

# INSPECTION REPORT

## **DRAYTON PARK PRIMARY SCHOOL**

Highbury, London

LEA area: Islington

Unique reference number: 100402

Headteacher: Miss R Walden

Lead inspector: Ms J Mackie

Dates of inspection: 28 June – 1 July 2004

Inspection number: 255996

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	274
School address:	Arvon Road Drayton Park Highbury London
Postcode:	N5 1PJ
Telephone number:	020 7607 4142
Fax number:	020 7607 1514
Appropriate authority:	Governing Body
Name of chair of governors:	Ms Julie Horten

Date of previous inspection: 8-9 July 2002

## CHARACTERISTICS OF THE SCHOOL

The school serves the local community which comprises both owner occupied residences, rented accommodation and social housing. There are 274 pupils on roll which includes fourteen full time and eighteen part time children in the Nursery. The proportion of pupils eligible for free school meals is above the national average, as is the proportion of pupils with special educational needs. The needs cover both language and literacy skills and emotional and behavioural needs. Whilst the highest proportion of pupils is from a White-British background, the school is a multi-cultural community, with pupils from a range of other ethnic backgrounds including Bangladeshi, Black/Black British Caribbean and Black-British African. Over 40 per cent of pupils have English as an additional language, although a good proportion is fluent in English. The main languages that are spoken, other than English, are Bengali (Bangladeshi), Turkish and Somali. The school has higher than average pupil mobility<sup>1</sup> with a comparatively large number of pupils both joining and leaving the school at times other than the beginning of the school year. The attainment of the children on entry to the Nursery is below average especially in language, communication and literacy. Attainment on entry to Year 1 has steadily risen over the past two years and is now in line with national expectations. The school gained a Schools Achievement Award in 2003.

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<sup>1</sup> Mobility refers to the proportion of pupils who join the school after the Reception year or who leave before the end of Year 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7871	Jean Mackie	Lead inspector	Science Information and communication technology Design and technology
9275	Candy Kalms	Lay inspector	
1963	Sibani Raychaudhuri	Team inspector	English History Geography Religious education Special educational needs English as an additional language
15011	Marion Wallace	Team inspector	Mathematics Art and design Music Physical education Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Drayton Park Primary is an effective school** which offers good value for money. Although standards attained in Year 6 are below average, the pupils achieve well from a low base as a result of good teaching. Good foundations are established in the Nursery and Reception classes and standards in Year 2 are now average. Very good leadership and governance are provided by the headteacher and governing body.

#### The school's main strengths and weaknesses are:

- although achievement is good and pupils do well compared to their starting point, standards in Year 6 remain below the national average, with those in science being well below average;
- the headteacher provides very clear direction for the school, ably supported by the governors who play a very active role in both challenging and supporting the school;
- the good teaching and effective support from other adults in the school enable the pupils to achieve well both academically and in their personal development;
- there is good provision for pupils with special educational needs and those for whom English is an additional language;
- the good provision in the Nursery and Reception classes provides the children with a good start to their school life;
- attendance is well below the national average and a significant minority of pupils are often late for school;
- the curriculum is enriched by a very good range of clubs, visits and visitors;
- although assessment procedures are good, information is not used consistently to raise standards for all pupils.

The school has made good improvement since the last inspection. Standards in Year 2 are rising more rapidly than those nationally and the proportion of good and better teaching has improved. Improvement in the overall provision for English, mathematics and information technology is good. Assessment procedures are now more secure. There has, however, been limited improvement in the provision for science and attendance rates have declined.

### 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	C	D	B
Mathematics	E	E	E	C
Science	D	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement overall is good.** Younger pupils achieve well. By Year 2, they are reaching standards that are average in reading and mathematics and above average in writing. Whilst standards remain below average in English and mathematics by Year 6, the pupils achieve well in lessons and have made satisfactory progress overall from their starting points in Year 2. Achievement for the current Year 6 is better than that for the year group in 2003. Language,

number and information and communication technology skills are developing well in Years 1 and 2 but are less secure for older pupils as these have not had the full benefit of improvements in provision. Standards in science are well below average owing to shortcomings in the curriculum and assessment. Pupils with special educational needs and those learning English as an additional language achieve well because of the good support that they receive. There are no significant differences in the achievements of boys and girls. Higher-attaining pupils and those who join during the year achieve as well as others in the school. Children in the Nursery and the Reception class achieve well and the majority are likely to meet the goals that they are expected to reach by the end of the Reception year.

**The pupils' personal development is good. Their social, moral and cultural development is good, whilst spiritual development is satisfactory.** The pupils have positive attitudes to learning and the vast majority behave well. Overall, the school has a very good ethos. Attendance has dropped this year and is well below the national average. A significant minority of pupils are regularly late for school. Some parents do not fully appreciate the importance of regular attendance and its impact on achievement.

## **QUALITY OF EDUCATION**

**The overall quality of education is good. Teaching is good** in the Nursery and Reception classes, in Years 1 and 2 and in Years 3 to 6. The teachers motivate the pupils and ensure that activities provided enable them to gain knowledge and learn new skills quickly. Assessment is much improved but there remain inconsistencies in the way in which information is used to meet the needs of all pupils. The curriculum is satisfactory and pupils benefit from the wide range of enrichment activities provided for them. The school provides a safe and caring environment. Links with parents, neighbouring secondary schools and the wider community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides very clear direction and has very high aspirations for all of the pupils. Along with her senior management team, she is continually seeking to improve provision within the school. The members of staff share her vision and are all fully committed to maximising the achievement of pupils. The findings from monitoring the work of the school are used well to inform strengths and areas for development. The knowledgeable governing body takes a very active interest in the work of the school and fulfils its role as critical friend very well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very largely pleased with the work of the school. They think that the teaching is good and that their children make good progress. They appreciate the open relationship with the school and are happy with the annual reports about their child's progress. Inspection findings endorse these views. The pupils are also supportive of the school. They appreciate the clubs and visits and feel that they are trusted to do things on their own. They were less positive about behaviour although this was judged to be good.

## **IMPROVEMENTS NEEDED**

The school should persevere in its efforts to increase the already good achievement of pupils in English and mathematics even further and so raise standards in these subjects to at least the national average by continuing to implement its school development plan. In addition, the most important things the school should do to improve are:

- ensure that assessment data is used more consistently to set challenging targets for all pupils;
- improve the provision in science in order to raise standards;
- implement more rigorous strategies to improve attendance and punctuality.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good overall. Children achieve well in the Nursery and Reception classes. Achievement is good in English and mathematics in Years 1 and 2 and in Years 3 to 6. Achievement in science is unsatisfactory. Standards are average in Year 2 and below average in Year 6.

#### **Main strengths and weaknesses**

- Standards in reading, writing and mathematics in Year 2 are rising at a faster rate than that nationally.
- Children in the Reception classes are achieving well from starting points that are below average.
- Standards in English and mathematics in Year 6 remain below average and those in science are well below average.
- Pupils with special educational needs and those with English as an additional language achieve well.

#### **Commentary**

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

Standards in:	School results	National results
reading	15.5 (13.1)	15.7 (15.8)
writing	15.2 (13.2)	14.6 (14.4)
mathematics	16.1 (14.3)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

1. In the 2003 national tests, the pupils in Year 2 achieved overall results that were in line with the national average. Results for writing were above the national average, those for mathematics were in line with the national average and those for reading were below the national average. The results, when taken for the separate subjects and overall, were well above the average for similar schools. There has been a rapid improvement in standards in Year 2 since the last inspection. The 2004 results have shown further improvement, particularly in reading as this has been a strong focus for the school this year.
2. Inspection findings show that standards in Year 2 are now average for reading and mathematics, with writing being above average. The pupils in the current Year 2 started Year 1 with standards below average and they have achieved well as a result of the good and sometimes very good teaching that they have received in both English and mathematics. Good work in reading has had a noticeable impact on standards this year and the above average standards in writing have been maintained.

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

Standards in:	School results	National results
English	26.2 (26.8)	26.8 (27.0)
mathematics	25.0 (25.2)	26.8 (26.7)
science	27.0 (26.5)	28.6 (28.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

3. When taken overall, the pupils in Year 6 achieved results in the 2003 tests that were well below the national average and in line with the average for similar schools. The strongest results were in English which were below the national average but above the average for similar schools. This was largely because a good proportion of the pupils achieved the higher Level 5, meeting the target set by the school. The remaining targets for 2003, which were rather ambitious, were not met. There has been significant mobility in the 2003 Year 6 group over time with a number of higher-attaining pupils leaving the school and a similar number joining with lower attainment levels. Results have improved broadly in line with the national trend over the last few years although the pattern within the separate subjects has been variable, with the strongest results in English and mathematics achieved in 2002. The boys' performance has shown a steady improvement over time while that of the girls has been variable, showing an overall decline over the last three years, particularly in mathematics and science. The results for 2004 have shown some improvement in both English and mathematics.
4. Inspection evidence shows that the current Year 6, who have experienced an unsettled period in the past, are now achieving well in lessons. They have made satisfactory progress overall from a low starting point in Year 2, though overall standards remain below the national average in English and mathematics. The current Year 6 group has a high proportion of pupils with special educational needs and learning difficulties. Overall achievement in English and mathematics in Years 3 to 6 is good because, just as in Years 1 and 2, teaching is effective and sometimes very effective.
5. The good provision in the Nursery and Reception classes enables the children to settle quickly into day-to-day routines. Teachers provide a good range of activities which meets the needs of the children effectively and results in good achievement overall. As a result, the majority of children in the Reception classes are well on the way to meeting the learning goals set for them by the end of the Reception year.
6. Achievement in science is unsatisfactory because of shortcomings in the curriculum and weak assessment procedures. As a result, standards in Year 2 and Year 6 are well below the national average in both knowledge and understanding of the subject and skills of scientific enquiry.
7. The pupils' language and number skills are developing appropriately in Years 1 and 2 through other subjects. Competence amongst the older pupils, particularly in Years 5 and 6 is less secure as these pupils have not had the sustained benefit of the improved teaching noted since the last inspection. Nevertheless, across the school, speaking and listening skills are well developed. Pupils achieve well in information and communication technology lessons and are reaching standards that are now in line with the national average in Year 2 although they remain below average in Year 6. Once again, these older pupils have had a mixed experience in the past and have only had access to an information and communication technology suite in the last two years. This is an improvement from the position in the last inspection.

8. Pupils with English as an additional language make good progress in lessons and achieve well over time in acquiring language skills, particularly as many are beginners in English on entry to the school. Pupils with special educational needs are effectively supported in literacy and other subjects. They also make good progress and achieve well over time. Higher-attaining pupils and those that are gifted and talented achieve as well as other pupils in the class. The good induction procedures ensure that those pupils joining the school during the school year also achieve as well as their peers. Despite the differences in performance of boys and girls in the tests over the last few years, there were no significant differences noted in achievements within lessons.
9. The scope of the inspection did not enable a detailed evaluation of standards in all subjects to be undertaken. However, pupils mostly achieve well with standards of work in most subjects being largely average in Year 2 and below average in Year 6.

### **Pupils' attitudes, values and other personal qualities**

The provision for pupils' personal development, including their spiritual moral social and cultural development, is good and leads to positive attitudes and good behaviour. Attendance is well below average and punctuality is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils behave well and have good attitudes to their work.
- Relationships between pupils and between pupils and adults are good and there is a high degree of racial harmony.
- The school sets high expectations for behaviour and works hard to achieve them.
- Many pupils arrive late for school.

### **Commentary**

10. Most pupils like school. They are well motivated and want to learn and do well. This includes pupils with special educational needs and those for whom English is an additional language. Many pupils take part in the wide range of activities provided by the school. In lessons they are often enthusiastic and listen carefully to the teachers and each other.
11. The headteacher and staff have worked hard to ensure that all pupils know the high standards of behaviour expected of them, including those with emotional and behavioural problems. As a result, most pupils behave well. There are however, a small number of pupils with challenging behaviour. The school's commitment to including everyone has meant that it has worked hard to keep these pupils in the school longer term but this has led to the high number of fixed term exclusions for this small number of pupils. The exclusion rate for this year has reduced. The role of the learning mentors, in conjunction with other external agencies, in this reduction has been significant. In the questionnaires, pupils expressed concerns about other pupils' behaviour, but nothing significant was observed during the inspection. Bullying, racism and other forms of harassment occasionally occur but effective systems are in place to deal with those incidents that do happen. The school's good moral provision teaches pupils to distinguish right from wrong. The school rules displayed around the school help pupils to understand moral values. Stories and discussion are also used to develop the pupils' understanding.

## Exclusions

### *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	98	24	0
Asian or Asian British – Bangladeshi	43	3	0
Black or Black British – Caribbean	19	6	0

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

12. The pupils' social development is good because the school encourages good relationships amongst pupils and between pupils and adults. As a result, the school is a harmonious community where pupils from a variety of cultures and ethnic groups respect each other's traditions and beliefs. Lessons encourage pupils to work together in pairs or small groups. Consequently, they co-operate and share equipment and ideas sensibly. Pupils become more mature as they move through the school and undertake various duties, for example as prefects in Year 6. After-school clubs offer further opportunities for the pupils to develop socially. The school council enables pupils to have some input in the decision-making process in the school, although its influence is not as strong as it might be.
13. Pupils' spiritual development is satisfactory. It is mainly promoted through assemblies and religious education lessons where pupils are given the opportunity to learn about the beliefs and practices of other faiths. Acts of collective worship give suitable time for the pupils to reflect.
14. Pupils' cultural development is good. Pupils are encouraged to appreciate and develop their knowledge of British culture through visits to places of interest such as galleries and museums. Some pupils have benefited further by watching performances of 'Swan Lake' and 'Sleeping Beauty'. Texts studied in literacy include Shakespeare. Pupils in Year 6, for example, are studying 'A Midsummer Night's Dream'. Music plays an important role and the choir offers pupils a valuable and enriching experience. Pupils learn about non-western cultures, in particular Africa, because of the school's close links with a school in Ghana.
15. Attendance in the school has declined this year and is now well below average. This adversely affects the learning of those 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 important is the poor attitude of a large minority of parents towards the need for regular school attendance. The school is trying to raise pupils' and parents' awareness of the importance of regular attendance with rewards for pupils and reminders to parents. Procedures have been put in place to monitor attendance but the strategies are not rigorous or systematic enough to improve the situation. Systems for the early identification of pupils with low levels of attendance are in the early stages of development.

16. By contrast, levels of unauthorised absences have declined because each week the learning mentors follow up unexplained absences, although they do not contact parents on the first day of absence. The school is aware that punctuality needs improving and has introduced systems to improve the position but pupils continue to arrive at school after the start of the school day, a number of whom are regularly late.

**Attendance**

*Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	1.1
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 school provides a good quality of education. Teaching is good overall and the curriculum is satisfactory and enhanced very well by a wide range of visits and visitors. The school provides a safe and caring environment for the pupils. Staffing, accommodation and resources are good. Links with parents, neighbouring schools and the local community are strong and enhance the pupils’ experiences and support their achievement well.

## Teaching and learning

While teaching and learning are good overall, there are some examples of very good and, occasionally, excellent teaching. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching and learning in English and mathematics are good.
- Teachers in the Nursery and Reception classes provide a good range of activities which cover all aspects of learning.
- Although assessment procedures in English and mathematics are good, the information is not always used effectively to maximise achievement for all pupils.

### Commentary

17. The proportion of teaching judged to be good and better has improved significantly since the last inspection. This has resulted from a determined approach on the part of the headteacher to appoint only good quality staff and the focused programme of professional development that has been put in place.

#### *Summary of teaching observed during the inspection in 47 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	7 (15%)	23 (49%)	16 (34%)	0 (0%)	0 (0%)	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.*

18. There has been a strong and successful focus on raising achievement in English and mathematics throughout the school. Teachers, under the clear leadership of both co-ordinators, have developed a good understanding of the national strategies and are implementing them well. Teachers from overseas, who were less familiar with the strategies, have received good guidance so that they have been able to develop their own understanding and thus meet the needs of the pupils in their classes well. Learning objectives are shared with the class so that the pupils are clear about what it is they are expected to have learnt by the end of the lesson. Introductions are often lively, capturing the interest of the pupils and leading well into whole-class and group tasks. The teachers make good use of 'buzz partners' to encourage the pupils to discuss their own ideas in pairs before sharing them with the rest of the class. Expectations of what pupils can achieve and how they should behave are very high. In particularly effective lessons, the teaching is very energetic, subject knowledge is secure and the pupils' learning is developed at a brisk pace.
19. Similar skills and attributes are evident in the teaching of mathematics as well. In an excellent mixed Year 5/6 lesson, focused on establishing relationships between numbers, the teacher's dynamic approach, and continued high level of challenge for all pupils in the class, plus excellent use of resources, enabled the pupils to show significant gains in their knowledge and understanding of patterns between numbers. Higher attainers, for example, were able to establish an equation which linked the numbers together, whilst middle and lower attainers were able to identify patterns at an appropriate level.

20. Teachers, in discussion with pupils, have established very clear systems and routines within their classrooms which are very largely followed by the class. The continued encouragement and engagement of the pupils in their work have led to positive relationships both between the pupils themselves and between the pupils and other adults present. As a result, the pupils have very well developed skills of independent and collaborative working. The majority of pupils feel that their teachers expect them to work hard and that they do show them how to make their work better.
21. Teachers in the Nursery and Reception classes have also established clear day-to-day routines which have enabled the children to settle in quickly. A good range of activities, combined with effective interventions from both the teachers and support staff, ensure that the children, some of whom enter with quite limited social, language and number skills, achieve well and make good progress in their learning. Children with English as an additional language are particularly well supported and make significant gains in their understanding and use of English.
22. Teachers generally plan appropriately to develop language and number skills throughout the curriculum. Speaking and listening opportunities are frequent. The teaching of information and communication technology is much more secure now and there are good examples of the use of information and communication technology to underpin learning, particularly in English and mathematics.
23. Very good teaching in intensive English language lessons helps pupils at early stages of learning the language to participate well and make good or very good progress in acquiring language skills. The quality of support for these pupils in lessons is also good. In addition, class teachers and teaching assistants know the pupils well and help them effectively in lessons so that they have good access to the activities offered to them. Teaching offers them plenty of opportunities to develop their speaking and listening skills. Procedures for assessing pupils at the early stages of learning English are satisfactory.
24. The school follows the special educational needs code of practice fully in reviewing and planning the teaching needs of pupils. Pupils with special educational needs including those with statements are supported well by class teachers and well-trained teaching assistants. There are good systems and procedures for assessing the special educational needs of pupils. There are detailed individual education plans that include clear targets for improvement and provide a good basis to respond to individual needs. Good and at times very good use is made of support staff including teaching assistants and learning mentors to both share the teaching and to work with individuals and groups of pupils during the lesson. They make a positive contribution to the teaching of pupils with special educational needs, who are achieving well. A particularly good feature is the calm way that pupils with challenging behaviour are handled. The positive aspects of behaviour management are clear to see and result in a good working environment for all pupils.
25. Teaching in science is satisfactory overall. Although teachers provide an interesting range of activities for the pupils, learning intentions are often over complex so that the pupils are not fully sure about what it is they are supposed to be learning. Opportunities for developing language and number skills in this subject are missed. Teaching observed in other subjects is at least satisfactory and often good. In the satisfactory lessons observed, while planning was secure, opportunities were missed to reinforce key learning points or to challenge sufficiently the full range of ability.

26. Assessment is satisfactory both at the Foundation Stage and in Years 1 to 6. It has improved since the last inspection as a coherent system has been developed. There are good procedures in place to assess the work of pupils in English and mathematics. Teachers use their assessment information well to track progress and set targets for pupils. They record the National Curriculum levels pupils are expected to reach each year and, in writing, pupils have their own small personal targets to work towards to give them an understanding of what they need to do to improve their work. The implementation of the system has been inconsistent, however, as it depends on the skills of the teachers. While assessment is used well for setting targets, information on pupils' past performance is not used consistently in lesson planning. Some teachers are already effective in this respect and there are examples of good practice in English and mathematics. Practice elsewhere is variable. Information about the pupils' performance in the Year 2 tests, for example, is not used systematically to help with planning in the mixed age Years 3/4 classes to ensure that the Year 3 pupils are fully stretched. Although marking is good in subjects, such as English, it is not consistent across the school. Assessment is weak in science and broadly satisfactory in most other subjects.

### **The curriculum**

The curriculum for pupils in Years 1 to 6 is satisfactory and for Nursery and Reception children it is good. A wide range of activities outside lessons enhance the curriculum. The standard of accommodation and resources is good. The school has made good progress in raising the profile of all subjects since the last inspection.

### **Main strengths and weaknesses**

- Good learning experiences are provided for the children in the Nursery and Reception classes and throughout the school in English, mathematics and music.
- The science curriculum is unsatisfactory.
- Pupils with special educational needs are fully included in the curriculum and they benefit from the provision.
- Provision for pupils with English as an additional language is good and ensures that they take a full part in the curriculum.
- The opportunities for curricular enrichment through clubs and educational visits are very good.

### **Commentary**

27. The school has worked hard to ensure that there is a better balance and coverage of subjects since the last inspection. Provision for information and communication technology has improved and consequently standards have reflected this improvement. The overall quality of the curriculum is satisfactory. The national numeracy and literacy strategies are well embedded. The quality and range of learning opportunities provided in science are unsatisfactory, however. There are insufficient opportunities for the pupils to develop their investigative skills and the breadth of study is limited. Programmes of study for other subjects have been appropriately adapted to meet the needs of the school. The school follows a two-year rolling programme for subjects of the curriculum in order to cater for the mixed age classes.



28. The good range of learning opportunities for Nursery and Reception-aged children plays a significant part in enabling them to make good gains in their learning. The provision for the minority of children with special educational needs in these year groups also enables them to progress as well as others in their class. The quality and range of learning opportunities provided in English, mathematics and music is good. Pupils attend additional 'booster classes' for mathematics and English and this is contributing to the improving standards.
29. The school considers carefully the needs of pupils with emergent English, particularly those who join the school part way through the school year. There are well thought-out systems and procedures for the induction<sup>2</sup> for these pupils so that they do not miss out in any subjects. Work in small groups outside the class gives pupils at the early stage of learning English greater opportunity to acquire skills in the language in a supportive environment and gain confidence in speaking. Teachers ensure that the curriculum is relevant and sensitive to the needs of pupils from minority ethnic groups. The culture of those pupils who speak English as an additional language is recognised and celebrated in displays and events such as the 'International Evening' and assemblies.
30. There is good equality of access and opportunity for pupils with special educational needs who are effectively included both in lessons and in the daily life of the school. Individual education plans are well prepared with clear and measurable targets. The planned activities and resources enable these pupils to achieve well in literacy. The co-ordinator for pupils with English as an additional language and the co-ordinator for pupils with special educational needs work closely together to ensure that the distinctive needs of the pupils for whom they have specific responsibility are met well.
31. Pupils' learning is made much more interesting by visits, visitors and the clubs provided for all pupils. An impressive number of pupils, just under half, take part in the activities after school. They have a positive impact on the pupils' enthusiasm for school and promote good social skills and the ability to build relationships. Parents appreciate all the support that the pupils receive beyond the school day in relation to their particular sports, arts and other activities. The school takes advantage of the proximity of London and visits many key locations including the Hindu temple, the Houses of Parliament, St Paul's Cathedral and Big Ben. The annual visit to the sea-side contributes to the personal development of the pupils as well as broadening their experiences of different localities. Visits to the ballet, opera and musical events such as Sleeping Beauty and Madame Butterfly enrich the provision for the arts. Participation in sporting events is good and is enhanced by the close links with Arsenal Football Club.
32. Accommodation and resources are good overall. The school benefits from two halls, a well-resourced information and communication technology suite, dedicated music room and a well-stocked library. All of these facilities are put to good use to help the pupils' learning. There is no grassed area on the site but good use is made of the playground. Good progress has been made in improving the range of resources in all subjects.

## Care, guidance and support

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<sup>2</sup> Induction refers to the arrangements for receiving pupils who are new to the school including briefing them on routines and helping them make friends.

The care, guidance and support given to pupils are good and provide them with the secure environment necessary to help them learn.

### **Main strengths and weaknesses**

- The learning mentors provide valuable support for a number of pupils with specific needs.
- Induction procedures for children in the Foundation Stage and pupils with English as a second language are good.
- There are insufficient staff trained in first aid and minor injuries are not recorded.

### **Commentary**

33. The care and security offered by the school ensure the pupils' welfare, health and safety. The arrangements support the pupils' learning, enabling them to take advantage of the educational opportunities provided. Local child protection procedures are followed, although the school's own policy does not identify the person designated with overall responsibility. Members of staff have been made aware of the school's procedures but a regular pattern of training has yet to be established. Regular checks of the site and premises are carried out and appropriate action taken, although information is not being formally documented. Whilst pupils' minor injuries are dealt with quickly, the shortage of staff with first-aid qualifications means that some pupils are dealt with by unqualified staff. There is a lack of easy access to the upper floors for those with physical disabilities.
34. The school provides good support and guidance for its pupils. Teachers are aware of the individual needs and difficulties of pupils in their classes. They use this knowledge to monitor their personal development informally, discussing any concerns with phase leaders or the headteacher. On the occasions when there are particular challenges, pupils are referred to the learning mentors who provide valuable support. The use of assessment information to target support and provide guidance for the pupils is developing, although practice is inconsistent at present. The school makes good use of external agencies for behaviour management.
35. Arrangements for pupils starting school are good. Newly arrived pupils, particularly those new to the country and with English as an additional language, have their needs thoroughly assessed. This helps them to feel welcome and settle quickly into school routines. Good induction arrangements that include home visits ensure that younger children entering Nursery and Reception classes settle in confidently.
36. The pupils' involvement in the school's work and development is satisfactory. The school council offers pupils some opportunities to put forward their ideas about how to improve the school's facilities but the current arrangements for communicating their ideas limit their overall influence.
37. Pupils who completed the questionnaires expressed mixed views about their school, although they were largely supportive and particularly enjoyed the extra-curricular opportunities offered to them. Pupils were clear about whom to turn to for advice and help although a small number expressed concerns about behaviour and the lack of friendliness of other children. In a subsequent discussion with inspectors they spoke more positively.

### **Partnership with parents, other schools and the community**

The developing links with parents and the good links with the community and other schools enrich the curriculum and add significantly to the pupils' learning.

### **Main strengths and weaknesses**

- Parents' confidence in the school is growing.
- Written reports are very good and inform parents about what their children know, understand and can do.
- There are many visits to places of interest in London.
- Parents' views are not regularly sought.

### **Commentary**

38. Parents' increasing confidence in the school is demonstrated by the positive views that were expressed at the meeting and in the questionnaire. Parents are strongly supportive of the school and what it offers their children.
39. Links with parents are developing well. The school recognises the value of parental involvement in their children's learning and has worked hard to make parents feel welcome. There is a regular Family Learning Programme that helps parents support their children and understand what goes on in school. Consultation evenings and events are well attended. A supportive Parents' Association organises activities and raises considerable funds for the school but very few parents help in lessons or around the school. The school has yet to establish a systemic approach to seek the views of parents on a regular basis.
40. The information provided for parents about the school and their children's progress is good. The newsletter every two weeks supplemented by additional letters and notice boards provide parents with information on what is happening in school. Each term parents are given information which outlines the work that their children will be covering in lessons and also gives details of the events that are periodically held to help parents to understand more about the curriculum. The prospectus and governors' annual report to parents are very well presented and contain useful information about the school. Meetings each term give parents the opportunity to discuss their children's progress. Pupils' progress is regularly reviewed with parents. Parents of pupils with special educational needs attend review meetings and are regularly consulted. Annual written reports for all pupils are detailed and set targets for future learning. Most documents that are sent home are in English, but the school arranges for interpreters to be present at key meetings and translates information where necessary.
41. The pupils' learning is enhanced as a result of the good links that have been established with the community. The school makes the most of being in London and pupils regularly visit museums, art galleries and ballet performances. They experience a wide range of visitors. During the inspection the television personality Clive Anderson visited to present the awards at the school's 'Big Read' event. The school offers an after-school club and the facilities are regularly used by outside organisations.
42. Links with partner institutions are good. There are regular curricular links with the local secondary school as well as a links with the local Beacon school all aimed at improving

learning in the school. The good relationships and effective links with the main local secondary schools help the pupils to make a smooth transition at the end of Year 6.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Leadership is good, management is good and governance is very good.

### **Main strengths and weaknesses**

- The headteacher provides a very clear direction for the work of the school and is well supported by the deputy headteacher and other members of the senior management team.
- The governors make a significant contribution to the strategic direction of the school.
- Leadership of English and mathematics is good.
- Leadership of provision for pupils with special educational needs and those with English as an additional language is very good.
- Leadership of the Foundation Stage is good.

### **Commentary**

43. The headteacher has continued to be a very strong driving force within the school since the last inspection. She has a very clear vision, focused on high achievement for all pupils, which is articulated well both by herself and the senior management team. Staff, both teaching and non-teaching, share the vision and are fully committed to meeting the needs of the pupils. There is a clear sense of common purpose, with everyone working towards the same goals and this has led to a positive ethos where both pupils and staff feel valued and take a full part in what the school offers. The headteacher is a reflective practitioner and is continually seeking new and innovative approaches to enhance and strengthen teaching and learning. She encourages a similar approach amongst the staff and supports this through clearly targeted opportunities for professional development. The fact that the co-ordinators for English and mathematics are Leading Teachers for these subjects is an example of this.
44. The school runs well on a day-to-day basis and there is a good range of policies which underpin the procedures and practices adopted by the staff. Comprehensive monitoring programmes of teaching, planning and pupils' work are in place and these are evaluated carefully to identify strengths and areas for development, such as the recent focus on reading following a successful drive to improve writing in Years 1 and 2. The school improvement plan is a helpful strategic tool, if somewhat over complex. The English and mathematics co-ordinators have analysed performance data carefully to track progress of individuals. The overall analysis at year group level as the pupils move through the school is less well embedded, however. Both co-ordinators have used information gathered through monitoring to establish clear action plans for the subjects and have taken effective action to improve teaching and learning. Similar steps have been taken by the acting co-ordinator for the Foundation Stage, leading to good achievement for the pupils for whom she has responsibility. Leadership and management of the English as an additional language programme are good and have both vision and a commitment to improvement. The progress of pupils within this group is tracked systematically and information gained is used effectively for setting targets and allocating support in the light of their progress. Leadership and management of the provision for special educational

needs are very good and the co-ordinator has a very secure knowledge and understanding of this aspect of the school's work. Special needs staff are well trained to assist pupils with specific needs.

45. Governors have played a very active role in the development of the school. Not only are they very supportive but they regularly hold the school to account for the standards achieved and the quality of education. This is achieved through a systematic programme of monitoring with regular reports received from both the headteacher and the senior management team about progress with specific priorities. The link governor role, where a governor is linked to either a subject or other aspect of the school's work, is well established and underpinned by a comprehensive set of protocols and procedures. The governors know the school very well and are regular visitors during the school day. Parents feel that the school is well led and that their children are in safe hands.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	1,149,665
Total expenditure	1,118,122
Expenditure per pupil	3,697

Balances (£)	
Balance from previous year	10,052
Balance carried forward to the next	41,595

46. The governors have worked very closely with the headteacher to establish a clear expenditure pattern based on priorities for the school. High quality staff has been a very clear priority and the policy has borne fruit. This year's balance is reduced significantly from last year's and the budget is being monitored very closely. Although the expenditure per pupil is comparatively high, given the level of need, and the good achievement, the value for money provided by the school is good.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

47. The quality of provision is good throughout the Foundation Stage and has been maintained since the last inspection. There is currently one Nursery class and two Reception classes. Children attend the Nursery part time for one term and full time for two terms before moving to the Reception class. One Reception class contains the older children and the other class contains the younger children who only have two terms in the Reception class before moving into Year 1. There is a high proportion of children who speak English as their second language and a small number who have been identified as having special educational needs. All of these children receive appropriate support and make the same progress as their peers. Attainment on entry to the Nursery is below average especially in language, communication and literacy. Children make consistently good progress throughout the Foundation Stage and the majority are already attaining the national goals for early learning or are well on course to attain them by the time that they move to Year 1. The resources and accommodation are good overall despite the lack of a grassed area in the outdoor provision. There are good links with parents and good arrangements for children starting school. Planning is well linked to national guidance and contains an appropriate balance of teacher-directed and child-initiated activities. Systems to check on the children's progress are satisfactory. Sometimes work is not closely matched to meet the needs of all pupils. The co-ordinator left at the end of the previous term. Leadership and management have been well maintained by one of the Reception teachers.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children feel secure and enjoy coming to school.
- Children achieve well and make consistently good progress.
- Children form good relationships with adults.
- Activities are planned well and promote children's emotional, spiritual, social and moral development alongside their intellectual development.

#### **Commentary**

48. Children settle into the routine of the Nursery well because they establish a good relationship with the class teacher and the Nursery nurse. Children feel secure in the Nursery and consequently develop a positive attitude to school. They enjoy all the activities and co-operate well with each other, sharing ideas and resources. Adults are experienced early years practitioners who are enthusiastic and challenge all the children well. As a result, they make good progress in this area of learning. The good progress continues when the children enter the Reception classes. They all show confidence and interest in their environment and are eager for new experiences. All children show natural curiosity and are keen to explore their surroundings. There is an appropriate balance of teacher-directed and child-initiated activities and the quality of teaching is good

throughout all classes. Children are provided with good opportunities to take initiative and develop independence. Relationships are very good and children are keen to share their achievements with adults and with each other. Children quickly learn the importance of rules. Reception children, for example, know how many children should be playing in the sand because there are clear guidelines for classroom and playground activities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Opportunities are used well to extend speaking skills.
- Teaching and learning are good throughout the Foundation Stage.
- Children experience a wide range of activities that cultivate and promote the development of early literacy skills.

### **Commentary**

49. Children enter the Nursery with skills in this area of learning that are below average for their age. In the Reception year, the majority are well on course to attain the national goals for early learning by the end of the school year. Learning and achievement are good overall in both the Nursery and Reception classes because all adults seize every opportunity to extend vocabulary and give children opportunities to extend language skills. Nursery children are provided with a wide range of experiences that cultivate and promote the development of early literacy skills. The Nursery nurse makes a very good contribution to developing speaking skills because she uses questions very well to extend speaking. The continual emphasis placed upon the development of speaking and listening skills continues into the Reception classes. Speaking skills are reinforced well in many situations and through good pretend play. When playing in the 'airport', Reception-aged children talked confidently to each other and to adults explaining about the preparations for their flight to Africa. Teachers in the Reception classes build effectively on children's prior learning. There are appropriate opportunities for the children to look at books and read with adult helpers. They show confidence in talking about books and more able and average children display good skills in early reading. A higher-attaining child with English as a second language read confidently and is already on the early stages of the National Curriculum. Higher and average-attaining children can identify their favourite books such as 'The Mermaid' and 'Funny Bones'. They can give reasons why they like the book, for example 'because it is scary'. Children demonstrate confidence recognising letters but are hesitant sounding out sounds when they meet a difficult word. Children make good progress learning to write and mark paper in both the Nursery and Reception classes. Reception children have clear writing targets. They write simple sentences, 'I can see my guinea pig he is on the beach.' Children in the Nursery enjoyed writing a letter, addressing the envelope and attaching the stamp.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good quality teaching and learning experiences enable children to achieve well.

### **Commentary**



50. The quality of teaching in all classes is good and this has a significant impact on the rate of progress children make by the end of the Reception year. Higher and average attaining Nursery children recognise numbers and have a good understanding of shape for their age because adults challenge them to identify different shapes around their environment. Children in the Reception year build on the good progress made in the Nursery because teaching is consistently good. More able and average children recognise simple three-dimensional shapes around them and identify those that roll and those that do not. Counting skills are well developed and average children in the Reception year confidently count to 20 and beyond. More able children can add and take away simple numbers and can identify different ways to make 12. They make good progress learning to tell the time and good teaching ensures all children can identify time on the hour. Children consolidate their learning by making a book of the activities they do at different times of the day. The range of practical learning opportunities is good and the outdoor area is well organised to support learning in this area. Access to sand, water and construction activities help children to achieve well.

## **KNOWLEDGE AND UNDERSTANDING**

Provision in knowledge and understanding is **good**.

### **Main strengths and weaknesses**

- Well-planned activities enable children to make good progress in learning about their world.
- There are good opportunities to use the computer.

### **Commentary**

51. The majority of children are likely to attain the national goals for early learning by the end of the Reception year because the learning environment is stimulating in all classes and this contributes to good achievement. More able children in the Nursery know the days of the week because adults lead an effective daily session challenging children to identify the day, date, month, season, year and weather. Higher-attaining children in the Nursery know that they do not come to school on Saturday and Sunday. All adults seize every opportunity to talk about the different countries of origin that the children come from and, as a result, the children have good awareness of different places in the world. In a Reception class children with English as a second language know and can identify their country of origin, for example. Children make good progress using construction kits and Lego to make a wide range of objects. Children with English as a second language achieve well and co-operate well. All children develop a positive attitude and make satisfactory progress in learning to use the computer both in their classroom and the computer suite. They use the mouse confidently to move shapes on the screen and average children use colour well to draw pictures such as Red Riding Hood. Good teaching ensures the majority learn to log on and off independently. Children with special educational needs make the same progress as their peers because they are well supported by teaching assistants.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- Children achieve well and attain average standards.
- Provision for outdoor play is good in the Nursery.

## **Commentary**

52. Nursery children make good progress learning to move in a variety of ways. The majority can change their clothes independently for activity sessions. They learn to appreciate the different cultural styles of moving because the teacher explains that the way African people often dance is different from the Asian style of dancing. Good teaching ensures that the children experience moving in different directions with the teacher drawing attention to the fact that they are travelling forwards, backwards and sideways, high and low, fast and slow. Children with English as a second language are acknowledged and their country of origin identified. Nursery children develop their confidence climbing and sliding and clambering because the outdoor area is well planned and the good range of resources are used well. Children make satisfactory progress in the Reception year learning to skip because the teacher guides them well. There are many opportunities for children to learn to grip pencils, paintbrushes and use scissors. As a result, these skills are well developed.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

## **Main strengths and weaknesses**

- Children achieve well in response to good teaching.
- There is a rich learning environment, which encourages the children's creativity and imagination.

## **Commentary**

53. Overall, the quality of teaching is good with instances of very good teaching. Children make good progress because there are good opportunities to develop their creative skills through role-play, art and music in the Nursery and Reception classes. The majority of children are on course to attain the national goals by the end of the Reception year. In the Nursery, children have good opportunities to use paint and glue and mix colours. They create simple collages and pictures using paint, pencil and crayons. Children continue to have good creative experiences in the Reception classes. High levels of concentration and enthusiasm were observed during a very good session when they were guided by their teacher to create different patterns on their tee-shirt using a tie dye method with string and pebbles. Joy and excitement were evident as they watched the tee-shirts change colour. A similar response was observed as children created their own African mask design. They all gazed with wonder and appreciation at the large wooden mask from Africa. Good progress is made in music and singing because children have regular access to percussion instruments and are challenged by the music specialist in the weekly singing assembly. Children in the Reception year make very good progress learning a range of songs and learning to respond to African rhythms using different body percussion such as clapping, slapping and clicking.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision for English is **good**.

#### **Main Strengths and weaknesses**

- Teaching and learning are good overall and pupils achieve well in English.
- Pupils with special educational needs achieve well because of the effective support given in literacy by teaching assistants.
- Speaking and listening are promoted well through discussion and paired work.
- The school encourages the enjoyment of books in a variety of ways and this enjoyment results in good achievement in reading.
- The subject is well led and individual progress is carefully monitored.
- Marking is good and teachers encourage pupils to evaluate their own work.
- Handwriting is variable and presentation is inconsistent.

#### **COMMENTARY**

54. Standards in English are rising for younger pupils because of the school's efforts to secure improvement in the subject. In the 2003 tests, standards have improved significantly in Year 2 when compared with the results of similar schools. Standards were below average in reading and above average in writing for all schools and well above the average of similar schools. In the same year, standards in Year 6 were below average for all schools but above the average for similar schools. The comparison with similar schools indicates that the achievement of pupils in Year 6 was satisfactory in 2003, and was very good in writing in Year 2. The inspection findings show that overall standards remain below average in Year 6. In Year 2, standards in reading have improved to average with many more pupils attaining higher levels, and above average standards in writing have been maintained.
55. Because of good teaching, pupils achieve well by Years 2 and 6 from their point of entry. There are opportunities for discussion and drama-related activities in lessons and pupils participate very well in group or paired activities, which are strong features of all lessons. The lessons are well planned in the main and the activities provided by the teachers are often stimulating, capturing the interest and imagination of the pupils. In a very good Year 6 lesson on 'A Midsummer Night's Dream', for example, the teacher asked the pupils to write play scripts for performance, using Shakespearean English. The pupils responded with enthusiasm to the brisk pace and the challenging task of using the language of the time in their writing and made very good progress. Speaking and listening skills were also developed well through the discussion and reading of the play scripts. Standards in speaking and listening are broadly average in Years 2 and 6.
56. There is also a strong focus on reading and writing, with stimulating activities and events. Pupils learn to value books through talking about them and giving opinions on them. During the inspection, the school held an assembly on the 'Big Read', where pupils from every class very skilfully presented their favourite book through dance, drama and reviews using characters from the books. Clive Anderson from the BBC's 'Big Read' presented the prize to the winning class, making it a memorable occasion for all pupils.

An event like this inspires pupils to achieve well in reading. Pupils are heard reading regularly at school and teaching assistants and learning mentors make a good contribution to this process. Although pupils achieve well by Year 6, standards are still below average in reading and well below in writing because there is about a third of the pupils with special educational needs, who do not reach the expected levels, particularly in writing. In addition, a number of higher-attaining pupils have left the school over the last few years. Pupils with special educational needs, however, achieve well in literacy as teaching assistants work very closely with class teachers, providing good support for them.

57. The school has focused on writing as an area of development. Pupils are benefiting from regular assessments and target-setting, which now help them with their next steps of learning. Marking is good, telling the pupils how to improve their work. Work seen in the pupils' books shows that pupils learn to write for different purposes, sustaining ideas and generally using correct grammar and punctuation. However, in the mixed Years 3/4 classes, younger pupils sometimes do not have sufficient opportunities to maintain their good standard of writing previously achieved, as insufficient use is made of the pupils' prior attainment data to inform planning for the younger pupils in the group. Systematic teaching of phonics has contributed to satisfactory spelling for the majority of pupils. In Years 3 to 6, pupils learn to use joined-up handwriting but it is not consistent in style. The presentation of work in books is variable.
58. The quality of teaching is good overall, ranging from very good to satisfactory with many strong features. One of the strengths of the lessons seen was the way that the teachers shared the learning intention at the start of each lesson, and consequently, the pupils knew what they were expected to learn. Another one was the consistent use of self-evaluation by pupils at the end of each lesson, which helped them to recap their own learning against the objectives set for the lesson.
59. Subject leadership and management are good with strong a commitment to improvement. The subject leader has actively identified clear priorities for the subject and has implemented strategies for improvement successfully. Improvement since the previous inspection has been good as standards have improved in Year 2 and pupils now achieve well because of good teaching and regular monitoring of their progress.

### **Language and literacy across the curriculum**

60. Literacy has been satisfactorily developed through pupils using their writing skills in other subjects. For example, pupils in Year 6 have written myths from ancient Greece in history and prayers in prose and poetry in religious education. However, these skills are not used satisfactorily in science where key words and subject specific language are not developed consistently.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- The quality of teaching and learning is good overall.
- Standards in Year 2 have risen more rapidly than those nationally since 2001.

- Information and communication technology and literacy skills are not used consistently well throughout the school.
- Leadership is good and management is very good.

## Commentary

61. In the 2003 national tests, pupils in Year 2 achieved results that were average nationally and well above the average for similar schools. Pupils in Year 6 achieved results that were well below the national average and were in line with the average for similar schools. Inspection evidence indicates that standards are currently below average in Year 6 and broadly average in Year 2. Pupils in Year 2 achieve well and have made good progress from their below average attainment at the beginning of Year 1. In Year 6 achievement is now good in lessons as a result of improved teaching and learning. Test results indicate that girls do not achieve as well as boys in Year 6. There was insufficient evidence during the inspection to identify why this occurred. In the lessons observed girls were well motivated and achieved equally as well as the boys. There has been good improvement since the last inspection when standards were judged to need some improvement.
62. The quality of teaching and learning is good overall in Years 1 and 2 with instances of very good teaching. The teacher's lively approach was reflected in the pupils' enthusiastic response. Good teaching also enables pupils to develop their data handling skills effectively. They learnt how to collect data and make a tally to identify the most popular drinks. Pupils know how to communicate their findings of data in block graphs. Higher and average attaining pupils were able to create bar and block graphs to show preferences in drinks. Pupils with special educational needs and lower-attaining pupils who speak English as their second language achieved well as a result of adult support to complete the task.
63. Computer skills are used regularly to reinforce learning in Years 1 and 2 but are less well embedded in Years 3 to 6. Pupils in Years 1 and 2 achieve well and use their knowledge and understanding of both mathematics and information and communication technology to organise data and extract information from it. They use the computer to create bar graphs and pictograms to show their findings. There are satisfactory links with literacy and teachers challenge the pupils to explain the meaning of words used. An examination of work indicates good use of word problems in Years 1 and 2. The use of literacy skills is less well developed in the junior classes.
64. Teaching is good overall in Years 3 to 6 with instances of excellent teaching in a mixed Year 5/6 class. In one excellent lesson all pupils were working at full capacity because the teacher was dynamic and challenged all pupils. The higher-attaining pupils managed to create a simple algebraic equation. Average-attaining pupils learnt how to explain patterns and relationships between numbers and to write simple formulae. The lesson was fun and challenging, with pupils fully engaged in a practical activity with dominos and jenga bricks. Pupils with special educational needs and those with English as an additional language were well supported and work was appropriately matched to their needs. As a result, they also made very good progress. In less effective lessons work was not always matched well to meet the needs of all pupils. Teachers did not adapt questions to target pupils of different levels of attainment and so in these lessons more able pupils did not make as much progress. Systems to check individual pupils'

progress are well developed but use of this information is not consistent across the school to assist with planning.

65. The co-ordinator is very enthusiastic and has initiated many improvements including the use of data across the school. She has improved planning and used her teaching and management skills to benefit other teachers. The co-ordinator has analysed test results and monitored the quality of teaching and learning across the school. There is thorough monitoring of teachers' planning which has ensured activities are planned to meet the learning objectives. Additional 'Booster' and 'Springboard' classes have been set up and these have been effective in raising standards.

### **Mathematics across the curriculum**

66. Mathematics is used well in Years 1 and 2 in information and communication technology. The use of mathematical skills to enhance learning in Years 3 to 6 is less well developed. There is limited evidence to show mathematical skills are used to enrich learning in science and information and communication technology but mathematics is used in music.

### **SCIENCE**

Provision in science is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Standards in science are well below average.
- Planning does not provide adequately for the systematic development of knowledge, enquiry skills and understanding.
- The new co-ordinator is providing clear direction for the subject.
- Teachers provide some interesting activities which the pupils enjoy.

#### **Commentary**

67. In the 2003 national tests, pupils in Year 6 achieved results overall that were well below the national average and were in line with the average for similar schools. Performance at the higher Level 5 was stronger than that at the expected Level 4. Results have improved at a slower rate than those nationally and have shown a variable pattern over time, which mirrors the variable performance of the boys. The girls' results have been stronger than those of the boys in the past but they have shown a steady decline over the last three years resulting in a performance below that of the boys in 2003. The 2003 teacher assessments for pupils in Year 2 were below the national average for the expected Level 2 but in line with the average for the higher Level 3. Results were good when compared to similar schools. The 2004 results for both Year 2 and Year 6 are lower than those of 2003.
68. Inspection findings are that pupils are not achieving as well as they should and, as a result, standards are well below average in both Year 2 and Year 6. Small groups of pupils with special educational needs and those with English as an additional language achieve well in lessons when they are provided with focused adult support. Overall, teaching and learning in individual lessons are satisfactory but there are shortcomings in

both the curriculum and assessment procedures which limit longer term consolidation of key ideas and skills. There has been limited improvement since the last inspection.

69. Teachers provide satisfactory opportunities for the pupils to undertake practical work which the pupils engage with enthusiastically. Pupils in Years 1 and 2 have been able to group materials, for example, and to study the growth of a bean over time. Observation and recording skills are reasonably well developed but the pupils are less skilled at making comparisons and asking exploratory questions as there are fewer planned opportunities for them to do so. Teachers ensure that the older pupils have a broader range of experiences such as studying reversible and irreversible changes, but the shortcomings identified in Years 1 and 2 also exist in Years 3 to 6.
70. Teachers apply techniques from the primary strategy to their science teaching which help to provide a consistent framework for lessons which the pupils understand. Learning intentions are shared which set out what the class is expected to achieve by the end of the lesson. In some instances these objectives are over complex and the pupils, whilst they engage happily with the practical tasks set, are not really clear about what it is they are expected to learn. The teachers have to work very hard to try to lead the class towards the objectives set. There is a general lack of understanding of the most effective strategies to help pupils to develop their scientific knowledge and understanding. Some worksheets are confusing, such as those used to support the work on light sources for younger pupils. Expectations vary across year groups with work in Years 3 and 4 on materials, for example, taking little cognisance of what the pupils have done in Years 1 and 2. As a result, the work does not provide the same level of challenge with regard to the use of technical vocabulary.
71. The shortcomings identified above are compounded by the lack of proper assessment procedures which would enable teachers to not only identify what has been taught but also how effectively the pupils met the objectives set. This is particularly important given the mixed age classes and the need to ensure that the pupils are suitably challenged in each year group. There are some good examples of the development of literacy skills, most notably in Years 1 and 2, through the production of booklets and diaries to record findings. The overall lack of a systematic approach to the development of investigational skills means that opportunities are missed however, because pupils are not being regularly challenged to explain their observations using technical language or to apply their knowledge to different situations. Number skills are generally less well developed and there is little evidence of the use of information and communication technology in science.
72. The co-ordinator, who has been at the school for just one year is providing clear leadership. He has high expectations of what the pupils should be achieving and has already taken steps to identify strengths and areas for development through the analysis of performance data and monitoring of plans and the pupils' work. His resulting action plan is appropriately focused on important priorities and there is a clear understanding of what needs to be tackled. His strong commitment and rapidly developing expertise mean that he is well placed to secure the improvements that are needed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **Main strengths and weaknesses**

- There is some good teaching of information and communication technology.
- The information and communication technology suite has enhanced provision.
- Leadership and management of the subject are good.



## **Commentary**

73. There has been good progress in provision since the last inspection. The information and communication technology suite is a valuable addition to the school's resources and is well cared for by both staff and pupils alike. The regular timetabled sessions in the suite plus the competent teaching that now exists have led to good achievement and standards that are average in Year 2. Older pupils are also achieving well in lessons although standards by Year 6 remain below average because the pupils have not had the full benefit of the improved provision.
74. Lessons are carefully planned and are based largely on national guidance. This ensures that the pupils experience the full programme of study for the subject. As a result, the pupils in Year 2 are able to use basic word processing packages and art programmes and undertake simple modelling. Most recently, they have been taught how to organise data and can produce pictograms, with higher attainers also able to produce bar charts. The pupils use the mouse to move around the icons with confidence and can use drop-down menus competently. They know how to save and retrieve their work.
75. Older pupils have been taught a wider range of skills such as combining text with graphics, constructing spreadsheets and using a control programme. Pupils in Years 5 and 6 have produced Power Point presentations for their work on the Victorians. The Internet has been used for research purposes. Some of the work in Years 3 and 4 reflects standards that are stronger than those in Years 5 and 6.
76. Only two specific lessons were seen but the teaching in both was good, with teachers showing a good level of skill. Learning objectives were well described and the pupils therefore understood what they were expected to learn. Explanations and demonstrations were clear and enabled the pupils to engage with the tasks set confidently. The teachers had set the tasks in contexts that appealed to the pupils, who worked well together in pairs and tackled their work enthusiastically. The pupils achieved well as a result, with Year 1 and 2 pupils making good progress in their ability to organise data and Year 6 pupils learning how to establish hyperlinks.
77. The co-ordinator has been a key player in improving provision and has been instrumental in establishing a well-equipped suite with additional supporting programmes to enhance teaching and learning not only in information and communication technology but in other subjects as well. She has a clear vision of how the subject should develop and is fully committed to securing improvements. She has set up systems to track coverage and has an appropriate assessment system in place. The use of this is variable between classes, however. The co-ordinator runs open evenings for staff and has also trained teaching assistants, who were observed working well with small groups. Her drive and enthusiasm mean the school is well placed to improve.

## **Information and communication technology across the curriculum**

78. There are good examples of the use of information and communication technology across the curriculum, particularly in English, mathematics and art. In Years 3 and 4, for example, teachers effectively used information and communication technology to develop the pupils' skills in editing a letter of complaint. This enabled them to progress both their understanding of grammar and the technical skills of editing a text using a computer. Pupils in Year 2 benefited from the use of information and communication technology to

enhance their understanding of bar charts and pictograms. The teacher drew their attention to the benefits of using information and communication technology as a means of producing more accurate work. Older pupils have used computers to undertake research in history. Fewer examples of the use of information and communication technology in science were noted. Teachers often use computers in the classroom to demonstrate key learning points. The interactive whiteboard in the Years 5/6 classroom is used well in this respect.

## HUMANITIES

79. Religious education was inspected in full and is reported below. History and geography were sampled. It is clear from the sampling of pupils' work and teachers' plans, however, that the two subjects are planned and taught over the year following national guidelines to ensure good coverage of the subjects
80. In a good lesson in **geography** involving pupils in the mixed Years 3/4 class, the teacher used pictures to illustrate different types of settlement. The strong focus that the teacher put on the use of geographical vocabulary, plus some searching questions, resulted in the pupils making good progress in their understanding of the importance of locations in the development of settlements. Throughout the school, the pupils learn about different places, with older pupils researching into Ghana, whereas younger pupils compare Islington with the Island of Coll. There is a good focus on developing mapping skills in Years 1 and 2, where pupils map their journey to school or the journey of Red Riding Hood.
81. In a good lesson seen in **history** in a mixed Years 1/2 class, the teacher's skilful questioning and good use of artefacts and pictures enabled pupils to work out the differences between seaside holidays past and present. The pupils quickly recognised the difference in games, entertainment and clothing, and participated in a lively discussion on their experience of seaside holidays. The teacher gave timed targets to make sure there was a good pace to the lesson. Pupils are encouraged to develop skills of investigation through using pictures, photographs and visits to museums and places of historical interest. The pupils in Year 6 visited the British Museum to learn about ancient Greeks, for example. There are satisfactory links between history and other subjects. The pupils in Year 6 produced the story of Theseus and the Minotaur, thus developing their literacy skills and also made some clay plaques, representing Greek vases. Information and communication technology has also been used to make presentations about the Victorians. Teaching was good in the lessons observed in Years 1 and 2. The teachers have a secure command of the subject and plan activities that help pupils to develop skills of historical enquiry.

## Religious Education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses:

- Standards in Year 6 are below what is required in the locally agreed syllabus.
- Teaching of religious education promotes respect and interest in different faiths and beliefs.
- Pupils are encouraged to develop their literacy skills through the subject.
- The subject makes a good contribution to the pupils' personal and cultural development.

## Commentary

82. Standards are in line with the requirements of the *Locally Agreed Syllabus* in Year 2. They are below the requirements at the end of Year 6 as a significant number of the pupils in this year group have difficulty in recording their work clearly in writing, as a result of weak literacy skills. An analysis of the pupils' work shows that the school covers the agreed syllabus and the national guidance satisfactorily and that the pupils' achievement is satisfactory throughout the school. This means that good progress has been made since the previous inspection when the provision was unsatisfactory.
83. All classes receive regular lessons in religious education and pupils are taught the principles and beliefs of the followers of the main religions that are represented in the community. The school organises a number of visits to local churches and places of worship in different religions. It also invites speakers from different communities. As a result, pupils are becoming confident in talking about their own and other religions.
84. Pupils in Years 1 and 2 learn about celebrations and festivals and visit places of worship. Teaching helps them to understand Biblical stories through drama and role-play. For example, in one lesson the pupils retold the story of the Prodigal Son using puppets. There was a good focus on speaking and listening and the teacher used questions well to check the pupils' understanding of the words used in the story.
85. Older pupils are taught about the different world religions. During the inspection, there were examples of pupils' work on Hinduism on display. Pupils in Year 6 studied symbols and customs in the Hindu religion and the five elements of Hindu worship. The pupils in Years 3 and 4 were studying how and why Hindus worshiped at home and in the temple. The teacher used a CD ROM to give an idea of a Hindu home and its shrine. There were examples of work on other major religions in their books. The insight that the pupils gain into different cultures and religions contributes well to their personal and cultural development.
86. Teaching is satisfactory overall. Of the three lessons seen, teaching was good in one and satisfactory in the other two. Teachers encourage the pupils to make good use of their literacy skills in religious education when reading and recording work. Pupils in Years 5 and 6 practise these skills particularly well. In the lesson seen, they read an extract of a diary written by a teacher during her visit to Ghana where people were frequently thankful to God for what they had. The pupils identified different expressions of being thankful from the text such as 'Alleluia', 'Praise Be', 'Grace before meal' and many more. The pupils achieved well in writing either prayers or a list of things for which they were grateful in prose and poetry. The curriculum is well led by the co-ordinator who has ensured that the subject is now much more firmly embedded into the curriculum.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Music was inspected in depth and reported on below. **Art and design, design and technology** and **physical education** were sampled. At the time of the inspection, there was insufficient coverage of the physical education programme of study to make overall judgments about provision.

88. Work on display indicates that standards in **art and design** are broadly average. Reception-aged children and pupils in Years 1 and 2 benefit from attending the art club which provides very good opportunities for pupils to extend their experience of art. The club is led by parents and provides a broad range of activities, media and techniques including paint, pencil, charcoal and printing. The pupils learn to work as a group producing large wall pictures of their own body shapes, which are arranged attractively. Professional artists' work is used as a stimulus and to extend the pupils' knowledge of a range of artistic styles and techniques. Pupils in Years 3 and 4 have produced pictures in the style of Seurat and use pointillism well. Information and communication technology was used well to support this activity. Pupils learnt about surrealist art when they produced a painting in the style of Salvador Dali. They drew a pencil in their classroom and distorted the image well, capturing the surrealist style. Computers are used effectively to create pictures of stained glass windows. Visits are used well to enrich the pupils' experiences. After a visit to the British Museum, for example, pupils in Years 5 and 6 produced attractive clay tiles to illustrate the life of the Ancient Greeks. Art work is also used well to reinforce learning about Shakespeare. Pupils in Years 5 and 6 have used paint well to create Shakespearean characters from 'A Midsummer Night's Dream'.
89. A scrutiny of work in **design and technology** and planning shows that the subject is covered adequately in each year group, although the standards of finished work are generally below average. In the one lesson observed, pupils made good progress in their knowledge and understanding of levers, using linked pivots, as a result of the high expectations and clear direction provided by the teacher.
90. Provision in **physical education** is enriched by the very good range of extra-curricular clubs and activities. These are well attended and provide good opportunities for pupils to extend their physical skills and knowledge about games, athletic activities, dance and gymnastics. There is a dance club for boys and a girls' football team. Opportunities for pupils to take part in inter-school competitions are good and the school achieves well in these events. There are satisfactory opportunities for pupils to develop their swimming skills. All pupils in Years 3 to 6 swim for one term each year. No records were available but discussion with the co-ordinator and pupils indicates that the majority of pupils attain the expected standard in swimming. There are very good links with Arsenal football club and sports development officers regularly take lessons for older pupils. In these sessions the pupils learn to pass the ball and intercept. Levels of teamwork are good. Discussion with pupils indicates satisfactory knowledge of attack and defence tactics.
91. The quality of teaching and learning observed was good overall, with one lesson where the teaching was satisfactory. In the good lessons, teachers provided the pupils with good levels of activity. Pupils demonstrated satisfactory levels of fitness. Most teachers have good class control and management but opportunities are sometimes missed to identify how pupils can run faster and how they can improve their stamina. There are appropriate opportunities for pupils to evaluate the work of others.
92. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator is enthusiastic and has improved the quality and quantity of resources, which are now satisfactory. There has been no monitoring of teaching and learning. There is no field, but the school uses the two halls well for indoor activities. The school has good links with the local secondary school for dance.

## Music

Provision in music is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good overall.
- Music contributes significantly to the pupils' personal development.
- Resources and accommodation are good.

### **Commentary**

93. Since the last inspection the quality of provision has improved significantly. A music specialist has been appointed and the resources have been improved. During the inspection two music lessons were observed and a singing assembly for Reception-aged children and pupils in Years 1 and 2. All sessions were taken by the music specialist.
94. Very good teaching during the infant assembly ensured that the pupils made very good gains in their ability to sing and respond rhythmically to the beat of an African drum. They responded enthusiastically to the increasingly complex rhythms and the majority managed to use body percussion, slapping, clapping and clicking rhythmically to the beat. The quality of singing was above average, with pupils modulating their voices effectively and producing a tuneful sound as a result of the clear instructions and high expectations of the teacher. Enjoyment was evident as pupils sang a range of songs. They were challenged to learn and sing a song from Ghana, which they did enthusiastically.
95. The teaching was good in a lesson involving pupils in the mixed Years 3/4 class and satisfactory in one with the mixed Years 5/6 class. In the good lesson the work was challenging and consequently all pupils achieved standards above average. They made good gains in their learning and managed to create a rhythmic melodic ostinato based on one bar of four crotchets. There were good opportunities for pupils to follow music notation and play a tuned instrument. Pupils in Years 5/6 were unsettled during the lesson and this had an impact on the overall progress which was satisfactory. Pupils with special educational needs and those who speak English as a second language are well supported and make the same progress as their peers.
96. Literacy was used appropriately as pupils discussed their composition in small groups. The use of information and communication technology and mathematics, although evident, is less well developed.
97. There are good opportunities for pupils to attend the extra-curricular choir and music clubs. Both of these clubs are well attended by both girls and boys. There are very good opportunities for gifted pupils to receive tuition in piano, violin and guitar. The pupils regularly take part in end-of-term concerts and there are visits to the opera and concerts in London. The school benefits from a specialist music room, with good resources which enable the pupils to have regular access to instruments so that they can develop their skills systematically. The co-ordinator leads the subject well and management is good. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **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**

- Many opportunities are provided for pupils to develop personal and social skills and awareness.

#### **Commentary**

98. Personal, social and health education has a prominent focus in the curriculum. There are many good opportunities, both incidental and planned, for pupils to gain an understanding of how to behave in various situations, both at school and in the wider community. These help the pupils to develop good relationships and to respect peoples' differences. There is an appropriate programme of work based on a commercial scheme, which has been adapted for use by the school and clearly identifies what will be learnt and how it is to be taught. Sex, drugs and health education are well provided for and the school is currently developing its citizenship programme. The very good enrichment to the curriculum contributes to the pupil's personal, social and health education. Assemblies are used powerfully to bring home the message that, as citizens, pupils should not stand idly by or ignore injustices to others.
99. In the one lesson observed, the quality of teaching and learning was good. Pupils in the mixed Years 3/4 class made good progress in understanding that there are different types of relationships and showed a satisfactory awareness of how to develop the skills needed to be a good friend.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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