welfare of others and show this through their actions. Pupils show consideration of other people's feelings and they share their ideas and beliefs with one other. In religious education lessons, for example pupils demonstrate interest, tolerance and racial harmony. Pupils serve the school in a responsible and mature manner as friendship monitors and as members of the school council.
14. The school achieves very good attendance levels. Unauthorised levels of absence in 2000/01 were above the national average: this arises because a minority of parents fail to provide reasons for pupil absence. Registers are taken at prescribed times, completed satisfactorily and comply with statutory requirements. All absences are investigated and good attendance is rewarded. The very good levels of attendance support pupils' learning. However, arriving on time is an issue for some pupils, especially some of the younger pupils who are brought to school by their parents.

## **HOW WELL ARE PUPILS TAUGHT?**

15. The quality of teaching and learning in the Foundation Stage of Learning is consistently very good and is strength of the school. The teaching in Years 1 to 6 is satisfactory overall but varies considerably between classes. Teaching is not as good as it was at the time of the last inspection. In keeping with many other London schools, Houndsfield has experienced significant problems with teacher recruitment and retention in recent years. Concerns about the impact of high staff turnover on pupils' progress was highlighted in a number of the letters from parents that accompanied the returned questionnaires.
16. In the Foundation Stage the teaching seen in each area of learning was very good, both in the Nursery and in the Reception classes. The staff have an excellent understanding of the appropriate methods of teaching young children which means that children learn well. For example in all of the Reception classes and in the Nursery, the day begins well. Staff have a good range of activities ready and set up that children can choose from as soon as they come into school. This settles the children into class quickly and gains their attention and concentration. The children are then drawn together to work on focused tasks, either in small groups or as a whole class. Tasks, activities and teaching methods are then frequently changed throughout each session, so that children's good concentration levels are maintained. Staff have very high expectations of the children's work and their behaviour. A good example was seen for example, when children in

Reception had an outdoor session in the playground. The teacher kindly but firmly explained exactly how pupils were expected to behave, to use the equipment and take turns. The basic skills are taught very well; adult input is focused, is effective in moving pupils' learning forward and in keeping an overview of the children's progress. The teaching and support staff work very well together and make effective use of their individual skills.

17. In Years 1 to 6 the teaching was at least satisfactory in about 7 out of every 8 lessons and unsatisfactory in one lesson in every eight. Some good, very good and occasionally excellent teaching was evident in about four lessons in every ten. There was some good teaching in a number of classes and across most subjects. The very good and excellent teaching was largely seen in Years 4 and 5, and in music lessons. Positive features of teaching in all classes in Years 1 to 6 include the teachers' generally good classroom organisation. Teachers effectively prepare themselves for lessons and they have established a number of good classroom routines, which supports their management of pupils. They start the day well prepared. A good feature is that the programme for each day's work is written up so that pupils know what they will be doing. Appropriate and relevant "Early Morning" work is often set, which ensures pupils can get straight down to work when they arrive at school. This often relates to the practising of basic skills or, pupils correcting mistakes made in their past work. Teachers work well together to support each other and share their expertise. This is important because a high proportion of teachers have not been trained in this country, so that their knowledge of the National Curriculum requirements and the age appropriate levels is insecure.
18. Teachers in a number of classes need to do more to ensure that the work they ask pupils to do is better matched to their abilities because too often all pupils are set the same tasks. On occasions setting all pupils the same task may be entirely appropriate, as for example in a very good science lesson in Year 4 when pupils were directed to work in mixed ability groupings on a common task of investigating forces. Pupils learned well and from each other. This was because the teacher had selected the groupings carefully, ensured that her questioning checked the progress of pupils of all abilities and her intervention challenged the most able pupils. In other lessons however, when all pupils are set the same tasks this frequently does not support the lowest attaining or challenge the potentially higher attaining pupils. Some teachers seem not to be aware of the wide range of pupils' attainment within their class. This is also reflected in their questioning of pupils: they rarely pose specific questions to challenge the most able pupils or ensure that the lower attaining pupils are understanding. The information gained from any previous assessment of pupils' attainments is not yet being used effectively in this respect. Teachers in Years 1 to 6 also do not have enough adult support within classrooms that would help them to focus on specific groups of pupils in order to move their learning on at a faster pace. Occasionally when adult support is available, teachers do not make best use to it.
19. Teachers try hard to manage their pupils effectively and a number of teachers manage pupils well. A minority of teachers however, have a limited range of skills, particularly in managing some potentially difficult pupils. This sometimes results in a tendency to employ strategies aimed at too tight a control of all of the pupils. This can have several negative consequences. First, it slows down the pace of teaching and learning. Secondly, when pupils do not respond to this form of behaviour management, teachers then sometimes lose control of the class and, thirdly the impact of controlling pupils' behaviour frequently has the effect of also controlling and limiting pupils' learning. In a mathematics lesson in Year 3, for example the pace of the lessons was slowed down because when pupils had already been listening for a long time and they became restless, instead of settling pupils to work independently the teacher spent much time trying to get pupils to sit up straight and listen. A similar situation arose in some lessons in Year 6, Year 1 and Year 3 classes and the time spent attempting to improve pupils' behaviour and gain their attention was wasted. Where behaviour management is most effective is when teachers not only make clear their expectations about behaviour but also use praise and rewards effectively, and motivate and challenge pupils through the content and pace of their lessons.
20. The range of teaching methods used is fairly limited and is largely based on whole class teaching methods. Pupils consequently have too few opportunities to work independently, to practise a range of skills and to learn in different ways. Pupils' work is regularly marked and there are some

examples of good developmental marking in mathematics and English. Evidence gained during the inspection indicates that teachers are currently using homework satisfactorily to support pupils' learning.

21. In lessons where the teaching and learning was unsatisfactory, this occurred most often because the work planned was too difficult, or where the teaching methods used were inappropriate for the age of the pupils. Where teaching was particularly effective expectations of pupils were high, work was well matched to pupils' needs and tasks were thoughtfully planned to engage, interest and motivate pupils. Pupils frequently had opportunities to work practically because teachers were willing to take a few risks because they were confident that they could quickly get all pupils' attention if they wanted or needed to do so.
22. The teaching of English is satisfactory overall but there are wide variations in quality between classes. Where the teaching is good questioning is effective and is directed to ensure all pupils understand, there are planned opportunities to develop pupils' speaking and listening skills and to support pupils to develop their ideas. The teaching of handwriting work needs to be improved and more attention given to encouraging pupils to present their work neatly.
23. Mathematics teaching is good overall. All teachers are working to the format of the National Numeracy Strategy. They encourage pupils to explain their strategies and explain new vocabulary. In the best lessons teachers start by ascertaining what pupils already know and maintain a good pace and challenge pupils. Plenary sessions are frequently used well to assess what pupils have learned. Science teaching and learning is satisfactory overall and some teaching is good or very good. Weaknesses in class teaching mainly relate to insufficient opportunities for pupils to record their own learning, to experiment and investigate. In the best lessons there is a good balance of direct teaching and opportunities for pupils to discover for themselves. This teaching is very successful in motivating pupils and encouraging discussion.
24. The teaching of information and communication technology is satisfactory. Lessons are well planned and the learning objectives are shared with pupils: as a result pupils are well motivated and keen to learn. On occasions, the pace of lessons is a little slow and this has an adverse effect on pupil progress. Some teachers are beginning to seek opportunities to teach skills which can then be applied across the curriculum although as yet the use of ICT to support work across the range of subjects is a weakness. Music is taught very well. The school makes very good use of the expertise of specialist staff. Furthermore because they teach pupils across the school they ensure music is taught in a progressive way that builds on pupils' previous learning. Lessons are highly original and imaginative and use musical styles and knowledge, which the pupils already know, to lead them on to a wider appreciation of a range of music, and a deeper understanding of the elements within music. The teachers' enthusiasm and love of music is communicated very effectively to the pupils so that they respond very well.
25. Pupils with special educational needs and those for whom English is an additional language are taught very well in the Foundation Stage of Learning and satisfactorily elsewhere in the school. In Years 1 to 6 teachers rarely take account of the targets in pupils' individual education plans and use these to set specific, differentiated tasks. However, learning support assistants give good support to pupils with special needs. They clarify tasks and that ensure pupils stay on task. Some, but not all teachers are good at involving the pupils effectively in lessons. Pupils with statements of special educational need are well supported and are fully and integrated into mainstream classes. Learning support staff know pupils well and support them effectively. Liaison between class teachers and support staff are good and this has a positive impact on learning. When pupils are withdrawn from lessons, this arrangement is appropriate to their needs. For example pupils in Year 1 benefit from being withdrawn to take part in the Early Learning Support for Literacy initiative, and the Additional Literacy Support programme has aided the progress of pupils in Years 3 and 4. Teaching seen in these sessions was good.
26. The teaching of pupils who learn English is an additional language is satisfactory overall in Years 1 to 6. The additional in class support provided by specialist staff is, however, good. This teaching is focused and the methods used are very appropriate, providing pupils with good access to the



curriculum. Class teachers in general need to give more attention to ensuring that teaching methods are suited to bilingual learners, for example emphasising key vocabulary and providing more visual clues. Home languages are used well in displays and teachers sometimes effectively use work partners who speak the same first language, to help pupils to access the curriculum.

27. There is much to be done to bring greater consistency to the quality of teaching. Several factors should support the school in addressing weaknesses. There is some good practice across all subjects, the staffing situation is currently more stable and there is a core of permanent and well-established teachers. Furthermore inspection evidence indicates that teachers themselves are keen to improve and are willing to take advice and act upon it.

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

28. The school has made satisfactory progress overall in developing its curriculum since the previous inspection when the key issues for action were identified. These were aimed at providing policies and schemes of work for all subjects and extending and improving the provision for information and communication technology. Schemes of work and subject policies are now in place in almost all subjects. In most subjects the school follows national guidance.
29. The curriculum for children in the Foundation Stage of Learning is now very good and incorporates revised national guidance. It provides good opportunities to promote children's development in all six areas of learning so that their intellectual, physical and personal development is supported effectively. The learning environment is lively, colourful, interesting and exciting so that children enjoy their learning. A current weakness in the school's provision is that there is a marked contrast between the way in which the curriculum is planned and delivered in the Reception classes with that when pupils join Year 1. Not enough attention has been given to planning the transition between the Foundation Stage curriculum and the teaching of the National Curriculum. This is clearly evident at the current time: pupils in Year 1 are experiencing difficulty in adapting to a completely different mode of teaching and learning from that to which they have previously been exposed.
30. The curriculum in Years 1 to 6 meets statutory requirements and incorporates all National Curriculum subjects, religious education, sex education and the requirement to teach pupils about drug misuse. However, because of a lack of balance of time allocated to each subject, the overall curriculum is unduly narrow. Religious education is taught in line with the locally agreed syllabus and the school has developed a good programme for pupils' personal, health and social education (PHSE).
31. The school has adopted the National Literacy and Numeracy Strategies and these are contributing to raising standards in both English and mathematics. However, the changes to teachers and the number of overseas trained staff, means that training in the implementation of the strategies has continued to be a priority. The format of the National Numeracy Strategy is used in all classes and is effective in improving pupils' skills in mental mathematics and in developing pupils' mathematical thinking. Booster classes during school time have also helped to increase the number of pupils attaining the expected Level 4 and the higher Level 5 by the age of 11. The Literacy Strategy has been implemented satisfactorily. Additional curriculum time is also given to teaching English over and above that recommended. Although this has contributed to improving standards, it does restrict the time available for other subjects and particularly art, design and technology, history and geography. Another consequence of this is that pupils then have too few opportunities to practise and develop their reading and writing skills in subjects across the curriculum. The school needs to review its overall curriculum provision to identify where relevant cross curricular links exist and can be utilised to more effectively balance the overall curriculum. This has proved problematic for the school in the past due to severe difficulties in recruiting teachers who have sufficient knowledge and expertise in teaching the National Curriculum and in developing work in the subjects.

32. Class timetables show that the organisation of the school day and the length of teaching sessions are not making the best use of the available teaching time. The length of each session needs to be reviewed to make better use of time and to enable lessons in more subjects to be taught each day. Current timings encourages teachers to extend each of their English and mathematics sessions by ten to fifteen minutes beyond the recommended time. Similarly, in too many lessons seen during inspection there was some teaching time lost due to lessons starting late and finishing too early, all of which affects curriculum delivery.
33. Team planning within the year groups enables teachers to share their expertise which is particularly important in a school where over half of the teaching staff are either overseas trained or are newly qualified. However, conversely one consequence is that sometimes the same mistakes are made across classes: for example those relating to ensuring an appropriate match of tasks to pupils of all prior attainment levels. There has been a positive improvement to the provision for teaching ICT with the setting up of a purpose built computer suite and an increase in the number of computers, although its impact on improving standards is not yet fully realised.
34. There are a satisfactory range of extra-curricular activities, particularly for pupils the in Years 3 to 6. After school clubs are provided in soccer and netball and the school participates in friendly matches with neighbouring schools. Pupils in Years 3 to 6 also take part in athletics activities and take part in the Enfield area athletics championships. Some educational visits are made within the immediate locality and further afield, and pupils in Year 5 have the opportunity to attend a residential trip to a campsite in Hertfordshire. Planned visits and visitors to school during this autumn term include, a visit by Year 1 pupils to the Toy Museum, visits by the emergency services to children in the Reception classes and a visiting theatre's performance of 'The Silk Road'. The school makes effective use of its good links with the local community to extend the curriculum. This includes for example, visits from African drummers, Tamil dancers, and the Globe Theatre Company who came to introduce pupils to the works of Shakespeare. There are good links with the eleven secondary schools to which pupils transfer and with playgroups and other nursery schools from which pupils are drawn.
35. The school is very inclusive. Pupils have equal access to the curriculum. The provision for pupils with special educational needs is satisfactory overall. Pupils have full access to the National Curriculum and are fully integrated in classes. Weaknesses are that pupils' individual learning plans are not always focused enough and teachers do not often take account of them in their lesson planning. The overall provision for pupils who learn English as an additional language is satisfactory. Strengths in provision include the quality of the specific support provided by specialist staff, effective induction procedures and links with parents. The school has written a policy for monitoring and promoting race equality and makes some effective use of opportunities to reflect, build on and promote the very rich cultural heritage of pupils attending the school, for example through curriculum enhancement and extra-curricular activities such as international celebrations. However, the contribution that the taught curriculum makes in this regard needs to be extended, and the school's future intentions, which are stated in the policy, need to be implemented.
36. The provision for pupil's moral, social and cultural development is good and opportunities for spiritual development are satisfactory. This is a similar picture to that at the time of the last inspection. There are sound opportunities for the daily collective act of worship, which contributes to pupils' spiritual development. Assembly themes are well planned and designed to encourage pupils to look beyond the obvious. They also provide opportunities for pupils to reflect on their own beliefs and to develop an awareness of other faiths. Special achievement assemblies recognise pupils' efforts and help to promote self-esteem. During a personal, social, health education lesson in Year 6 pupils had opportunities to consider their own thoughts, feelings, and emotions. As a result, they demonstrated a sense of individual and collective responsibility and the experience raised their awareness, of others and, themselves. Some of the teaching in religious education, history, geography, physical education and music lessons provides opportunities to promote the spiritual development of pupils.
37. The provision for pupils' moral development is good. There is a clear emphasis on developing and promoting mutual respect, and there are high expectations of pupils' behaviour, which largely

results in consideration and care, for others: most pupils respond well. Circle and story time are used constructively, to talk about positive attitudes and values and this helps children to realise the need to take responsibility for their actions. Pupils experience the difficult lesson that rules can be interpreted differently, and sometimes allowances can be made for people who break the rules and sometimes not. Pupils are encouraged to behave well, to tell the truth and, they are praised and rewarded when they do so. Teachers insist on good manners by emphasising polite and considerate behaviour, respect for one another, and for property. Pupils who experience problems in managing their behaviour, or have specific behavioural difficulties, are supported well to improve their behaviour through the school's good pastoral arrangements and the special needs provision.

38. The school's provision for promoting pupils' social development is good. Teachers often provide good models of tolerance and understanding. Through their teaching they promote good relationships amongst boys and girls and pupils from different faith groups and ethnic backgrounds, for example through the use of work partners and pupil groupings. These relationships have a positive effect on the quality of learning as well as pupils' personal development. The school's responses to any misbehaviour help to ensure that pupils learn to take responsibility for their own actions. Pupils are encouraged to work and play together in the playground where there are good examples of adults teaching children how to play games. Older pupils take on a range of responsibilities around the school, for example, as members of the school council, as monitors used for setting up the hall for assemblies, distributing play equipment at break and lunch times. Friendship monitors help to resolve playground disputes and to support specific pupils in class. Younger pupils also take on a good range of responsibilities, for example, as register monitors or for carrying out tasks in the classroom. All pupils are encouraged to raise funds for a number of charities, which helps them to realise that there are those less fortunate than themselves. A number of pupils participate in a range of extra-curricular activities and sporting events, including a residential visit in Year 5 aimed at developing teamwork, which also supports pupils' social development. In addition the good teaching of and emphasis on pupils' personal, social and health education makes a positive contribution and promotes socially acceptable responses from most pupils.
39. The provision for pupils' cultural development is good. Pupils celebrate festivals, such as Christmas and Easter, as well as those from non-Christian groups, such as Diwali, Hanukah and Eid, Holi, Chinese New Year. Through history, pupils are made aware of ancient civilisations and encouraged to value their own British heritage. Music provides some good opportunities to develop pupils' cultural awareness. Assembly themes and displays around the school reflect different religious and cultural events celebrated throughout the year. Pupils are taught to sing and dance and to enjoy performances. This was evident in a whole class assembly seen during the week of the inspection. When the school celebrated the Queen's Golden Jubilee all the performances came from Commonwealth countries. Pupils visit local museums and artists in residence have in the past been employed to support pupils' learning in school. These activities celebrate diversity and enhance pupils' knowledge of their own and other cultures represented in the school. There are visits to the local church; however, there are currently no opportunities to visit other places of worship.

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

40. Since the last inspection the school has maintained its good provision for pupils' welfare and this continues to be strength of the school. This is especially important given that some pupils have complex needs. Pupils' security, safety and well-being are a priority and the arrangements for child protection are good. This supports the school community to learn in a caring, friendly and tolerant environment.
41. A well-informed designated teacher effectively implements the arrangements for child protection. She ensures that colleagues in the school are fully aware of their legal and moral obligations to report any concerns about abuse and neglect. New teachers are given good levels of information and training. The school continues to work with outside agencies in a purposeful and constructive manner. Health and safety is given a high priority. Pupils and staff are clear about procedures in

case of fire or other hazards. There is also a very well organised system for administering first-aid, which is implemented in a very caring and sensitive manner. All accidents are recorded and the more serious incidents reported to parents. There is a well-planned programme of induction for pupils entering the school, including those pupils who join the school at times other than the usual starting points, and there are good arrangements for secondary transfer. Most parents appreciate the school's pastoral provision.

42. There are effective procedures for monitoring and supporting pupils' personal development. Teachers and support staff work purposefully to guide and support pupils. Teachers use registration time, assemblies, lessons in personal, social and health education and organised play activities to monitor and support pupils. Staff help pupils to develop emotionally, socially and spiritually, raising their confidence and self-esteem. Inspection evidence indicates that pupils from different racial and cultural backgrounds value the ethos in which they learn and the quality of care provided. During the inspection teachers and most lunchtime supervisors provided appropriate supervision at break and lunchtimes. However, occasionally some lunchtime supervisors did not deal appropriately with pupils' behaviour or always listen to pupils' concerns.
43. There are effective procedures for monitoring pupils' attendance, and promoting very good attendance. This is supported by most pupils and parents although a small number fail to provide plausible explanations for their child's absences or to ensure that they arrive at school on time, which disrupts their own and other pupils' learning. The procedures for monitoring and promoting positive behaviour are good. The behaviour policy makes clear the school's expectations. Most teachers encourage pupils to behave with consideration for others and to respect property. However, good classroom management is not consistently evident amongst all teachers, which affects the standard of behaviour and the attitudes of some learners. There are good procedures for monitoring and discouraging bullying and racism. All reported incidents of antisocial behaviour are thoroughly investigated, recorded, monitored and reported to parents and governors. All incidents of racism are also reported to the local authority. The school has recently undertaken pupil surveys about bullying the results of which are being used well to help discourage antisocial behaviour and to support vulnerable pupils. There are satisfactory procedures in place to ensure that victims are provided with appropriate support and guidance. Most parents are pleased with the action the school takes, but some parents continue to express their concerns about the inconsistent approach used by some staff.
44. Work on assessment has been given good attention. Assessment procedures have improved since the last inspection when they were judged unsatisfactory. Some good systems are now in place, although as yet they are not all fully embedded in practice. Assessment is very good in the Foundation Stage of Learning, where all staff make good use of daily observations of academic and personal achievements to help them to plan work and activities that match children's needs. The school carries out baseline assessment in Reception. The school carries out the statutory and optional National Curriculum tests in English, mathematics and science in Years 2, 3, 4, 5 and 6. Pupils' reading ages are tested each term using a standardised reading test. The fluency levels of pupils who learn English as an additional language are also regularly assessed.
45. The information gained from assessment is transferred onto an ICT package. This enables individual pupil's progress to be tracked as they move up through the school. The data is also analysed to explore any differences in the performance of boys and girls, and to compare the school's performance in relation to schools of a similar type. Pupils' test results are also being effectively analysed to ensure that some pupils can be targeted for extra help. For example through the special needs and Ethnic Minority Achievement Grant funded provision, and booster classes. This is helping to raise standards. The results of pupils from different ethnic backgrounds can also be analysed and the school has begun important work in this regard. The school's marking policy is currently being revised to make it more relevant to the other policies in the school, and a new system of individual target-setting where pupils will be more actively involved in the process, is also being introduced.
46. The information gathered from assessment is not yet being used effectively by teachers in all classes to guide their teaching. There are also a lack of examples of moderated work to inform teachers about the standards to be expected from pupils in each age group. This would be

particularly helpful for those teachers new to teaching and those who have not previously taught or been trained in this country and therefore are not well informed about National Curriculum levels.

47. The school identifies pupils with special educational needs satisfactorily overall and usually manages to provide appropriate support. However, some pupils have been identified as requiring School Action whose needs could be effectively met by straightforward differentiated class teaching. The school is also aware that a few pupils currently identified as requiring School Action would be more appropriately allocated to the School Action Plus category. The prompt identification of pupils with special educational needs has been severely hampered in the past by the lack of a permanent special needs co-ordinator. This is now resolved, but there is still some catching up to be done. Liaison with outside agencies is, however well established. The school continues to maintain a detailed register of pupils with special needs; this is reviewed and updated regularly. The school meets its statutory requirement in relation to pupils with statements of special need are securely in place. The assessment of pupils' progress is ongoing and this contributes to the satisfactory progress that is made.

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

48. Thirty-nine parents attended the meeting prior to the inspection, which represents a small sample when compared with the number of pupils at the school. One hundred and seventeen parents responded to the questionnaire, which indicates that a quarter of the questionnaires sent out of parents were returned. The response rate means that the views expressed may not necessarily represent the views of all parents. Parents who did respond in the questionnaire indicated that their children like coming to school, they are expected to work hard, and, are taught well enabling them make good progress. They feel that the school helps their children to become mature and responsible. Inspection findings generally support these positive comments. However, inspection evidence highlights inconsistencies in the quality of teaching and pupil progress between classes, some of which is, and has been related to the school's difficulties in recruitment and retention of teachers. Some parents at the meeting, and in letters sent with the returned questionnaires, also expressed concerns about the number of staff changes and its effect on their children's progress.
49. Some parents were critical of the quality and quantity of homework, about reports to parents on pupils' progress, the range of extra-curricular activities, the behaviour of some pupils, the effectiveness of the school's relationship with parents and the leadership and management of the school. These concerns were carefully looked into by inspectors. Inspection evidence indicates that the use of homework is currently satisfactory but inspectors did not have sufficient evidence to comment on homework set in the previous year. Extra-curricular activities were judged to be satisfactory but not extensive. The reports to parents although satisfactory, could do more to inform parents about individual pupil's strengths and weaknesses in subjects. Inspectors judged that pupils' behaviour is satisfactory overall and many pupils behave well. Inspectors however, recognise that the attitude and behaviour of a minority of pupils needs to be improved. Some parents will also need to support the school in this regard, because a minority of pupils, largely boys, show a lack of respect for adults and other pupils. Inspectors judged that the leadership and management of the school are satisfactory.
50. The quality of information provided to parents is good. Very effective procedures are in place to welcome new children and their parents to school. Parents report that they value the school's efforts to ensure the smooth transition from the home to school. Regular newsletters are sent to inform parents about school events and the topics taught. Teachers make themselves available to the parents at the beginning and end of the school day to exchange information and if necessary to address any concerns that they may have. This was clearly evident during the inspection period. The governors' annual report and the school prospectus provide further information for parents and they comply with statutory requirements. Information is accessible and written in user-friendly language. Furthermore, parents from the minority ethnic communities have good access to staff and translators, which ensures they have equal access to all information and staff. Parents' evenings are usually well attended and the school ensures that translators and Ethnic Minority Achievement Grant funded staff are also available. The school is careful to ensure that parents are well informed about procedures for the identification of, and provision for, pupils with special educational needs. Parents receive early notification of their child's needs and are kept fully informed. They are encouraged to be involved in their children's learning. Parents do not always take advantage of the opportunities they are given to be involved in formal review meetings, even though interpreters are provided if required.
51. Many parents work well with the school and enjoy a purposeful and constructive relationship with staff. This also supports the pupils' learning, in school and in the home. Parents are actively encouraged to get involved in school and several help by listening to readers and by supporting with visits and in lessons and activities around the school. The hard working Friends of the School Association organise social, educational and fund raising events which pupils benefit from. They raise significant amount of money, which is used to enhance provision. Many parents including the parent governors support the school well, for example, a good number attended the class assembly during the inspection and during special occasions such as the Jubilee celebrations they helped their children to prepare costumes. This raised the profile of the school community and actively supported pupils.

52. Most parents comply with the home school agreement and ensure that their child attends school regularly. However, a very small minority neglect these responsibilities and this consequently affects their child's attendance, and achievements. The school continues to try to work effectively with parents. Nevertheless some parents do not have positive views of the school and in this respect parents' views have worsened since the last inspection.

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

53. The leadership and management of the school are satisfactory overall. The school operates smoothly and in an orderly manner because it has some effective systems and procedures that are understood and applied. There are however, some aspects related to the overall leadership and management that also need to be improved.
54. The headteacher has a collegiate style of leadership. She has developed a team of both senior and middle managers who work well together and are keen to effect improvements. The management structure is appropriate for the size of the school and, whilst the teams are fairly recently established, they have the potential to move the school forward. Since taking up post three years ago, the headteacher has had to deal with the challenge of trying to meet the needs of a diverse group of pupils in the context of changing intake, high pupil mobility and significant problems in attracting and retaining suitably qualified teaching staff. The headteacher is appropriately supported by the deputy headteacher in many aspects of the leadership and management, for example, she ensures effective arrangements are in place to support the staff's professional development, and, has established good systems for assessing pupils' attainments and tracking their progress. The Foundation Stage of Learning and the provision for pupils with English as an additional language are led by experienced and well-qualified staff. This is ensuring that these important areas of the school are very effectively led and managed. The special needs co-ordinator (Children's Co-ordinator), provides strong leadership and also makes a very effective contribution to the senior management team. In the year since her appointment considerable improvements have been made in the ways in which special needs work is organised. She manages the administrative arrangements effectively and is well informed about the progress pupils with special needs are making. She is a skilled teacher of pupils with learning difficulties and has the knowledge and experience to set an example to other staff, and to provide appropriate advice. Contacts between the co-ordinator and the link governor have been established
55. Since taking up their appointments the headteacher and deputy headteacher have spent some time developing the role of the curriculum co-ordinators. Ensuring the effective development of work in English, mathematics, science and ICT has been a priority and this has helped raise standards. The co-ordinators for these subjects have a clear educational direction. In a number of other subjects the co-ordinators have only very recently taken up their posts. Nevertheless they are suitably qualified and are enthusiastic. An important weakness is that a number of subjects; art and design, religious education, history and geography, are currently without a co-ordinator. This needs to be addressed. This lack of co-ordinators and frequent changes has impeded school and curriculum development in a number of subjects since the last inspection.
56. Governors are very supportive of the school and they fulfil their statutory duties, including those relating to ensuring that there is a daily collective act of worship and in relation to pupils with special needs. They attend many of the courses run by the local education authority and are sufficiently confident to ask questions to acquire information, clarify points or ensure all aspects of a proposal have been considered. Governors are provided with data and information concerning the school's performance in the national tests, and, while pleased with the improvement of results over time, they recognise the need for continuous monitoring and analysis of the results in order to improve standards further. A number of governors, including the chair and vice chair of the governing body, visit the school regularly. Some governors also regularly help in school, supporting the staff and children and all governors are linked to a particular class and teacher. There are effective systems and structures to enable governors to obtain a clear understanding of the strengths and weaknesses of the school. Governors have some input into the formulation of the school improvement plan through a system of committees that meet termly and feed back information to members of the full governing body. However, a number of governors are also fairly

- new to the school and are not yet in a position to make informed judgements. At present, the various committees have no written plans to enable them to develop initiatives over time systematically.
57. There are some weaknesses in monitoring and evaluation procedures and in taking effective action to ensure that school policies are consistently implemented. Procedures for appraising the work of teachers have improved since the last inspection and are now firmly embedded in the school's performance management programme. Teachers negotiate with their team leader three objectives, one of which is a pupil progress objective. At present, the link between pupil progress objectives, the school improvement plan and raising standards of attainment is not clear enough nor rigorous enough. There is no overall strategic plan for monitoring work in all subjects, particularly the foundation subjects. As a result, the school has little evidence of its own about standards of attainment or the quality of teaching in a number of subjects. The senior management team and some curriculum co-ordinators have monitored teaching and learning, mainly in the core subjects of English and mathematics. This also includes monitoring of planning and scrutiny of pupils' work. Although the results of such activities has enabled senior staff to provide feedback to individual teachers, including sending the staff on courses and employing the services of literacy and numeracy consultants, there are nevertheless still shortcomings in the quality of some of the teaching. Prompt and direct intervention and one-to-one support to improve is what is lacking. The headteacher and deputy headteacher need to do more to regularly and directly intervene, so as to address the unsatisfactory teaching and behaviour in some classes.
58. Although the school meets its stated aims, a strategic vision for the longer term development of the school has not been agreed by senior managers and then made known to all members of staff. The school improvement plan covers a three-year period and identifies long, medium and short-term priorities. A number of the objectives identified for action relate to maintaining the provision rather than identifying specific areas for improvement. Some of the objectives are not specific enough and lack clear, measurable success criteria. In view of the lack of co-ordinators in post, there are also very few co-ordinators' action plans and reviews to support the school improvement planning process.
59. There are sound procedures in place for setting the budget, which involves the bursar, senior administrative assistant, headteacher and governors. The governing body closely monitors expenditure throughout the year. The school makes effective use of specific grants. For example, using monies from the Schools Access Initiative to refurbish the gymnasium, library and ICT suite. The school has just received the recommendations of the last auditors' report. This makes a number of recommendations that governors will need to implement. The school's administration is efficient, supporting the smooth running of the school. Clerical staff provide a good contact point for parents and visitors. They use ICT effectively in the office to carry out a range of tasks. The principles of best value are applied satisfactorily. For example, the school compares pupil performance with similar schools and implements the principles of best value in its purchasing decisions to extend the opportunities open to pupils
60. Since the last inspection and during the last two years in particular there has been a very high turn over of teaching staff, including a large number of temporary teachers. The recruitment and retention of appropriately qualified teachers, in line with many schools, particularly in London, presents a significant challenge to this school. The governing body and senior management team have been working very hard and effectively to meet the challenge and have made some good appointments. At the current time, the situation is improved: the school has enough teachers including a number of very effective teachers. It also has a significant number of teachers whose qualifications were gained overseas, as well as a small number of newly qualified staff. Each group of teachers, in their own way still need professional support, training and guidance. The school has in a number of ways responded well. There are good systems in place to support newly qualified teachers and to induct new teachers to the school. The school carefully balances the professional development needs of individual staff against the needs of the school and, the arrangements for training and development are good. It is beyond the control of the school that some of the time and money spent on training is lost due to staff turnover. The school employs a number of learning support assistants and these are generally well deployed. In view of the high level pupil needs and the continuing challenge of raising standards across the curriculum, there is



a need for better levels of support for pupils in the classroom. The senior managers and governors will need to explore ways of addressing this issue by carefully reviewing its spending priorities and the way in which the existing teaching and support staff are deployed.

61. The accommodation is adequate for teaching the curriculum. The school is housed in a converted secondary school and an important shortcoming is that many pupils have to cope with a long walk up and down numerous flights of stairs several times a day. Crucial teaching time is often lost moving around the building; for example, when pupils move from the classrooms to the hall in the other building where whole school assemblies are held. The senior staff need to consider very carefully how the amount of time lost can be significantly reduced, because it is seriously detracts from the teaching time available.
62. During the last three years many classrooms have been refurbished and all classrooms are now equipped to a satisfactory standard. Recent adaptations have brought significant improvements and include the provision of the recently opened computer suite and two new libraries. The school playing field is well maintained and provides a good resource. The school is a clean, safe and secure environment. However, some parts of the building show signs of long-term neglect in relation to maintenance and decoration. The playground surface is painted with a number of children's games but small sections of the surface are undulating and in need of repair. Some facilities for disabled pupils have been provided on the ground floor, including toilets and a shower room so that the provision is adequate for the pupils who currently attend the school. Resources for English, mathematics, science and physical education are good. The resources in the ICT suite are good. The 16 computers are networked and equipment includes digital cameras, scanner and printer. However, too little use is made of the computers in classrooms to enhance pupils' learning in other subjects. All other resources are satisfactory, except those for art and those to support pupils with special educational needs, which are inadequate.
63. The teaching and learning are satisfactory overall. The school provides a caring and supportive environment for its pupils. The provision for pupils' personal development is good. The school is satisfactorily led and managed. Progress since the last inspection is satisfactory and the school has a sound capacity to continue to make improvements. When consideration is given to all of these factors, the school provides satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order improve the school further and to raise pupils' standards, especially those in English, information and communication technology and art, the headteacher and governors should take steps to:

- (i) address the unsatisfactory teaching and other weaknesses in teaching by:
  - providing opportunities for teachers to share good practice;
  - ensuring that the work teachers plan, addresses the needs of pupils of all abilities;
  - supporting and guiding teachers to extend the range of teaching methods that they use;
  - providing support and guidance for teachers in developing strategies for managing pupils' unsatisfactory behaviour and promoting good behaviour;

*(Paragraphs 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 25, 26, 29, 35, 46, 66, 106, 109, 129)*
- (ii) ensure that all subjects and particularly art, design and technology, history and geography are taught for a sufficient length of time and in sufficient depth by:
  - ensuring that all subjects have a designated co-ordinator;
  - establishing systems whereby the co-ordinators regularly monitor the work in their subjects;
  - developing the overall curriculum planning to ensure that effective use is made of the relevant links that exists between subjects and particularly the links between ICT and other subjects;
  - taking steps to ensure that lessons start promptly;

- reviewing class timetables to make better use of the time that is available throughout the school day;

*(Paragraphs 24, 31, 39, 32, 55, 57, 61, 119, 121, 131, 133, 134, 137, 138, 142, 146, 147, 148, 156)*

- (iii) review the overall budget allocation and deployment of existing staff in order to improve the number of support staff for pupils in Years 1 to 6;

*(Paragraphs 60, 70, 124)*

- (iv) strengthen the overall leadership of the school by:

- ensuring that the headteacher's and deputy headteacher's long term vision for the school is clearly defined, is clearly communicated to the staff and middle managers and, is reflected in the priorities in the school development plan;
- taking steps to ensure that the school's agreed policies are consistently implemented.

*(Paragraphs 53, 57, 58)*

**In addition, the school should address the following minor weaknesses:**

- continue to work with a minority parents to ensure that their children arrive to school on time.

## **OTHER SPECIFIED FEATURES**

### **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

64. On entry to school, the pupils have a wide range of attainment: some pupils enter Nursery and Reception with little knowledge or understanding of English. All pupils make sound progress over time. The proportion of these pupils who learn English as an additional language, about half of all pupils, has increased slightly since the last inspection. The school's ethnic composition has become much more diverse. Twenty-eight languages are spoken. The main first language is Turkish. There are now significantly more children who learn English as an additional language joining the school at times other than the usual starting times; some of these children have not previously attended a school in this country. Ninety pupils, ten of whom are at the early stages of English acquisition, are currently supported through the Ethnic Minority Achievement Grant funding. The level of funding is sufficient to pay for the equivalent of one full time teacher, who is also coordinator of the provision, and, two teaching assistants, one of whom works part time. This represents a reduction in specialist provision since the time of the last inspection. The school's assessment of pupils' fluency in English indicates that there are slightly more pupils at the early stages of English acquisition in the Foundation Stage of Learning and Years 1 and 2. However, throughout the school there are fairly even proportions of pupils at the progressive stage of acquiring English.
65. The school has very clear aims expressed in its policy and implemented by key staff. The focused work provided by the specialist staff is good. They employ successful strategies, such as the repetition of key vocabulary, modelling of correct answers and the presentation of visual content and clues, which supports and promotes pupils' learning well. A good feature of their work is that pupils are supported across a range of subjects and in a range of contexts.
66. Some, but not all, of the class teachers have an understanding of the needs of bilingual learners. Where practice is good teachers emphasis key vocabulary and check pupils' understanding before they are asked to start their independent tasks. Pupils' learning is also supported through working with classmates who are fluent in English or are conversant in the child's home language. In a number of classes teachers also select the groupings that pupils work in very carefully in order to ensure that pupils acquiring English have good role models and enjoy positive relationships with

- other pupils. Some class teachers however are less skilled in this area and they give too little attention to emphasising and explaining new vocabulary, developing pupils' speaking skills and planning specific work that matches the pupils' needs. Specific training for teachers has been provided. However, in the context of a school with high teacher turnover, there is a need continually to provide training to ensure that all teachers have a clear understanding of good practice and of their responsibility for ensuring that all of their teaching takes into account pupils' diverse needs. This has a crucial role to play in supporting the school to raise the overall standards that pupils achieve.
67. The school's inclusive ethos supports pupils effectively. All pupils, including refugees and asylum seekers are made welcome. There are very good systems to induct new pupils. When children join the Nursery and Reception classes, translators accompany staff on home visits. When pupils, join the school at other times, their induction is managed very well. Translators are booked to ensure effective communication with parents and children when they are shown around the school, procedures are explained and they have opportunities meet with the specialist staff and their class teachers. This effectively supports pupils to settle into school, helps the staff to gain a clear picture of the pupils' prior experiences. It also establishes good lines of communication with parents. The good links with parents are maintained through regular family conferencing and the use of translators. Parents at the meeting prior to the inspection and those spoken to during the inspection said how much they appreciated the translation service.
  68. Specialist staff ensure regular assessment of all bilingual pupils' levels of fluency in English. They regularly set and review specific learning targets for the pupils in their focus groups and they ensure that teachers in each phase of the school have a core of materials that can be used by pupils at other times. Staff also provide good pastoral support for pupils, some of whom have previously been exposed to significant dangers and traumatic experiences. A developing strength in the provision is the closer liaison between the Ethnic Minority Achievements Grant funded staff and the special needs staff. This is bringing a more coherent approach to meeting the needs of some of the pupils.
  69. The co-ordinator has been at the school for some time. She is very well informed and manages all aspects of the provision very well. Since the last inspection she has worked effectively with the support staff to improve the quality of the service. She regularly samples pupils' work and acts upon any issues that this highlights. She has recently begun very important work on analysing the school's data and test results to determine whether there are any patterns of underachievement, and, to explore recent changes in ethnic composition, and its implications for the work of the service. Plans to improve the provision further are outlined in a clear action plan. In the context of a school with recruitment problems and a very high turnover of teaching staff, the coordinator and the teaching assistants spend some time throughout the year supporting pupils in each class. This is appropriate in the context of this school as it ensures that specialist staff can keep an overview of all pupils, and can be involved in assessing their progress in acquiring English. It also means they are in a position to influence teachers' planning and practice. The staff also teach some pupils with the greatest need in withdrawal sessions, which is appropriate.
  70. The overall progress that pupils make is satisfactory, despite the good quality of specialist provision and very effective management. This is because of the high turnover of teachers and relative inexperience of some teachers means the teaching and learning are satisfactory overall, and, because there are not enough specialist staff or general support staff in the school to meet the current level of pupil need. There are a good number of bilingual books and resources to support pupils and encourage them to practise reading in their home language.

### **The work of the specialist Language Unit**

71. Houndsfield Speech and Language Unit is a Local Education Authority funded service, situated within the school, providing places for fourteen Reception, Year 1 and 2 pupils with language disorder and delay. Pupils attend the base for 2 days a week, returning to their main school for the remainder of the week. Pupils come from a range of primary schools in the borough. At present there are no pupils attending the unit who are also on roll at Houndsfield Primary School. However, the headteacher has oversight of the unit, and is part of the management structure. A

teacher in charge, teaching assistant and two speech and language therapists who work part time, staff the unit. This very effective teaching team ensures pupils receive intensive support through individual speech and language therapy and an intensive language curriculum. Staff in the unit also provide a range of services for both the pupils and for teachers in their main feeder schools.

72. The unit provides an early intervention service for pupils at the Action Plus stage in the new Code of Practice, although one third of pupils have had a statutory assessment and have a statement of special educational need. Pupils with severe language disorders are allocated a place at the unit by a Local Education Authority panel according to strict criteria. After attending one term's full time education in a Reception class in their mainstream school, they stay for up to six terms in the unit. Under exceptional circumstances, a pupil may stay for a seventh term.
73. Pupils at the unit join Houndsfield pupils for assemblies, and school activities, which are relevant and enriching. They are timetabled for lessons in the computer suite, library, and gym and join other pupils at Houndsfield for lunch and at playtimes and for special events and celebrations.
74. The speech and language therapists, teacher, and teaching assistant in the unit are skilled and well-informed. This ensures highly effective teaching and very good progress for the pupils. Many pupils, on entry to the unit, lack confidence in speaking, having limited understanding and poor listening and attention skills. However, they quickly make rapid progress due to careful, detailed professional assessment and expert individual and class tuition. They develop increasingly effective skills and strategies in speaking, listening, and understanding. Many regularly succeed in the important targets set for them and some surpass them. By Year 2 most pupils are well prepared to return to full time junior classes in their mainstream school.
75. The staff and pupils enjoy excellent relationships, which are formed through very careful induction procedures for pupils, and detailed knowledge of each individual's specific language difficulty. By establishing regular sessions and routines, which include opportunities for reflection in the circle, a 'special person' for the day and an active listening programme, pupils grow in confidence and develop good self-esteem. They know that they are valued and learn to value others. In this supportive environment, they also learn to take responsibility, to express their opinions and feelings and to listen to others. This provides good opportunities to promote pupils' spiritual, moral and social development. Staff have high expectation of pupils' achievement and behaviour and, despite their difficulties, pupils try hard and have very good attitudes towards their learning.
76. Diagnosis is thorough and leads to meticulous planning. The teacher, teaching assistant and the speech and language therapists work together to write high quality individual education plans with clear and measurable learning targets. Pupils' statements are regularly reviewed and comply well with statutory requirements. Links with other visiting professionals are very effective.
77. Individual and group work is carefully tailored to support pupils' work in mainstream lessons after collaboration with individual class teachers. The speech and language therapists give individual well-focused tuition to pupils to develop their spoken language and understanding. The staff use well recorded, clearly focused, continuous assessment and a highly structured multi-sensory approach. These specialist teaching programmes tackle specific aspects of pupils' needs and develop pupils as confident, independent speakers and listeners. ICT in the classroom is underused at present but groups regularly use the computer suite in the main school. This supports learning well and could be usefully extended in the classroom.
78. Parents of pupils with severe language disorder are fully involved in their children's learning and experiences. They are kept well informed about their children's progress at every stage, from the pre-entry visits and very careful induction, to review and progress meetings. The unit makes particular efforts to encourage parents to become involved in their children's learning and encourages them to come into the unit to discuss their children's targets, individual education plans and annual reviews of their statement of special educational need.
79. Management of the unit is very good. The teacher in charge co-ordinates the work of the team who are all well qualified and experienced. The high level of effective support provided by this team

makes a significant contribution to the learning progress. Their training and expertise is updated by regular courses, visits to other educational establishments and outside agencies to further develop their own good practice. The unit is spacious and well resourced and the budget is managed efficiently. In the last few years, the unit has maintained a very good service, enhancing it in many areas, particularly in liaison work with schools, in individual work with teachers in mainstream schools and with families.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	28	19	26	8	0	0
Percentage	5	33	22	31	9	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)	28	477
Number of full-time pupils known to be eligible for free school meals	19	159

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	18

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	276

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	71
Pupils who left the school other than at the usual time of leaving	67

### ***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
88	0	0
7	0	0
125	0	0
2	0	0
1	0	0
0	0	0
17	0	0
10	0	0
2	0	0
19	0	0
8	0	0
63	1	1
37	0	0
10	0	0
1	0	0
16	0	0
5	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 <b>qualified</b> teachers (FTE)	20
Number of pupils per qualified teacher	23.8
Average class size	28

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

Total number of education support staff	10
Total aggregate hours worked per week	250

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	28
[Total number of education support staff	1.2
Total aggregate hours worked per week	74.5

### ***Financial information***

Financial year	2000/2001
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	£
Total income	1, 400, 218
Total expenditure	1, 389,222
Expenditure per pupil	2, 559
Balance brought forward from previous year	50,812
Balance carried forward to next year	61,808

Number of pupils per FTE adult	12.7
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*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	20
Number of teachers appointed to the school during the last two years	20

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	30	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	33
	Girls	25	25	27
	Total	52	54	60
Percentage of pupils at NC level 2 or above	School	83 (72)	86 (86)	95 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	30
	Girls	26	28	27
	Total	55	60	57
Percentage of pupils at NC level 2 or above	School	87 (83)	95 (97)	90 (88)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	32	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	30
	Girls	21	18	27
	Total	39	41	57
Percentage of pupils at NC level 4 or above	School	61 (61)	64 (35)	89 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	23	26
	Girls	21	19	28
	Total	37	42	54
Percentage of pupils at NC level 4 or above	School	58 (30)	66 (43)	84 (58)
	National	72 (70)	74 (72)	82 (79)

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



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

### **Questionnaire return rate**

Number of questionnaires sent out

477

Number of questionnaires returned

117

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	2	0
My child is making good progress in school.	38	42	12	3	3
Behaviour in the school is good.	34	42	8	8	8
My child gets the right amount of work to do at home.	23	38	23	14	2
The teaching is good.	44	33	13	6	4
I am kept well informed about how my child is getting on.	33	32	23	11	1
I would feel comfortable about approaching the school with questions or a problem.	40	38	9	9	3
The school expects my child to work hard and achieve his or her best.	45	38	9	5	3
The school works closely with parents.	37	27	24	21	1
The school is well led and managed.	28	34	14	18	6
The school is helping my child become mature and responsible.	34	43	9	9	5
The school provides an interesting range of activities outside lessons.	23	29	19	20	9

### **Other issues raised by parents**

The high turnover of teachers and its effects on their children's education.

That there are not enough support staff to support pupils' learning.

## **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**

80. The quality of education provided for children in the Foundation Stage has been strengthened and improved since the last inspection, now a strength of the school and this gets children off to a flying start. The Foundation Stage consists of two Nursery classes and three Reception classes. The Nursery children attend part-time either morning or afternoon, and after a staggered part-time entry, the Reception children attend full time.
81. When the children start in the Nursery, their knowledge, skills and understanding of the world and their mathematical skills are lower than those usually found. Many of the children learn English as an additional language, and some are in the very early stages of English acquisition. During their time in the Foundation Stage all children make good progress in all areas of learning, due to the good atmosphere and ethos, the very good teaching, the skilful intervention of staff and the wide range of activities offered. In their personal and social development, creative and physical development most children will reach the requirements for the Early Learning Goals by the time they join Year 1. Although all children make good progress in communication language and literacy, mathematical development and knowledge and their understanding of the world, many of the children are unlikely to reach the Early Learning Goals by the time they leave the Foundation Stage.
82. The teaching seen in lessons taught by all of the staff in Nursery and Reception was always at least very good, and sometimes it was excellent. Each class has a teacher and a Nursery Nurse, and a very strong feature of the provision is the way all staff work well together as a team, under the guidance of a very experienced and skilled Foundation Stage Co-ordinator. The staff carry out joint planning for activities, which aim to meet the needs of every child in each area of learning, and are based on the careful observation and assessment of what the children already know, understand and can do. This is a strong feature of their work. All staff are extremely knowledgeable about the needs and development of very young children, and about the Foundation Stage curriculum. The staff provide wide-ranging, interesting and challenging activities, with relevant teaching points, and sensitive and skilled intervention, which ensures that each child is guided to engage in activities that cover all of the stages of development within the areas of learning, and make good progress. A weakness is that not enough attention has been given to preparing pupils for the transition from the Foundation Stage into Year 1. Consequently children are not sufficiently well prepared for the more formal teaching styles that they encounter when they join Year 1.
83. Accommodation in the Nursery is very good. It is very spacious, has excellent well-organised equipment and a good, secure outdoor area. Opportunities for challenging climbing and scrambling activities are, however limited by the size of the equipment, and a taller, more complex piece of climbing equipment would improve the opportunities, which could be offered. The Reception accommodation is good. The equipment is well organised and appropriate, but the outdoor areas are small and not suitable for play on wheeled toys or large outdoor toys. The arrangement of visiting the Nursery outdoor area and hall for physical development works well, but an improvement would be to enlarge the outdoor areas to ensure that all of the curriculum can be covered all the time.
84. Arrangements for admission to the school are good. Staff visit the children's homes before they start school and make friendly contact with parents and carers. An open day is also held before children start school to introduce them to staff and the Nursery, and interpreters are present to assist parents and children who do not speak English. A good range of literature is available for all parents to help them understand the procedures and the curriculum, with key items being available

in a range of other languages. Relationships between parents and staff are relaxed and friendly, and parents are suitably involved in their children's education.

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

85. Most children enter the school with lower than average levels of maturity, but they make good progress in their personal, social and emotional development, become more confident with adults and with each other, and most children will attain the Early Learning Goals by the time they join Year 1. A few will exceed it. Many children settle quickly into school life and are confident and happy to come to school, although a few were observed who were reluctant to come and did not wish to leave their mothers. However, sensitive intervention from staff minimised stress and generally children adjusted fairly quickly. The children generally establish good relationships with each other and with the adults in the Nursery and Reception classes. Most initiate interaction with other children and adults, but a few are shy and have to be encouraged by adults to interrelate. The children are generally kind and gentle to each other but a significant minority show aggression towards others in play. However, skilful intervention by staff quickly teaches them how to relate kindly to others and share their toys. The children concentrate well when they are involved in a task, and this is due to the careful matching of the activity to the level of capability of the children, and the gentle encouragement by staff to persist until the task is finished. The children are learning how to behave well in whole class and small group activities, as well as when working and playing independently. They are developing a clear sense of right and wrong, share their toys with each other and help each other with tasks. They comfort each other sensitively when they are upset and in the Reception classes a few are confident enough to organise themselves and others in group play. A significant minority of the children are too shy or lack confidence to organise themselves or take the initiative. They wait for others to help them or tell them what to do, nevertheless, skilful adult intervention is steadily improving their confidence. The children in the Reception classes have learnt how to take turns co-operatively and they are learning to respect other people's ideas, opinions and religions. Children understand the class rules and know what behaviour is expected of them. Children in the Nursery are learning to tidy up after activities and take care of equipment, and in the Reception class they do it as a matter of course. They know that they must put their coats on when it is cold outside, must wash their hands when they are dirty and after using the toilet.

## **Communication, language and literacy**

86. Children's communication, language and literacy skills, with a few exceptions, are generally low on entry to the school. Their skills develop well in the Nursery and Reception classes: however because their starting point is low, most children will not reach the Early Learning Goals by the end of the Foundation Stage. Very good support in developing language skills, both written and spoken, is given by staff to children with special educational needs and English as an additional language. The work is carefully matched to the targets in their individual education plans, and they are making good progress. Most children chatter about their play in all classes. A few will explain what they are doing to visitors, and a few will initiate conversations with each other and negotiate positions. For example, two boys playing together in a reception class negotiated a swap of their tipper trucks so that they could try both of them out, and another girl negotiated entry to the home corner by knocking on the door and saying "Can I come in?" She waited patiently until the child inside said, "Yes, come in" before she went in.
87. A significant minority of children however are shy and find it difficult to initiate conversations without adult help. A few are so lacking in confidence that at first they are unwilling to try anything without encouragement and support from adults. The staff are aware of the differing language needs of the children. They are very good at providing support to the children who lack confidence and assist them to develop their confidence in speaking in group situations, and at times to support them to tell something to the whole class. They are also very good at challenging the more articulate children to develop their language skills further.
88. All of the children love listening to stories, and taking part in reciting rhymes and singing jingles and songs. They make up their own stories in play using small world toys, teddies and dolls and outdoor play as starting points. One little girl in the Nursery sat six dolls and teddies down on armchairs, put one to bed under a mat, and talked to them repeatedly, copying adult language she had heard. Children are at different stages of recognising letters and sounds. In the Reception

classes a few know most of the letters of the alphabet and their sounds, but most are still struggling to learn quite a small selection.

89. Children in the Reception classes enjoy illustrations in books and have favourite books, and handle them carefully. They can hold books the correct way up, and turn the pages in order. They point out individual words in pages and can recognise a few simple words. The majority can recognise and write their first name. All children make marks on paper or with chalk on the playground floor, and some can write letters to form simple words or copy the teacher's writing with good pencil control. They use their writing skills effectively in play to make lists or write notes in the home corner. In the Nursery, children are learning to be polite and say "thank you" when offered a biscuit and drink by the Nursery staff.

### **Mathematical development**

90. Although the children make good progress in this area, most start from a low level and so by the end of the Foundation stage their standards are still below those expected, and they are unlikely to reach the Early Learning Goal. Children are developing mathematical ideas. In the Reception class they can name basic shapes such as square, triangle, rectangle and circle, can make shapes with play doh and can guess the shapes in a feely bag, by feeling for how many corners or sides it has. In the Reception class they can recognise shapes in the environment, such as "there are four rectangles on that door". They make their own pictures from shapes.
91. The children are also developing mathematical language and can recognise that two square shapes are the "same" and that two other shapes are "different". They explain that "5 is greater than 2" and that "one line is shorter than another". They are developing a basic mathematical language and understanding of capacity, weight, length and space through practical exploration in sand and water play, the house corner, the shop and outdoor play. For example, children described containers as "full" and "empty" and could estimate the length of cubes they had put together. "My line is larger than yours. I have eight cubes and you only have three".
92. Throughout the Foundation Stage, children develop a good understanding of numbers. When children first enter the Nursery, most do not recognise numbers and cannot count to 5, but gradually they learn to use their fingers to represent small numbers. In the Reception class they can all count, name and recognise numbers to 20, many to 40, a few to 100 and some can sequence them in order. Through playing games and singing songs with given numbers of objects, such as "ten men went to mow" – children are developing an awareness of addition and subtraction. In the Reception class a few can add up and take away small numbers such as  $2 + 5 = 7$ , recording the answer in their books, but most still need support to do this.

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

93. Most children come to school with limited experiences outside of their immediate family situation. Although they make good progress in this area, they are unlikely to meet the Early Learning Goals by the end of the Foundation Stage. In the Reception classes, children examine shells and stones collected from the beach in their sand tray, and learn that fish live in the sea and people sail in boats. They can identify birds and animals which like water, such as crocodiles and flamingos, birds who like flying in the air, such as seagulls, and animals who live in jungles, such as lions, giraffes and monkeys. They know that monkeys like climbing trees on which bananas grow, and that snakes slither through the undergrowth.
94. The children learn about parts of their bodies such as nose, eyes, hair, wrist and elbow, and can relate their play to their own experiences while playing, for example, two boys chatted about when they went to the seaside with their mums, while playing in the sand. In the Reception classes, children use a computer program "My World" to select features and compose pictures of people in their family, and then print them out. Their skills are advanced for their age. They can use a computer mouse proficiently, can type simple commands, can drag with the mouse, and put features on the face.

95. Children throughout the Foundation Stage enjoy opportunities to learn about different religions, languages and cultures. They celebrate festivals, eat different types of food, dress up and some children listen to stories on tapes and look at books in their own mother tongue. Children use construction kits to build, make models using commercial and found materials, cut and stick paper, print various articles, paint and make collages. Children are beginning to develop a sense of different times. They happily recount what they did at school yesterday, as well as what they are going to be doing at the weekend, and in the holidays.

### **Physical development**

96. Children's physical development is in line with what is expected for children of their age on entry to the Nursery. They make good progress and by the end of the Foundation stage, most will achieve the Early Learning Goal, and a few will exceed it. In their outdoor play, children show good awareness of space and of others by balancing well on tricycles and other wheeled toys, steering them with skill, travelling at speed, yet being able to stop when required.
97. Children run, jump and hop all over the outdoor area, and climb, balance and slide with confidence and safety on the climbing apparatus. This equipment, however, is insufficiently challenging for the boldest and most able. Throughout the Foundation Stage, small world toys, and the use of paintbrushes, jigsaws, threading beads on a string, pencils, and small and large construction equipment, help them develop their physical skills and manipulation. Children dance rhythmically to music and throw and catch balls with skill, showing a good sense of space. They put away their outdoor toys carefully and efficiently.

### **Creative development**

98. Children enter the Nursery with average skills for their age, make good progress throughout the foundation stage, and most will achieve the Early Learning Goals. A few will exceed it. They are offered a good range of activities, including drawing, model-making, painting, imaginative play and music. Their creative attempts display increasing imagination and confidence. For example, a group of children in the Reception class happily created colourful circle paintings in the style of Kandinsky.
99. Children enjoy making music and singing songs, and are extending their repertoire of songs, nursery rhymes and jingles. They learn to play instruments in time with the music, do actions to the songs and clap repeated patterns. Children play imaginatively in the home corner and shop, dressing up in suitable clothes and shoes and mimicking adult talk and behaviour. One little girl was seen holding a lengthy imaginary conversation on the telephone. A wide range of props extends their imagination well. Two little girls in the Nursery put their doll in the pushchair and took her for a ride in the park, encouraging her to "sit still, and be a good girl". Cooking eating and drinking are enjoyed throughout the Foundation Stage, and these and other opportunities to smell and feel give children good opportunities to respond to sensations and explore their senses. Children respond naturally to stories expressing humour, kindness and sadness, and in the Reception class they are beginning to relate these stories to incidents in their own lives.

### **ENGLISH**

100. In the tests at age seven in 2001 the proportion of pupils who attained the expected Level 2 in reading and writing was well below the national average but in line with that in similar schools. Unconfirmed results for 2002 indicate a fall in the proportion of pupils attaining the expected Level 2 in both reading and writing. In 2001, at age eleven the proportion of pupils attaining the expected Level 4 was well below the national average and below that of similar schools. Unconfirmed results for 2002 indicate a fall in the proportion of pupils achieving the expected Level 4. The school's test results fluctuate from one year to another, at least in part because they are affected by high pupil mobility, and by the proportion of pupils in the cohort with special educational needs. Test results over time show little difference between the achievements of boys and girls.



101. As measured by national tests, since the last inspection there has been an improvement in pupils' attainment by age eleven. Inspection evidence indicates that, throughout the school, standards in speaking and listening, reading and writing are overall below those expected nationally. The guidance in the National Literacy Strategy is having a positive impact, ensuring a broad and balanced curriculum for English, which the school follows appropriately. High targets for the proportion of pupils to attain at least Level 4 in the English tests at age 11 were set in 2001 and 2002 and these were not met although in 2001 pupils' results came close to the targets set.
102. Most pupils enter Year 1 with speaking and listening skills, which are below those expected nationally. Their skills are still below average by age seven and eleven. Many pupils speak confidently but have difficulty expressing their ideas because they lack the vocabulary to do so effectively. Progress is satisfactory overall and, for some pupils, it is good. As pupils move through the school their confidence in speaking grows and they appear to listen attentively to adults. In some classes, the teachers' good questioning skills ensure that pupils are active listeners but, too often, many pupils are passive and unresponsive when they listen and it is not clear whether they have understood what is being said. Pupils were seen working effectively in pairs, showing courtesy and consideration for others. They listen patiently when other pupils are talking. In general teachers could do more in lessons to extend pupils' vocabulary and provide opportunities for them to talk and extend their vocabulary. A more extensive knowledge of vocabulary and their meanings would help pupils' ability to think, and lead to improvements in their understanding of what they are reading.
103. Standards in reading are below national expectations at age seven and eleven. Provision for reading is satisfactory overall and pupils make sound progress. Pupils have positive attitudes to books and some pupils make use of the local library to extend the range of reading materials available to them. The school is extending the library facilities in Years 1 and 2 and in Years 3 to 6 although at this early stage in the term, neither library was being used to any extent during the inspection period. Pupils' understanding of what they read is not as good as it might be, particularly in Years 3 to 6. In Years 1 and 2 teachers and learning support staff continue to listen to pupils read individually on a fairly regular basis and pupils take books home to share with their parents, continuing the procedures introduced in the Foundation Stage. This individual attention contributes to pupils' progress and their generally positive attitudes to reading. In a Year 1 lesson the teacher used a game well to focus pupils' attention and to teach quick recognition of the sounds at the beginning and ends of words. In Years 3 to 6 pupils' experience of reading is mainly through the shared text work during the literacy hour, and through guided reading groups. Texts are sometimes chosen which are outside the range of the ability of most of the class, and there is insufficient teacher questioning to check whether pupils have understood the text as a whole, or some words within it. This was evident, for example in a lesson seen in one Year 6 class in which half of the pupils were identified as having additional needs in English and yet were presented with a difficult and complex text. The school's recent emphasis on group guided reading in Years 3 to 6 is a step towards the development of better understanding, and the acquisition of higher order reading skills; it is too soon to have yet had an impact on standards.
104. Pupils make satisfactory progress to attain standards in writing which are below average by age seven and eleven. Throughout the school, pupils have regular opportunities to write at length and this is having a positive impact on standards. Pupils in Years 1 and 2 re-tell, from time to time, the stories they have heard, and make little books incorporating the terms glossary and index. Too much of the pupils' past work in Years 1 and 2 is recorded on undated worksheets making their progress difficult to track, and lessening pupils' opportunities to take pride in the presentation of their work. Nevertheless, it is clear that there is appropriate development of phonic knowledge and spelling, and adequate coverage of the programmes of study for English. Pupils in Years 3 to 6 have written for a good range of purposes; in their saved work, there are examples of persuasive writing, letters of complaint, a variety of informal and formal writing, the presentation of arguments, and planning and writing of reports. In its efforts to improve pupils' writing abilities, the school has deliberately focussed upon report writing and, as a result, there are very few examples of creative work such as stories and poems. It is clear from the pupils' finished reports that they have developed the ability to plan their writing and to write coherently.

105. Pupils with special educational needs make satisfactory progress because learning support staff are good at motivating them and ensuring their attention to tasks. Pupils' phonic knowledge is systematically developed throughout Years 1 and 2 and the lower half of Years 3 to 6, and this enables them to spell with increasing accuracy. Pupils throughout the school have too few opportunities to develop their writing skills in other subjects. There are inconsistencies in the ways in which handwriting is taught throughout the school and consequently, pupils do not achieve the standards expected of them. Presentation is poor and there was little displayed work to provide an incentive to aspire to achieve well in this aspect.
106. The quality of teaching is satisfactory overall but there are wide variations in quality between classes. The teaching in lessons seen ranged from unsatisfactory to very good. In a lesson in Year 5 where the teaching was very good the teacher's planning was very good and indicated clearly what she wanted all pupils to learn and she shared this with pupils. Tasks built upon pupils' previous learning, showed appropriate differentiation for groups, and ensured all pupils were actively involved. Where the teaching was unsatisfactory in one lesson in Year 1, Year 3 and Year 6, the work was not well matched to pupils' previous learning or their different abilities. Pupils were passive for a significant proportion of the time, and had too few opportunities to contribute orally.
107. Some teachers use good questioning; developing pupils' speaking and listening skills, helping pupils to develop their ideas, and ensuring the involvement of pupils of all abilities during whole class sessions. There are times when questions are answered by the same few pupils who volunteer and the diffident and less able pupils are not drawn into the lesson through targeted questioning from teachers. The pace of lessons is sometimes slow and teachers' expectations of what pupils should achieve are not always high enough. In a number of lessons seen during the inspection time was lost due to a late start to lessons or an early end to lessons.
108. In a good lesson in Year 1, the teacher had planned activities appropriate to the needs of all pupils, including those in the early stages of learning English, and those with special needs. Her teaching ensured that all pupils were participating in the lesson and enjoying the varied activities. In a very good lesson in Year 5 the teacher invited pupils to adopt, with advice from other pupils, poses related to characters in a story. This activity promoted speaking and listening very well, and also developed pupils' understanding of the story's characters. A Year 4 class, studying contrasting characters in an historical text, discussed the characters' attributes sensibly and animatedly in pairs before helping the teacher to model a class character description; a good well managed lesson in which all pupils were engaged. There was a tendency for some teachers in Year 6 classes to lecture the pupils too much rather than use questioning to help pupils' understanding and the development of ideas. Writing frames were, however, used well in a lesson in one Year 6 class to plan a school brochure. In a lesson in Year 3 too much attention was given to controlling pupils' behaviour and this was at the expense of the teaching. This resulted in pupils not making enough progress in the lesson. The effectiveness of the daily dedicated guided reading period in Years 3 to 6 is developing satisfactorily. This time provides good learning opportunities for the group working with the teacher, but the other groups in the class are not always as productively engaged in learning as they might be. Furthermore the time allocated to this activity is being taken from the teaching of other subjects
109. The school's assessment procedures are satisfactory but too little use is made of the results to inform lesson planning, particularly when choosing whole class texts or providing differentiated tasks for groups of pupils with different abilities. The annual individual reading test checks word recognition rather than comprehension. This is unsatisfactory because there are weaknesses in pupils' understanding of what they read of which teachers may be unaware. The school uses optional SATs tests in Years 3, 4 and 5. The procedure for regular sampling of pupils' written work, to be levelled and moderated in discussion between teachers, has lapsed. This again is unsatisfactory because the school's new teachers are not always sufficiently aware of the standards to which pupils should be working. The strengths and weaknesses in the ways in which Year 2 and Year 6 pupils respond to test papers have yet to be analysed so that planning can be modified to address any issues arising. Pupil progress is tracked but not yet analysed in sufficient detail so that the attainment and progress of different groups can be used to inform school improvement planning. Assessments are used, however, to inform the allocation of support staff to

classes, and to groups of pupils with special educational needs. Careful targeting of the time support staff spend with classes is particularly important because there are too few teaching assistants to meet pupils' needs.

110. Provision for pupils with special educational needs is satisfactory. In the classroom situation pupils with special needs and lower attaining pupils are well supported by experienced assistants who work closely with teachers to provide appropriate learning opportunities. When withdrawal takes place, such as for pupils in Year 1 to take part in the Early Learning Support initiative, or for Additional Literacy Support in Years 3 and 4, this is appropriate and in the pupils' best interests and they learn well. Lower attaining pupils are not always drawn sufficiently into the whole class part of literacy lessons, nor are specific activities related to their needs provided during independent work.
111. The recently appointed co-ordinator is committed, enthusiastic and works hard. She is knowledgeable about the subject and is able to advise others. However, she has yet to have the opportunity to monitor teaching and learning and, as a result, is not in a position to identify what needs to be done to raise standards; nor has she been able to share her own good practice with other, less experienced teachers. She has played a key role in setting up the new library for pupils in the upper half of the school in the spacious accommodation, which it shares with the ICT suite. Book stocks, which include a range of books from other cultures, are being updated and extended as money becomes available. The school has a good range of resources to meet the needs of the curriculum and these have been particularly well organised in a separate room. The range of reading text available is drawn from a range of cultural traditions and there is a good range of dual textbooks to support bilingual pupils. Since the last inspection there have been satisfactory improvements to the curriculum and the standards that pupils achieve.

## **MATHEMATICS**

112. There have been good improvements to the mathematics curriculum since the previous inspection. The proportion of pupils who attained the expected Level 2 at age seven in 2001 was in line with schools nationally and above that in similar schools. At age eleven the proportion of pupils attaining the expected Level 4 was below the national average but in line with that in similar schools. The overall standards that pupils achieve, especially throughout Years 3 to 6, are depressed by an above average proportion of lower attaining pupils and a high level of pupil mobility. There are no significant differences in the attainment of boys and girls or pupils from different ethnic backgrounds. Overall standards in mathematics have improved at a higher rate than the national trend between 2000 and 2001. This is in part a result of some focused additional specialist teaching. Unconfirmed results of the 2002 national tests indicate that this rising trend has been maintained. The proportion of pupils attaining the higher Level 5 at age 11 is also rising.
113. Pupils achieve well in the mathematics during their time at school although rates of progress can also be uneven because of the high turnover of teaching staff and the difficulties experienced in recruiting suitably qualified and experienced staff.
114. By the time they leave the school average and higher attaining pupils have a sound grasp of place value and can multiply and divide whole numbers by ten or 100. They are able to use efficient written methods in the four number operations. Most pupils understand the relationships between fractions, decimals and percentages and are able to use estimating and rounding up and down to solve problems. They have a secure understanding of the difference between average, mean, median and mode. Pupils show they can draw a line graph including negative numbers, but the area of data handling needs to be given more attention. There is also limited use of information and communication technology to support pupils' learning in this aspect of mathematics. Most pupils are able to estimate and measure angles but their knowledge of the properties of three-dimensional shapes is more limited. Lower attaining pupils, including those with special educational needs, work within the same topics but at a simpler level. Groups of these pupils are supported in lessons by teaching or special educational needs assistants whenever available but the amount of support does not always match the level of pupils need. These pupils generally achieve standards that are below national expectations but a significant number are achieving the

expected levels by the time they leave the school, due to the introduction of 'booster' lessons in Year 6.

115. By the age of seven most pupils show sound addition and subtraction skills and are beginning to develop the ability to use these skills to solve simple problems, including those using money. Most pupils recognise odd and even numbers and understand place value in two digit numbers. They are able to recognise and order numbers up to a 100. Some higher attaining pupils are able to use the partitioning method to add three digit numbers and can find missing symbols and numbers in a short number line. They have begun their work in data handling by collecting data about their classmates' birth dates, and favourite flavoured ice creams, and illustrating the data on a block graph. They recognise and use coins to the pound in shopping activities and are able to work out the change due. In their work on shape patterns they are able to recognise and describe regular two-dimensional shapes and can shade half and quarter shapes.
116. In all classes, throughout the school, pupils, both boys and girls, from diverse ethnic backgrounds, including a significant number of pupils who learn English as an additional language, work to similar standards and are represented in the higher attaining groups. Inspection evidence did not highlight any significant differences in attainment based solely on ethnicity or gender. Pupils with special educational needs are sometimes supported in mathematics lessons when support staff or teachers are available and they make progress in line with the rest of their classmates.
117. The strengths apparent in the mathematics provision include all teachers working to the format of the National Numeracy Strategy, the emphasis on encouraging pupils to explain their mental strategies and the addition of 'booster' groups for lower attaining pupils in Year 6. General weaknesses include, the need for a whole school marking policy, which is consistently used by all teachers. In some lessons, for example those in Year 6 and Year 3, planning needs to do more to provide differentiated tasks pupils of different abilities.
118. Evidence from a scrutiny of pupils' work and lesson observations shows that teaching and learning are good overall. Teaching was good or better in five of the eight lessons observed during the inspection. In the better lessons observed, for example those seen in Years 4 and 5 and in one Year 6 class, lessons got off to a good start and there was a good pace. Teachers began by ascertaining what pupils had already learned from the lesson before. Challenging questions were asked and particular attention was given to teaching appropriate mathematical vocabulary and to ensuring that all pupils were understanding and staying on task. The lesson objectives were discussed with pupils so that they could ascertain their lesson targets and the question frequently asked during the plenary session was, 'What do you think we have learned today?' In these lessons classroom assistants were well deployed and resources were used well to interest pupils and encourage their learning. Good, or very good, relationships are evident between pupils and the teachers, which provides a positive learning environment. Pupils are managed and organised well and the teacher ensures that all pupils are included in any question and answer sessions: 'none shall sleep!' being the motto. Teachers encourage pupils to explain their methods, especially during the mental numeracy and plenary sessions.
119. In other lessons seen where teaching was satisfactory overall but with some shortcomings, the pace and challenge in the mental mathematics sessions was lacking so that sometimes pupils became bored and inattentive, especially when they were expected to sit and listen for too long. Few opportunities were then provided for pupils to practise skills in themselves. In these lessons sometimes teachers' expectations were also too low, especially their expectations of the higher attaining pupils. A scrutiny and analysis of pupils' past work also indicated an over-use of worksheets in Years 1 and 2. There is some time slippage in lessons because lessons start late due to the time taken to reach classes, as for example in a lesson seen in Year 3 directly after morning break.
120. The National Curriculum programmes of study are appropriately covered and a range of learning opportunities are offered. The mathematics curriculum is broad, balanced and relevant to the various age groups. Teachers' weekly planning is based on the National Numeracy Strategy's objectives. Work on shape and space and data handling is, however, given slightly less attention

than other areas and the mathematics co-ordinator is aware of the need to extend this as pupils' do not attain as well in these areas as in other aspects of mathematics.

121. All pupils' work is marked up to date and some teachers write encouraging remarks in pupils' workbooks. Pupils have some, but not enough opportunities to apply their numeracy skills across the curriculum, for example through their work in science, geography and design and technology. Pupils' use of information and communication technology to support their work in mathematics is currently weak and is recognised as a priority for development. An in-service training day has recently been held for all teachers, in order to improve the links between mathematics and ICT.
122. Monitoring of teaching and learning in lessons is carried out by members of the Senior Management Team and sometimes the literacy and numeracy consultants. The mathematics co-ordinator has only been responsible for the subject for a few weeks and is covering for a teacher who is on maternity leave. However, she has worked very closely with the previous co-ordinator and her leadership is ensuring a continued very clear educational direction. A current priority is for the co-ordinator to begin to assume monitoring duties in order to observe the teaching of mathematics to ensure even greater consistency in teaching and sharing of good practice.
123. The tracking of pupils' performance in mathematics is carried out using good assessment procedures. The co-ordinator and senior managers use the analysis of pupils' results in the statutory and optional tests very well to identify patterns of performance and inform subject priorities. This has led to the introduction of a mathematics 'booster' group in Year 6, which has had considerable success in raising mathematical standards for a significant minority of previously lower attaining pupils. Higher attaining pupils also receive small group tuition to enable them to reach the higher Level 5 in the tests and some take the optional Level 6 tests.
124. The resources are good but are not always readily available to pupils in classrooms, which limits their use. The number of support staff available in mathematics lessons is fairly low and does not always provide sufficient support to pupils, especially in the context of a school with an above average numbers of pupils with special educational needs and for the many for whom English is an additional language. When support staff are available and are used effectively by class teachers, they provide invaluable assistance to groups of pupils. Relationships between staff and pupils are good in most cases, and pupils generally show good attitudes and a keen interest in the subject. Pupils' presentation of their work is however variable and patchy among classes. Currently some of the best and neatest work is found in Year 4. Homework is used satisfactorily to support learning and it is suitably matched to work in the classrooms.

## **SCIENCE**

125. In 2001 the percentage of seven-year-old pupils attaining the expected Level 2 in the science teacher assessments was close to the national average. In the national tests at age eleven the proportion of pupils attaining the expected Level 4 and the higher Level 5 in the tests inline with the national average. Over a five-year period (1997-2001), the test results for Year 6 pupils have improved each year and there has been a good improvement overall. The school's unconfirmed results for 2002 show a small decrease in the percentage of pupils achieving Level 4, but a slight increase in the percentage attaining Level 5. Although girls did not achieve as well as boys in the 2002 national tests for Year 6 pupils, there was no evidence during the inspection of a difference in the attainment neither of boys and girls, nor of that for pupils from ethnic minority backgrounds.
126. Inspection evidence indicates that by the end of both key stages pupils' attainments are in line with national expectations. In Year 1, pupils of all abilities are able to identify objects made of the same material and sort materials into groups on the basis of simple properties. In Year 2, pupils of all abilities, including those with special educational needs and those for whom English is an additional language are starting to recognise the similarities and differences between humans and animals and they can record their observations. Analysis of pupils' past work shows that by the end of Year 2, most pupils are able to make an electric circuit and then write about this using specific scientific terms such as crocodile clip, light bulb and wire. They can make and record

simple observations related to a specific task. For example, in observing the growth of a bean over a period of time and the development of a chicken from an egg.

127. Pupils in Year 6 attain standards that are in line with national expectations in their knowledge of life processes. Most pupils appreciate the feeding relationships between plants and animals in a habitat, describing them in scientific terms such as food chains, predator and prey. They know that certain animals and plants for example the cactus, frog and grass snake, have special features that make them suited to their habitats. Analysis of pupils' work shows that by the end of Year 6, most pupils for example understand how a motor or buzzer works in an electrical circuit. They know that the heart acts as a pump to circulate the blood through vessels in the body. Pupils communicate their findings using appropriate scientific language, for example lungs, heart and arteries.
128. In Years 1 to 6 the quality of teaching and its impact on pupils' learning is satisfactory overall. Teaching and learning in lessons seen however, shows significant variations in quality: in the nine lessons seen during the inspection, teaching was very good in one lesson, good in two lessons, satisfactory in four and was unsatisfactory in two lessons. In the very good and good lessons, interesting tasks were well chosen, with a good balance of direct teaching and opportunities for pupils to apply their enquiry skills to find things out for themselves. In these lessons, pupils were highly motivated by the teaching, and this resulted in worthwhile group discussion. A very good example of this was seen in a Year 4 lesson on 'forces,' where the teacher showed the pupils a car and a wooden ramp covered with material. The pupils were asked to predict what would happen when the car was pushed down the slope. Working in mixed ability groups pupils were asked to discuss three key questions and to record their findings on paper. The teacher continued to teach and challenge the pupils as they worked in their groups, so the pace of learning was maintained. As a result of this high quality teaching and the very effective support provided for pupils with special educational needs, all pupils made very good progress in their learning and were well motivated. Similarly in a Year 5 lesson the teacher gave a clear explanation and demonstration of what constitutes a 'fair test.' Working in ability groups the pupils were asked to discuss and then record how to set up a 'fair test' related to the topic of sound. The teacher's good questioning encouraged the pupils to think about whether their experiment was a fair or unfair test. Towards the end of the lesson each group made a small presentation, that revealed all pupils had made good progress and were able to put forward their ideas about how to carry out a fair test.
129. Two unsatisfactory lessons were seen, one in and one in Year 2 and one in Year 6 In Year 6 inappropriate teaching methods resulted in pupils' losing interest and talking amongst themselves. The teacher constantly had to stop the lesson to check pupils' inappropriate behaviour. As a result, the lesson lacked pace and pupils' progress was seriously affected. Where teaching and learning was unsatisfactory in Year 2 a lack of suitable strategies for managing pupils' behaviour meant that discipline was adversely affected, as was the pupils' learning. Some pupils also had difficulty accessing the task because of an inappropriate match of work to their prior attainment levels. In a number of lessons seen during the inspection, there is some marked time slippage: for example when pupils took too long to get into classes from the playground before and after break times or, when lessons finished too early in order for pupils to prepare to go outside.
130. Experimental and investigative work is less well developed in Years 3 to 6 although pupils in some classes have good opportunities to carry out simple experiments and investigations. Teachers' planning clearly identifies what pupils should learn from each lesson and activities are planned accordingly. Some teachers' planning, however, does not clearly identify how pupils' skills in scientific enquiry are to be taught and developed through topics taken from the programmes of study, nor do some teachers identify how the needs of the different ability groups will be met. Most teachers have good subject knowledge and use it effectively in exposition and responding to pupils' questioning. Resources are generally used well. Teachers' on-going assessment in lessons is often effective and misconceptions are quickly clarified. The use of assessment at the end of a topic or a unit of work is less well developed. The recent guidance issued by the subject co-ordinator should ensure pupils' skills, knowledge and understanding are progressively developed. There was no evidence during the inspection of homework being used or referred to.

131. Teachers are conscious of the need to develop pupils' vocabulary, both general and scientific and good examples are evident in most lessons. There is less awareness of the opportunities to develop information and communication technology skills through science and this element of the curriculum is currently under developed. The subject makes a good contribution to pupils' spiritual, moral and social development with opportunities to work collaboratively with their peers, to appreciate the wonders of nature and to care for the environment.
132. The leadership and management of science are good. The co-ordinator is well qualified having studied science as part of her teacher-training course. She is keen, enthusiastic and has a clear vision of priorities requiring development. She has produced a subject statement for science and drawn up guidance and assessment procedures to support the implementation of the schemes of work produced by the Qualifications and Curriculum Authority. Last year the co-ordinator organised a Science Week with activities that included investigations and demonstrations. She has also led a staff training session on teaching experimental and investigative science. The resources for science are good.
133. Sound progress has been made in addressing the issues raised in the last inspection report. There has been some monitoring of teachers' plans, but monitoring of teaching and learning has been limited as a result of emphasis on the development of literacy and numeracy. A planned programme of monitoring lessons and sharing good practice needs to be undertaken as part of the co-ordinator's action plan so that all staff clearly know what good teaching looks like and any current weaknesses in their own teaching are appropriately addressed.

## **ART AND DESIGN**

134. At the time of the last inspection, standards in art were judged to be above national expectations at age seven and eleven. The school has not maintained these standards; standards at age seven are now in line with national expectations but at age 11 are below national expectations. This is because the amount of time available for art and design has been drastically reduced in order to increase that available for teaching literacy. Provision for the subject is unsatisfactory at present: medium term planning, and evidence from the five lessons seen, indicate that the curriculum focuses predominantly upon observational drawing to the detriment of the teaching of other art techniques and providing a range of experiences. At the beginning of the school year there was very little pupils' work on display to give an indication of curriculum coverage, pupil progress and standards of achievement nor was much evidence of past work provided.
135. In two lessons seen in Years 1 and 2 and two in Years 3 to 6 the focus was upon drawing from first hand experience. In a Year 1 class pupils used simple sculptures to try and draw what they could see. In Year 2 the focus was upon observational drawing of plants. Standards in this one aspect were broadly in line with expectations. By Year 2. Little progress in observational drawing was discernible in Years 3 to 6 and, standards were below those expected for pupils at the age of eleven. Pupils in Year 3 attempted to sketch the playground and those in Year 6 drew stick figures to indicate movement in a small jointed model, and in photographs of footballers.
136. The quality of teaching was satisfactory overall in the lessons seen, with one good lesson and two unsatisfactory lessons. In the lessons seen in Years 1 and 2 pupils were provided with appropriate experiences but there was little attempt to challenge them to improve upon what they were doing. Pupils in a Year 2 class took photographs for later comparison with their drawings; this was a good idea for developing pupils' understanding about drawing only what they could actually see. In a good lesson in Year 4 pupils were continuing to develop their ideas about the design of a chair for a particular person or purpose. The teacher's high expectations of pupils' creative effort challenged them to modify and extend their ideas, and a good use of paired discussion promoted the sharing of ideas as well as pupils' speaking and listening skills. In the other lessons seen in this part of the school teachers' expectations were not high enough and a lack of subject knowledge precluded the teaching of appropriate techniques.

137. The school's curriculum is derived from units in a nationally recognised scheme of work. There is no long-term plan to ensure coverage of the National Curriculum programmes of study, and progression in pupils' skills and understanding has not been identified. The school does not have a co-ordinator for art and design and no one currently has an overview of the subject. Resources are adequate only to meet the needs of the restricted curriculum.

## **DESIGN AND TECHNOLOGY**

138. Design and technology has not been a priority for whole school development since the last inspection, during a time when there have been severe staffing problems and the school's emphasis has been aimed at improving standards in English, mathematics and science. Inspection findings are similar to those at the time of the previous inspection: standards of the work seen are broadly in line with national expectations at age seven and eleven and in other year groups. However, insufficient time is given to teaching the subject, to ensure that pupils are challenged to achieve their full potential and cover the programmes of study in any depth.
139. There were a few finished items available for inspectors to examine during the inspection period. These show that pupils in Years 1 and 2 have designed and made puppets and models of houses and practised weaving. Pupils in Years 3 to 6 have designed, made hats, and evaluated photograph frames and money holders. Last year pupils throughout the school worked on food technology projects, for example when they designed, made and evaluated sandwiches and bread.
140. Design and technology was taught in only one year group during the inspection, in Year 5 class. The teaching and learning seen was satisfactory. Pupils of all prior attainment level including those who have special educational needs or learn English as an additional language made sound gains in selecting and applying different joining techniques to make their first draft model of a musical instrument, following a plan they had previously drawn. Some higher attaining pupils had good ideas and showed individuality in the way in which they selected and combined the components. Pupils showed good attitudes to their work, and particularly enjoyed the making stage of the lesson.
141. There has not been a co-ordinator for the subject during the past year when recruitment problems and teacher shortages have been particularly problematic for the school. A new co-ordinator has recently taken on the role. Although she has no previous experience of co-ordinating a subject, she has a background in the subject and is very enthusiastic. She has studied the Qualifications Curriculum Authority's scheme of work and, ensured that all teachers have a copy of it and are aware of the projects to be taught each term. There is much to be done to develop work in the subject and to adapt the curriculum to reflect the needs, backgrounds and interests of pupils attending the school. The time allocated to the teaching of the subject is currently too low to ensure that all of the subject requirements can be met in sufficient detail. In view of the lack of development within the subject and the number of overseas trained teachers, further training, support and guidance are needed and staff training time has been set aside for this. Resources are satisfactory. The work in design and technology currently provides few opportunities to incorporate pupils' skills in literacy, numeracy and ICT.

## **GEOGRAPHY AND HISTORY**

142. There was insufficient evidence of pupils' past work to make a secure judgement about the standards pupils achieve in history and geography at age seven and eleven, and, only one geography lesson and three history lessons were seen during this inspection period. In the lessons seen pupils' achievement was satisfactory.
143. In history, as part of their topic on 'How are our toys different from those used in the past', pupils in Year 1 were able to identify the differences between toys of the 1900's, 1950's and the present day. In one lesson, higher attaining pupils spoke about toys that had belonged to their parents and grandparents and through their teacher's skilful questioning were able to compare them with present day toys and note the differences. They used everyday terms to acknowledge the



passage of time and began to place events relating to the toys in sequence. Most pupils, including those with special educational needs and pupils with English as an additional language, understood that their parents' toys were older and some were made from different materials than their own. In Year 2 pupils learn the story of Florence Nightingale, and about the Fire of London, and show an increasing sense of chronology.

144. In a lesson seen in Year 5 pupils used the 1871 census forms to find out information about the Victorian inhabitants of a local street. The teacher's good introduction to the lesson included pupils' own experiences of a census and her careful questioning and clear explanations enabled them to select and link the information gained from the census with previous learning. For example, pupils linked previous research on the Internet with these census records kept in the 19<sup>th</sup> and 20<sup>th</sup> century to gain information about the Victorians. Pupils are particularly interested in life in the Victorian Era and pupils in Year 5 and 6 in discussions later showed a good understanding of the hardship and poverty in these times. In Year 6 pupils continue to develop their research skills, producing information from a number of sources to show the development of music, fashion and technology over the twentieth century. In Years 3 and 4, pupils learn about life in Ancient Rome. They compare Roman soldiers with Celtic warriors, compile the major dates in Roman history, and make time lines placing major events in the correct sequence.
145. In geography, pupils in Years 1 and 2 have opportunities to follow the travels of 'Barnaby Bear' to the seaside and compare features of the seaside to those in their locality. They learn about the weather and show in their work on Jamaica some understanding of the island's climate and its situation in the world. In a geography lesson seen in Year 3 during the inspection pupils showed they can use secondary sources to identify the main features of a village. Effective teaching ensured that all pupils understood the differences and similarities between a village and a town.
146. During a discussion with pupils in Year 6 they talked animatedly about their previous work on rivers. They showed a sound understanding of coastlines and islands. They were able to use map references to find and plan routes and they understand some map symbols. However, a scrutiny of a small amount of pupils' past work suggests they have limited opportunities to use maps and that pupils' geographical skills are not developed systematically as they move up through the school. Pupils in Years 4 and 5, however, showed a sound understanding of the water cycle and the importance of water in our lives.
147. The quality of teaching and learning in the few history and geography lessons seen was satisfactory. Teachers demonstrated sound subject knowledge and their lessons were well planned. They generally use appropriate historical and geographical vocabulary to develop pupils' understanding. Teachers sometimes make good use of homework and pupils learning from others' first hand experiences. For example, due to good preparation, Year 1 pupils were able to recount the family history of certain very old toys, giving accounts from their grandparents. This had a sound impact on the learning in the class. In lessons seen pupils showed interest, listened and generally behaved satisfactorily. There is much to be done, however to ensure pupils develop an in depth knowledge of the programmes of study in both history and geography.
148. At present, there is no co-ordinator for history and geography. Since the last inspection however, curriculum statements have been written for the subjects and schemes of work based on the QCA guidelines have been introduced. There are planned opportunities for formal assessment but the results are not used well in teachers' day-to-day planning. There is limited fieldwork and few visits to museums or places of interest. However, assemblies are sometimes used to good effect to bring history and geography to life as was seen during the inspection when pupils in Year 4 entertained the whole school, parents, and friends to an interpretation of a Viking legend. Events such as this provide good opportunities to promote pupils' spiritual, moral, social and cultural development. The annual school journey for some of the older pupils provides opportunities for the development of key skills, particularly the use of historical evidence and the development of enquiry skills in geography but more use could be made of the immediate locality for field work in both subjects.

149. There has been limited improvement to the provision in history and geography since the last inspection. The lack of a co-ordinator for either subject limits development of the subjects. The National Curriculum requirements are covered, but they are not taught in sufficient depth because not enough time is given to teaching the subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

150. There have been positive improvements to work in the subject since the last inspection when standards were judged to be well below national expectations throughout the school, and pupils did not cover all of the subject requirements. The school has done much to improve the provision for ICT. For example, there is now a policy and a scheme of work that is aimed at addressing the National Curriculum requirements, a new computer suite has been fully fitted with 16 workstations, a printer, scanner and an interactive white board. In addition, the school has recently purchased another 19 computers that will enhance the number of computers available in classrooms. Pupils' attainment has improved but is nevertheless still below national expectations at age seven and eleven.
151. The overall development of ICT has been hampered by numerous staff changes and the update of equipment and new facilities. Pupils' have not made enough progress in the past because teachers and pupils have only this term been able to access the new computer suite and in some classrooms there is as yet no computer. In addition, staff confidence and expertise in using ICT has been an ongoing issue for the school. This is now being addressed through a training programme from the New Opportunities Fund.
152. Pupils in Year 1 are just learning to control the mouse. They are learning how to enter letters and odd words, for example their names, into a word processor. In Year 2, pupils are learning how to enter a small amount of text, for example words, phrases and simple sentences. A very small number of pupils, those who have experience of using a computer at home, are also able to print out their work.
153. Most pupils in Year 6 are able to create a table in a spreadsheet by entering labels and data. The pupils have a sound understanding about which everyday items incorporate a computer and microchip and, about how ICT can be used to improve our everyday lives. They have had very few opportunities to use CD-ROM and have, as yet, not used the Internet, digital camera or e-mail facility in school, although in lessons those pupils who have access to computers at home indicated that they know how to send and receive an email. Analysis of pupils' work shows that by the end of Year 6 pupils are able to enter text efficiently and move or copy blocks of text to improve their compositions. They adjust the format of paragraphs and indents to suit the type of document.
154. In both Years 1 and 2 and in Years 3 to 6, the quality of teaching and its impact on pupils' learning is satisfactory. Lessons are well planned and the learning objectives are shared with pupils: as a result pupils are well motivated and keen to learn. Lessons in the computer suite are usually well organised and managed and as a result resources are well used. On occasions, the pace of lessons is a little slow and this has an adverse effect on progress, particularly the progress made by potentially higher attaining pupils. There is a well-planned curriculum and, therefore, pupils are now being progressively taught skills. A few teachers are beginning to seek opportunities to teach skills which can then be applied across the curriculum, for example, using spreadsheets to input data gathered in a science lesson, and in Year 5, pupils have recently learned how to use the computer to make music. However, as yet the use of ICT to support work across the range of subjects is a weakness in the current provision.
155. Pupils' attitudes to the subject are good. They concentrate well in lessons and are very enthusiastic about their work. They help each other very well and those pupils with special educational needs and for whom English is an additional language benefit from the support of their peers, as well as that from the class teacher or support teacher and staff. Pupils treat equipment with care and respect. In this way lessons makes a good contribution to pupils' social and moral development.

156. The co-ordinator has drawn up a policy containing an action plan for the development of ICT and has also provided staff with specific guidance notes. She has recently led a training session for all members' of staff. The quality and number of computers is now good. The range of software available to support work across the curriculum is, however, limited. There has been no monitoring of teachers' plans by the co-ordinator, nor has there been any monitoring of pupils' work or teaching in lessons. As yet, there are no systematic assessment procedures in place and no examples of work to that enable all staff to become familiar with the different expected levels of attainment.

## MUSIC

157. Pupils' attainments in music at age seven and 11 are in line with national expectations and pupils make satisfactory progress. All pupils have experience of performing, composing, listening and appraising their own music and music from a wide range of composers, music styles and cultures.
158. In Years 1 and 2 pupils experience a variety of rhythm, pitch and tempo activities. They use their voices and body parts to sing and clap repeated patterns. They know a small repertoire of songs, which they can sing from memory. They listen to the teacher's saxophone and repeat the 'Good-day Song'. They can for example sing it a semi-tone or tone higher as they copy the teacher's singing. Pupils can recognise high and low sounds, soft and loud timbre and fast and slow tempo, and can move around the room in time to the music. Pupils recognise a known song from the teacher's hand picture of the rhythm and pitch, and can compose music using tuned and untuned instruments. They rehearse and perform with others. Pupils enjoy listening and appraising a variety of music such as sitar music from India.
159. In Years 3 to 6 pupils learn a wider repertoire of songs and commit these to memory. They listen carefully for the pitch in unaccompanied singing and faithfully recreate the pitch themselves. They can sing in groups against another group in a round, and can sing two different tunes against each other. They copy and create rhythm patterns, and memorise and recreate lengthy rhythm patterns created by themselves or the teacher. Pupils learn to play rhythms from symbols and can recognise songs by sol-fah hand signals shown by the teacher, copying the hand signals themselves. In the atmosphere of a recording studio, created by the teacher, they can improvise music in jazz style to sing against a 'groove' on the 'sonar' music program on the computer, and can improvise their own rhythms and tunes using pitched and unpitched musical instruments against the 'groove' they have created on the computer, to form a whole class jazz instrumental ensemble.
160. All pupils at the school have the opportunity to learn African drumming, which is taught by specialist tutors. They teach specific rhythms which are copied and repeated by the whole class, each playing his or her own drum, in a whole class drumming ensemble. Pupils also create rhythms, which are then copied by the whole class while one tutor keeps the basic beat with a krobato.
161. The teaching seen during the inspection was always at least very good and was often excellent. Music lessons were taught by professional musicians, one of whom has only recently been appointed to the school. Specialist staff teach lessons to all classes at least once every two weeks, are very skilled musically and have excellent knowledge of the subject. If the very good quality of teaching and learning seen during the inspection is maintained, standards in music will undoubtedly be raised further as the high expectations of the teachers take effect, and the pupils rise to the challenges made in performing, composing and appraising.
162. Lessons are highly original and imaginative and use musical styles and knowledge, which the pupils already know, to lead them on to a wider appreciation of a range of music, and a deeper understanding of the elements within music. The teachers' enthusiasm and love of music is communicated very effectively to the pupils. The pupils behave well, concentrate and show great enjoyment. As well as drumming, pupils also have the opportunity to learn to play the recorder,

and some pupils have individual music lessons on violin and keyboard. Pupils who learn instruments have opportunities from time to time to form ensembles and play together.

163. Music provision is enhanced by visiting musicians, such as a brass ensemble, and a jazz band, in which one of the teachers plays. Pupils in Year 5 sing together with pupils from other schools in an annual concert, "Enfield Sings". Music is used in assemblies: a range of music of all styles and cultures is played as pupils enter and leave and pupils sing in tune enthusiastically and with clear diction. A class assembly seen during the inspection demonstrated the pupils' good ability to sing popular songs enthusiastically and dance rhythmically in time to the music. More opportunities could, however be provided for all pupils to sing as part of their assemblies.
164. The co-ordinator has worked with the music teacher on revising the music policy and scheme of work in line with national advice and has taken a lead in finding good musicians who are willing to work in the school. Resources are generally satisfactory and they are well used. They include a wide range of music for listening to, CD players in all classrooms, and a satisfactory range of tuned and untuned musical instruments.

## **PHYSICAL EDUCATION**

165. Standards of attainment are in line with those expected nationally for pupils at the end of Years 2 and 6. These findings are in keeping with those at the time of the previous inspection. The quality of teaching and learning observed during the inspection was satisfactory overall. Four lessons were seen, in one teaching and learning was very good, in one it was good and in two lessons it was satisfactory. A games lesson comprised of the three Year 6 classes was also seen. The judgement on teaching is also in line with that in the previous inspection. Pupils' progress and achievement, including that of by pupils with special educational needs is satisfactory. There are no differences in the attainments of boys and girls or pupils from different minority ethnic backgrounds.
166. The strengths of pupils' achievement in Years 1 and 2 is that most are able to move with developing control of their bodies both on the floor and on small apparatus. They are able to practice their skills in movement to improve performance in running and jumping. In their games activities they perform bat and ball activities safely, both individually and with a partner. Pupils in Year 3 are able to plan and perform simple gymnastic skills with sound control showing a good awareness of space. In the Year 4 classes, in a dance session to prepare for a whole school assembly, pupils showed a very good response to the mood of the music. They were also able to practice, improve and refine their dance performance. Pupils of all abilities indicated a good ability to control and co-ordinate rhythmic patterns of movement in a large group. By the time they are in Year 6, in their games activities, most pupils are able to sustain energetic activity for a sustained period of time, however, although they participate in warm-up activities there is little indication they know the reason why they are doing this. All pupils can participate collaboratively in games in small or large groups. Their control in either catching or kicking a large ball is appropriately developed and they are able to control a small ball with a hockey stick capably.
167. The quality of teaching and learning in physical education (PE), is overall satisfactory in Years 1 to 6. All lessons start with a warm-up sessions. However, teachers do not always link this to pupils' scientific awareness of their bodies by asking pupils why they need to warm up and the effects of such activities. In a lesson observed in Year 1, the teacher's quiet manner and insistence on quiet, safe behaviour was very appropriate for this early time of the school year, to enable all pupils to gain as much from the available lesson time as possible. In a lesson in Year 2, the teacher and support teacher were both actively involved in the activities to demonstrate good practice to pupils, but no opportunity was given for pupils to demonstrate their skills to their classmates who might then be invited to comment. In this lesson a good range of resources were used to provide pupils of all abilities with the opportunity to practise skills in using a ball. In a good lesson in Year 1 pupils were organised to work individually then in groups of four on mats and small apparatus. They had the opportunity to work out for themselves various ways of moving over or under the apparatus to reach the mat. Pupils were encouraged to demonstrate their performance to the rest of the class. Safety aspects were emphasised well when pupils were jumping and landing.

168. A dance lesson seen in Year 4 classes was very well linked to pupils' work in history, literacy and music pupils were practising a dance in order to communicate narrative from Viking legends. Teachers used demonstration very well to influence and improve the quality of pupils' performance.
169. All pupils are provided with a broad curriculum, which is designed to promote their physical and social development well. Pupils in Year 5 attend swimming lessons at the local pool for one session a week during one term. This is insufficient to ensure that all pupils learn to swim. Only 60 per cent of pupils are able to swim 25 metres by the time they leave the school. Older pupils also have opportunities for outdoor and adventurous activities in the school's own grounds and during their annual residential trip.
170. The co-ordinator, who is well qualified and enthusiastic, has only been leading on the subject for the past five months. She is already in the process of reviewing and revising the subject policy and is adapting the gymnastic aspects of the Qualifications and Curriculum Agency's guidance into a format designed to provide more guidance to teachers. The quality of current planning depends on the individual teachers but this is to be developed when a more detailed scheme of work is produced. The co-ordinator has had no opportunity to monitor class teaching and this has been identified as a priority in the near future. The subject makes a good contribution to pupils' cultural and social development through dance and games. Some extra-curricular sport and participation in competitive competitions with other schools enhance the provision.
171. The good range of resources is well used to support learning. However, a significant minority of pupils miss PE lessons due to a lack of appropriate kit. Nearly all pupils participating are keen and interested in PE and their attitudes in lessons are good. Procedures are in place for assessing pupils' attainment and progress but the use of this information to guide curricular planning needs further development. Accommodation for the subject is good with a newly refurbished gymnasium, two halls, a large playground and a spacious adjacent playing field. The PE curriculum is enhanced by older pupils having an opportunity to participate in soccer and netball training as extra-curricular activities.

## **RELIGIOUS EDUCATION**

172. Pupils throughout the school make satisfactory progress in religious education and their attainment is in line with the requirements of the locally agreed syllabus, by age seven and 11. Standards have therefore been maintained since the last inspection.
173. In Years 1 and 2 pupils explore the story of the lost son in the New Testament of the Bible, and learn about aspects of the Jewish faith, including the celebration of Shabbat. They know that Shabbat is a special day and that a Jewish mother lights candles on the eve of Shabbat and decorates the family bible especially for the occasion. Pupils also learn about the life of prophet Mohammed and about what a day is like for Muslims during the fast of Ramadan. They also learn about Remembrance Day and what it commemorates, and what the poppies signify.
174. At the beginning of Years 3 to 6 pupils deepen their study of the Muslim religion, for example learning about Muslim's belief in Allah, the importance of the Qu'ran and about why Muslims pray five times a day. They also study the festival of Christmas and learn about Jesus' birth, life, death and resurrection. They learn that the Hindu God Ganesha is believed to bring good fortune, remove obstacles, and show people how not to be afraid. They celebrate the Christian Harvest Festival and are invited to build a Jewish Sukka in the classroom. Older pupils in Years 3 to 6 learn about the Ten Commandments given by God to Moses and reflect upon how they apply to their lives today and how these compare with Signs of Buddha. These good opportunities for reflection lead to some challenging and thoughtful conclusions. Pupils also learn about the five 'K's', about how these are important to Sikhs, and that, for example, the Kara is a sign of eternity, and is a special bangle that is worn on the wrist at all times. Pupils also have the opportunity to consider the significance of Rosh Hashannah and the place of Yom Kippur within the Jewish New Year. Careful comparisons are made with the practices of Muslims at Ramadan, and interesting conclusions drawn about repentance or being sorry.

175. Pupils generally enjoy religious education lessons and show their interest in the subject, but occasionally in lessons incidents of poor behaviour mar the atmosphere of the lesson and there is a lack of respect for the matters being discussed. Reflection and the deepening of pupils' spirituality in such lessons is therefore seriously compromised.
176. Teaching was seen in five lessons. Teaching was at least satisfactory in all but one lessons, was very good in one lesson and excellent in another. Where teaching was particularly successful, in Years 4 and 5 lessons, pupils behaviour was very well managed and teachers challenged pupils to work hard in order to develop their own insights into the meaning of faith and its relevance to their everyday life. Good use was made of artefacts, books, pupils' actual experiences and drama activities to bring the material alive for the pupils. Teachers plan their lessons in accordance with the advice of the locally agreed syllabus and scheme of work, and are careful to teach the meaning of specific vocabulary, signs and symbols.
177. Religious education is making an important contribution towards developing pupils' understanding of other ways of life, both in other parts of the world, and in ethnically diverse British society. It provides opportunities for pupils to reflect on their own and other peoples' beliefs and to examine how this might impact on their behaviour and attitudes. School assemblies also contribute well to pupils' knowledge about religion, and a useful box of special religious resources is provided for Jehovah Witness pupils whose parents choose that their children do not attend collective acts of worship.
178. Resources for religious education are satisfactory and accessible but not used sufficiently in lessons by all teachers. There is at present no co-ordinator for religious education so leadership and management of the subject is unsatisfactory, because there are at present no systems for checking the teaching, pupils' progress or making plans about how to develop work in the subject.