

INSPECTION REPORT

CROWLAND PRIMARY SCHOOL

Tottenham

LEA area: London Borough of Haringey

Unique reference number: 102129

Headteacher: Mr J Coggin

Lead inspector: Mr M Beale

Dates of inspection: 7-10 June 2004

Inspection number: 255933

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	421
School address:	Crowland Road London
Postcode:	N15 6UX
Telephone number:	020 8800 4553
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Appropriate authority:	Governing body
Name of chair of governors:	Sarah Miller
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

This large primary school serves an ethnically and culturally diverse community in South Tottenham and currently has more boys than girls. There is an increasing amount of temporary housing in the area, accommodating refugee and asylum seeking families. The school has 64 children from these families. This factor contributes to both the large number of pupils at an early stage of learning English and the high level of pupil mobility¹. Many pupils join or leave the school during the school year and only just over half of the pupils currently in Year 6 started at the school in Reception. Relatively few pupils come from economically advantaged backgrounds and the number entitled to a free school meal is more than double the national average. Attainment on entry is well below average. Children attend the Nursery on either a part-time or a full-time basis and the majority then transfer to the Reception year. The number of pupils with special educational needs is above average, although the number with a Statement of Special Educational Need is below average. The school is involved in Excellence in Cities through which it receives funding for learning mentors and its provision for gifted and talented pupils. It also has access to the neighbouring City Learning College for information and communication technology provision in Years 5 and 6. It received a Schools Achievement Award in 2000 for improvements in Year 6 test results. The school has suffered considerable instability at senior management level since the last inspection. There have been several acting headteachers and changes of deputy headteachers. The current headteacher was appointed in January 2003 and the deputy headteacher in September 2003.

¹ Mobility refers to pupils who join the school after the Reception year and leave before the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19385	Martin Beale	Lead inspector	Mathematics Information and communication technology Physical education
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23805	Margaret Lygoe	Team inspector	Science Art and design Design and technology Special educational needs
23056	Teresa Manzi	Team inspector	English Geography History Religious education English as an additional language
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	19
SUBJECTS IN KEY STAGES 1 and 2	23
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This reasonably effective school provides satisfactory value for money. Governors have been successful in supporting the school through several changes of headteacher and deputy headteacher since the last inspection. The school has also faced the challenge of the changing nature of the intake, falling pupil numbers, a large number of refugee children and high pupil mobility. Many children arrive at the school with limited English and little or no previous schooling. These factors have led to well below average standards by Year 6. However, most pupils achieve well and make at least satisfactory progress from their attainment on entry to the school, whether this is to the Nursery and Reception classes or much later, as is the case for many.

The main strengths and weaknesses are:

- The children receive a good start to their education in the Nursery and Reception classes and achieve well in all areas of their learning.
- Most pupils make satisfactory progress during their time at the school, but this is not enough to raise their attainment sufficiently rapidly particularly in English, mathematics and science.
- Co-ordinators are not consistently providing the necessary leadership to improve provision and raise standards in their areas of responsibility.
- Attendance has fallen considerably this year and the school does not have effective procedures to secure lasting improvement in this aspect.
- The school is successful in enabling pupils to settle into the school and participate in all areas of its life whatever their learning and personal needs.
- The school successfully exploits expertise and resources from outside the school to enhance learning in physical education and information and communication technology.

Improvement since the last inspection is satisfactory overall but some of the main shortcomings identified then have not benefited from robust attention over the subsequent six years. Best progress has been made in ensuring that religious education teaching is based on the locally agreed syllabus and that there is a daily act of collective worship. More limited progress has been made in improving standards in music. There has been insufficient improvement in developing secure assessment and marking procedures that can provide useful information to support teaching and learning.

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	E
mathematics	E	E	D	D
science	E	D	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.*

Achievement is satisfactory overall. Children achieve well in the Nursery and Reception classes. They make good progress in all areas of learning from well below average attainment on entry, although standards are still below average by the time that they leave the Reception classes with the exception of their physical development where standards are average. The achievement of pupils elsewhere in the school is satisfactory. This includes pupils with special educational needs, English as an additional language and those capable of high attainment. Standards by Years 2 and 6 are well below average in English, mathematics and science. Standards are well below average in information and communication technology by Year 2, but average by Year 6. Standards are in line

with national averages throughout the school in physical education and religious education. There was insufficient evidence to make judgements in other subjects.

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils have positive attitudes to school and to their work and behave well. Attendance is now well below average and several pupils are regularly late to school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory as are teaching and learning.

The curriculum in the Nursery and Reception classes is focused well on developing the children's language, social and physical development. Teaching in these classes is good, sometimes very good. Teachers and support staff work well as a team throughout the school. However, although there are more support staff than in most schools, this is still not sufficient to meet the needs of pupils on a regular basis. The learning mentors provide valuable support and guidance for individual targeted pupils. Highly productive links have been established with local schools; these, along with a broad range of community links, considerably enhance learning. For example, particularly effective links that benefit achievement in information and communication technology have been developed with the adjacent City Learning Centre.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The school has not collated sufficient assessment data to enable a secure evaluation of its performance to be undertaken and procedures for monitoring the work of staff have only recently been introduced. Governors have taken a more active role in recent years and fulfil their role and responsibilities well. The new headteacher and his deputy are working well as a team to identify and tackle the school's shortcomings and secure its improvement. However, not all subject co-ordinators are having the necessary impact on improving standards and the quality of provision in their areas.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally in support of the work that the school is doing with their children. Pupils similarly have positive views and largely enjoy being at the school. One area of concern from both parents and pupils is behaviour. While the inspection team found behaviour generally to be good, playtimes and lunchtimes can be boisterous and the supervision is not effective. This is a matter that the school has identified and is looking to take action to improve.

IMPROVEMENTS NEEDED

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

- raise standards particularly in English, mathematics and science by Years 2 and 6 and in information and communication technology by Year 2;
- develop the role of subject leaders so that they are more accountable for achievement, standards and provision in their areas of responsibility;
- introduce more effective systems to reduce absence and improve punctuality;
- develop secure assessment and marking procedures that inform teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in the Nursery and Reception classes and satisfactory in the rest of the school. Standards are well below average in the core subjects² by Years 2 and 6. Standards in information and communication technology are average by Year 6. In religious education, attainment is in line with the expectations of the locally agreed syllabus throughout the school. There is no significant difference in achievement either by ethnicity or gender.

Main strengths and weaknesses

- The children receive a good start in the Nursery and Reception classes, where they achieve well.
- The trend in both Year 2 and Year 6 test results is downwards, reflecting the considerable changes to the nature of the intake in recent years.
- Teachers and support staff rise well to the challenges presented by the variety of learning needs of the pupils and enable them to make satisfactory progress from their attainment on entry.

Commentary

1. The nature of the intake to the school has changed considerably since the last inspection. This, along with the high levels of pupil mobility, account in part for Year 2 and Year 6 test results not keeping pace with improvements nationally in recent years. Test results are generally well below average but compare much more favourably with schools in similar contexts based on the proportion of pupils taking a free school meal. Attainment on entry to the school is well below average. This is accentuated by pupils who join after the start of the Reception year with very limited English and in many cases little schooling. Their lack of English language skills and the time taken to adjust emotionally to a new situation affect standards and test results. Furthermore, a significant proportion of those who leave have been identified by the school as potentially higher-attaining pupils. These factors all contribute to the well below average test results and the overall low standards in the school. The large number of pupils with special educational needs in some year groups also accounts for quite major differences in standards from year to year and can lead to significant imbalances in classes. These factors present considerable challenges for the school and for individual teachers. They rise well to this challenge enabling pupils with special educational needs, English as an additional language and pupils capable of higher attainment to make satisfactory progress. A particular strength is that pupils who join mid-year, many of whom may have previously suffered from disruptions to their schooling for various reasons, settle quickly and are enabled to participate and achieve.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.5 (13.3)	15.7 (15.8)
writing	12.9 (12.2)	14.6 (14.4)
mathematics	15.3 (14.1)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

² The core subjects are English, mathematics and science.

2. National Curriculum test results for Year 2 pupils fell in 2002 and rose in 2003. In spite of this improvement, results in reading, writing and mathematics, as well as the teacher assessments in science, were all well below the national average. However, they compared much more favourably with similar schools. Mathematics results in Year 2 were above average, writing and science results were average and reading results were below average when compared to these schools. Initial indications are that the 2004 results in Year 2 are little changed overall. Considerable numbers of pupils in the current Year 2 are not achieving nationally expected standards in all subjects. This is mainly because this year group has large numbers of pupils with special educational needs, several late arrivals to the school and a significant proportion at an early stage of learning English. Consequently, standards in the current Year 2 are well below average in the core subjects of English, mathematics and science.

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

Standards in:	School results	National results
English	24.6 (25.6)	26.8 (27.0)
mathematics	26.2 (24.9)	26.8 (26.7)
science	26.9 (27.8)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. Year 6 test results have fluctuated considerably in recent years. Results in English, mathematics and science improved in 2002 and improved further in mathematics in 2003, while falling in English and science. Mathematics results were below, and English and science results well below the national average. In spite of this, these results represented satisfactory progress for the pupils from their earlier Year 2 tests. These results also compared much more favourably against similar schools, particularly in mathematics. Results were above the average of these schools in mathematics and in line with them in English and science. Indications are that the 2004 results will be broadly similar to 2003 but with fewer pupils achieving the higher Level 5 in each subject. The factors influencing standards in Year 2 are also evident in Year 6. As a result, standards in the current Year 6 are well below average in each of English, mathematics and science.
4. The Nursery and Reception classes are well-organised and teachers focus well on providing a secure environment, while promoting the children's language as well as their personal and social skills. Transfer arrangements into the Nursery are smooth and ensure that the children settle quickly. Specific learning difficulties are identified quickly and good support provided to meet particularly the children's language needs and to promote their personal development. Teaching is good and as a result, the children achieve well in all areas of learning. However, because they start from such a low base, many do not attain nationally expected standards by the end of the Reception year in all areas of learning except physical development.
5. Several factors account for the satisfactory achievement in Years 1 to 6. There is a reasonable proportion of good and better teaching, but the overall impact is lessened because of shortcomings in marking and assessment. The pupils try hard in their lessons and most are keen to do well, but the rising levels of absence are having a negative impact on the progress of several. Members of the support staff provide valuable and effective help for pupils with specific learning needs; however, there are insufficient support staff members for these needs to be consistently met. Resources for information and communication technology are inadequate. Hence standards by Year 2 are well below average and pupils in Years 1 and 2 are not achieving well enough. However, by exploiting the resources of the neighbouring City Learning Centre in Years 3 to 6, achievement is good and standards are average by Year 6. Pupils also achieve well in physical education because they have two full one-hour sessions each week and benefit from specialist coaching from outside staff. As a result standards are average by Year 2 and Year 6. The school has worked hard to eliminate shortcomings in

religious education highlighted at the last inspection. Pupils achieve well now and attainment is in line with the expectations of the locally agreed syllabus by both Year 2 and Year 6. There was insufficient evidence to judge either achievement or standards in other subjects, although some good work was observed in art and design.

6. Pupils with English as an additional language make satisfactory progress and their achievement in speaking and listening are strengths. This is due to the good relationships established by class teachers and by the guidance and support given by specialist teachers. When pupils with special educational needs receive direct targeted help from teachers, learning support assistants and from special needs assistants their learning is good and they achieve well. In lessons where class teachers have no additional adult help, progress is not as rapid because class teachers are unable to give as much focused support.

Pupils' attitudes, values and other personal qualities

The pupils' personal qualities are developed well through good promotion of their spiritual, moral, social and cultural awareness. Pupils have positive attitudes to school and behave well. However, absence has increased this year and is well above average; in addition several pupils are regularly late for school.

Main strengths and weaknesses

- The school's good ethos celebrates the wide range of cultures represented by the pupils.
- The teachers' good example helps pupils value each other and themselves.
- Older pupils especially are given a good range of responsibilities which they accept well.
- The school's systems for monitoring and improving attendance and punctuality are not sufficiently thorough to secure the improvements needed.

Commentary

7. The majority of pupils like school and are developing good attitudes to their work. They are well motivated and want to learn and do well. This makes a valuable contribution to their learning. This includes pupils with special educational needs and for whom English is an additional language. Pupils work together well in group activities. However, on occasions a small number of pupils are restless and do not always pay attention to the lesson.
8. The headteacher and staff have worked hard to ensure that pupils know the high standards of behaviour expected of them. Most teachers set clear expectations for behaviour and usually use effective strategies to ensure that these are achieved. As a result, most pupils behave well in lessons and around the school. Pupils of all backgrounds work and play in a harmonious atmosphere free from racial harassment. Members of staff are generally very successful in supporting pupils who have behavioural difficulties. Pupils respond well in most classes because they are treated calmly and fairly. A small number of parents and a significant number of pupils expressed concerns about behaviour in the school. Bullying in particular is seen as a problem. However, their concerns were not borne out by inspection evidence, although behaviour at lunchtime can be quite boisterous. Bullying is dealt with effectively on any occasions when it does occur.
9. Pupils have good opportunities to develop spirituality through assemblies, poetry and religious education lessons. This is an improvement since the last inspection when provision for spiritual development was satisfactory. During assembly, which now meets the statutory requirement for a collective act of worship, there is a sense of family and pupils share their worries and celebrate success. They reflect on their talents and how to foster them. Thus the school is strong in promoting pupils sense of self-worth. Pupils understand right from wrong and have a good sense of justice and fairness. Teachers set a good example in this by treating their pupils courteously. As a result pupils soon settle into school and the many ethnic minorities work well together. In religious education lessons pupils show a mature

understanding of respecting differences. They are challenged on moral issues such as bullying.

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	42	2	1
White – Irish	8	0	0
White – any other White background	98	0	0
Mixed – White and Black Caribbean	21	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	26	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	88	0	0
Black or Black British – African	34	0	0
Black or Black British – any other Black background	13	0	0
Any other ethnic group	53	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Pupils enjoy taking responsibility. Older pupils are particularly good at lunchtimes when they act as monitors. Others act as a listening ear for those in need and throughout the school pupils act as representatives on the school council. Pupils who are shy, new to school or have little understanding of the English language are included well in lessons and with good support from their teachers and classmates are encouraged and given the confidence to speak to the whole class or even dance or act in front of the whole school. The school gives pupils experiences of a wide range of cultures through visits, literature, history, music and art. It celebrates and values the many ethnic minorities within the school and consequently pupils develop a good understanding of the cultural diversity of modern Britain. The many educational visits and visitors to school help pupils adapt to different situations and people. Unfortunately, the Year 6 residential trip will not take place this year but usually this is a good opportunity for developing pupils' self reliance.

11. Attendance in the school is well below average and has declined this year. This affects the learning of pupils who are frequently absent. Many pupils start school or leave during the school year and whilst the high levels of mobility affect attendance figures these are not the major factor. More significant is the attitude of many parents to the importance of regular school attendance. Several take their children on holiday during the term in excess of the recommended maximum. The school has tried to improve attendance, with rewards for pupils and reminders to parents. However, it does not systematically identify the many pupils with poor or irregular attendance and does not have the regular systems to monitor attendance that are necessary to improve the situation. The school does not contact parents on the first day of absence and this has resulted in the school not knowing immediately why pupils are absent.

The incidence of unauthorised absence is well above the national average. Although the school has difficulties obtaining reasons for absence and pupils move away without informing the school, the school does not have regular systems to follow up unexplained absences. Improving punctuality has been a recent focus by emphasising the importance of arriving on time. However, several pupils continue to arrive at school after the start of the school day, a significant number of whom are regularly late.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.0
National data	5.4

Unauthorised absence	
School data	3.7
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Shortcomings in assessment and marking diminish the good qualities of much of the teaching. Teamwork between teachers and support staff is particularly effective in enabling pupils' needs to be met and for all to be included in lessons and other aspects of school life. However, there are insufficient members of the support staff to meet the needs of all pupils on a consistent basis. A particular strength is the success with which resources outside the school are used to support the pupils' learning.

Teaching and learning

Teaching and learning is satisfactory overall. Assessment procedures, although being given considerable attention now, have not developed sufficiently since the last inspection and are unsatisfactory overall.

Main strengths and weaknesses

- Teachers and support staff work well to meet the needs of pupils with special educational needs and English as an additional language.
- Specialist teaching from sports coaches and information and communication technology experts greatly enhances learning.
- Teaching in the Nursery and Reception classes is good overall and focuses well on promoting language, social and physical development.
- Classroom computers are generally switched on in lessons, but rarely used to enhance teaching or support learning.
- The pace of learning drops in some lessons because of too much teacher talk and insufficient pupil activity.
- Marking of the pupils' work does not provide sufficient guidance on how they might improve and assessment shortcomings mean that lessons do not consistently build on previous learning.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (8%)	24 (47%)	19 (37%)	3 (6%)	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.

12. The quality of teaching and learning in the Nursery and Reception classes is good. Parents are justifiably pleased with the start that this gives their children. Teachers build well on the children's previous learning through consistent planning and assessment of their progress. Resources and role-play are used to good effect to interest and stimulate the children. Teachers and support staff work effectively as a team to provide a secure environment in which learning can thrive. The focus on the children's personal and social development is leading to good attitudes and behaviour. The children work hard and co-operate well with each other. The language needs, particularly of children who are at an early stage of learning English, are promoted by a constant repetition of key vocabulary. However, this is not consistent across all four classes and some opportunities to develop and reinforce language are missed.
13. Computers are used regularly to enhance teaching and support learning in the Nursery and Reception classes. However, this is not the case in the rest of the school, where little use is made to extend learning in most subjects. To compensate for severe resource limitations the school exploits well the resources and expertise of staff at the adjacent City Learning Centre to enhance and extend provision in information and communication technology for pupils in Years 3 to 6. The high quality of the resources available and the enthusiasm generated by the specialist staff engage and interest the pupils. This was particularly seen in a full day session for Year 5 pupils who rose to the challenge and concentrated well on producing computer animations. Specialist sports coaches, particularly those from the local Premier League football club also generate much interest and enthusiasm during physical education lessons. They work well in tandem with the class teachers to develop skills and teamwork amongst the pupils. They quickly develop productive relationships with the pupils who are keen to work hard and vigorously during these sessions.
14. Relationships between staff and pupils are generally warm and friendly as a result of well managed classes and clear expectations of behaviour. This helps to generate a secure environment for the pupils in which they feel valued. This gives them the confidence to feel that they can answer questions in front of others and work together in pairs and groups. This is not always the case and learning in a small number of lessons suffers from the excessive time spent trying to manage the behaviour of the pupils. This often results from too much teacher talk and insufficient pupil activity leading to some boredom and loss of concentration. Most teachers display the learning objectives for a lesson and explain what they mean to the pupils. However, they do not consistently revisit these as the lesson progresses to evaluate progress. Furthermore, shortcomings in marking mean that the pupils are not always clear about how well they are doing or what they need to do to improve.
15. Teaching for pupils with special educational needs is satisfactory overall. Teachers are very careful to include all pupils during whole-class teaching sessions, and adapt their questioning sensitively. Teaching for pupils with English as an additional language is very good when teachers have extra support in literacy lessons from specialist teachers. In these lessons, the two teachers work as a team and check that the language being used in the lesson is understood. Sounds in words are taught effectively and pupils are challenged to find words which are spelt the same and have different meanings. Generally teacher assistants make a good contribution by helping pupils learn by drawing pictures and writing words. Overall members of staff are kind and are good role-models; this helps pupils to settle well particularly when they start school part-way through the year.
16. Assessment was identified as an area requiring attention at the last inspection. Insufficient progress has been made since then and it is only since the appointment of the new headteacher that a concerted effort has been made to introduce rigorous procedures and use the information to support learning. As lessons are not consistently built on a sharp understanding of the pupils' prior attainment, the good qualities of much of the teaching have limited value. Assessment for pupils with English as an additional language is satisfactory for those who start school part way through their school career. However, assessment has been reduced due to the increase of pupils with little understanding of English and the lack of

increase in specialist time. Pupils are assessed when they start school part way through the year but the general assessment of pupils when they start year one has been lost due to the pressure of time. The specialist teachers liaise well with class teachers to try to make up for this gap. Tracking of pupils' progress is in the early stages of development. This is also the case for identifying if pupils have English language learning or special educational needs.

The curriculum

The school provides a satisfactory curriculum overall for pupils in Years 1 to 6. The curriculum for the Nursery and Reception classes is good. There are good opportunities for widening pupils' experience. Accommodation and resources are satisfactory, but there are relatively few support staff in relation to the school's needs. The curriculum is enhanced well through enrichment and extra-curricular activities.

Main strengths and weaknesses

- Curriculum provision in the Foundation Stage is well planned and children achieve well.
- Planning of the curriculum in Years 1 to 6 has recently been modified, and there are some shortcomings in relation to organising pupils' work.
- Some lessons overrun and time is not always used effectively.
- Visits, visitors and outside specialist teachers enrich the curriculum and extend pupils' experience and achievement.
- Provision for personal, social and health education is good, promoting the pupils' confidence effectively.
- Inclusion³ is good and affords access to the curriculum to pupils with diverse needs.
- There is a relatively limited number of staff in relation to the school's needs to support teaching and administration.

Commentary

17. Children in the Nursery and Reception classes are given a good start to their formal education in the school's Early Years unit. Teaching is initially closely focused on developing children's personal and social skills so that they are able to learn alongside others.
18. The school offers a broad curriculum covering all the required aspects. The key issue from the last inspection relating to religious education has been successfully tackled and the subject is now taught thoroughly in all classes. Since September the school has revised the curriculum. Science, history and geography are now taught as separate subjects rather than within a single topic framework. This new system is not fully embedded and in some classes work from all three subjects is filed together in a haphazard way. Pupils are unable to refer back easily to previous work on any aspect. During the inspection many lessons started or finished later than timetabled. There is scope for timekeeping to sharper, particularly just before and after the lunchtime break.
19. The curriculum is enlivened effectively in a variety of ways, particularly through visits out and visitors to the school. There has been some variation, recognised by the school, in terms of the number of visits enjoyed by each class. Nevertheless the overall enrichment is good and some teachers use the school's proximity to London very well. Currently the provision of computers within the school is inadequate, and plans are in hand for a computer suite. Provision for Years 1 and 2 with only one computer per class is unsatisfactory, and as a result attainment is well below average. However, pupils in Years 3 to 6 benefit considerably from the excellent specialist teaching in the neighbouring City Learning Centre. Specialist teaching also contributes to the good provision for physical education. Professional coaches in cricket and football visit regularly. Swimming is taught in every year group also extending pupils'

³ Inclusion refers to the arrangements to meet the learning needs of all pupils, whatever their gender, ability or background.

experiences.

20. Provision for personal, social and health education is good and widens pupils' understanding of themselves and their community. There is a good planned programme of lessons and this is supported implicitly by additional activities and the positive ethos within the school.
21. Equality of access to the curriculum is good. Class teachers work hard to ensure that all pupils understand the language used and what each activity entails. Pupils learning English as an additional language are paired where possible with others who speak their language and sufficient time is given in lessons for discussion. Emotional needs are thus met in class. Older pupils who enter with little experience of school are supported well. Pupils with special educational needs are identified early, and their needs are regularly reviewed. Specific support for those with the most acute special needs is good. The support from teachers and other support staff is good, but in lessons where teachers and pupils do not have this valuable help the pace of learning is often slower. In relation to the level of needs the provision of support staff is insufficient, both in the classrooms and in the school office.

Care, guidance and support

The attention to pupils' care, welfare and health and safety is satisfactory overall, and provides a secure environment that helps them learn, but there are a few aspects for improvement. The school provides satisfactory support advice and guidance for the pupils' personal and academic development. Pupils' involvement in the school and development is satisfactory.

Main strengths and weaknesses

- The learning mentors and school counsellor provide valuable support for pupils with specific needs.
- Induction⁴ arrangements for all pupils entering the school are good.
- Health and safety arrangements and a regular pattern of staff training in child protection procedures are not developed enough.

Commentary

22. The school provides its pupils with a caring environment and works hard to meet the wide variety of the pupils' personal and educational needs, although the more formal systems to ensure their welfare guidance and support have not been established. Child protection arrangements are satisfactory. However, regular training is not routine to ensure staff, including those new to the school are clear about procedures. Regular informal checks of the site and premises occur and action is taken where needed, but a clear structure for health and safety documenting issues and action taken is not in place. Day-to-day first-aid is satisfactory but not all minor injuries are being recorded.
23. The school places a high priority on its arrangements for children when they start at the school. An effective programme for parents and their children supports entry into the Nursery and Reception classes. Parents at the pre-inspection meeting spoke very favourably about this and the subsequent smooth entry their children make into the Nursery and Reception classes and then into the main school. Newly-arrived pupils during the school year, including those new to the country have their needs assessed. This helps those who start school other than at the start of term feel welcome and settle into school routines.
24. Weaknesses in assessment mean that there is not a formal system for teachers to track pupils' progress and personal development as they move through the school. This is a particular problem as there is a high turnover of staff. Despite this, teachers know the pupils in

⁴ Induction refers to the arrangements for receiving new pupils into the school, helping them settle and make friends.

their classes well, especially the many with specific needs or those experiencing difficulties. They informally monitor the personal development of pupils in their class and share any concerns with the special needs co-ordinator, although there is no whole-school system for teachers to share information. The two learning mentors provide valuable support to those pupils needing help with their personal and learning needs. Where necessary the school counsellor provides further support. Pupils' achievements are celebrated in a variety of assemblies each week. The school is thorough in identifying individual special educational needs and there are good systems for monitoring the progress of these pupils. Their learning is supported by good links with most outside agencies including health services. Pupils with English as an additional language receive satisfactory support. Class teachers and specialist teachers regularly discuss concerns and arrange good support from learning mentors, who make a very good contribution towards helping pupils try their best and work hard.

25. Pupils who completed the questionnaires expressed mixed views about their school. A significant number expressed concern about some aspects of school life, in particular behaviour and the lack of someone in the school they could talk to. In subsequent discussions with inspectors their views were more positive although they were unhappy that they are not always listened to by lunchtime staff. The school council meeting observed during the inspection allowed pupils to put forward their ideas on how to improve the school's facilities, but did not give them enough ownership of the meeting.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents and good links and with the community. Links with local schools are very good. Together these enhance the learning of pupils.

Main strengths and weaknesses

- Transition arrangements at the end of Year 6 to the adjacent secondary school are well organised.
- Annual written reports have improved, although they do not include focused targets and guidance to help the pupils improve.
- The school has formed a very good partnership with the nearby secondary school and the City Learning Centre.

Commentary

26. Parents who attended the meeting, together with those who responded to the questionnaire were generally supportive of the school. Although few parents indicated any disagreement with the statements that were put to them, a small number expressed concerns about bullying and harassment, particularly on the playground. The inspection team found that the playground could be boisterous but that any incidents are dealt with quickly by teaching staff.
27. Liaison is encouraged in the Nursery and Reception classes through the good induction processes. However, this contact is not being developed enough for parents to become involved both in school life and their children's learning. A Family Learning Programme enables a small number of parents to help their children learn. The 'Friends of Crowland' raises funds to improve resources but very few other parents are actively involved in school life or help in school on a regular basis. The exception to this is one parent who makes a valuable contribution to music teaching. A few parents feel that their views are not taken into account by the school. However, inspection evidence does not support their concerns. Valuable activities are put on to strengthen the partnership with parents. For example, each year the school shares information about a school issue such as the behaviour policy. A recent parent forum gave them the opportunity to discuss aspects of school life; however, they are not consulted regularly as part of managing improvements.
28. The school is effective in consulting parents when their children are identified as having special

educational needs. Parents are invited to join in regularly reviewing their children's progress and in preparing new individual education plans. Useful information about the school is provided through newsletters and the prospectus. Most documents are in English, but the school does arrange interpreters and endeavours to translate information where necessary. For example, this year the annual governors' report was translated for those parents who requested it. Curriculum information is provided by most teachers each half-term and this assists parents to help their children at home. Meetings each term give parents the opportunity to discuss their child's progress. Annual written reports have improved, although they do not set clear targets for improvements in the core subjects. Parents of pupils with English as an additional language are given the opportunity to have reports translated. Few take advantage of this preferring to have translation at parents meetings. The special educational needs co-ordinator regularly runs parents' groups where all are welcome.

29. The links the school has with the adjacent secondary school greatly assists the transfer of pupils. Mentors from the secondary school work alongside teachers and run 'transition units' that enables pupils to make a smooth transfer to the next stage in their education. In Years 5 and 6, the pupils benefit considerably from the opportunity for information and technology lessons at the adjacent City Learning Centre in addition to the information and communication technology and mathematics links with the adjacent secondary school. The school involvement in a 'sports family' with other local primary schools is having an impact on pupils' learning. All classes have been given a famous London place name and the pupils have had the opportunity to visit the location connected with their particular class. Some pupils have experienced visits to other places of interest and together with a variety of visitors to the school these make a positive contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management is satisfactory overall. Governance is good. The headteacher and other key staff provide satisfactory leadership. Management procedures are satisfactory.

Main strengths and weaknesses

- Governors have been instrumental in enabling the school to cope with the several changes in headteacher over the last few years.
- Leadership in the Nursery and Reception classes has focused the work of staff sharply on meeting the specific needs of the children.
- Co-ordinators are not fulfilling an effective and consistent role in the leadership of their areas of responsibility.
- The school's is successful in its commitment to enabling pupils to be included in all aspects of school life whatever their learning and personal needs.

Commentary

30. The governing body has supported the school very effectively through the recent difficult period and has provided stability and continuity during a time of much change. This has also coincided with a fall in pupil numbers, a matter forward planning is now tackling. The structures and procedures of the governing body have changed considerably since the last inspection and individual governors have taken a much more active role. Visits to see the school at work, training and increased data evaluation are all enabling governors to gain a clear view of the school's strength and weaknesses. They have the expertise both to ask searching questions of the school and to understand what needs to be done to secure its improvement. They have supported well the new and comparatively inexperienced headteacher and deputy headteacher as they have become established in the school.
31. It is only recently that the work of staff has started to be monitored systematically. The new headteacher has introduced reasonably rigorous procedures, but these are not supported consistently by the work of co-ordinators. A small number of co-ordinators understand their

role and fulfil their leadership function well. However, few have a good understanding of standards and the quality of provision in their areas on which to base appropriate support and guidance to secure improvement. Leadership of mathematics has been particularly deficient in this aspect and currently there is no co-ordinator for music. By contrast, leadership of physical education has been instrumental in supporting and maintaining good provision.

32. The school is committed to including all pupils. The special needs co-ordinator has a clear understanding of her role, and provision for pupils with more acute needs is generally managed well. Additional classroom support is deployed across the school, and has a positive impact on learning. Present resources and staffing allocations mean that classroom support is quite limited in relation to the number of pupils who need additional help. The majority of pupils speak more than one language which the school considers as an asset and challenge. The school manages the low level of additional help and expertise for pupils with English as an additional language well by enhancing class teachers' knowledge through team-teaching and assessment of newly arrived pupils. As teacher turnover is high and there are several newly qualified teachers, specialist staff are to develop a guidance booklet for new teachers to ensure that all staff meet the needs of their pupils.
33. The school has only recently begun to gather and collate assessment and other data in a form that is useful for evaluating the success of the school and the impact of action taken. Senior management and governors have only been able to gain a limited picture of how well the school is doing based on national tests in Year 2 and Year 6. The headteacher is aware of this weakness, particularly as it was an issue for the school's attention at the last inspection. Action is now being taken to gather and interpret data to inform planning for the school's improvement. In spite of shortcomings in monitoring and evaluation, the headteacher and governors have identified most of the key areas requiring attention and have begun to take action.
34. The fall in pupil numbers in recent years has put a considerable strain on the school budget and limited opportunities for development. For example, this has meant that resources for information and communication technology have become inadequate and other potentially costly developments have been put on hold. Furthermore, although spending on support staff is above average, this still does not fully meet the needs of the pupils. Governors now have a greater understanding of the complexities of the financial situation and prepare plans accordingly. However, although they seek value for money when purchasing goods and services they have neither adopted nor adapted the principles of best value to inform their decisions. Spending per pupil is above average, but bearing in mind the pupils' backgrounds and the outcomes achieved, the school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,436,442
Total expenditure	1,417,075
Expenditure per pupil	3,021

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	19,367

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Overall, provision in the Nursery and Reception classes is good. The provision for children's learning in most areas is good. All pupils achieve well. Since the last inspection the high standards have been maintained in this stage of children's learning.
36. The Nursery and Reception classes benefit from being housed in a separate block from the rest of the school, with its own playground and hall. Attainment on entry to the Nursery is well below average and the mobility of children and their families is very high. For example, twenty-one children have left the Nursery and eight have left from the Reception classes since September 2003. Admissions are therefore continual to fill vacant spaces. Over forty-five per cent of children who enter the nursery have little or no English and have significant language and social needs. Most of these children make good progress because of the support given to them and the emphasis placed on the development of personal, social and language skills. The good provision in the Foundation Stage means that all children, including those with learning difficulties, make good progress. However, standards by the end of the Reception year are still below those expected nationally for children of this age. The Foundation Stage co-ordinator provides strong leadership and ensures that all members of staff are well supported and work together as an effective team. Planning and assessing children's achievements are consistent, so that previous learning is built upon well. The curriculum, resources and activities in the Nursery and Reception are matched very well to the children's learning needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Warm and trusting relationships between adults and children result in a pleasant place to learn.
- Well-established routines and good models of behaviour are leading to an orderly community.
- There are good opportunities for children to develop their independence.
- The children's good attitudes and behaviour contribute well to their achievements in all areas of learning.

Commentary

37. Children enter school with weaknesses in their personal and social development. They make good progress and achieve well because the quality of teaching and learning is good. Members of staff expertly establish warm and trusting relationships with children. They act as good role models so that children behave well and are keen to learn. Good organisation and planning ensure that teaching meets the needs of the children. There is a strong emphasis on the development of social and personal skills. This ensures that new children settle in well and that all children are confident and happy when they come to school. Parents feel confident and comfortable speaking to staff. This is because of the welcome and openness to parents at the start and end of sessions. Good teaching builds swiftly upon successful relationships and encourages the children to be responsible. They can sit and concentrate in whole-class sessions or when working as a group. They take turns and share with their peers. The establishment of good classroom routines teaches the children to be independent, so that both boys and girls are able to choose their own activities. All children, including those with learning difficulties, make good progress but the lack of English for many often means they do not have the vocabulary to express their needs and feelings. All achieve well in this area given their low

levels on entry and although a significant proportion meet the expected level at the end of Reception not all do so.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children learn well because staff make good use of resources designed to support the development of communication, language and literacy.
- Good teaching promotes the learning of English by many of the children, but opportunities are not always consistently exploited.
- Positive attitudes to literacy results in children developing a great interest in books and reading.

Commentary

38. The quality of teaching in this area of learning is good overall. Teachers ensure that they provide many planned activities that concentrate on improving speaking and listening. This is very effective in meeting the needs of the large number of children learning English as an additional language. Many opportunities are provided for them to talk to adults and each other. Constant repetition of vocabulary and the use of resources are two methods used very effectively to promote children's understanding. However, this is not consistently used in all four classes and opportunities are missed to reinforce the children's understanding of language. Role-play, props and pictures are used well to stimulate the children's imagination. For example, the children in the Nursery put on masks and acted out the roles of the animals being washed in a bathtub to retell the *Mrs Wishy Washy* story. In one Reception class the teacher used a puppet to help children repeat rhyming words. Members of staff often enter into role play to initiate talk and draw out the children's speaking skills. However, children are often reticent to speak especially in the Nursery. They understand, but do not have sufficient English language skills to express themselves. Because of the availability of books and the numerous stories read to them, most children are able to handle books well. They clearly love books and relish the opportunity to spend some time looking at and reading them especially during the daily reading sessions.
39. All classrooms are colourful, bright and full of words, letters and prompts to stimulate and support children's interest in reading and writing. Most listen well but their lack of English limits their understanding especially in the Nursery. Many children in the Reception class are beginning to link letter sounds to read and write simple words. Children are given regular opportunities to experiment with making marks and writing. Many children are beginning to form letters correctly and show good pencil control. Over half of the children in the Reception class are likely to reach the expected standards by the end of the year. However, all children achieve well given their low starting point, but standards overall remain below average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities and resources supports the development of the children's understanding of number, shapes, space and measures.
- Small focused groups and good use of resources provide intensive teaching that promotes high levels of pupil engagement and learning.

Commentary

40. The quality of teaching is satisfactory and children achieve well in the main. Good links are made between the development of language skills and mathematics. For example, while working with one Reception class, the teaching assistant used repetitive instructions and reinforcement of vocabulary so that children were able to recognise ordinal numbers. A good use of props and role-play helps to reinforce teaching points, such as when the tricycles are used to stage races to demonstrate who came first, second, third and last. Children in the Reception classes can match numbers up to nine, and count reliably up to 10. They can recognise some shapes and have begun to use everyday words to describe position such as 'behind' or 'in front'. Only half of the children are likely to reach the standard expected by the time they begin Year 1, and overall attainment by the age of five is likely to be below that normally expected. Nevertheless given their low starting point, this means that the children make good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good planning leads to numerous activities being offered that help to reinforce learning.
- The limited vocabulary of a significant number of the children limits their expression and understanding.

Commentary

41. Focused and well-planned teaching opportunities are providing a good range of opportunities to extend the children's understanding of the wider world. Very good use is made of support staff to ensure that all children are fully included in all aspects of their learning. Activities include real experiences with a link to language and mathematical development so that all children can be included and learn together. One group washing dolls clothes were aided by the Nursery teachers' good use of questioning and reinforcement of vocabulary to understand the process of washing and the differences between dirty and clean. Many younger children find it difficult to show their understanding because of limited vocabulary and lack of sufficient English at this stage of their learning. Teachers have to work very hard to elicit answers and give children the confidence and vocabulary to express themselves. Children are confident in using computers; they can use large and small construction equipment to build towers or houses. There is a good use of digital photography to enliven children's learning. For example, a display in the hall on 'People who help us' uses children's faces digitally enlarged on the life-size figures of the fireman, nurse and policeman. Over half of the children are likely to reach the expected standard by the time they enter Year 1, and overall standards at the age of five are below those normally expected. However, given their low attainment on entry all children make good progress and achieve well because of good teaching.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A good range and quality of outdoor play space allows many opportunities for physical development through play and exploration.
- Well-planned activities and teaching promote good achievement in many aspects of this area of learning.
- Limited access for Reception classes restricts opportunities for physical development through play and exploration.

- A lack of shade in the outdoor areas limits their extensive use on very sunny days.

Commentary

42. The quality of teaching is very good. There are well planned opportunities for children to improve their physical skills in both the Nursery and Reception classes. This includes good use of the school's swimming pool. Many younger children show confidence in the water with some of them being able to use aids to float and move themselves along. In classrooms and outdoors, there are various learning areas that encourage the pupils to use a good range of tools and materials. Good adult support provides guidance such as demonstrating how to hold a paintbrush and decide on shapes and colours so that children achieve well. The outdoor area is a spacious and well resourced area although the lack of shade during very sunny weather limits its extensive use. It enables the full range of opportunities to be provided for the Nursery children at all times. Consequently, they make very good progress. They are able to run, climb, jump and work creatively and imaginatively. However, the position of the Reception classes does not enable them to use this area as freely. Teachers use well the facilities they have by timetabling outdoor provision and using the indoor hall for physical education lessons but the lack of access to outdoors is a limitation in the Reception year. Even so, because of the very good start in the Nursery, many children are likely to achieve the expected level by the end of the Reception year and overall achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good use of role-play and teachers' examples help children to play creatively and imaginatively.
- A good range of activities caters well for all areas of creative development in the Nursery.

Commentary

43. Provision for creative development is good as is the quality of teaching. A wide range of well-planned art activities in vibrant surroundings improves children's learning. Children use an extensive range of materials including pencils, crayons, paints, modelling materials, beads and counters. Children were able to join in their favourite songs and follow rhythms, matching actions to words, and playing co-operatively. Many opportunities to encourage speaking, listening and exploration are included in the range of activities. Teachers often model activities so the children feel confident in participating in them. The majority of children are unlikely to reach the standards expected of them nationally by the time that they leave the Reception year. All children achieve well, in relation to their attainment on entry to the Nursery.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- When specialist teachers support class teachers, teaching is often very good.
- Pupils are given too few opportunities to write long pieces of work or to improve their writing.
- Teachers do not consistently explain language sufficiently and marking does not suggest ways to improve.
- Insufficient opportunity is provided for pupils to use computers to support their learning.

Commentary

44. Pupils' achievement is satisfactory overall, although test results are well below the national average across the school. By the time that pupils leave the school in Year 6 standards are well below average. The trend for improvement is below the national trend but the population of the school is changing rapidly. Compared to the time of the last inspection, there are now many more refugees and pupils who transfer into and out of the school other than at the start of the year. Many pupils start school with little or no English or part way through the year with little or no experience of school. Overall satisfactory improvement has been made since the last inspection when the school population was very different.
45. When pupils start Year 1 their standard of work is well below the national average. During their time in the Infants they make steady progress, particularly in speaking and listening and reading. However, standards remain well below average by the end of Year 2. Pupils' speaking and listening skills are developing relatively well with the input of specialist staff and the confidence given by class teachers. However, too often teachers have insufficient support in class and sometimes opportunities are missed to extend pupils' language and check that they understand what is being said. This is also the case for the older pupils. However, sometimes pupils who speak the same language are paired together to help each other. The good school ethos and good relationships established help pupils to try. This also gives them the confidence to do so without worrying too much about making mistakes. Thus pupils' speaking skills are improved considerably especially when a visiting specialist drama teacher helps Year 6 pupils work together to perform in front of their classmates.
46. Standards in reading are well below average throughout the school. However, some more able pupils attain above average standards in tests. The introduction of guided reading sessions is generally working well. Teachers provide a variety of reading materials which capture pupils' interest. The teachers' focus groups improve their understanding of the texts by good questioning. However, the lack of a good, well-resourced library does not help pupils develop a love of reading. The library is unattractive and has many very old books which are often in a poor condition.
47. Although pupils' writing is generally neat throughout the school, the standard of work of many pupils is well below national expectations. The school has rightly identified this as a priority. Pupils do not often write long pieces of work and infrequently correct or re-write what they have done. Overall the younger pupils are given more opportunities for writing long creative pieces of work than the older pupils. Throughout the school there is little evidence of pupils using the computer to improve and help them write.
48. Teaching of English is satisfactory overall and when teachers have extra help it is often very good. In the best lessons the teachers have good relationships with their pupils, work is interesting and challenging and the teacher has learned a few words in the language of new

arrivals. This pleases them and gives them the confidence to try to do their best. Teacher assistants and specialist teachers give good support to their pupils who have been given work which matches their needs. However, too often, pupils work is not marked in a way which helps them to improve.

49. Leadership and management are satisfactory. Teachers new to this country are given sufficient support to teach the National Literacy Strategy. The curriculum leader is given sufficient time to monitor standards and trends but checks on the quality of teaching and learning are underdeveloped. Assessment of standards and provision is in the early stages of development. Information has recently been computerised so that areas of weakness can be easily identified and pupils' progress tracked. The subject leader is in charge of this, realises that although plans are examined lessons are not observed to ensure that plans are acted upon. Also no check is made that good links are made with other subjects.

Language and literacy across the curriculum

50. Good links have recently been planned between subjects. However, pupils' difficulty with written English adversely affects their standards of work in other subjects, such as history and geography. Many pupils have little access to the computer which does not help them develop their word-processing skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Leadership has not provided sufficient support and guidance for staff or consistently monitored their work.
- Teachers are successful at ensuring that the needs of pupils with learning difficulties, specific language needs and the more able are met.
- Insufficient use is made of new technology to enhance teaching and learning.
- Marking and the assessment of pupils' work are not as effective as they should be.

Commentary

51. There has been insufficient improvement in provision for mathematics since the last inspection when there were many strong features of provision, particularly in teaching, leadership, management and curriculum planning. Each of these aspects has deteriorated since then. Standards are lower now than as reported then. However, this is largely due to changes in the nature of the intake and a fall in attainment on entry to the school. This is exacerbated by the high mobility rate that results in many potentially higher-attaining pupils leaving. National test results for Year 2 pupils in 2003 were well below the national average but above similar schools. Initial indications are that the 2004 results are similar. Standards in the Year 2 classes are well below average. Test results for Year 6 pupils were below the national average, but represented reasonable progress for the pupils from their previous Year 2 results. The current Year 6 classes do not have the same number of high attaining pupils as the previous year and so standards are well below average.
52. Achievement is satisfactory and most pupils make reasonable progress from their attainment on entry to the school, whether this is to Reception or in many cases later. Teaching and learning are satisfactory overall, with many good qualities that make lessons interesting and encourage hard work from the pupils. Teaching and support staff enable pupils with special educational needs or English as an additional language to achieve as well as others. The pupils capable of high attainment in each year group also achieve satisfactorily. Most teachers are skilled and use the guidance of the numeracy strategy to shape and structure their teaching; many lessons are taught well. Brief mental starters are used well to focus the pupils'

minds and sharpen their skills. Learning support assistants participate effectively in these sessions by focusing on individual pupils and encouraging their participation. The most effective teachers vary their questions around the class so that potentially high attaining pupils are challenged and pupils with specific learning difficulties supported and given confidence. These techniques also extend to main class teaching of new material. Teachers use a good variety of methods to explain new ideas and build these on from the previous lesson's work. However, little or no use is made of new technology to enhance teaching and consolidate learning. The purpose of the lesson is explained and the success of the pupils in achieving the planned outcomes is evaluated in review sessions at the end of the best lessons. Good teamwork between teachers and support staff gives all pupils the encouragement to participate and try new ideas and generate a purposeful environment. Activities for the pupils to undertake in order to consolidate their learning are usually pitched at a variety of levels to challenge the higher-attaining and to meet the needs of those who learn more slowly.

53. The impact of these qualities is lessened because of weaknesses in marking and assessment, the lack of a common scheme of work across the school and inconsistencies in homework. Consequently, teaching and learning is only satisfactory overall and in spite of the pupils' positive approach and hard work, their achievement is also only satisfactory. Marking of pupils' work gives little indication of how they can improve. Too much marking in several classes is undertaken by the pupils with no checking by the teacher. Assessment is not sufficiently consistent to enable close monitoring of progress and does not inform planning. The exception to this has been an analysis of national test papers to identify weaknesses and, as a result, introduce more problem-solving activities.
54. The quality and impact of leadership and management have declined since the last inspection and are now unsatisfactory. There is not a clearly defined direction for the subject and staff are not provided with sufficient support and guidance to enable their skilled teaching to be translated into consistently better achievement. The work of staff is not rigorously monitored or data evaluated by the co-ordinator in spite of time being made available for these activities. Tackling these shortcomings has wisely been identified as a priority in the school improvement plan.

Mathematics across the curriculum

55. There is no formal policy followed by all teachers for how mathematics can be used and applied in other subjects. However, teachers regularly apply the pupils' skills and develop them further in several subjects on an unplanned basis. The pupils' skills such as in measurement and drawing graphs are used to support learning in science, design and technology and geography at a level that enables progress to be made in these subjects but does little to increase the pace of learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good leadership has led to recent changes to the curriculum which have improved provision, but these changes are not yet fully embedded.
- Most lessons feature practical activities which help pupils understand what they are being taught.
- Teachers place a good emphasis on subject-specific vocabulary and by Year 6 many pupils have a secure factual knowledge.
- Pupils complete too many worksheets and do not have enough opportunity to investigate and record their own findings independently.
- Teachers identify useful links with other subjects to reinforce learning.

Commentary

56. Results in the most recently reported national tests and teacher assessments in 2003 at the end of Year 2 and Year 6 were well below those achieved nationally. Inspection evidence indicates that current attainment is broadly similar, although more pupils are likely to reach the higher Level 3 at the end of Year 2, and fewer are working at the higher Level 5 in Year 6. Results vary somewhat from year to year with different groups of pupils, but those pupils capable of working at the higher levels are adequately challenged. Overall achievement is satisfactory, when factors such as the high rate of mobility are taken into account. Improvement since the last inspection is satisfactory, although much has happened this year.
57. Under the good leadership of a new subject manager, science is now being taught as a separate subject rather than as part of a topic linked with history and geography. The school follows clear national guidance and teachers use suitable linked materials to support lesson planning. Assessment activities for each unit of work are also being introduced in order to give teachers a more accurate measure of standards. Currently much work in science is recorded in files or books which also contain history and geography work. This does not enable teachers or pupils to refer easily to previous work. The co-ordinator has not had adequate time to monitor teaching and learning across the school.
58. Teaching is satisfactory across the school. Lessons are well planned and prepared and almost all include an element of practical work. These activities underpin learning for all pupils, including the many who are learning English as an additional language. Introductions are too long in some lessons, limiting the time for practical work. Teachers are very careful to recap previous knowledge, setting learning in context, and they explain relevant subject vocabulary with care. This thorough approach reflects teachers' awareness that pupils do not have a shared prior experience and some may not have encountered topics previously. By Year 6 many pupils have a satisfactory basic factual knowledge and can answer straightforward questions reasonably competently. Their ability to explain their answers is less advanced, as are their independent investigative skills.
59. A large proportion of recorded work is completed on commercial worksheets which vary in quality and value. Some pupils, particularly those who are older and/or more capable do not have enough opportunity to develop independent recording skills. Although pupils are taught some of the principles of experimental work, there is little evidence of them planning and conducting their own investigations. Teachers usually plan the detail of experimental work and usually all the pupils record their results on similar worksheets. A few teachers mark pupils work thoroughly, but generally marking is weak, giving little indication that teacher have checked completed work.
60. Teachers make learning more relevant for pupils by identifying links with other subjects. For example, Year 1 pupils made observational drawings of objects found on their science walk. Pupils in Years 4 and 6 use their knowledge of electricity when making their model houses and controllable vehicles. Aspects of health education are frequently referred to within science lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils do not achieve as well as they should in Years 1 and 2 and, as a result, standards in these year groups are well below average.
- Pupils are keen to learn and respond well to the opportunities provided.
- The resources and staff expertise of the City Learning Centre are utilised to very good effect and have a beneficial impact on achievement.

- There are inadequate resources and suitable facilities, so that insufficient use is made of information and communication technology to enhance teaching and support learning.
- Planning is not supported by a sufficiently rigorous assessment system.

Commentary

61. The school has very limited resources either for teaching information and communication technology skills or to exploit the technology to enhance teaching and learning in other subjects. Resources are limited to a computer in each classroom and some programmable toys. The school has identified as a priority the need to expand its resources and facilities and plans have been prepared for a new computer room.
62. To compensate for this the school makes highly effective use of the facilities, resources and staff expertise at the neighbouring City Learning Centre for lessons in Years 3 to 6. Teaching is good in these year groups and the pupils achieve well so that standards are average by Year 6. One exceptionally effective all-day session for Year 5 pupils benefited from the enthusiasm generated by the specialist teacher and the high level of adult support. Pupils worked hard and with much concentration throughout the day to produce animations of sketches that they had planned carefully on story-boards. The high quality of the resources, including digital cameras and scenery lighting, captured their attention and gave them a real sense of achievement as they played back their short scenes. This also gave them a considerable insight into the complexities of animation and the patience needed to produce something worthwhile.
63. Learning suffers in Years 1 and 2 because of the limited access to computers. Teaching of basic skills around a single computer is satisfactorily carried out, but the impact is lost because there is not an opportunity for the immediate practise and development of these skills. Consequently, the pupils do not achieve as well as they should in Years 1 and 2 and standards are well below average by Year 2. For example, the basic knowledge and understanding of the keyboard in Year 2 lessons on word-processing was weak, with few understanding the function of keys such as 'delete' and 'shift'.
64. Improvement since the last inspection is just satisfactory and is largely because of the influence on achievement of the City Learning Centre. Leadership and management are satisfactory. A clear plan is now available to support the teachers, which also has the potential to be used as a thorough assessment system. Limited monitoring of the work of staff takes place, but training and guidance have been provided to improve teachers' expertise and confidence. Learning support assistants also make a valuable contribution to teaching and learning, particularly through their work with pupils who have specific learning difficulties.

Information and communication technology across the curriculum

65. Teachers make very little use of new technology to enhance their teaching and to support the pupils' learning. This is partly due to the limited resources in the school. Pupils, therefore, have few opportunities to practise their skills or to apply them in a variety of contexts. Where possible, teachers try to make links between their teaching of information and communication technology and other subjects. For example, a Year 5 class was observed preparing a slide show presentation about their geography fieldwork at the local shopping centre.

HUMANITIES

66. **History and geography** were sampled by looking at pupils' books and classroom displays, by observing a very small number of lessons and by talking to the subject leader. Provision for both history and geography is satisfactory due to the fact that the curriculum has been redesigned and links with other subjects identified. This gives good guidance for teachers. However, the current Year 6 pupils have done too little work on geography so far this year. Their residential visit, where much work is done on comparing areas, has been cancelled. However, the school expects to remedy this before the end of term. Generally, pupils gather a good body of work and extend their vocabulary by using geographical terms such as 'urban' and thoughtfully compare life past with life today. Pupils are now involved more in their learning by identifying what they want to find out and what they have learned. However, their work is difficult for them to track as it is mixed in with other subjects. Teachers' marking rarely helps pupils learn what they need to do to improve.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good understanding of many religions.
- The good provision for personal development helps pupils question and understand differing views.
- The subject is well led and managed and this has resulted in good improvement since the last inspection now that the locally agreed syllabus is followed.

Commentary

67. Across the school standards are in line with those expected by the locally agreed syllabus and achievement is good. Speaking and listening and social skills are developed well and achievement is good in these areas. Pupils have a good knowledge of a variety of faiths, such as Christianity, Judaism, Islam and Hinduism. They are sufficiently confident to share their beliefs with their classmates and stress that all should be respected. They are also developing a good understanding of their own feelings and how others might feel in a variety of circumstances, such as when being bullied or a mother sending her son to war.
68. The curriculum is now well developed and organised. Due to the good leadership and management of the co-ordinator, it is broad and comprehensively covers all aspects of the locally agreed syllabus. All teachers are enthusiastic about this subject, have sufficient knowledge and challenge pupils to think about their values, relationships and their environment. From Year 2 pupils have good ideas about how to make the world a better place to live. Good links are made with other subjects such as literacy, geography, history, personal and social education and art and design. The school celebrates and uses the wide variety of religious beliefs represented by the pupils.
69. Teaching is good overall. Teachers and their assistants work well together. They set good examples of care, understanding and tolerance. Thus pupils are confident to share their beliefs and to listen and learn from each other. Teachers provide interesting resources and artefacts to stimulate pupils' interest and bring the subject to life. Visits arranged to the local church and the Gurdwara also enhance pupils' learning. However, these are up to the teachers' discretion thus not all classes benefit from a good range of visits.
70. Teachers now have good guidance and build upon the pupils' interests and strengths. A good management strategy has been to link religious education and personal social and health education together so that both areas enhance each other. Further steps for improvement are planned by the curriculum leader.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Physical education was inspected in depth. Only a limited number of lessons were seen in art and design, design and technology and music.
72. It was only possible to see part of two **art and design** lessons, and so no overall judgements on standards and provision could be made. Evidence from displays, photographs and teachers' planning shows that art makes a very strong contribution to the pupils' spiritual and cultural development. Pupils are introduced to a variety of artistic traditions and have the opportunity to work in different styles. For example, Year 1 pupils produced work in the style of Andy Goldsworthy when they visited the local park. Work with fabrics, sculpture and three-dimensional work is well represented. Some of the displayed work is of a high standard. Year 6 pupils enjoyed designing carnival costumes for figures they had made. Well-presented displays of pupils' work and artefacts contrive to make the school visually stimulating. Teachers also take advantage of the school's position to visit galleries and artistic events in London, thereby enriching pupils' experience.
73. The focus of the inspection was such that only one **design and technology** lesson was observed. Teachers' planning, classroom displays and the few samples of written work available indicate that pupils have full access to the expected curriculum. Pupils have satisfactory opportunities to work with a variety of materials including wood and fabrics. Some work is finished well, for example some attractive 'Joseph's coats' made by Year 2 pupils. Year 6 pupils used tools and equipment very confidently as they developed their moving vehicles. They set themselves high standards in terms of the finished products, measuring and joining materials with considerable care. Useful links with other subjects make learning more relevant for pupils. For example, Year 4 pupils were reminded during their science lesson of how they could use electrical circuits to light their models.
74. **Music** was sampled and the limited evidence indicates that standards are below expectations. However, pupils illustrated satisfactory performance singing skills during a session with a visiting African drumming group. The school does not currently have a music co-ordinator and a new scheme of work has been introduced to promote the teaching of this subject. This has not had a benefit on standards. Visiting music specialists were observed and indications were that they were providing a satisfactory standard of teaching; however, this was limited to classes in Year 3 to 6. This indicates that there has been no significant improvement since the last inspection and that music provision continues to be unsatisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The school exploits the expertise of sports coaches well to extend the pupils' skills and make lessons more interesting.
- All classes benefit from two full hours of physical education each week, including regular sessions in the swimming pool.
- Pupils participate with enthusiasm in lessons and are keen to do well.
- The co-ordinator provides sharply focused leadership and effective support and guidance so that other teachers can improve the quality of their lessons and the pupils' learning.

Commentary

75. In spite of pressures on the timetable, the school has managed to maintain two physical education sessions each week. This demonstrates the commitment of staff towards

promoting a healthy lifestyle and contributes considerably to the pupils' enjoyment and achievement. It was not possible to observe the full range of physical education activities during the inspection. In the activities observed, which included games and swimming, the pupils achieved well and standards were broadly as expected for their age.

76. Much of this good achievement is down to the skill and expertise of the various sports coaches who teach football and cricket, with the support of the class teacher. The pupils benefit considerably from the link with a local Premier League football club, which provides coaches on most afternoons each week. Their interest and enthusiasm rubs off on the pupils, who put much effort into lessons and work vigorously for a full hour. This contributes considerably to their fitness levels and general well-being. The coaches are also able to teach pupils the correct techniques, such as when dribbling a football, and structure these sessions well so that skills are developed and practised under increasing pressure. Coaches and teachers are sensitive to the needs and differing skill levels of the pupils, providing support for those who need it and challenge for the talented. The outdoor playground areas are not always ideal, but are used to the best effect by the adults.
77. Much of the good improvement in provision for physical education and the standards achieved is down to the effective leadership and management of the co-ordinator. She has a clear view of what the role entails, has a strong commitment to the subject and has high expectations of what pupils can achieve. Provision and the work of staff are carefully monitored with support and guidance provided on how improvements can be made. A lack of confidence in teaching dance has been identified and action taken, including demonstration lessons from a specialist from the local secondary school. The co-ordinator provides a very good role model for other teachers through team-teaching and undertaking demonstration lessons. As a result, teaching has improved since the last inspection and is now good. Lesson planning is now supported by a secure scheme of work that ensures all aspects of the National Curriculum are covered. A reasonable range of extra-curricular activities is provided and links are being developed with local schools to extend opportunities, particularly for team sports.
78. One of the strengths of provision is the use of the small swimming pool to engender confidence in the pupils. Regular lessons in general water skills are extended by the teaching of swimming at the local public pool to Year 6 pupils. By the time that they leave the school, most meet the expectations of the National Curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal social and health education is **good**.

Main strengths and weaknesses

- There is a well planned, progressive programme and good links are made between several subjects so that pupils develop a thoughtful attitude to life.
- Staff, including learning mentors, have good relationships with their pupils and help them settle into school.

Commentary

79. The school values all pupils and encourages them to talk about their feelings and consider the best way to deal with others. This takes place in class discussions, during assembly where bullying is discussed and generally in class sessions where teachers set good role models by valuing and listening to all. All pupils are included. A very good contribution is made by the learning mentors who provide a very good range of clubs and experiences for pupils who behave well or need support. A good example is the film club at lunchtime where many pupils are keen to attend. Throughout the school pupils discuss similarities and differences between

different people and by Year 6 consider ways to solve problems.

80. Pupils develop well both socially and emotionally due to the good support provided to teachers from the newly developed curriculum guide. This gives teachers good suggestions for helping all pupils develop as good members of society. Pupils understand that the representative on the school council needs to be good listeners, fair and respectful and respect confidences. Good links are made between religious education and literacy lessons where pupils considered the feelings of a mother sending her son to fight in the Second World War.
81. The school has rightly identified lunchtimes as an area for improvement. Year 6 pupils take good care of others but generally these times are noisy and pupils do not care for each other as well as they do in class.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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