

INSPECTION REPORT

CARTERHATCH JUNIOR SCHOOL

Enfield, London

LEA area: Enfield

Unique reference number: 101982

Headteacher: Mrs P L Berry

Lead inspector: Mrs M Summers

Dates of inspection: 24-26 February 2004

Inspection number: 255723

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	371
School address:	Carterhatch Lane Enfield Middlesex London
Postcode:	EN1 4JY
Telephone number:	020 8804 2101
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Appropriate authority:	Governing body
Name of chair of governors:	Martin Cocks
Date of previous inspection:	12 October 1998

CHARACTERISTICS OF THE SCHOOL

This large school caters for pupils between seven and eleven years of age. It enjoys a good reputation in the area and there is a waiting list for admission. A very high proportion of pupils join or leave the school at times other than those of normal admission and transfer. This year for example, only half the pupils in Year 6 have been at the school for the full four years. About half the pupils are entitled to free school meals, a figure which is much higher than in most schools. Half the pupils come from White British families and the other half from a wide range of ethnic minority backgrounds, the main groups being white European, Black African and other Black backgrounds. There are a few pupils from refugee and Traveller families. About a third of the pupils speak English as an additional language but only about six per cent are in the early stages of learning English. Turkish and Somali are the most common languages spoken, other than English. There are more pupils than average identified as having special educational needs but fewer with statements of special educational need than in most schools. The majority of pupils on the special needs register are identified as having emotional and behavioural problems but there are also a considerable number with moderate learning difficulties. Most pupils start school with attainment levels that are well below average for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	Music Special educational needs.
9502	Rosalind Hall	Lay inspector	
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PART A: SUMMARY OF THE REPORT

Overall evaluation

This is a **good** school. The majority of pupils achieve well because the teaching is good overall and there is a significant amount of very good teaching. Although standards in the past few years have been low, the hard work and very good leadership of the headteacher, senior staff and governors has resulted in a dramatic turnaround this year. Problems of staff recruitment have been overcome and teaching is now good. Standards in English, mathematics and science are currently average. The school is well managed and runs smoothly. An imaginative curriculum interests the pupils and promotes good achievement. Partnership with parents is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership provided by the headteacher, senior staff and governing body is very good and gives direction and drive to the school's work.
- The teaching is good and helps most pupils achieve well in the core subjects of English, mathematics and science.
- Pupils are cared for and supported well. They feel valued and respected. They have a real say in how the school runs and develops.
- The school provides very well for pupils' personal development. Pupils learn to work together, care for one another and respect each other's different backgrounds and faiths. They work hard and behave very well in lessons.
- Provision for pupils with English as an additional language is not as well organised as that for other pupils.
- The school is not yet providing well enough for gifted and talented pupils.
- Standards in music are below average. Music does not enjoy high enough profile in the school.

There have been good improvements since the last inspection, despite the dip in standards in the intervening period. Most of the key issues for development identified in the inspection report have been tackled well. Only the deficiencies in music remain. Improvement has been especially rapid over the past year, since the establishment of a strong and dynamic leadership team.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	D
mathematics	E	E	E*	E
science	E*	E	E*	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievements are **good**. Although standards have been well below average for the past few years, they have improved greatly this year. Last year, standards in mathematics and science were in the lowest five per cent of schools in the country. This year, pupils in Year 6 are on track to reach average standards in English, mathematics and science in the national tests. A good number look likely to reach the higher levels in the tests. Most pupils achieve well considering the low levels at which they start and the very high number who start after Year 3 with limited knowledge and skills. Pupils with special educational needs do well in relation to their abilities.

Gifted and talented pupils and those for whom English is an additional language achieve satisfactorily, but not as well as they might because the school is not yet catering well enough for

them. Standards in religious education and information and communication technology are average. Standards in music are below average. The subject does not have a high status in the curriculum. Pupils enjoy school and are very keen to learn. Their behaviour is very good and this means there is a calm atmosphere in which they can concentrate and do their work. Their spiritual, moral, social and cultural developments are **very good**. Attendance is improving but is still below average and this hinders the achievements of some pupils.

Quality of education

The school provides a **good** quality of education for its pupils. Teaching is **good**. It is very good in Year 6. Teachers bring vitality and excitement to their pupils' learning. They use a wide range of different methods to keep pupils interested. They give clear explanations and demonstrations which help pupils understand. Relationships are first class. Teachers show they care and therefore pupils want to do their best. In most cases, support staff are used well to help pupils acquire new skills, knowledge and understanding. Assessment procedures are satisfactory and help to identify pupils who need further support in literacy and numeracy. However, assessment of pupils with English as an additional language is not rigorous enough and this affects teachers' ability to plan effectively for them in lessons. There are few strategies to ensure that gifted and talented pupils make really effective progress.

The curriculum provides a good range of activities that motivate the pupils in their learning. 'Themed' days bring history alive for the pupils as they learn about, for example, life in Ancient Greece or the Tudor period. A good variety of physical education and art activities enable the pupils to develop their creativity, imagination, personal and social skills. The music curriculum is limited. Some improvements in music have been made but not enough to drive standards up significantly. Pupils are cared for and supported very well. The school's partnership with parents is good and the school is working hard to develop these further. Links with the community are satisfactory.

Leadership and management of the school

The leadership and management provided by the headteacher and governors are **very good**. A fairly new and very effective leadership team is driving forward improvements positively and quickly. They constantly review what they do to see how they can make improvements and take action. They have worked really hard to improve the quality of teaching so that pupils' achievement is better. This has been achieved through good training and focused yet sensitive support. The daily management of the school is very good and enables everyone to carry out their jobs effectively.

Parents' and pupils' views of the school

Parents hold very favourable views about the school. The pupils are also pleased with the school, knowing that they are treated as individuals and supported well in their learning.

Improvements needed

The most important things the school should do to improve are:

- Improve assessment procedures for pupils with English as an additional language so that teachers can provide for them more effectively in class.
- Ensure that gifted and talented pupils receive an appropriate range of challenging experiences to meet their needs.
- Raise standards in music.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average in English, mathematics and science. Nearly all pupils achieve well considering the low levels at which they start in Year 3 and the fact that a high proportion start after then with limited previous school experience. They make especially good progress in Year 6.

Main strengths and weaknesses

- Standards in English, mathematics and science have improved significantly since last year and are now average compared with schools nationally.
- Achievement is good, taking into account the low levels pupils start with in Year 3.
- Pupils with special educational needs achieve well in comparison with their prior levels of attainment. Those for whom English is an additional language make steady progress, but they do not achieve as well as they might.
- Gifted and talented pupils' achievement is satisfactory but they could do even better.
- Standards in music are below average.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.2 (24.3)	26.8 (27.0)
mathematics	23.0 (25.1)	26.8 (26.7)
science	25.3 (26.8)	28.6 (28.3)

There were 117 pupils in the year group. Figures in brackets are for the previous year

1. Over the past few years, standards have been well below average compared with all schools nationally and also compared with those in similar circumstances. Standards have been falling since 1999. Few pupils reached the higher Level 5 in the national tests each year.
2. This trend has changed dramatically recently. The current picture is much more favourable. Pupils in Year 6 this year are on track to reach average standards in English, mathematics and science. About a quarter of them look likely to reach the higher Level 5 in the tests in English and mathematics and up to one third in science. Pupils in younger year groups are also doing well. Taking into account the low levels at which pupils start in Year 3, their achievement is good.
3. This remarkable change is due to a number of factors. The good quality of teaching and learning is having a great impact on pupils' achievement. Pupils are stimulated and want to learn. They work hard in lessons because teachers enthuse them, make lessons interesting and exciting and enthuse them about learning. This year the teaching staff has remained relatively stable, after a period of great change. This has meant that senior staff have been able to provide very effective professional development for teachers. There has been a strong focus on literacy and numeracy, giving new and overseas trained teachers the chance to develop their skills and understanding of national strategies. Teachers have provided great support and sensitive encouragement while demanding the very best for their pupils.
4. The school has developed sound procedures for assessment since the last inspection. This information is being used effectively to identify under-achievement in literacy and numeracy.

Appropriate steps are then taken to provide well-targeted support for individual pupils and small groups.

5. Although the school is clearly committed to doing its best for all pupils, it has not yet achieved this fully in practice. Pupils with special educational needs achieve well. They receive additional support in and out of the classroom and in the vast majority of lessons, teachers take their needs into account when planning activities. However, gifted and talented pupils are not yet receiving a challenging and well-organised programme of experiences to ensure that they achieve at their fullest capability. Provision for pupils with English as an additional language is not well organised and results in a lack of attention to their language development. Both these groups of pupils achieve satisfactorily because of the overall good quality of class teaching but they could do even better if the provision were improved.

6. Standards in religious education and information and communication technology are average. A good range of interesting experiences engage pupils' interest and they work hard in lessons. More could be done to help pupils use their computer skills in other subjects.

7. Standards in music are below average. This was also the case at the last inspection. Although some improvements have been made, music does not have a high enough priority in the curriculum.

Pupils' attitudes, values and other personal qualities

Children's behaviour is very good and within the school there is a high degree of racial harmony. The school makes effective provision for pupils' personal development in a wide variety of ways and as a result they are confident individuals who enjoy their learning. Attendance is below the national average.

Main strengths and weaknesses

- Pupils are very proud of their school and are very keen to learn.
- The school's approach to managing behaviour is very effective so that pupils' behaviour is very good throughout the school day.
- The provision for personal development is very good. Pupils are developing good levels of self-esteem and relationships are very good.
- There has been some good work undertaken to improve attendance. Although this is improving, it is still below the national average.

Commentary

8. Children are eager to talk about their school. They share their positive views enthusiastically. This demonstrates their commitment to learning and to high achievement. Year 5 were particularly enthusiastic about the Greek Day that took place during the inspection where they learned about many aspects of Ancient Greek life and civilisation.

9. Staff have high expectations of pupils' behaviour and a structured policy is implemented consistently and fairly. This means that pupils respect the school rules. They know what will happen if they break them and, consequently, few do. This makes for a calm and well-ordered atmosphere throughout the school, where teachers can concentrate on teaching and learners on learning.

10. Parents, staff and governors report a significant improvement in behaviour since last year. Following extensive consultations, a firm line was adopted towards those pupils who did not co-operate with staff instructions. An immediate result of this was a significant rise in the number of exclusions. The situation has stabilised and the exclusion rate is now very low.

11. Pupils are motivated by the good teaching and are keen to participate in lessons and other activities. They appreciate the reward system which encourages a collective responsibility towards achieving good behaviour.

12. Pupils with special educational needs take a full part in all school activities. Their behaviour is nearly always good. They really appreciate the attention they receive in small groups, usually with a support assistant. They respond well and work hard. The only exception to this is in the lowest literacy set in Year 6 where despite a wide range of positive behaviour management strategies being used, boys' behaviour is unsatisfactory and affects the learning of the whole class.

13. The school has clear strategies to combat bullying and racism. No incidents of this type were seen during the inspection and children do not think this is a problem. A feature of the school is the high degree of respect between all members of the school community. Relationships are very positive. Pupils therefore feel relaxed and able to concentrate on their learning.

14. The very good provision made for pupils' personal development ensures that they are developing a sense of responsibility both to themselves and to one another. Their personal development is supported well through assemblies, circle time and religious education lessons. The provision for moral development is very good and the clear moral framework within which the school operates means that pupils are able to distinguish right from wrong. Pupils are developing a sense of community through the very good work of the school council. Regular outings and visitors to school, as well as themed days such as Ancient Greek Day, International Day and Ukrainian Day ensure that their cultural development is good.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
197	18	0
4	0	0
101	0	0
6	0	0
2	0	0
1	0	0
6	0	0
7	0	0
5	0	0
3	0	0
12	0	0
2	2	0
57	0	0
2	2	0

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	1.4
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Attendance levels were low last year but have improved significantly this year. This is the result of a concerted effort by the attendance officer, senior managers and teachers and assistants. All instances of absence are investigated closely with parents, ensuring that they realise the importance of their child's regular attendance at school. Pupils are also made fully aware of the importance of attending school regularly through banners extolling the virtues of regular attendance, target sheets and certificates for those pupils and classes who attend regularly. All but a few pupils arrive on time each day eager to work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of the teaching is good and the curriculum is good. There is an appropriate range of opportunities to enrich learning and make it interesting for the pupils. Accommodation and resources are good. Provision for pupils' care, welfare, health and safety is very good and partnerships with parents are effective.

Teaching and learning

The quality of teaching and learning is good and reflects the hard work done by senior managers in ensuring that overseas trained staff have the confidence and expertise in teaching the National Curriculum. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers use a very good range of methods and learning resources to interest the pupils and help them understand the lessons.
- Lessons move at a good pace and pupils complete a good amount of work.
- Teachers manage their pupils extremely well because of the very good relationships they have formed. Pupils want to do well and really try hard in lessons.
- Teachers give good demonstrations to show pupils how to carry out the work successfully.
- Teaching assistants provide very good support for pupils with special educational needs when they withdraw them for extra work in small groups. Support in class lessons is sometimes not so successful.
- Gifted and talented pupils do not always receive well-planned activities to really move them on quickly in their learning.
- Pupils with English as an additional language are not always catered for effectively because teachers do not have enough information about their levels of language acquisition.
- Many teachers lack the knowledge in music to present their lessons confidently.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	14(31%)	15(33%)	13(29%)	1(2%)	1(2%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. The quality of teaching and learning has improved greatly since the last inspection. Teaching is good in two thirds of lessons compared to a half at the last inspection. The amount of unsatisfactory teaching has also reduced significantly.

17. One of the school's main priorities in recent years has been to recruit and retain good staff. Much time and effort has been devoted to ensuring that teachers new to the country become familiar with the National Curriculum and particularly with national strategies for teaching literacy and numeracy. This hard work has paid off. Virtually all teachers are confident in teaching the core subjects of English, mathematics and science. This is why standards have risen so much this year. Pupils are now achieving well.

18. The quality of teaching is especially good in Year 6. This is because the team is very well led and managed. It encapsulates all that the school is striving for in terms of teaching and learning. Expectations of teachers are clear and there is a strong sense of teamwork. Teaching is vibrant and exciting. Pupils in Year 6 benefit significantly from this, showing great commitment to their work and a real desire to learn. Teachers mark pupil's work very well, spending a long time writing comments that value their efforts and help them to improve.

Example of outstanding practice

Literacy comes alive as the teacher uses her vigour and enthusiasm to grab her pupils' attention.

Pupils were enthralled by the well-chosen text. These middle set pupils scanned through the pages, highlighting the views of different characters. The teacher's well-focused, pertinent questions led them

19. The youngest pupils in Year 3 also receive strong teaching that is helping them build quickly on the skills and knowledge they have brought from their previous school. This is evident in their workbooks which show a good amount of work since they started in September. Good basic organisation means that pupils waste little time. They know exactly what is expected of them in terms of work and behaviour.

20. Teachers have very good relationships with their pupils. Pupils and teachers respect one another and value one another's opinions. Discipline is seldom a problem. This is because lessons

are usually interesting and capture the pupils' attention. They want to do well. Pupils only become restless when they are bored. This is sometimes because the teacher presents long explanations without allowing the pupils to get involved on a practical level.

21. The vigour that teachers bring to their lessons has a really good effect on pupils. Teachers think carefully about the best way to interest and motivate their pupils and use a wide range of methods and equipment to illustrate their lessons. Good choice of books in literacy lessons, thoughtful use of religious texts, drama and role play make learning exciting for pupils. They work hard independently and in small groups because teachers keep the pace of lessons brisk. They give clear reminders about how much time pupils have to complete their tasks. Praise is given when deserved and pupils know when they have done really well. This motivates them to try even harder.

22. The school has focused closely on making sure that literacy and numeracy are taught well. Teachers are confident in these subjects, explaining lessons clearly and showing pupils how to complete their tasks. Teachers' knowledge of some other subjects, for instance, music, is not as strong. Lessons are satisfactory in music but lack the vigour and enthusiastic approach seen in

many other subjects. Music teaching was identified in the last inspection as requiring improvement and little progress has been made.

23. The pupils are arranged in sets of different abilities in Year 6 for English, mathematics and science and in Year 5 for English. The sets for the most able and the average pupils work well but the sets for the least able do not make teaching or learning easy. In Year 6, the same temporary teacher takes the lowest set for each subject and therefore never sees any inspirational or high quality work. These pupils go to a temporary classroom, outside the main building, for their lessons. This is not a good way to start. The lower ability set comprises of pupils with special educational needs and also those for whom English is an additional language. This makes the teacher's job even more difficult because the needs of these pupils vary so widely. As a result, pupils in this set do not achieve well enough.

24. The last inspection noted that the school needed to develop better systems to track pupils' progress. Procedures have been improved and are now satisfactory. Assessment information is used very well in some cases and poorly in others. The information is used well to identify pupils with special educational needs. Teaching for these pupils is usually good, with teachers considering what these pupils have to do to move on to the next stages of their learning. Only in two lessons was this not the case. Both lessons were in English and reflected a lack of understanding of the needs of different groups of pupils in the class. Work set was much too difficult and was not explained clearly. Pupils' understanding was not checked carefully enough before moving on. Consequently pupils were confused and frustrated, making little progress.

25. Assessment information is used very well to identify pupils who have weak basic skills in literacy and numeracy. Teaching assistants do a great job in helping pupils to catch up. The deputy also takes small groups of Year 6 pupils to help them fill gaps in their learning in literacy and numeracy. Small group work is very successful and has a great deal to do with the rise in standards. In classes the support is less consistent. In some cases it is very good. In others the quality is poor and does not help the pupils at all. The school has made an early start in identifying gifted and talented pupils but has been slow in implementing a policy to ensure better provision. Assessment information is not yet being used rigorously enough to target these pupils and ensure that they receive really challenging work in a range of subjects.

26. The teaching for pupils with English as an additional language is not as strong as for other pupils. This is because teachers do not have enough information about pupils' levels of English or about their needs generally. This is a weak area of the school's work. Teachers have limited knowledge and understanding of how to provide for these pupils and find it difficult to organise the right sort of experiences to move them on more quickly. Despite this, these pupils make steady progress, mainly because the lessons contain a good deal of practical work, lots of visual clues and good opportunities for speaking and listening.

The curriculum

The curriculum is good throughout the school. It enriches pupils' learning by a broad range of activities including sports, visits and visitors. The good accommodation and resources meet the needs of the curriculum.

Main strengths and weaknesses

- Pupils are given an engaging and exciting curriculum that means they become engrossed in their learning and achieve well.
- Trips out of school and visitors to the school add a great deal to pupils' understanding of the world around them.
- The special focus days the school organises enrich pupils' experiences and extend their knowledge in a practical and relevant way.
- There are not enough books in the library and so it is not used enough to help pupils develop their ability to work independently.
- Some support staff are not deployed well enough to help pupils with English as an additional language.

Commentary

27. The school provides a varied programme of work and has successfully addressed the issues arising from its last inspection. All required subjects are taught, including religious education in accordance with the locally agreed syllabus. The National Literacy and Numeracy Strategies have been implemented fully and, now that teachers are confident with them, are having a very good impact on standards and pupils' achievements. Provision for pupils' personal and social education is very good and is a strength of the school. Health education, sex education and teaching about drug misuse form an appropriate part of the science topics. These receive additional focus when visitors, such as the school nurse or local police officer talk to pupils about issues relevant to their health and safety.

28. Curriculum plans showing how the various subjects are to be covered are firmly established. They ensure that different topics are covered in a logical fashion as pupils move through the school. Pupils therefore develop their knowledge, skills and understanding in a systematic way. The plans also give good guidance to new teachers.

29. Opportunities to learn and take part in a variety of activities outside the classroom are satisfactory. The lively programme focuses on a range of sporting, artistic and cultural activities. The history days and creativity workshops provide rich opportunities for pupils to develop a wide range of skills that are not usually found in lessons and this helps to develop them as responsible individuals. Educational visits are linked to the topics studied and make a useful contribution to extending pupils' learning as well as providing valuable social benefits. Year 6 pupils have the opportunity to enjoy outdoor pursuits during a residential visit towards the end of their time at the school. The chance to learn about and join in all these activities has a beneficial effect on pupils' self-esteem and thus their ability to learn.

30. The school provides well for pupils with special educational needs. In most cases, teachers take account of their needs when planning lessons and ensure that they have the right sort of activities to move them on in their learning. In the lowest sets for English in Years 5 and 6 this proves more difficult. In these lessons, the needs of the pupils are not well met because the sets contain pupils with a wide range of needs, including some with English as an additional language. This makes lesson planning and organisation very difficult.

31. There is a generous number of teachers and support staff. Teachers are deployed well, according to their strengths, and they work well together in teams providing consistency of approach for the pupils. Many assistants provide great support to pupils. Particularly successful are those who take small groups for catch-up literacy work. There is a wide variety in the quality of support provided by assistants in classrooms. Many do a good job but a few lack the knowledge and training to allow them to support effectively. Assistants who support pupils with English as an additional language are not deployed effectively enough and lack a clear focus for their work. As a result, they have a limited effect on developing pupils' confidence and fluency in English.

32. The school's accommodation is good and the specialist rooms are used effectively to develop pupils' skills and understanding in different subjects. Interesting and attractive displays reflect the pupils' achievement as well as a pride in learning and in the school. The school is well resourced in most subjects. However, library provision is poor. The number of books is small in proportion to the number of pupils. The library is not used enough to teach pupils research skills and to encourage them to develop more independence in their learning. The computer suite is used to give weekly lessons to pupils to develop their skills. However, computers in classrooms are not used well enough to support work in a range of other subjects.

Care, guidance and support

The school's procedures to ensure the pupils' care, welfare and health and safety are very effective. The pastoral care of pupils is a strength of the school and relationships with all adults are supportive.

Main strengths and weaknesses

- The well thought-out arrangements for the care, health and safety of children ensure that they all feel secure and that the school day runs smoothly.
- Each child is well known as an individual by many adults and good pastoral support is underpinned by detailed record keeping.
- The school council is very effective in giving pupils a role in running the school.

Commentary

33. There are many good structures to ensure that the school is a safe place for pupils to work. These reflect the commitment of senior staff and governors to improving the ethos for learning. Governors take an active role by regularly monitoring aspects of health and safety when they make school visits. Consequently the pupils' safety and well-being has a very high priority for all adults in the school. Adults know their role clearly and respond well, ensuring a safe and caring atmosphere where pupils feel confident, relaxed and ready to learn.

34. The level of pastoral care is high and is focused on ensuring that each child is treated as an individual and that any barriers to learning are removed. For example, pupils experiencing emotional or behavioural problems are supported by adults who meet them in small groups where they can discuss their actions. They are taught to consider the needs of others as well as their own. They learn to control their anger. This makes for an ordered community. To assist pupils at lunchtime, the school has trained twenty Year 6 pupils to act as mediators to help in resolving playground disputes. This makes pupils think for themselves and accept responsibility for their own actions. A Friendship Club at lunchtime each day helps pupils who find it difficult to cope at this time.

35. Specialist advice from the local education authority enables the school to support pupils from asylum seeking families well. These pupils feel safe and welcome in the school and quickly begin to learn.

36. Induction procedures into Year 3 and for any new pupils are satisfactory. Staff visit the neighbouring infant school so that new pupils are familiar to them before they start. Pupils therefore begin Year 3 confidently. This can be seen in their good progress in lessons and over time. Information about pupils with special educational needs is passed on efficiently so that teachers at the junior school can plan to meet their needs from day one.

37. Continuing through the school is a common thread of care and support, from when pupils begin to when they leave. Their academic achievement is tracked as well as their personal development. Pupils have many different avenues open to them to gain advice and support. This is why they arrive at school every day, keen to start and eager to do well.

38. Pupils with special educational needs have good access to advice and support. They are well known to a range of different adults around the school who take a collective responsibility for

keeping them on track with their learning. Individual education plans are well organised, especially for those pupils with literacy or numeracy difficulties and those with physical or medical problems. The plans for those with emotional and behavioural difficulties are not as well focused. The targets are not specific enough to allow pupils to experience success. The pupils have to depend on the other systems around the school to support their behaviour and attitudes to learning.

39. The school council is very effective and gives pupils a real voice in running the school. Pupils receive regular feedback about its work so they can see that their views are valued and acted upon. Last year the school council contributed a section to the inclusion policy and surveyed all pupils on their preferred subjects and learning styles. The results of this were shared with teachers and improvements followed. This year they have drafted a playground behaviour policy to make expectations clearer to both pupils and adults. A meeting with a council from another school has enabled them to consider their structure and review aspects of their organisation. The school council gives the pupils a real opportunity to participate in the school's drive for improvement.

Partnership with parents, other schools and the community

The relationship the school has developed with the parents is effective. Parents receive good information about their child's experience of school life. The links forged with the community and other schools help learning to be planned more effectively for the pupils.

Main strengths and weaknesses

- The school works hard to involve parents in their children's learning and gives good information on their progress.
- The links with other schools and contribution to the work of the local cluster group to support pupils' behaviour are good.

Commentary

40. The headteacher is determined to improve the links between home and school and has introduced many new systems to further these. Parents receive good information about the life of the school, what is being taught and how well their children are doing. Written information is supplemented by regular contact between staff and parents in the playground at each end of the school day and formally at parents' consultation evenings. Parents of children with special educational needs are kept well informed so they can give support at home. A successful 'Bring Your Parents to School' day attracted a number of parents who gained an insight into what goes on at Carterhatch. Some information is translated into different languages to make it even more accessible to parents. All these structures are improving parents' understanding of how they can support their children at home.

41. The school is gradually encouraging more parents to come into school. This strengthens the home school partnership further. Parents are invited to meetings to discuss different subjects, the national tests and transfer to secondary school. Parents helped with the wide range of craft activities that took place on the Greek Day and saw how history could be made interesting and fun for their children. The Parents' Association works tirelessly to raise funds to improve the school environment and make it a vibrant and interesting place for the pupils. Most parents are supportive of the school and assist in their child's learning. However, the school is aware that there is a minority of parents with whom they need to work more closely to improve their children's attendance.

42. The school makes satisfactory use of the local community to enhance the pupils' personal development and understanding of the world of work. The local police and fire service support learning in safety and citizenship and a local business partnership has organised a Trades Day at a local college to inform pupils about possible future careers.

43. Pupils' experiences are enriched by links with other schools. Effective links with the neighbouring infant school support pupils as they transfer. There are good links with secondary schools which improve teachers' knowledge and widen pupils' experiences. A French teacher takes

Year 3 pupils each week and a sports coordinator is working with the subject coordinator to improve provision for the pupils.

44. As a result of its involvement with a local behaviour improvement project, the school has opened a special unit on site this term. It takes pupils who have been excluded from other local primary schools. Senior managers see this as a positive strategy to improve staff skills in behaviour management as well as forging more effective links with neighbouring schools.

LEADERSHIP AND MANAGEMENT

Leadership is very good and this is why the school has improved so much. The headteacher and senior managers represent a formidable force for improvement, insisting on high quality teaching and learning yet supporting new staff sensitively and constructively. Governors do a very good job. Management systems are clear and well organised. The school day runs very smoothly.

Main strengths and weaknesses

- Management systems are firmly established and work very well. Everyone understands their role. Expectations are clear.
- Very firm, yet sensitive leadership from the top results in a strong community spirit. Teamwork is very good. Staff want to do the best they can for the pupils.
- There has been very good support for new teachers, especially those who are overseas trained. This has enabled them to settle quickly into school routines and provide good quality lessons.
- The governing body oversees the school's work very well. Governors know its strengths and weaknesses clearly and take an active role in school improvement.
- Senior staff monitor standards and the quality of teaching and learning very carefully to identify where improvements can be made.
- Provision for pupils with English as an additional language is not as good as it might be. This aspect has not been monitored or targeted rigorously enough.
- There has been a lack of impetus to drive forward provision for gifted and talented pupils. There are no clear programmes in place to meet their needs.

Commentary

45. The school is very well led. A strong commitment to the pupils means that there is no complacency amongst the leadership team. They are determined to make things even better so that all pupils achieve as well as they can. This determination is shown in a clear programme of monitoring and support for pupils and staff. Where pupils are identified as needing extra support, they are given it. Where staff show a lack of confidence or difficulty with an aspect of their teaching, they are shown clearly how to improve. This support forms the backbone of the school's management systems. It has been extremely successful in helping teachers new to the school, including those new to the country. They have received good training about the national strategies, have been able to watch more experienced teachers working, and have been carefully monitored and guided throughout by senior staff. This has meant they have become confident and able to do a good job.

46. Management systems are very well organised. A firm focus on professional development has meant that staff understand exactly what is expected of them. They deliver it well. Subject coordinators are a driving force for school development. Although not all are experienced, the work they are doing shows a clear understanding of the needs of the school and aspects which require improvement. New coordinators have been shown clearly what is expected of them and already are having a good impact on provision in religious education, art and design and physical education. Senior managers have had good access to more advanced training and development. The success of this is seen in the effective strategies for reviewing and evaluating the school's work. Planning for improvement has also become more focused and measurable.

47. The way that teachers in different year groups work and plan together is successful. It results in classes receiving equal opportunities. Teachers of different sets, particularly in English, could match the work more closely to the needs of the pupils, however, rather than keeping slavishly to the jointly agreed plans.

48. The school is clearly committed towards ensuring that the needs of different groups of pupils are met. This is seen in many aspects of its work, including the way in which boys and girls are actively encouraged to participate in lessons. Provision for pupils with special educational needs is good. Pupils' progress is monitored carefully. Teachers, assistants, parents and the pupils themselves plan for the next steps in learning. Everyone is aware of what is expected. The small-group work which has been organised to help pupils catch up on their literacy skills is particularly successful. Support staff have been very well trained to lead these groups. The quality of support from assistants in classrooms is not always of the same high quality.

49. Leadership and management of provision for gifted and talented pupils and those for whom English is an additional language have not been as strong as in other areas of the school's work. This means that their needs are not met as well as the needs of other pupils in the school. Although a register has been drawn up identifying gifted and talented pupils, very little has been done to sort out how these pupils will be supported and challenged. Provision for pupils with English as an additional language lacks the dynamic approach seen in many other aspects of the school. Teaching assistants are poorly deployed, for example, withdrawing pupils for 15 minute reading slots. Identification and tracking systems are weak and class teachers do not have enough information about the levels of language development of individual pupils. Consequently they are not able to provide exactly the right sort of experiences in class to really develop their fluency and confidence.

50. The governing body does a really good job. This is in contrast to the last inspection when this aspect of management was identified as a key issue for development. Currently, governing body management systems are very efficient and enable governors to gain a very good knowledge and understanding of the school's work. Governors also have a very good understanding of the local area and bring a range of different expertise which benefits the everyday workings of the school. Following the supportive ethos of the school, they provide a 'listening ear' to the headteacher and senior staff. However, they also have a firm idea of the ways in which they want the school to develop. They make these views clearly understood. A notable success has been in their recruitment and retention of good quality staff. This has not always been easy.

51. Financial systems are secure and result in funds being allocated and spent wisely. Governors are well aware of the need to obtain the best value for their money. They take an active role in searching for ways in which they can improve management services to the school.

Financial information

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)	
Total income	1,087,186
Total expenditure	1,067,549
Expenditure per pupil	2,801

Balances (£)	
Balance from previous year	45,000
Balance carried forward to the next	76,000

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in English, when their attainment on entry to the school is taken into account.
- Teaching and learning are good, particularly in Years 3 and 6.
- Leadership is effective and has identified appropriate action to raise standards.
- Setting by ability does not help the lower ability pupils in Years 5 and 6.
- There are not enough opportunities for pupils to learn independently and to develop research skills using the library and computer suite.

Commentary

52. Standards in the 2003 tests in Year 6 were well below average although standards in reading were better than those in writing. Current standards in Year 6 have improved considerably and are average, with a good number of pupils in line to reach the higher Level 5. The improvement has been brought about by good teaching and extra support classes for pupils with weak literacy skills. Developments in the subject have been well led and managed.

53. The majority of pupils make good progress and achieve well in reading and writing. They are gaining a good range of reading and writing experiences but the level of work does not always match their abilities. The lower ability pupils are well supported by teaching assistants, but there are not enough opportunities for the brightest pupils to work independently, particularly in Years 3 to 5.

54. Pupils with special educational needs and English as an additional language achieve well because teachers place a good emphasis on visual and practical activities. Speaking and listening opportunities are nearly always planned in lessons. Consequently, these pupils learn by watching and doing rather than by listening for long amounts of time. However, teachers do not have enough information about pupils' different levels of English to be able to match the work really well to their needs. This means in Year 6, for example, that more able bilingual pupils are working well below capacity in a class grouped for the lowest attaining pupils.

55. Grouping the lower-attaining pupils for literacy in Years 5 and 6 means they are not doing as well as they should. Poor behaviour in Year 6 affects the achievement of everyone in the class. Some weaknesses in teaching in Years 4 and 5 results in limited progress during English lessons. This is mainly due to a lack of understanding of pupils' different needs coupled with an unrealistic pace to lessons in which pupils are not given enough time to consolidate and practise new skills.

56. Pupils achieve well in speaking and listening. They are often encouraged to discuss ideas before feeding back to the rest of the class. They speak with confidence, often able to present complex ideas clearly. They evaluate each other's work with good judgement and sensitivity. Speaking and listening opportunities also give pupils the chance to rehearse ideas before writing them into their books.

57. Standards in reading are average. A significant percentage are on course to reach the higher Level 5 in the national tests and this shows very good achievement compared to their previous levels. In Year 6, pupils read fluently and accurately, using a good range of strategies to tackle unfamiliar words and read 'between the lines'. They are enthusiastic about books and talk excitedly about their favourite authors. Much of this good achievement is down to the organisation of

'guided reading' groups where teachers are able to pass on their own infectious enthusiasm for books.

58. In writing, current standards are average, with more pupils reaching the higher than expected Level 5 than in 2003. Pupils write at length, using complex vocabulary and structures. They pay attention to punctuation and spelling. Pieces of writing are often imaginative and well constructed. Handwriting in English books is of a better standard than in books in other subjects. Many pupils are not transferring the good skills they are learning to other aspects of their work.

59. Teaching is good overall, with some very good and excellent teaching observed during the inspection. Teachers plan well with a good emphasis on speaking and listening to allow all pupils to be fully involved as the lesson develops. They provide clear explanations and use pictures, books and equipment well to help pupils understand. Many teachers are skilled at asking questions to check understanding and to push forward their thinking.

60. Good planning is often complemented by teachers' imaginative delivery. For example Year 6 pupils were studying the book 'Zoo' to compare the viewpoints of different characters. The teacher's very searching questions and imaginative delivery ensured that pupils understood the essence of captivity to be more than just being confined in a cage. Pupils' responses showed that they had thought very deeply about the concept.

61. Leadership is effective, identifying what needs to be done to raise standards and to improve the quality of teaching and learning. End-of-year test results have been analysed carefully to identify strengths and weaknesses in pupils' performance. Weaknesses have been targeted assertively and monitored rigorously by senior managers. Governors' commitment to the financing of additional staff is having a positive impact on achievement in English throughout the school.

Language and literacy across the curriculum

62. Pupils enjoy a good range of speaking and listening opportunities in many subjects. Drama and role-play are evident in many lessons. In religious education, for example, drama was used effectively to help pupils begin to understand the unequal distribution of global resources. In history, a very exciting Greek Day allowed Year 5 pupils to take on the role of apprentices as they learned the arts and crafts of Ancient Greece. In many other lessons, pupils are encouraged to discuss the new ideas and concepts presented and to raise questions to clarify their understanding.

63. Too many worksheets in some classes limit opportunities for pupils to use different writing styles. The brightest pupils do not get enough chances to work imaginatively or to use the library or computer suite to further their independent research skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils have a very good attitude to their learning and behave well in lessons.
- Teaching is good and means that pupils are achieving well.
- Standards in Year 6 are in line with the national average. This is a significant improvement on previous years.

Commentary

64. Current Year 6 pupils are reaching standards that are in line with national expectations and pupils' achievement is good. This is an improvement since the last inspection and on previous recent years when standards have been low. Pupils make good progress in their learning and

achievement as they move through the school, due to the good teaching they receive in lessons based on the structure of the National Numeracy Strategy. Pupils with special educational needs make good progress towards their targets due to the good support they receive from learning support assistants.

65. The teaching seen during the inspection was good. The lessons are well planned with suitable work for pupils of lower and average abilities to help them make good progress. Teachers are efficient at assessing pupils' prior learning and using it to address pupils' needs in the current lesson. For example, in a good Year 6 lesson the teacher quickly assessed who had and had not grasped the properties of two-dimensional shapes and was able to provide extra support to those who needed it. Pupils are well managed in a pleasant and supportive manner and relationships are very good. As a result, pupils have positive views about the subject and behave well.

66. Assessment is consistent and constructive. It enables pupils who are under-achieving to be identified and tracked. Teachers are good at keeping a check on what pupils have learnt. They mark work conscientiously but pupils are not always made aware of exactly what they need to do to improve their work. Staffing levels are good and enable Year 6 pupils to be organized into four smaller groups for mathematics lessons. One is made up of pupils of lower ability. This enables teachers to give more time to individual pupils and help them learn more effectively. Extra classes are provided for Year 6 pupils who require additional support and a mathematics club operates for higher-attaining pupils. Leadership and management are good. There is a firm focus on raising standards and a clear action plan to tackle weaknesses.

Mathematics across the curriculum

67. Mathematics is used appropriately in other subjects. Pupils practise and extend their numerical and mathematical skills when they calculate and take measurements in their science investigations. Similarly in information and communication technology, Year 6 pupils learn how to use spreadsheets to solve everyday practical mathematical problems.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are very good and lead to high levels of pupil achievement.
- Pupils present their work in a scientific manner.
- Pupils are enthusiastic about science which contributes to their personal development, especially in the area of health and safety.
- There is a strong emphasis on experimental and investigative science and pupils develop good skills in this area, presenting their work in a clear scientific manner.

Commentary

68. Standards were well below average in science in the 2003 national tests. Standards are much better this year. This is because of the interesting, well-organised and innovative lessons planned by enthusiastic teachers. Taking account of pupils' low starting point they achieve well throughout the school. Most pupils make good progress, including those with special educational needs and those from ethnic minority groups.

69. Investigative approaches to learning science are very well promoted throughout the school. Pupils make good progress in developing these skills and by the time they reach Year 6 they are confident enough to design an investigation to answer a particular question. They consider evidence carefully and prepare charts and graphs to display their findings. Pupils understand the mathematical patterns emerging and apply their number skills in order to interpret information. They prepare good observational drawings using keys to identify them. They use language well,

distinguishing, for example, between insulators and conductors and comparing different forces and food values. Pupils develop a very good understanding of fair testing and are able to make reasoned predictions.

70. There is a good emphasis on the development of literacy skills and pupils also draw on their numeracy skills in some aspects of science, such as recording their results in graphs and tables. They use computer skills to research topics. A Year 5 class discovered many facts about the circulatory system and spoke with confidence about the function of the heart using the specific names of its chambers and vessels.

71. Pupils with special educational needs and those for whom English is an additional language achieve well. Key words are explained clearly so that they have a better understanding about what is happening and are able to participate fully. Likewise, teachers direct appropriate questions to pupils with special educational needs. The emphasis on the correct use of scientific vocabulary helps these and other pupils develop an understanding and command of appropriate terms.

72. The quality of teaching is very good and characterised by high expectations, good subject knowledge, imaginative teaching approaches, probing questioning and effective use of resources. Teachers' very good planning, their clear explanations and demonstrations lead to a buzz of excitement in lessons where pupils take pleasure in relating their new knowledge. "I love science and doing experiments," said one enthusiastic Year 3 pupil, eager to talk about the subject and explain key features of the work in the year group. Such a response is typical of pupils' attitudes and interest in science throughout the school. They respond well to challenge with creative ideas and thoughtful planning.

73. The management of the subject is good. Monitoring of teachers' planning, for example, ensures that lessons have clear objectives related to the curriculum plan and helps to promote pupils' achievements. There is a clear understanding of what the school needs to do next in order to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Provision in the subject has improved since the school's last inspection.
- Computers are not used enough to support work in other subjects.

Commentary

74. Pupils in Year 6 reach standards in information and communication technology that are in line with those expected for their age. All pupils achieve satisfactorily. During the inspection, it was only possible to observe one lesson of information and communication technology. Further evidence from pupils' work and displays, discussion with pupils and staff has been used to contribute towards the overall judgements for the subject. Word processing, graphics, research work and PowerPoint presentations are satisfactory whereas control technology and monitoring are not as well developed. Pupils have had some experience of spreadsheets for example working out currency conversions and costs for a party.

75. In the very good Year 6 lesson observed, pupils were working on a PowerPoint presentation on Healthy Living. A target audience of Year 3 pupils had been identified and the teacher encouraged the use of suitable vocabulary as well as considering the use of video links, digital pictures and animation that would be relevant to the audience's age. Hyperlinks were established to other sites so that the users would be able to investigate aspects, such as touch rugby, that were not familiar to them.

76. The subject is well led and managed. There is a very clear vision for the future and a detailed action plan to improve the provision. All pupils have email addresses and access to the Internet both in the computer suite and in the classroom. However, pupils' independent access is dependent upon individual teachers. Schemes of work are not yet fully in place for all year groups to ensure consistent coverage and progression of skills.

Information and communication technology across the curriculum

77. Cross-curricular links are under-developed. There is little other evidence in teacher's planning to show how information and communication technology is used.

HUMANITIES

78. History and geography were not a main focus of the inspection. **History** is often brought alive for pupils through well-planned and resourced themed days. For example Year 5 pupils celebrated 'Greek Day' learning the arts and crafts of ancient Greece. They also learn how much technology has developed since ancient times. Work in books shows that sometimes worksheets are used too much and that pupils copy work straight into their books. This limits pupils' independence and the development of their literacy skills.

79. All aspects of **geography** are covered. The two lessons seen indicated an emphasis on practical activities, for example developing an understanding of compass points before locating the relative positions of Enfield and a town in India. Work is planned with a sequence of lessons covering each unit of study. Pupils are able to investigate a topic in depth, drawing on the important skills such as map-reading and field-work. Good use of resources engages pupils' interest, but in many classes United Kingdom and world maps were not in evidence at pupils' eye level. Because of this, routine reference to locality cannot be made. In discussions with pupils, it is evident that their general knowledge about places in the world is weak.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Sensitive teaching enables pupils to respect and understand the range of world religions.
- Topics are well chosen to link fundamental religious concepts with problems of modern life.
- Opportunities for pupils to visit places of worship are planned into the curriculum.
- Teachers' expectation for work in books is not high enough.

Commentary

80. Pupils achieve well in religious education because of good teaching and a wide and interesting curriculum. Pupils with English as an additional language and with special educational needs also achieve well. This is because of the many visual prompts, practical activities and careful explanations given in lessons. Pupils enjoy their lessons, listening carefully to their teachers and to each other. They reflect maturely on big issues like world poverty and inequalities in economically less developed countries. Provision is much better than at the time of the last inspection.

81. Teaching is good. It helps pupils understand the important values and beliefs of different faiths. Visits to places of worship add greatly to pupils' learning, allowing them to experience a variety of styles and practices. Occasionally, pupils of different faiths in the school are asked to contribute from their personal experience. For example, in one good lesson, pupils were asked in what ways they are encouraged "to do right", in accordance with the teaching and principles of their own religion. Such sensitive teaching sets the tone for lessons. It shows the value attached to

personal beliefs as well as a respect for different faiths. Work in pupils' books reflects the good coverage of different faiths and ideas. However, teachers do not expect the same standard of writing as they do in English lessons and this leads to some untidy and superficial work.

82. Lessons are carefully chosen to help pupils apply the principles of their religious teaching to practical situations in the world. In a carefully devised lesson in Year 5, pupils explored the big issues of world poverty and inequality through drama. They learned how solutions depend on sympathy and co-operation.

83. Leadership is effective. Work in books and teaching and learning in lessons are checked routinely, and resources are being built up to match each unit of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. One lesson was seen in art and design and two lessons in design and technology. Examples of work on display and in sketchbooks indicate that in **art and design** pupils cover a wide range of activities, learn different techniques and use different media. The work of some older pupils shows good attention to line, detail and expression, for example, in the way Year 6 pupils have created movement in their drawings. Pupils' work is effectively displayed alongside prints by famous artists. Pupils can see their work is valued and celebrate one another's success. Some useful development work has raised the profile of the subject within the school and improved teachers' skills and confidence. Regular workshops have enabled pupils in every class to cover more complex techniques.

85. In **design and technology**, pupils' work shows that they learn how to design, make and evaluate a range of different products during their time at school. Some work is of high quality, for example the model chairs made in Year 4. Pupils considered their design brief and planned and constructed their models well. They selected appropriate materials and evaluated their finished product suggesting possible improvements. A useful start has been made in improving provision in the subject by identifying improvements required, for example in the use of information and communication technology.

86. Two lessons were seen in **physical education**. Lessons and plans for the subject indicate good coverage of all the necessary elements of the subject. The subject is well led and managed and some good work has been undertaken in overcoming teachers' lack of confidence in teaching parts of the subject. The profile of physical education is being raised at the moment because of dynamic and focused leadership and management. This is as a direct result of senior managers' commitment towards giving subject co-ordinators the resources and autonomy to carry out effective roles.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in all aspects of music.
- New plans for the subject are providing useful guidance for teachers.

Commentary

87. Music has had a very low profile in the school until fairly recently. As a result, pupils have not really developed their musical knowledge, skills and understanding in a systematic way. Standards are below average, even in singing.

88. New plans for the subject have been introduced and this means that pupils are now receiving weekly lessons. However, the quality of teaching is only just satisfactory and this means that pupils are not really catching up on what they have missed in the past. Although the new plans are helping, most teachers do not have a good enough understanding of the subject to be able to put it over in an interesting and stimulating way. Many find it difficult to gauge the right level at which to pitch the work. This results in some activities which pupils find too easy and some which they find too difficult.

89. Pupils enjoy their music lessons, especially when they are allowed to play percussion instruments. In a Year 3 lesson in the music room, pupils learned to play a simple rhythmical accompaniment to a song. The teacher had organised the lesson well, giving pairs of pupils a glockenspiel to share. Although they were very excited, the pupils remembered how to behave, when to play and when to listen. They did well to learn the song and play the accompaniment in the short time available.

90. In other lessons, teachers lack confidence so they are often dull and focus on getting the pupils to listen to music and copy simple rhythms. In such lessons, pupils become bored and gain no joy from music making.

91. Provision for the subject is improving but music and singing still does not have a high enough profile in school life. Seldom, for example, do pupils sing during assembly. Little music is heard around the school except for a few pupils who are learning to play recorder in an after-school club. There are opportunities for pupils to learn to play woodwind and stringed instruments from visiting teachers but little is done to celebrate this work with all the other pupils in the school on a regular basis.

PERSONAL, SOCIAL AND HEALTH EDUCATION

92. The programme for personal, social and health education, including sex education and attention to substance misuse, is good. Pupils learn good personal and social skills from the strong examples set by adults. Health education is covered appropriately through science and by providing additional advice from visitors such as the school nurse and community policeman.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).