

INSPECTION REPORT

ST JAMES C OF E PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102033

Headteacher: Mrs R Ejvet

Reporting inspector: Mr J G F Parsons
22546

Dates of inspection: 9 – 12 December 2002

Inspection number: 246176

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Frederick Crescent
Enfield

Postcode: EN3 7HH

Telephone number: 020 8804 1987

Fax number: 020 8443 4452

Appropriate authority: The Governing Body

Name of chair of governors: Mr D Fisher

Date of previous inspection: 27 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	Mr J G F Parsons	Registered inspector	<p>Areas of learning for children in the Foundation Stage</p> <p>Science</p> <p>Art and design</p> <p>Design and technology</p>	<p>What sort of school is it?</p> <p>School's results and pupils' achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
1165	Mr P Dannheisser	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30724	Mr D Hiscock	Team inspector	<p>English</p> <p>Information and communication technology</p> <p>Music</p> <p>Special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
30717	Mr G Tompsett	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Physical education</p> <p>Educational inclusion</p> <p>English as an additional language</p>	<p>How well are pupils taught?</p>

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James is a small, Church of England voluntary aided primary school situated in the eastern part of Enfield. Pupils between four and 11 years of age are divided into seven classes from Reception to Year 6. The 83 boys and 127 girls on roll include 70 from minority ethnic groups of Caribbean, African and other backgrounds; a high number, 51 speak English as an additional language; a few of whom are given special support. Apart from English, the main languages spoken are Greek and Turkish. Most pupils live locally and come from a mixture of private and Council owned properties close by the school. Employment is high and parents have a wide range of jobs but many are in low paid work. The register of special educational needs includes a total of 26 pupils none of whom have statements. Most are at the early stages of support requiring action by the school. The attainment on entry varies but is broadly average.

HOW GOOD THE SCHOOL IS

This is a very effective school that has made substantial progress since the previous inspection; the quality of teaching is good overall, and leadership and management is outstanding. The school is a very welcoming place offering great care for all pupils and very good value for money.

What the school does well

- From 2000-2002 performance in the national tests by Year 6 in English, mathematics and science exceeded the national average.
- The leadership and management of the headteacher and key staff are outstanding.
- The quality of teaching is good overall, and frequently very good or excellent.
- There are very good procedures for tracking progress and setting challenging, but achievable, targets.
- The procedures for developing spiritual, moral, social and cultural development are a strength of the school.
- An open, welcoming atmosphere encourages the participation of all.

What could be improved

- The work set for all pupils in Years 3 and 4; particularly higher attainers is not consistently challenging.
- The use of writing for different purposes in subjects other than English is not sufficiently developed.
- The use of information and communication technology in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000. It has made very good improvement since then and no longer has serious weaknesses. The following improvements have been made:

- from 2000-2002 the pupils' performance in national tests by Year 6 in English, mathematics and science exceeded the national average, a significant improvement in standards;
- the quality of teaching is now generally good; most of those staff whose teaching was unsatisfactory during the previous inspection have made significant improvement; some weaknesses remain in Years 3 and 4; there is robust checking of teaching and learning;
- the governing body is much more involved in school life and is more effective;
- assessment and record keeping procedures have been fully implemented and they are of very high quality; teachers check personal and academic development and use this information to improve and inform their planning;

- the school has significantly improved the quality and range of learning opportunities and they are now good;
- behaviour has improved and a rewards system implemented;
- suitable and meaningful responsibilities are given to all the pupils.

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
	2000	2001	2002	2002
English	B	C	D	D
Mathematics	C	C	D	D
Science	B	C	D	D

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

The Chartermark award; the recent Schools' Achievement Award and accreditation for Investors in People recognises the significant improvement in standards since the previous inspection. Children progress well; achieve the early learning goals in Reception, and are well prepared for Year 1. The inspection found the majority of the pupils match the national average in reading, writing, mathematics and science by Year 2. Standards in 2002 Year 2 national tests were adversely affected by the high proportion of pupils in the tested group with special educational needs. Pupils' results were well below average in reading and science but were average in writing and mathematics both nationally and when compared to similar schools.

The average results for 2000-2002 in the national tests by Year 6 show pupils slightly exceeded the national average for their age in English, mathematics and science. This is a good reflection of standards over time and is because of improved teaching of literacy, numeracy and a more practical approach to teaching science. Year 6 results in the national tests of 2002 show a dip in standards from the previous year because of the high proportion of pupils with special educational needs in the group taking the test. Results were below average in English, mathematics and science, both compared to nationally and with schools in similar contexts. Year 6 targets for 2002 have been met in English and have been exceeded in mathematics. The new targets for 2003 appear challenging, but realistic and achievable.

The inspection found that the great majority of the pupils achieve the standards expected for their age in English, mathematics and science by Year 6. Higher attainers achieve well in the good or better lessons but lack of challenge in Years 3 and 4 slows their development; the cross-curricular use of writing for specific purposes across the school is not well developed. Pupils with special educational needs are well supported. Those with English as an additional language make suitable progress similar to their peers. Pupils from minority ethnic groups are often amongst the higher attainers in class and achieve well. By Year 2 and Year 6, standards in information and communication technology match those expected for pupils' age. Progress is particularly good when specialist high-quality teaching takes place in this subject and music. Standards in music were above average by Year 2 and average - but improving - by Year 6, standards in all other subjects by Year 2 and Year 6: in history, geography, design and technology, art and design and physical education, match expectations for pupils' age. Religious education is separately inspected under Section 23 provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and have a positive approach to their learning.
Behaviour, in and out of classrooms	Good. Pupils behave well both in class and around the school.
Personal development and relationships	Very good. Relationships in the school are harmonious and make a significant impact on attitudes and behaviour.
Attendance	Satisfactory. Pupils enjoy coming to school and are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Quality of teaching	Good	Good	Good

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

Overall, the quality of teaching is good; it is frequently very good and occasionally excellent. This is an improvement from the previous inspection when it was satisfactory in Reception and unsatisfactory across the rest of the school. In particular, teachers have improved their subject knowledge through focused in-service training and this has developed the quality of teaching and learning particularly in literacy and numeracy, which is good. The quality of teaching and learning in English and mathematics is good in most classes. Teachers have improved their knowledge of the National Curriculum and, through a more effective use of assessment, work is pitched more carefully to match needs, thus improving the pace of learning. The best teaching is thoroughly planned, with clear objectives and very good pupil management; it is inspiring and motivating so that all the pupils learn very well, regardless of their ability. In the less effective (and in one instance unsatisfactory) lessons, work fails to take into account the range of ability in the class and in particular does not challenge higher attainers. The pace in these lessons is invariably slower and learning is less secure. Most of this weaker teaching occurs in Years 3 and 4. Much of the improvement in the quality of teaching is because of intensive checking and evaluation and an increase in subject knowledge through individual training and support programmes that have been introduced. Most teachers have a greater knowledge of pupils as learners and have applied support strategies in the classroom; this has improved support generally but especially for pupils with special educational needs or English as an additional language. Pupils from minority ethnic groups who are fluent English speakers learn particularly well and are often higher attainers in class. Specialist teaching in music and information and communication technology is particularly effective and is raising standards in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The lively curriculum complies with statutory requirements and is enriched by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Procedures for identification; support; organisation of records, and checking standards are all effective.
Provision for pupils with English as an additional language	Good. The school's very well developed assessment procedures quickly identify any pupils who require support and this is then effectively provided.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Personal development and spirituality is developed through collective worship, music and poetry. A strong sense of morality pervades the school. Many opportunities are provided for socialising. There are a great many cultural and multicultural activities.
How well the school cares for its pupils	Very good. Teachers know their pupils very well and very good assessment procedures ensure their progress is thoroughly checked.
How well does the school work in partnership with parents	Very good. Great efforts have been made to develop strong links and inform parents. They are very supportive of the school. The school very effectively promotes racial harmony.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Exceptional leadership and management from the headteacher and key staff has ensured the school's very rapid development over recent years and improved standards.
How well the governors fulfil their responsibilities	Very good. They have a strong involvement in the life of the school and hold it to account.
The school's evaluation of its performance	Excellent. The checking of pupils' standards and the quality of teaching and learning is most effective.
The strategic use of resources	Very good. The systems for allocating funding are most effective and all use the principles of best value.
The adequacy of staffing accommodation and learning resources	Good overall. Staff training has improved subject knowledge; remodelling the building has made it more effective and welcoming; improved resources have positively affected pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Two hundred and ten questionnaires were sent to parents and 60 completed and returned (29 per cent). Twenty-nine parents attended the meeting held for them.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most agree that their children like school; that they make good progress and behave well. • They agree that the teaching is good; that they are well-informed, would feel comfortable approaching the school and that the school expects their child to work hard. • They feel that the school works closely with them, that it is well led and managed, helps their child become mature and provides an interesting range of extra-curricular activities. 	<ul style="list-style-type: none"> • A few consider that their children do not get the right amount of work to do at home.

The inspection team agreed with parents' positive views and consider the arrangements for homework are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards at Year 2 and Year 6 match expectations for the pupils' age; this is a significant improvement since the previous inspection. However, failure to develop the potential of higher attaining pupils has slowed the strong drive to achieve very high standards. In the national tests, boys achieve more highly than girls but the inspection found no difference in their performance in the classroom. At 60 per cent, the high proportion of girls in the school may affect results. The greatly improved quality of teaching and learning has significantly improved standards in the past two years. This has been recognised by external authorities: the school recently received a Charter Mark from the Basic Skills Agency for its raising of standards and a School Achievement Award for its improvement in test results.
2. Children progress well in the six areas of learning and are well prepared for Year 1. The effective introduction of the Foundation Stage curriculum and the consistently good teaching are major factors in the improved standards since the previous inspection. The teaching of phonics, (that is sounding out letters to make words) is particularly effective and has significantly improved achievement in the development of communication, language and literacy. Many children have a wide range of sounds; they know these and link them with movements in order to memorise them. For example, they rub their stomachs as if enjoying food as they say 'm'. They know that the 'oo' sound appears in 'moo' and 'move'.
3. This is a small school and, as each pupil tested represents more than three percentage points, the statistics provided must be treated with caution. In the 2002 Year 2 national tests there was a dip in standards: results were well below average in reading although they matched the national average in writing and mathematics both nationally and when compared to similar schools. Teacher assessment showed attainment in science as being well below the national average. The high proportion of pupils with special educational needs adversely affected the results. The inspection found, by Year 2, most pupils match the national average in reading, writing, mathematics and science but the higher attainers do not work at a sufficiently advanced level to achieve significantly more.
4. Year 6 results in the national tests of 2002 were below average in English, mathematics and science, both compared nationally and with similar schools. This represents a dip in standards from the previous year; it can be explained by the group taking the test having a high proportion of pupils with special educational needs and by higher attainers not reaching their potential. The more representative results for 2000-2002 show pupils exceeded the national average in all three subjects. This is because of improved teaching of literacy and numeracy and a more practical approach to teaching science. The Year 6 targets for 2002 have been met in English and exceeded in mathematics. The new targets for 2003 appear challenging but are realistic and achievable. The inspection found that the great majority of pupils achieve the standards expected for their age in English, mathematics and science. By Year 2 and 6, in most other subjects: history; geography; physical education; design and technology and art and design, standards matched those expected. The exception was music, which because of the specialist

high quality teaching, was above average by Year 2 and average - but improving - by Year 6. Religious education is separately inspected under Section 23 provision. The concentration on the development of basic skills means that the cross-curricular use of writing for specific purposes is not well developed: for example, recording in geography and history research. Standards in information and communication technology match expectations: progress is particularly good where there is specialist teaching and improved equipment and accommodation in the computer suite are other major factors.

5. The school's standards are rising because of:

- teachers' improved subject knowledge - especially in literacy and numeracy -and the use of specialist teaching in music and information and communication technology;
- the development of a more practical, skills based approach to science;
- close checking of the quality of teaching and learning and improved assessment procedures so that teachers are clear about how their pupils are progressing;
- improved strategies for managing pupils.

The result is that:

- teaching is more effective and staff have better subject knowledge;
- pupils are learning more quickly because lessons are planned to stretch their differing abilities;
- work is pitched more accurately according to needs;
- behaviour in lessons has improved.

6. Pupils with special educational needs are quickly identified through very effective assessment procedures and are given suitably targeted support. The needs of those with English as an additional language are suitably identified through good sometimes specialist teaching; they make similar progress to their peers and achieve well. Gifted and talented pupils are recognised through the very good assessment procedures and special arrangements are made for them such as providing outside support for a pupil with particular musical talents. In the lessons where the quality of teaching is consistently good or better, these pupils - together with high attainers - are suitably extended. However, at present their development is not consistent across the school.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school are very good; they are even better than they were during the previous inspection. All say that they like their school and their teachers and they are interested in lessons and other activities. In their final year, Year 6 pupils look back with pleasure. One said 'I think everybody is kind and friendly', another that he liked the atmosphere: 'They make it fun, they do maths games - they're fun.' Pupils recall the trips they have enjoyed and wished they had been longer. They feel that the school has changed for the better in the past two years. They appreciate the brighter décor and the jobs they are given as rewards. They feel nurtured and know that there is help at hand if there are any problems. Pupils live and work in an environment which is free from oppressive behaviour such as bullying, sexism and racism.
8. Many pupils had no Nursery experience prior to coming to this school. The well run, weekly 'toy library', situated in the pleasant reception area (which is a hub of activity), is organised by the neighbourhood Nursery teacher who is employed in the school.

This brings in parents and their toddlers and helps them gradually become familiar with the surroundings. Through this facility and the associated home visits, bonds are forged with the child's family. The majority of children starting in Reception are happy, confident, ready and able to learn.

9. Most pupils develop good levels of independence. Though they act with self-restraint, they are also clearly enjoying themselves as they share and take turns. They work quietly in small groups and collaborate in pairs. They understand their class routines well and know what is expected of them. This was particularly evident in the computer suite when, after learning how to use a picture-making program, pairs cooperated very well when putting theory into practice. They are encouraged to work with partners as part of the structure of lessons; everyone strives to do well and to earn reward marks.
10. Pupils are keen to work hard and include each other in all activities. In about four out of five lessons seen, attitudes and behaviour were good or better; in all others they were satisfactory. Support for pupils with special educational needs and those who have English as an additional language ensures their positive attitudes to learning. They respond well to the extra help given by teachers, classroom assistants and support staff.
11. Behaviour is good around the school and in the playground, where pupils mix across the year groups and enjoy each other's company. This is helped by a number of older pupils who look after their younger colleagues as they enter and leave or use the corridors and stairs. In the previous school year there had been no temporary or permanent exclusions.
12. Behaviour in the hall at lunchtimes is good. In the playground there are occasional incidents but pupils' personal development is generally very good; older pupils volunteer to look after Reception children. They are assigned roles and many jobs are shared in classrooms. There is a good-sized list of those wanting to help, which they do with care and tenderness. At the 'friendship stops', they look for classmates who may want someone to play with.
13. There is an active school council made up of elected representatives from different classes. Here, pupils discuss charity days, and lunchtime games; they are raise money to go shopping with the headteacher and choose games for when the weather is not suitable for outdoor play.
14. Attendance is approximately at the national average for primary schools and is therefore satisfactory. Much absence is because of parents taking their children on holiday during term time. There are no unexplained or unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching has greatly improved since the last inspection and is now good. This has had a significant impact on standards. It was previously satisfactory in Reception and unsatisfactory across the rest of the school. During the inspection, 74 per cent was good or better; 36 per cent very good or better and seven per cent was excellent. One lesson, (two per cent) was unsatisfactory. The very intensive work by the headteacher and her 'leadership team' has been the main cause of this remarkable turnaround. They have:

- robustly checked the quality of teaching and learning to determine weaknesses;
 - provided appropriate in-service training to develop teachers' skills, including the management of pupils;
 - improved teachers' subject knowledge, especially in the basic skills of literacy and numeracy;
 - introduced rigorous assessment procedures so that teachers know their pupils well, set targets and pitch work to challenge them.
16. In Reception, the introduction and refinement of the Foundation Stage curriculum, together with well-planned lessons, ensure the effectiveness of teaching and learning. The classroom is well organised and resourced and the teacher and Nursery nurse work well together. The teacher is particularly good at imparting basic skills, including helping pupils sound out individual and groups of letters as part of the approach to reading words. For example, in one very good lesson the children read along with the teacher from a big book 'How do I put it on?' Many pupils know the words in the book from repetition; the teacher then asks them to sound out the letters and this is associated with a particular movement.
17. In Years 1, 2, 5 and 6, the quality of teaching is frequently very good or better. Teachers have a strong understanding of the requirements of the National Literacy and Numeracy Strategies and as a result English and mathematics is frequently taught very well. This was seen in a very good mathematics lesson in Year 2 where the various activities as pupils counted forwards to ten and back developed their confidence, knowledge and skills. In science the development of a practical teaching approach has been particularly effective and is improving pupils learning and raising standards. For example, in a Year 6 science lesson the teacher ensured that the resources available enabled the work on how a shadow is formed using a light source and shadow sticks to be very well taught and learning very effective. In these year groups, work is well planned with activities that build on prior knowledge, skills and understanding. Teaching is consistently good or better in all subjects. Most teachers have good subject knowledge and an understanding of how pupils learn; they use this to plan interesting lessons that develop understanding.
18. The use of specialist teachers for some information and communication technology and music lessons has a very good impact on teaching and learning. This has been an important aspect in raising standards and other teachers' subject knowledge. For example, in one music lesson, excellent, inspiring teaching led to great gains in pupils' learning and enthusiasm. They were able to explore, choose, combine and re-organise musical ideas to create a longer composition. In an excellent Year 2 information and communication technology lesson the teacher very effectively asked probing questions to develop pupils' skills and advanced subject knowledge meant that she was good at challenging all pupils including those who are higher attaining. The recent link with a local Sports College, with a visiting teacher sharing his expertise in Year 3, has led to the teacher improving her subject knowledge. For example, in one lesson the visiting teacher demonstrates very good pupil management skills acting as a good role model and suggesting strategies to the teacher for improvement. This is very good use of local expertise.
19. Staff in Years 1, 2, 5 and 6 have high expectations of work and behaviour and are consistent in their approach. The pupils know what is expected of them; they respond well and develop good attitudes to learning. Support staff are used well and provide pupils, particularly those with special educational needs, with a good level of help. Teachers make good use of questioning to develop thinking and language skills. For example, in a good geography lesson on current affairs when the environmental

effects of the recent oil spillage off the coast of Spain were skilfully illustrated. A very good variety of teaching methods are employed, which enable all pupils to progress in their learning.

20. Although progress is satisfactory in Years 3 and 4, this is where the majority of the less effective teaching takes place and pupils develop more slowly than in other years. Most of the teaching here is satisfactory: one unsatisfactory lesson was observed. This is an improvement on the previous inspection when the overall quality of teaching, both in these year groups and others, was unsatisfactory. The pace of lessons and the challenge (particularly that given to higher attainers) is not as consistently good as elsewhere; analysis of the work revealed lower expectations, some lack of productivity and a consequent slowing in the rate of learning. Teaching is saved from being unsatisfactory in all subjects by good planning, developed and checked by the headteacher and co-ordinators. For example, in mathematics and English teaching the strong structure implemented through the National Literacy and Numeracy strategies has enabled teaching in Years 3 and 4 to be more effective. In other subjects the planning based on the implementation of national guidance has improved the quality of teaching in other subjects. Although adequate, this teaching is uninspiring. It does not always enable pupils to reach their full potential or the school to raise standards in line with its aspirations. The school is aware of these weaknesses and is addressing the issues effectively. This is being achieved through good staff training, robust checking of teaching and learning and the development of subject knowledge and skills through observation and example. These staff have thus advanced in confidence and skill, which in turn, has brought about some improvement in the pupils' achievements.
21. In the best lessons, teachers have a clear idea of what they want pupils to learn and they share it with them. Appropriate support and challenge is provided, thus ensuring a good pace and a systematic development in learning across the range of abilities. In the majority of classrooms, effective assessment is used to plan follow-up lessons within a series, so clearly highlighting stages in learning and making them a key feature.
22. The quality of most relationships is excellent and has a significant influence on successful pupil management. Most teachers are encouraging, supportive and instil confidence. Their detailed knowledge of pupils' standards is used appropriately in most lessons, but some marking does not always include sufficient commentary. Consequently, pupils are not always clear about how they are to improve. Provision for homework is good. Personal organisers, provided for homework diaries and communication with home, are used very well; they assist greatly in the growth of independence and personal responsibility for learning.
23. Good support is provided for pupils with special educational needs who are identified early in their schooling and learn well in lessons. For example, teaching assistants are used well to intervene during lessons to make sure these pupils fully understand the tasks they are set. Teaching is good for those who have English as an additional language with the pupils who have been identified in need of linguistic development are targeted and helped effectively. At 60 per cent, the proportion of girls is very high but boys are placed on an equal footing. Provision for higher attainers has improved significantly; in the good or better lessons they are well catered for, although the introduction of consistent, more challenging work particularly in Years 3 and 4 would ensure they reach their full potential. The school is aware of this; in line with its comprehensive and diligent approach to the learning of all pupils, strategies to improve provision for this group are constantly being sought.

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

24. The curriculum provides a rich and interesting range of experiences that are open to all its pupils. This substantial improvement includes some significant strengths. The following specific weaknesses, identified at the time of the last inspection, have been overcome:
- planning for information communication technology and the use of computers;
 - pupils' investigation and their step by step approach to learning science;
 - data-handling and reasoning skills in science and mathematics;
 - learning opportunities in design technology, art and music;
 - more opportunities for pupils to learn for themselves.
25. Guidance and planning is of good quality in all subjects. In addition, the school plans special theme weeks such as 'Black History Week' to give subject knowledge a relevance to pupils' lives. These developments follow National Curriculum requirements more closely than at the time of the previous inspection, although curriculum links between subjects are generally better in Years 1 and 2 than they are in the rest of the school. In many subjects (notably: design and technology, art, history and geography), time allocation is very limited, which restricts challenge and the momentum for learning, particularly for high attaining pupils.
26. Weekly planning is very good. The school ensures that pupils are clear about what they are expected to learn. The development of pupils' respect for each other continues to be given priority. The range of experience assures their understanding of the richness of different cultures. Provision is woven into art; the study of religious artefacts; music, particularly when listening and singing, and the messages and values expressed in assemblies. The good quality features of the curriculum now augur well for future developments and are based on:
- substantial training to improve planning and action-plans;
 - the use of specialist teaching for information and communication technology and music and use of local expertise in physical education;
 - rigorous management checks on the quality of planning, linked with checks, to establish how well pupils are learning.
27. In addition, the dynamic impact of specialist provision in Drama, music and information and communication technology is a high note that has revitalised the curriculum, overcome barriers to learning and enriched pupils' wider understanding of the world and of themselves.
28. The curriculum for Reception children is good. The school follows national guidance and provides a balance of well-designed experiences linked across the six areas of learning. Important skills, such as getting on with each other and self-help, are promoted through stress-free activities that encourage early, positive communication. This successfully channels attention so there is a natural progression towards the learning goals. As the year progresses and the children mature, they are eased into a form of literacy and numeracy lessons; this gradually prepares them for the next stage of learning: the start of the National Curriculum.
29. The school plans activities from the National Literacy and Numeracy Strategies. It places a very high emphasis on reading, writing and mathematics and allocates a

large amount of time to them. This has been successful in bringing on early writing skills in Years 1 and 2 and has improved investigation skills in science and mathematics across the school. Co-ordinators and the headteacher (in her role as curriculum manager) check curriculum plans. This comprehensive overview, together with their extensive dialogue and rigorous checks on test results, continues to lift achievement in English, mathematics and science. This systematic approach ensures that pupils have good opportunities in all subjects.

30. Provision for information and communication technology has improved in line with national expectations and all aspects of the subject are planned. Pupils now have a good understanding of computers. However, the full impact of the high quality provision has not yet fed through to everyday learning. Despite adequate resources and the long tenure of the co-ordinator, provision still falls short of expectations. Specific, high quality instruction has a beneficial effect on pupils' knowledge and capabilities, but the use of computers in other subjects is more modest. Where links are planned, both in the computer suite and in classrooms, not all activities use prime computer time to best effect.
31. By Year 2 and Year 6, provision for pupils with special educational needs is good. Although there were no pupils with statements during the inspection, analysis of recent individual learning plans show that they specifically address pupils' personal or academic needs and have clearly measurable targets that are used to map expected progress. The close dialogue between the co-ordinator, class teachers and teaching assistants adds much to this achievement. In the light of the new Code of Practice, the school has modified provision and now has a robust four-stage approach to tackle needs systematically as they arise. In most lessons, pupils with English as an additional language are well supported through the good planning and use of teaching assistants. Only a few children are supported through the additional funding provided for this purpose; it is, however, effective. Pupils from minority ethnic groups are well provided for with good resources and multicultural exhibits, frequently these pupils are amongst the higher attainers in the school.
32. The curriculum for personal, health and social education is very well planned. Activities to develop citizenship have recently been dovetailed into the curriculum. These key in year-by-year so that pupils mature in decision-making, choices and their understanding of roles. Provision for sex education, relationships and drugs awareness is included in the school's guidance; most of it planned through science. Messages about healthy living reach into many aspects of the curriculum and contribute much to pupils' understanding. A keen awareness of personal responsibility within the school is evident in pupils' conversations, in how they deal with visitors and in their understanding of the impact of their actions on others.
33. A good amount of work is undertaken with other schools, the local sports college and with other nearby primary schools. Provision for extra-curricular activities is particularly good; sport having a high profile for boys and girls. Activities include football (for which there is professional coaching) and netball. Many musical experiences take place including inter-school choirs and other events. The school council's strong links with those in other schools is a striking feature. There are also good connections with a range of local services and businesses, one of which sponsors multicultural events. There are also other opportunities for story reading in a language other than English (Greek during the inspection). Visitors are encouraged into school bringing the benefit of their experiences, including activities such as Greek dancing, Egyptian drumming and Afro-Caribbean poetry. Together with various trips, these extras contribute much to this vibrant curriculum.

34. There is very good provision for spiritual development. All pupils experience a daily act of worship; assemblies provide an opportunity to learn about the world and moral issues and contain a moment for spiritual reflection. In an assembly on 'What is the effect of our actions on others?' good emphasis was given to the positive aspects of being kind and considerate. The use of the courtesy board, which rewards pupils who think of others, underpins the work and the atmosphere in the school. The pupils are given a very good insight into the spiritual nature of hope and achievement; they explore this well and appreciate it.
35. The provision for moral development is very good. The staff sets a very good example by their courtesy, care and respect for pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with the adults, through lessons and assemblies: these last give examples of very good moral practices. A strong moral dimension is seen in most lessons: teachers constantly emphasise good behaviour so pupils understand what acceptable conduct is. This is reflected in very good attitudes to school, in generally good conduct and in positive behaviour. Pupils relate well to others and respect their views.
36. There is very good provision for social development. In many lessons, teachers plan opportunities for developing social skills such as working together, taking turns and sharing. There is a range of visits during the year; these provide good opportunities for extending and developing pupils' social relationships with each other, with their teachers and other adults. Work on the environment greatly enhances awareness of social and moral issues and of responsibilities. The sense of care, purpose, harmony and community is very strong. There are many well-planned opportunities for pupils to take responsibility in all aspects of the life of the school.
37. Provision for cultural development is very good. The pupils have opportunities to study the richness of both their own and other cultures. History, geography and religious education provide links with other cultures, religions and traditions of today and in the past. 'International Week' plays a significant part in this. The good range of extra-curricular visits and visitors, planned as part of the curriculum, enriches the pupils' local and multicultural understanding.
38. The school has improved the aspects with identified weaknesses in the previous inspection, cultural provision in particular. It now offers a wide range of activities, which supports the overall, very good development of spiritual, moral, social and cultural education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. During the previous inspection, the quality of care and support was found to be good; it is now very good. All staff are trained in child protection, are well aware of related issues and the necessary procedures, and the headteacher works closely with the appropriate authorities. Some of the pupils are on the 'children at risk' register. The following are particularly good features:
- arrangements for helping sick children and those who have had mishaps are very good and a number of staff are fully trained in first-aid;
 - health and safety procedures are well established. Regular professional checks of arrangements for fire prevention, for physical education, of electrical equipment are undertaken, and safe use of the internet is suitably ensured;

- governors, the site manager and headteacher undertake regular, formal checks of health and safety;
 - pupils' own awareness of health and safety issues and their attitudes and relationships to others are fostered through weekly personal and social education lessons;
 - a rota of parents who supervise the 'kiss and drop' that enables most parents to deposit their children without leaving their cars - this system provides an efficient and safe beginning to the pupils' school day.
40. The school monitors and promotes attendance very well. The well-designed reception area and friendly office staff note the few latecomers and follow up unexplained absences by telephoning families on the same morning. Aided by a computer system, they carefully analyse patterns of absence. The school receives support from the educational welfare officer who visits termly. There are certificates for those pupils who have perfect attendance during the year and in any term. Registers are completed very soon after the start of school and conform to requirements.
41. The school's ethos successfully promotes good behaviour through a behaviour policy that pupils understand well. Success is recorded and rewarded and pupils and their families are kept informed. Pupils choose from a 'reward menu' that includes special responsibilities such as helping the toy library and being the headteacher's special monitor. There is an emphasis on encouraging good behaviour, as opposed to sanctioning minor misdemeanours. Throughout the school, teachers manage behaviour well.
42. Most class teachers and support staff set good examples through their own behaviour and warm relationships. Their standards are clear and consistent, so pupils know what to expect. Teachers monitor and assess personal development and those pupils who have difficulties are supported and tracked. Information about their progress is shared with their families.
43. Few incidents of bullying are reported, though there is occasional play fighting in the playground. The school has systematic procedures in place that respond effectively to incidents of racial and sexual harassment. The quality and impact of the school's policy and practice in promoting race equality is very good and the school is a harmonious place. Incidents are treated seriously, they are investigated and all parties are involved in the effort to deal with the problems. Incidents are logged and parents consulted. During the inspection there were no play materials to keep pupils engaged in the playground. The school has this as a priority in its improvement plan.
44. Pupils are given appropriate amounts of responsibility as they move up the school. They all benefit from and enjoy numerous trips and a residential visit. There is an active school council to which pupils are elected by their classmates. Their discussions are informed by meetings held in their own classes. Pupils are given many jobs around the school and this helps their growing confidence, self-esteem and maturity.
45. Assessment is of a high quality and is rigorously used as a tool for improvement. The consistent and meticulous check on standards and achievement in English, mathematics and science is a key strength of the unified approach. A clear picture of the school's performance informs management decisions and is also used in the setting of targets for successive years to 2004 and in clarifying teachers' expected

progress. The assessment co-ordinator leads energetically by analysing information and using it to improve the quality of learning. In areas where pupils are falling short of expected progress, findings are followed up. Further support or specialist teaching is provided and the impact of this is thoroughly checked against actual progress. Teachers are held accountable for their pupils' learning. Precise tracking of data from test results ensures the progress of boys, girls, pupils from different ethnic heritages and those with individual learning needs. Where progress still falls short of expectations, swift and unequivocal action is taken to tackle the underachievement.

46. Since the previous inspection, these improvements have provided teachers with a strong base on which to plan the next learning steps for all pupils, including children those who have additional or different learning needs. Where children have individual learning plans, teachers use assessment information to check their progress matches the plan. Arrangements have been made to ensure that the school is accessible for pupils with physical disability where practical but the fact that the school is on two floors with many steps limits its accessibility. Gifted or talented pupils are noted but enhanced provision does not always follow. This is partly because higher attainers are still not consistently challenged.
47. As a result of these assessment measures, most teachers have a clear view of what pupils know, understand and do. However, in Year 3, despite management support, the translation of information into planned activities is sometimes mediocre. Also, activities are not always challenging enough for higher attaining pupils. Over time, these instances cause a dip in the pace of progress. Teachers keep a very good check on learning at the end of lessons and pupils play a keen role in establishing what they have learned; this feedback is used well to identify where misconceptions lie.
48. In Reception, observations about children's achievement are built up to provide a good profile of progress and are well linked to the six areas of the Foundation Stage curriculum. The neighbourhood Nursery teacher, who is employed in the school, makes pre-school assessments through a series of regular meetings and weekly nursery sessions (known as 'the toy library') with children and their parents held weekly.
49. Collated information is used well to set targets for each pupil, for groups and year groups. Additional 'booster' sessions are regularly taught in Year 6 in order to improve reading, writing and number skills. Overall, the school has suitable expectations of what should be achieved. Assessment arrangements for English, mathematics are vigilant and assure continuous progress.
50. The measurement of learning in the subjects other than English, mathematics and science is suitably developed. However, progress from Year 1 to the end of Year 6 is not tracked sufficiently in these subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. At the time of the previous inspection, parents fully supported the current headteacher, who had recently taken up her post. Her appointment had restored their confidence and had created an effective partnership. This confidence has, if anything, increased; they are more than merely approving: there is a notable and wholehearted enthusiasm that contributes to the healthy spirit of the school and pupils. The many initiatives introduced has contributed to a harmonious situation that values the diversity of cultures and integrates parents and their children into the school community.

52. Almost all those who responded to the pre-inspection questionnaire and those consulted during the inspection strongly agree that their children are happy in school. They consider their children are being helped to become mature and responsible and they are very positive about the school and the staff. They feel there is an 'open door' policy and all say they are always welcome to speak to staff at any time. A body of parent representatives provides the school and other parents with a swift and efficient way of communication and consulting.
53. Almost all parents think the school provides good information about how well their children are progressing. Inspection findings confirm that the quality of information provided, including reports on progress, is very good. The weekly newsletters are informative, useful, friendly and accessible. There is a wealth of information about events and regular information about the topics pupils will be covering. Reading diaries and weekly planners are a good means of communication between parents and teachers and parents say that they receive prompt responses to their comments. In addition, the school puts a great deal of effort into consulting parents. For example, it carried out a survey of children's entry into Reception.
54. There is an enthusiastic parents and friends association that is supported by the staff and has raised useful funds. This too contributes to the school's sense of community.
55. Annual progress reports are unusual but very effective. They provide detailed information about each subject to be taught. At the October meeting between staff, parents and pupils, the areas for development are highlighted and targets agreed; these are reviewed later in the year; at the end of the school year, attainment and effort marks are added. Both parents and pupils regard this as a valuable process. Parents of children with special educational needs are invited to be closely involved in the reviewing of individual educational plans. The detailed annual reports are unconventional but give parents a very good view of what their children have covered during the year and how well they have achieved.
56. Each term, all classes feature in an assembly attended by a large number of their parents and carers. The termly parents' evenings and the meetings regarding the curriculum (such as 'helping children to read') are also well attended. In addition to these more formal events, the school offers once-a-term coffee evenings and international evenings, which have parental contributions from a wide range of backgrounds. The headteacher's considerable efforts and the very positive attitudes of all the staff have helped to foster a very good relationship between home and school and this benefits all its pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher and key staff provide outstanding leadership and management. The headteacher has been in post for less than three years and has introduced many well-considered strategies and initiatives to improve the quality of education. These have been the main reasons for the school no longer having serious weaknesses in its provision. The following have been very effective in its development:
- extremely robust checking of teaching and learning;
 - subsequent training of staff in light of the needs identified by this;
 - very effective assessment procedures that ensure teachers know their pupils well;

- very good development of planning procedures that use this assessment information to better plan work matching the needs of all pupils;
- the most effective improvement in behaviour-management systems, both in class and around the school;
- the accreditation to Investors in People;
- the very effective induction of staff new to the school.

The impact of these procedures has enabled the school to improve the quality of teaching and learning from generally unsatisfactory to generally good.

58. The headteacher, together with a very active and supportive governing body, has developed a clear and ambitious vision for the future. She is ably supported in most instances by a team of teachers, all of whom have delegated responsibilities for subjects in the curriculum. She has raised the morale of teachers and support staff: this was very low after the previous inspection when serious weaknesses were identified; in particular, the overall teaching and learning was judged to be unsatisfactory. The staff work closely as a team and all have an excellent commitment to improvement and a very good *esprit de corps*. The extremely effective procedures for checking teaching and learning have raised the quality of long-serving teachers' skills so now they are at least satisfactory. The induction of new staff, together with the careful selection of new teachers with specific skills, for example in literacy and numeracy, has also been very effective in raising the quality of teaching and learning. Procedures to check the effectiveness of teachers' performance have been introduced and the school has gone beyond the basic requirements in that it now offers professional development to all staff and gives constant reinforcement of their work. This coherent and cohesive approach gives the school an excellent capacity to succeed. The management of special education needs is good it has been sustained and developed incorporating the new requirements for the Code of Practice since the previous inspection.
59. The governing body is much more active in the school than during the previous inspection. For example, each member of the governing body tracks an individual class through the school. The governing body works closely with the headteacher and the relationship with the leadership team is now very good. In particular, the governors hold the school and the headteacher to account: during meetings they ask challenging questions, ensuring that any decisions are fully thought through and strengths and weaknesses are fully understood. Resources are very carefully husbanded; all members of staff and governors who have budgeting responsibility are trained in the principles of best value and apply them to expenditure. Specific grants are used for their purpose very effectively. For example, the small grant for pupils with English as an additional language is used to fund support staff for five hours a week. The school had a small carry-forward from its budget (less than £10,000) for emergency expenditure. It ensures that all expenditure is based on the school improvement plan, which is carefully costed and prioritises action and expenditure over the medium term with a very good focus on raising standards. The administration of the school effectively uses computerised systems that help it to run very efficiently.
60. In 2002, targets for performance were set in English and mathematics; they were met in English and exceeded in mathematics. The new targets for 2003 are challenging but achievable, anticipating a 10 per cent improvement in English and four per cent improvement in mathematics. This projection is based on an assessment of the group taking the tests this year and the continuing drive to improve teaching and learning throughout the school.

61. The accommodation has been significantly refurbished in the last few years to make it less austere and more welcoming. Considerable effort and thought has gone into making the school a clean and attractive environment in which pupils and staff thrive. The site manager played an important role in this, using his carpentry skills to enhance the environment. Learning areas inside and play areas outside have been improved - especially for Reception children - and the accommodation makes a good contribution to progress. The re-modelled library and computer suite are now much more usable, although the computer suite only takes half a class, so its effectiveness as a teaching resource is limited. A mixture of newly appointed teachers and existing staff provide the range of expertise usually found in primary schools. As a result of focused in-service training, subject knowledge has been greatly improved; prompted by the very close checking of teaching and learning. Even with this great effort, a few teachers have weaknesses in subject knowledge, presentation skills and pupil management. The learning resources are good and much effort has gone into improving them over recent years, especially in literacy and numeracy and music.
62. Improving standards; the average cost per pupil; improved teaching and learning and the exceptional leadership and management mean the school offers very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governors, headteacher and staff should continue the effective improvement in standards identified in the school improvement plan by:

- developing strategies to further challenge higher attainers in Years 3 and 4, already identified in the school's assessment procedures, which will ensure consistent development across the school; (paras: 20,25,46,67,87,94 and 114)
- widening pupils' skills in writing for different purposes, effectively used in English, mathematics, science and information and communication technology by:
 - ensuring consistent implementation of this important skill in all other subjects; (paras: 3,4,29,49,67,75,80,81,93,98,106 and108)
- systematically planning opportunities for pupils to use information and communication technology in all other subjects across the curriculum. (paras: 86,114,95 and 98)

Minor issues

- improve the quality of handwriting by consistent development and the earlier introduction of joined writing. (paras: 80 and 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	16	10	1	0	0
Percentage	7	29	38	24	2	0	0

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

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)	N/a	210
Number of full-time pupils known to be eligible for free school meals	N/a	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	13
	Girls	17	17	17
	Total	26	29	30
Percentage of pupils at NC level 2 or above	School	87 (87)	97 (90)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	17	17	13
	Total	26	26	23
Percentage of pupils at NC level 2 or above	School	87 (90)	87 (93)	77 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	13	10	15
	Total	22	21	28
Percentage of pupils at NC level 4 or above	School	73 (77)	70 (73)	93 (93)
	National	75 (75)	73 (77)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	13	11	13
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	79 (80)	79 (70)	89 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	90	0	0
White – Irish	0	0	0
White – any other White background	58	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	24	0	0
Black or Black British – African	15	0	0
Black or Black British – any other Black background	8	0	0
Chinese	2	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	122

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	591,821
Total expenditure	572,603
Expenditure per pupil	2,727
Balance brought forward from previous year	9,086
Balance carried forward to next year	28,304

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	17	3	0	0
My child is making good progress in school.	70	27	3	0	0
Behaviour in the school is good.	63	35	0	0	2
My child gets the right amount of work to do at home.	53	40	7	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	62	33	2	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	73	22	2	0	3
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	72	27	2	0	0
The school provides an interesting range of activities outside lessons.	38	52	3	0	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. There were 10 boys and 20 girls on roll in Reception at the time of the inspection. Good arrangements are made for these children and they make good progress is made. There has been a significant improvement since the previous inspection where teaching was considered to be satisfactory. It is now mostly good with some very good features: the development of phonic skills (the sounding out of letters) as a pre-cursor to reading is an example.
65. Although there is no Nursery class in the school, a 'neighbourhood Nursery teacher' is employed who makes home visits to potential entrants who also visit the school with their parents. A session called 'the Toy Library' is held every week in the foyer. Before they start Reception, a 'neighbourhood Nursery teacher' assesses children for attitude and ability: a very valuable provision and one that gives the school good information about standards on entry. Children start the school at the beginning of the year in which they are five. The local authority tests (or 'baseline assessment procedures') are used to measure performance at this point. Indeed, the school is piloting the introduction of a National Baseline Assessment, which will eventually be introduced across the country. The same baseline test is used to evaluate their progress and determine how children perform at the end of Reception, prior to entering the main school. Attainment on entry varies but is broadly average; some children have well developed speaking and listening skills. Good progress is made thanks to consistently good teaching: by the end of the Foundation Stage most children achieve the expected early learning goals in the six areas of learning, making them well prepared for Year 1. Children who have English as an additional language and those with special educational needs are identified early by good assessment procedures. Suitable planning and the good support offered by the teacher and assistant ensure that they are not disadvantaged. Children's progress is charted in the six areas of learning using the stages that build up to the early learning goals (known as 'stepping stones'). These are used as markers of achievement; they make a simple, but very effective assessment system.

Personal, social and emotional development

66. This is well developed and children adjust quickly to school life. The neighbourhood Nursery teacher's initial preparation is most effective and children are encouraged to be independent and make choices when they use the different activity areas: when they play on outside apparatus or with sand or water for example. They are well adjusted and settle into school quickly. During morning registration they often answer in the various languages of their peers, such as Greek, and this contributes to their cultural development. They show interest in what they are doing and listen carefully to the teacher. The effective tracking of children's progress means that children with learning difficulties are quickly identified and good arrangements are made to support them. Similarly gifted and talented children are quickly observed and suitable arrangements are planned for their development. For example, by giving them tasks which challenge them during lessons. Most children with English as an additional language speak fluently; they settle in well and work harmoniously with other children. Children from minority ethnic groups also settle well and are often amongst the higher attainers in the class. The good teaching encourages concentration for substantial periods of time, especially in the more formal learning situation when the

class is seated on the floor in front of the teacher. Children collaborate well: for example, when sharing a computer in the computer suite, reinforcing sounds they had been taught by using a drawing program to make the shapes of the letters. The very good management strategies mean there is rarely a raised voice; the teacher and other children value oral contributions and listen carefully in a calm, productive atmosphere. The inspection found that pupils are well on the way to achieving this early learning goal.

Communication, language and literacy

67. Standards in speaking and listening are above average by the end of the foundation stage due to the good and frequently very good teaching of literacy skills. Many children are articulate, even in the first term of the school year. The majority participate in activities confidently and willingly. For example, when reading 'How do I put it on?' with the teacher they all have a go, many having memorised the text even though they cannot read. They know that words and books are read from left to right. They answer questions readily and confidently, often speaking in sentences. All children enjoy this and participate well. They develop the sounds of words most effectively. As part of a commercial phonics scheme, they go through a list of sounds linked with movement: for 'm', they rub their stomachs as if enjoying food; for 'z' they flap their hands in order to buzz. The very good teaching of phonics and of basic skills is quickly preparing them for reading. One gifted and talented child is already reading fluently and is a good role model for others. A few pretend to read but use the pictures in the book to explain the story. However, the few high attainers reading fluently and writing well indicates that attainment matches the expectations for children's age but does not rise above this level. Reading is closely linked with developing writing skills and pupils frequently pretend to write: they make marks that frequently approximate letter shapes and move from left to right on the page; many write their names and some high attainers copy writing. Children who are from minority ethnic groups are frequently fluent speakers and amongst the higher attainers in reading and writing. Those with English as an additional language are usually fluent speakers and are learning to read and write well. Only occasionally does their incorrect or lack of vocabulary become apparent and then this is effectively corrected by the teacher or assistant. Those pupils identified with special educational needs are given good support to develop their language skills and progress well. Progress overall is good.

Mathematical development

68. When they enter school, children's attainment matches expectations for their age. They make good progress and develop a good understanding of numbers due to the good sometimes very good teaching. For example, as they sit in a circle starting at a random number, they count at least to 10 and sometimes beyond; higher attainers reach beyond 20. They know the names of various shapes and the properties of circles, squares, triangles and rectangles. For example, they know that a square has four sides of the same length. This was reinforced in a very well taught lesson when the teacher introduced a 'feely-bag' and children had to identify the shape by touch. Not only did they enjoy this but, as they had to explain what they felt, it also helped them to conceptualise shape. When they did not know the shape, they asked somebody else to identify it from their description - this is good use of literacy in mathematics. Children use suitable computer programs to reinforce their number skills; they learn informally during creative play sessions where they use sand or water to develop early weighing skills and measure using small apparatus. The good discussion and question and answer sessions enables gifted and talented or higher

attaining children to demonstrate their quick calculation and number skills. For example, these children can count up to the 100's. Some of them are from minority ethnic groups who achieve well as do those with English as an additional language. Children with special educational needs fully participate, their contributions are valued and they progress well. This area of learning is very well taught and children make good progress.

Knowledge and understanding of the world

69. Children quickly develop an understanding of the world in which they live due to the good teaching. They play informally in the 'doctor's surgery', using role-play that draws on their own experiences. In information and communication technology they learn the basic skills and use the mouse effectively to locate icons on the computer screen. They develop a sense of chronology as they learn about how humans change as they grow and study their own development from babyhood. In one, well-taught lesson the teacher encouraged the class to describe what a child is doing in a photograph. In order to relate this to their own experience, they were asked pertinent questions such as, 'are they sitting standing or lying down?' 'Do you think he could walk, run, write and draw?' Some have brothers and sisters and recounted what older and younger family members do, leading to much useful discussion that allowed them to see where they fit in the order of things. Gifted and talented or higher attaining children are able to develop their understanding to a higher level by fluently discussing their ideas with the teacher or assistant during these discussions. Children from minority ethnic groups are working at a similar level to their peers. Those with special educational needs contribute well during discussions and make good progress. During the year there are opportunities to explore the surrounding area and many visits and visitors, which further expand their horizons.

Physical development

70. Children's physical development at least matches expectations for their age due to the good teaching. The good facilities encourage them to play well and they appear to be well co-ordinated as they play on the apparatus and outdoor equipment with confidence and vigour, but with due attention to safety. It was evident that gifted and talented or higher attaining children show more co-ordinated movement and greater dexterity than their peers. For example by being able to copy write letters clearly and by showing greater co-ordination on large climbing apparatus. Children with special educational needs are frequently less mature in physical skills but progress well and those from minority ethnic groups and with English as an additional language achieve at a similar level to their peers and are frequently amongst the higher attainers. They handle scissors and paint brushes with dexterity and care. The fine movements needed as a precursor to writing are well developed and there is a good range of resources in the classroom. No direct teaching of physical education was seen, but observation of children's movement in class and on large and small apparatus in the dedicated playground suggests that they progress well.

Creative development

71. Pupils have many opportunities for creative development and have well developed skills due to the good teaching. They use a wide variety of media such as paint, crayons and paste, as well as information and communication technology. The resources and the organisation of the classroom provide many opportunities for the development of creative skills. For example, children make Christmas trees and create the story of the Nativity using well designed, well made figures; they take care

cutting and pasting these and delight in producing good results. They have frequent access to building blocks and other materials. Samples of work show good progress: portraits develop from very simple shapes to recognisable people with details such as hair, ears and nose. Higher attaining or gifted and talented children's work is particularly detailed and carefully considered. Whereas, pupils with special educational needs are less mature and their work less detailed. However, they make good progress in this area of learning. Pupils with English as an additional language and those from minority ethnic groups achieve at a level similar to that of their peers and are frequently amongst the higher attainers. In singing and music sessions children are active, show rhythm and mostly sing in tune. The good teaching ensures good progress in this aspect of the areas of learning.

ENGLISH

72. Standards of work seen in Year 6 are average. This is a similar picture to the 2002 test results but it represents a significant improvement since the previous inspection. A greater proportion of these pupils reach average and higher levels when compared to their Year 2 test results - which were a cause for concern in 1998. Improvement is primarily because pupils' progress accelerates rapidly in Years 5 and 6. Trends over the period 2000-2002 for pupils by Year 6 show that standards in English slightly exceeded the national average in the national tests. The Year 6 targets for 2002 were met in English. The new targets for 2003 appear challenging but are realistic and achievable.
73. The inspection found, by Year 2, most pupils match the national average in reading and writing but the higher attainers do not work at a sufficiently advanced level to achieve significantly more than this. The upward trend in test results since the previous inspection is due to a number of factors:
- very strong subject leadership;
 - rigorous use of information about pupils' progress;
 - clear action planning to develop reading for and understanding;
 - an improved variety of good quality literature both in the new library and in teaching materials, which have made a good contribution to literacy development;
 - outstanding teaching methods in Year 6. These almost make up for the impact of the average, sometimes slow, progress in Years 4 and 3 found in inspectors' analysis of pupils work and in lessons;
 - effective checking of achievement, taking gender into consideration, and ensuring positive attitudes towards reading;
 - the very effective checking of teaching and learning by the co-ordinator and senior staff.
74. By the end of Year 2 and Year 6, skills in speaking and listening are slightly above average, reflecting greater confidence and engagement than anticipated at this age. Pupils readily engage in conversation, including those who speak English as an additional language and respond with genuine interest; they are generally at ease with visitors and have above average inter-personal skills; Year 2 pupils show similar qualities. This is because the school provides a strong platform for self-expression. Most teachers and support staff value their views; pupils regard mistakes as part of learning. In Years 2, 4, 5 and 6, they benefit from talking in pairs to rehearse what they want to say. Inspiring lessons bring lively, fast-paced learning but on occasions, mainly in Year 3, less effective class systems mean pupils do not always know when to talk and when to listen. During whole-school assemblies, there are very good, shared listening opportunities and moments of silence.

75. The early development of literacy skills is well promoted. As readers and writers, pupils get off to a good start in their school life. The school expects them to make at least good progress and this is being achieved by means of the impetus of the knowledgeable subject leader, by in-school training for the teaching of the National Literacy Strategy and by the introduction of new ideas. Literacy has rightly been given priority and a high proportion of curriculum time, thus addressing the dips in achievement. At present there are not enough consistently planned opportunities to widen pupils' literacy experience so as to encourage writing for a range of reasons in other subjects.
76. The high priority given to literacy ensures pupils of different ethnic heritages achieve at a similar rate. Pupils with English as an additional language are mostly fluent English speakers and work at a similar level to their peers. For example, in an excellent Year 6 lesson on Macbeth these pupils understand and use creative language such as 'the ghostly trees bare their ragged branches at the moonlight'. Boys and girls enjoy their reading books though, when questioned, their understanding often falls significantly short of expectations because many are happy to glide over parts that they find difficult. Despite very unequal numbers in each year, there are no differences in the achievement of boys and girls. With good attention paid to their learning needs, pupils with special educational needs make similar progress to others. For example, some Year 1 pupils learn that 'I' has a capital letter: 'because I am special.' However, not all higher attainers or gifted and talented pupils achieve as well as they might. The school recognises this and action is underway to remedy the situation.
77. In Years 1 and 2, reading standards are close to average. Pupils achieve well in the early stages: reading letters, words and sentences through the good use of phonics (sounding out letters). Many take books home and read to adults; some regularly visit the library. A Reading Workshop for parents helps to encourage their children's enjoyment and comprehension of stories. The current Year 2 shows slightly improved comprehension because the teacher is rightly focusing her teaching on ensuring they understand events and characters. The foundation of pupils' reading skills is thus beginning to strengthen, particularly in the case of higher achievers. The school aims to equip its pupils with a wider range of skills when reading books. Some of the higher attainers from minority ethnic groups in Years 1 and 2 are using the richness of both English (which in most instances is their first language) and the language spoken at home. The school recognises the strengths this brings and has taken action to address any learning needs in order to widen their experiences of vocabulary and phrases.
78. By the end of Year 6, standards in reading are average. With good progress being made overall in Years 4 and 5, Year 6 pupils consistently make very good, sometimes excellent, progress. This counters the mediocre and occasionally poor progress seen over time in the work of Year 3. Year 4 pupils generally achieve steadily, with slightly better progress made by Year 5. This is despite both the wide range of ability and the lower level of interest: the latter being the result of low quality past experience. Enthusiastic teaching in Year 5 ensures that these pupils enjoy reading different kinds of texts. When studying play scripts they respond well to dialogue and stage directions. As a result, they understand that such literary conventions supply feelings and motive. However, there is urgent work to do to ensure that pace of progress in Years 3 and 4 is strong enough to catch up with national expectations by the end of Year 5. Although the current Year 5 pupils are progressing well, the additional learning needs of different groups, including the large number of higher attainers, necessitate a heavy reliance on the teacher. Pupils with

special educational needs develop their reading skills at a suitable rate although their understanding of the text often lags behind their ability to read. The good range of literature prepares pupils well for life amidst diverse cultures. Most know how to find a book in the school library. Pupils with English as an additional language achieve similar standards to their peers only occasionally does a lack of breadth in their vocabulary show in their reading and this is usually quickly remedied with their phonic skills, sounding out the words they do not understand. Gifted and talented pupils and those who are high attainers' progress well in reading and the improved range of literature and non-fiction books have contributed to this. The recent addition of the library assistant and the computerised system for changing books is set to make research more efficient.

79. Consistently good progress is made in Year 1 and 2 because there is:
- consistently good teaching;
 - interesting activities with pupils drafting their writing on small whiteboards;
 - early priority given to correct letter sounds in Year 1 so that by the end of Year 2, most pupils write several sentences;
 - good emphasis given to key words and spellings ensuring most pupils use recognisable phonetic sounds;
 - a learning target for each pupil.
80. This robust provision ensures that most Year 2 pupils write sentences and some use speech marks. Many Year 1 pupils know about full stops and capital letters and some use them in their own sentences. For example, they re-told the story of 'Goldilocks' very well. However, joined writing is not started early enough: some pupils are well able to write more fluently than they do and the lack of early teaching limits their maturing handwriting style.
81. Standards in writing are average by the end of Year 6 and the pupils generally achieve well. Progress is significant where the pupils are stimulated by outstanding teaching and they know what they need to do in order to improve. Good and better teaching sessions focus on using features of language to develop writing. For example, in an excellent lesson on using vocabulary to write adventurous text the teacher brings richness to the pupils' writing by thoroughly explaining the effects of words, phrases, clauses and style, and encouraging pupils to put themselves in place of the character. Information technology is used effectively to word process pupils' written work. In both poetry and prose, pupils' writing in Year 5 and 6 is supported by their developing understanding of texts. However, all, especially higher attainers and gifted and talented pupils could achieve higher standards by writing much more in subjects other than English. The quality of handwriting and presentation in Years 3 and 4 neither matches the school's best, nor meets with its expectations. Pupils from minority ethnic groups by Years 2 and 6 achieve similar standards to their peers and are frequently amongst the higher attainers. Those with English as an additional language generally achieve similar standards to their peers although occasionally there are weaknesses in the range of vocabulary used in their writing. Pupils with special educational needs achieve well from their prior attainment and make good progress.
82. The quality of teaching is good overall and a large amount in Years 1 to 2 and 5 to 6 is very good sometimes excellent. Teachers have a good understanding of the National Literacy Strategy and use it very well in most classes. The very good work of the co-ordinator and the instances of excellent teaching seen in Year 6, have contributed much to the school's strengths. Gifted and talented and higher attaining

pupils in the instances where teaching is very good or better achieve their full potential but this is not consistent across the school, because the quality of teaching is not consistently very good across the school. Most teachers have good subject knowledge and high expectations of achievement. Management support and a high level of training have helped to make progress consistent. Most teachers make very good links between assessment results and their planning; this key factor ensures that learning rarely dips. Where it does, the quality of teaching is consistently at a barely acceptable level over long periods of time. Progress is enhanced by the commitment of the classroom assistants, who generally provide good support. Most teachers manage pupils very well and relationships are often very good. Pupils with special needs are taught well and fully included in lessons and the class teacher or assistant often give them additional support with a good focus on their individual plans; they are consequently expected to make a similar rate of progress to their classmates. Pupils with English as an additional language learn at a similar level to their peers and any weaknesses in vocabulary are quickly remedied by the good teaching in most classes. The co-ordinator has a wealth of knowledge and has made substantial improvements in a short time leadership in this subject is very good. Next steps planned for the subject are purposeful and she has the expertise and enthusiasm to achieve future targets.

MATHEMATICS

83. Standards by Year 2 and Year 6 match national expectations. The results for the national tests 2000-2002 show pupils exceeded the national average in mathematics by Year 6. This is because of improved teaching of numeracy due to the teachers' improved knowledge of the National Numeracy Strategy. This represents an improvement across the school since the previous inspection. In 2002, the progress and improvement from test results at Year 2 to those at Year 6 was exceptional. The school's very thorough and extensive assessment data indicates that very good progress is being made through Years 1 and 2 and again from Years 5 to 6, with rapid progress in the final year. This is evidenced by the teaching and learning seen in lessons. The regular checking of work and the fact that individual targets are made known to the pupils has helped to raise standards. Pupils with special educational needs make suitable progress and the individual education plans when in use are effective. Those with English as an additional language and from minority ethnic groups are frequently amongst the higher attainers and at least achieve at a similar level to their peers. The school exceeded its targets for 2002 by Year 6 and has set challenging but achievable targets for 2003. However, higher attainers do not always fulfil their full potential in this subject. The school is aware if it wants pupils to achieve the very high standards to which it aspires in mathematics, higher attainers and gifted and talented pupils need to achieve higher levels than they are presently especially in Years 3 and 4. Numeracy is used well in science, for example in the formulation of graphs and charts, it is less evident in other subjects across the curriculum.
84. In Year 2, most pupils count up and down in twos and know their odd and even numbers to 100 and beyond. Some count in tens and fives. They are starting to explain the stages of thinking in working out a problem. They also work on measurement, shapes and their properties, coins, time and place value to 1000. Some add and subtract three-digit numbers and know simple fractions. They are working on techniques in order to position numbers on a number line and this is giving them a good understanding of place value.
85. By Year 6, pupils have a good knowledge of fractions, their properties and equivalent fractions. They know and use the correct mathematical vocabulary and are encouraged in this. They understand the links between fractions, decimals and

percentages. They add, subtract and, when working with decimals, they round up or down to three places. Most know their tables and have a sound grasp of the four rules and place value, enabling them to calculate long division and multiplication successfully. Very good work was seen as they solved problems with shapes and calculated the perimeter of rectangles and other compound shapes.

86. All the pupils in Years 1, 2, 5 and 6 complete a good quantity of work in lessons and the standard of presentation is good. The National Numeracy Strategy has been satisfactorily implemented and all staff have received effective training. Numeracy lessons are divided into satisfactory time allocations. Lesson objectives are made clear at the start of each session, ensuring that all the pupils are very aware of their own learning. There is an effective warm-up and most lessons have an appropriate section at the end to review pupils' learning. Homework is set and supports learning satisfactorily. There is some use made of information and communication technology, though this is an area for development. During the inspection little use was made of the library facilities for mathematics. In Years 3 and 4, standards are mostly satisfactory but the progress in these classes is not as strong as in the rest of the school and pupils are not as productive.
87. The quality of teaching and learning is generally good, with many teachers employing a good variety of techniques that complement the different ways pupils learn. Seven lessons were observed, with two being very good, two good, two satisfactory and one unsatisfactory. Where teaching is good or better, the mental sessions are lively, they have a sense of urgency and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these cases, the higher attaining pupils are given good extension work that takes their learning a stage further. In less effective lessons found in Years 3 and 4 sometimes the pupils are engaged on tasks that repeat previous learning unnecessarily, and lack of challenge leaves them uninterested and inattentive. Pupils become unduly noisy. The lack of clear instructions and poor pupil and time management lead to little or no learning and to deteriorating behaviour. The higher attainers sometimes become disaffected and bored and do not achieve all they are capable of.
88. Planning across the years is very good and the teachers have adopted an extensive system of assessment, tracking and targeting progress. Frequent assessments are used and recorded so as to develop and inform daily planning. There is a good range of resources that are used well and this has had a good impact on teaching and learning.
89. Both the local education authority and the headteacher have monitored the teaching of mathematics and this has helped to raise standards. The curriculum is fully covered and there is a good emphasis placed on pupils' understanding and on their ability to explain and apply their calculations. The subject is very well led by an experienced and very talented teacher.

SCIENCE

90. The inspection found standards by the end of Year 2 and Year 6 at least match the national average. The results over time for the national tests 2000-2002 show pupils slightly exceeded the national average in science by Year 6. This is because of improved teaching of science due to the teachers' improved subject knowledge and the development of teaching practical skills in the subject. This represents a significant improvement in standards across the school since the previous inspection.

Pupils with special educational needs make good progress, sometimes with additional support where it is required; the more practical approach adopted by the school helps these pupils' learning. Pupils who speak English as an additional language achieve at a similar level to their peers. Those from minority ethnic groups are frequently amongst the higher attainers in the class. This improvement in standards is because of:

- close checking of teaching and learning, leading to more focussed in-service training and teachers' improved subject knowledge;
- a greater emphasis on practical work in lessons, so improving pupils' learning;
- improved recording of work: pupils showing how they have arrived at conclusions;
- marking being more evaluative.

However, the school realises that if it is to achieve the very high standards which it seeks, then the attainment of higher attainers and gifted and talented pupils needs to be raised especially in Years 3 and 4.

91. The whole-school assessment procedures check progress so that teachers ensure work is both challenging and achievable. These procedures enable teachers to modify their planning in light of the detailed information they have on pupils' progress and this has made lessons in science more relevant and effective.
92. By Year 1, pupils understand that darkness is the absence of light. In a good lesson they studied the effect of light in a darkened room using two dolls, one with sparkling adornments such as sequins, and the other in plainer clothes. By the end of the lesson they understood that shiny surfaces reflect light, that matt surfaces do not and they used the word 'reflect' in their discussions. By Year 2, the pupils understand that all living things breathe, reproduce, feed and grow. They compare animals' attributes by analysing different pictures. For example, they say 'a horse has four legs and so does a dog'. Practical work and experimentation is emphasised in all these lessons and the teachers carefully develop the concepts of fair testing. For example, in the experiment on light reflection, the importance of holding the torch at a similar distance from each object is discussed. By Year 3, pupils study force and measure the distance a wheeled object can be propelled by an elastic band. Care is taken to measure accurately and due attention is given to fair testing to make sure the experiment is valid. Pupils are asked to estimate the distance a vehicle will cover; as the lesson progresses they become more accurate. By Year 6, they extend their understanding of light as they study the formation of shadows. This practical approach is very effective and pupils are careful to take the variables into account when they are fair testing. For example, they consider and discuss how the distance between the light source and the object affects a shadow.
93. Pupils record their work well. It is attractively presented in science books using various forms of recording: graphs, charts (which use numeracy skills well), and written recording. Year 6 work shows good development of writing for specific recording purposes. This is a good development and use of pupils' literacy skills, although such an approach is not consistent across the school. There was little use of the library for research or independent learning during the inspection.
94. The quality of teaching is mostly good, sometimes very good and never less than satisfactory. The best lessons are well planned, well prepared, the learning objectives are clear and the briskly paced teaching is dynamic; pupils are productive and enthused. For example, in a very good Year 6 lesson on the formation of shadows, the teacher constantly reinforced the concepts behind the experiments.

There was a constant dialogue and higher attainers were achieving well; the teacher often asked them to explain difficult concepts to others. During practical work in a less effective Year 3 lesson, pupils were so noisy that the teacher has difficulty in intervening without shouting. In Years 3 and 4, although learning was just about satisfactory for the majority, there was no evidence of higher attainers being extended and their achievement levels did not reach their full potential.

95. The school has a good range of science resources, which enable a practical approach for groups and individuals, although this is hampered by some rooms being small. Although none was seen during the inspection, the use of information and communication technology is planned into some science lessons but this is an area for development. The co-ordinator has made a real effort to develop this subject - especially the practical approach - and has been effective, despite not being a specialist and only monitoring through assessing planning and pupils' work.

ART AND DESIGN and DESIGN AND TECHNOLOGY

96. No art and design teaching was seen and only a few design and technology lessons. No evaluation of the quality of teaching can be made in art and design it was good in the design and technology lesson seen. Analysis of work and displays around the school indicate that by Year 2 and Year 6, standards at least match those expected for the pupils' age in both subjects. Pupils with special educational needs make suitable progress. Those from minority ethnic groups are frequently amongst the higher attaining pupils in the school. Pupils who speak English as an additional language achieve to a similar standard to their peers. Standards are similar to the previous inspection's findings for art and design but better for design and technology. Both subjects are approached by systematically developing pupils' skills. This is effective but is somewhat hampered by the short amount of time allocated to each subject. The two areas are grouped in order to utilise time in what is a concentrated period. However, gaps in between the timetabling of each subject affect the continuity of learning.
97. In art and design, by Year 2, pupils use a range of media, including paints, oil pastels and computer-generated pictures. For example, a high-quality collage made collaboratively by Year 4: 'A Jungle Scene' effectively capturing the colours and detail of the work of the famous artist, Henri Rousseau. This was stimulated by a visit to the National Gallery. Year 5 paint pictures in the style of Vincent Van Gogh, their pictures are of scenes of buildings set against the sun. The work shows good quality colour mixing and the impressionistic use of colour in the style of the original painting. By Year 6, pupils are effectively producing computer-generated illustrations of trees to illustrate their poems about autumn showing some information and communication technology is used in this subject, but this is an area for development. The library is used as a useful resource for art, although this was not seen during the inspection. The time restriction for this subject means that high attainers do not always show their full potential.
98. In design and technology, by Year 2, pupils design and draw a motorcycle with named parts; they accurately locate the brakes, handlebars and most other components. Pupils have variously built wagons, carts and other wheeled vehicles that have axles. They evaluate the success of the vehicle and the making process from beginning to end. One pupil said: 'I found putting the pipe cleaners in hardest' another: 'it was difficult to put the axle in through the box. Pupils are articulate and speak in sentences. They record their planning accurately with labelled drawings and there is evidence of good skills development but there is room for more writing for specific purposes. By Year 6, pupils are designing a rain shelter for their parents.

They learn about structures and use straws and tape to construct right angles; this is then refined as they learn to make accurate right-angled joints and reinforce them to support weight. They use saws and scissors safely and make good progress in designing and making. Although insufficient use is made of information and communication technology as a design tool. Pupils with special educational needs are fully involved and achieve suitable standards. Pupils with English as an additional language achieve similar levels to their peers as do those from minority ethnic groups. Both these subjects make a good contribution to the very good provision for pupils' spiritual moral, social, and cultural development by enabling them to explore their creative skills.

99. In design and technology, the concentration on the systematic teaching of basic practical skills is effective. Since the previous inspection, improved subject knowledge has improved the quality of teaching and learning. There is insufficient time allocation to raise standards even further and enable higher attainers to show their abilities more. Simple but effective assessment procedures are used to check progress. Both these subjects are satisfactorily co-ordinated by the same person. They are not a major focus for the school, which until recently has rightly concentrated on literacy and numeracy development.

GEOGRAPHY and HISTORY

100. Because of the nature of the timetable, only one history and two geography lessons were seen. Inspection evidence is therefore based on these and the analysis of work in books, displays, interviews with teachers and pupils.
101. By Year 2 and Year 6, standards achieved in both subjects match the expectations for pupils' age including those with special educational needs who make suitable progress from their prior attainment. This means that, in geography, standards have improved from unsatisfactory by the end of Year 2 and Year 6 at the previous inspection. There has also been an improvement in history, which during the previous inspection matched expectations by Year 2 and was below them at Year 6. Both boys and girls, including those with special educational needs and those who have English as an additional language, make good gains in their learning. This can be ascribed to teachers' effective planning and to good use of resources. The national guidance is followed and ensures good coverage of both subjects' content and the necessary progression of skills. As there are good natural links, well forged by the good planning, the two subjects are taught together under the heading of 'Humanities'. The library is a useful resource for both subjects but little use was made of it during the inspection. Similarly although word processing is used there is little evidence of information and communication being used consistently as a research source for either subject.
102. The pupils enjoy both subjects; they behave satisfactorily and have good, positive attitudes, which represent an improvement since the previous inspection. Both areas of study make very good contributions to the social, moral and cultural knowledge of the pupils.
103. In history, by Year 2, pupils develop their knowledge and understanding of the lives of people in the past. They look at clothing, transport, schools and household artefacts and visit places of local historical importance. They use photographs and compare past and present lifestyles. They have a satisfactory chronological knowledge of past and present and of some of the differences in lifestyles. Year 2 has studied Florence Nightingale and Mary Seacole and the differences in their work

in the Crimean War. The study of photographs of people, of clothes and artefacts is taught well and understood, as is the discovery of what they tell us about the past. In geography, the pupils are looking at different areas of Britain; here also, the differences in weather, clothes, houses and lifestyles are well taught and understood.

104. Teaching is at least satisfactory in both history and geography from the limited evidence available, motivating the pupils who, in turn apply themselves well and show interest. This was well illustrated when the teacher focussed the pupils on the task as they looked at Victorian toys, discovering how different life was in the nineteenth century.
105. In a good Year 6 geography lesson, the pupils discussed the geographical effects of events in the news: bush fires in Australia; oil pollution off the coast of Spain. Through very good direct teaching, they then found out about the location of these places and the effects of the disasters on the local environment. In both subjects, teachers' planning indicates that good use is made of local resources, of visitors and visits and that these opportunities greatly enrich the curriculum.
106. There are some good planned opportunities for cross-curricular links, not only between history and geography, but also with numeracy (through displaying information on charts and graphs) and with literacy (through written and spoken presentations of ideas). The support given to staff by the teaching and classroom assistants greatly enhances learning opportunities.
107. Planned opportunities for assessment are now in place. This, like the teaching, the level of resources, and the monitoring, represents areas of improvement since the previous inspection. The co-ordinator's monitoring of planning is good and ensures coverage of the curriculum.
108. The inspection found that there are insufficient opportunities for pupils to practice their extended writing skills in these subjects the main reason for pupils, particularly higher attainers, not achieving the very high standards that the school seeks. Indeed cross-curricular coverage is not planned into either subject; the school has deliberately avoided this whilst developing basic literacy skills. This approach however is under constant review. Humanities is led by a newly appointed, enthusiastic co-ordinator who manages the subject well.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. By the end of Year 2 and Year 6, standards in information and communication technology match those expected for pupils' age. Progress is generally satisfactory but considerably better where it is accelerated by the specialist teaching that began in Year 2000. Pupils with special educational needs achieve to a similar standard to their peers sometimes with additional help. Those with English as an additional language learn as well as their peers and pupils from minority ethnic backgrounds are frequently amongst the higher attainers in class.
110. The substantial improvements since the previous inspection are a measure of the school's very good leadership and of the teamwork of key staff working together over a two-year period. Developments include:
 - reorganisation of the computer suite to better effect;
 - completion of the government training programme by all teachers;
 - clearly planned activities and guidelines for each year group;

- software to match curriculum needs;
 - a networked communication system with email and internet provision, although this was not seen in use during the inspection;
 - teacher training and professional development;
 - safety arrangements to assure pupil care;
 - very good assessment records of pupils' skills.
111. The specialist teacher takes a strong lead in ensuring achievements reach national expectations. In addition, teachers continue to develop their skills and knowledge as they increasingly use computer technology in other subjects, an example being the use of interactive whiteboards, which pupils as young as Year 1 delight in. They use the touch screen to move a clip-art picture of a Christmas stocking as they design cards. Pupils in Year 6 use 'search and retrieve' as they research on a database and on the Internet. Teachers' knowledge continues to improve but varies considerably in content and depth. Confidence and skill is developing and there are promising signs that the increased momentum of learning is spreading.
112. Year 1 and 2 pupils are making satisfactory progress. Most use the relevant icons and understand how information and communication technology is fast and helps us every day. They use suitable commercial programs to word process in English; enhance numeracy skills; to paint in art and design. Year 5 pupils learn to use a simple spreadsheet and Year 6 format a table, customising it with their choice of line, font and colour. Because computers are used in the classrooms to write, achievement is stronger in word-processing than in most other aspects of this subject. By the time they reach Year 6, pupils explore effects to design a simple multimedia presentation. Those with special educational needs or English as an additional language make good progress alongside others. They work enthusiastically and cope well with the activities when they are guided by support staff. The courtesy pupils show to others, including visitors, whilst working in the rather small computer room is of particular note.
113. The teaching of basic knowledge and skills is of a very high quality when specialist taught. For example, pupils often made very good progress when they are taught how to import information into a spreadsheet or how to format a table. Where less effective teaching was seen mostly in Years 3 and 4, it is mainly because there is no systematic development of computer skills and the lesson does not always making the best use of prime computer time. For example, in Year 4, pupils happily completed simple spelling exercises that did not significantly enhance either computer or language skills.
114. Much of the lead in the subject has been a team approach by the senior teachers and the headteacher with the co-ordinator learning alongside others. New resources, including hardware and software, are increasingly effective in delivering the different strands of the curriculum. The school also has development plans in place to measure the impact of the new technology on learning and to increase the use of computers in other subjects. The computer suite and the networked facilities that appear in most classrooms are used, but often not well enough; apart from in the lessons taught by a specialist, higher attaining and possibly gifted and talented computer users are not challenged enough especially in Years 3 and 4. The school is aware that if the very high standards that the school seeks are to be achieved then higher attainers must be extended more and that information and communication technology must be more consistently used across the curriculum.

MUSIC

115. By the end of Year 2, pupils' achievement is above average. With the rapid pace of progress seen during the inspection, pupils in Year 6 are on course to at least match expectations, with significant strengths in singing. Pupils in Year 3 to 6 have achieved well: often better than this since specialist provision began in 2002.
116. The main reason for the substantial improvement in the breadth and richness of the subject is the specialist teaching and the wealth of extra provision. This includes the inter-school choir and visiting musicians from other cultures and countries such as those in the Caribbean and Brazil. Music pervades the school; it welcomes parents and pupils in the morning and sets the tone for assemblies and collective worship. Pupils listen intently and gain much from the added dimension of this daily musical experience. They are informed about the lives of composers, encouraged to respond to the qualities of the music and expected to do homework. Moments of quiet provide an opportunity for thought and calm as a prelude to the day's work. Pupils take pleasure in the high standard of their own singing in assembly; individual percussionists and talented musicians are often featured, including members of staff. When questioned, many pupils show above average knowledge of composers and their work and show good ability to appraise the qualities of the music they listen to. Pupils with special educational needs achieve similar standards to their peers. Indeed pupils with English as an additional language and those from minority ethnic groups are well catered for; with music from different countries, including their own, being used during lessons and assemblies.
117. Year 2 pupils achieve very well. They sing in tune, clap in patterns and use instruments carefully to explore sounds. In lessons, delight and skill grows by the minute as they respond to the many strands of each lesson: warming up with exercises, singing phrases and songs with gusto, exploring and selecting percussion to tell a story and learning to play percussion. This starts very well in Year 1 where pupils make a story in sound, using Indian bells to represent twinkling stars; they also sing a song in Hindi. Year 4 pupils build on their increasing skills by graphically mapping out the phrases of their tuneful musical, 'Dragon'.
118. Year 6 pupils have a developing a sense of musical phrase and most compose and record their work on a musical scale. In one example, a pupil with individual learning needs made significant progress by persevering at length with his own composition. Pupils are very able to appraise each other's work in the light of their new knowledge and offer constructive comments. One child noted, 'If you end on a C it will sound finished.'
119. The quality of teaching is very good and often exceptional. Clear teaching points continually lift pupils' understanding and skill. They grow into being musicians and show concentration and very great effort. Lessons are particularly well organised to optimise new learning and build in ongoing practice. Pupils are very responsive to the high level of discipline, including those who have individual learning needs. Higher attainers are challenged including Years 3 and 4 and show some talent and enthusiasm for the subject: they hold a tune in their heads and practise independently. Teachers increasingly use computers to add to composition, but practical music has a greater importance. Assessment is built into each lesson so that pupils move on seamlessly. The co-ordinator is very talented and takes delight in lifting achievements in all aspects of the music curriculum. She works throughout the school and shows fine attention to the nuances of teaching. This also ensures that a consistently high standard is achieved. Her enthusiasm, together with the importance of music in the school, brings vibrancy and excitement to lessons.

PHYSICAL EDUCATION

120. By Year 2 and 6 standards in physical education match expectations for the pupils' age and so have been maintained since the previous inspection. Pupils with special educational needs make similar progress to their peers. Those from minority ethnic groups and with English as an additional language are fully integrated into lessons achieving similar standards to their peers.
121. Pupils experience the full National Curriculum programmes of study. All make good progress in gymnastics, in movement and in games lessons. They are taught to improve their skills and work collaboratively. Swimming is part of the curriculum; pupils make good progress and enjoy the sessions. The school reports that over 90 per cent achieve the national target of being able to swim 25 metres by Year 6.
122. In all lessons, pupils are encouraged to warm up and are made aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period. All teachers provide good role models by changing into suitable clothing for the lessons and all pupils follow this example.
123. Pupils in Year 2 are learning to control a football, to dribble and to work as a team. They do this with increasing control and accuracy. In gymnastics they are working well as they put sequences of movements to music. In Year 6 gymnastics, pupils move around the hall with increasing poise and control and use the wall-mounted apparatus and portable, large equipment with confidence. They are starting to learn how to use evaluation, discussion and their classmates' constructive criticism to improve and modify their performance.
124. The quality of teaching observed was at least satisfactory or better and mostly good or better. The teachers encourage the pupils to take part enthusiastically and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is very good and little unsuitable behaviour was seen. The lessons are effectively planned and gradually develop the skills or sequences that form the lesson objective. Most of the teachers have good subject knowledge; they give clear instructions that emphasise how improvements can be made and give encouraging and appropriate praise. In the less effective lessons, seen in Year 3 there were times when the pace was too slow and the pupils were not physically involved enough. There were also occasions when the teacher did not demand attention before giving instructions and this meant pupils were not sure what was expected of them.
125. The school has a satisfactory range of modern resources and equipment that are used well. It holds an annual competitive sports day that is thoroughly enjoyed by all and it participates in the Area Sports Competition. There are very good links for the sharing in the expertise and facilities of a local sports college, and a specialist physical education teacher visits the school to help raise subject knowledge and standards.
126. The provision for extra-curricular activities is good. There is a good range of after-school sports activities with competitive matches in which the school has been successful. Professional sports coaches, such as Tottenham Football Club, Middlesex Cricket Club and Saracens Rugby Football Club, have made many visits and this has raised enthusiasm and increased participation.

127. The school uses the Local Education Authority physical education scheme of work alongside a professional scheme; this ensures correct coverage of the curriculum.
128. The subject is well led by an experienced and enthusiastic co-ordinator who monitors the teachers' planning, but there is not enough time allocated to the checking of teaching and learning and the monitoring of standards throughout the school.