

INSPECTION REPORT

HASMONEAN PRIMARY SCHOOL

Hendon, North West London

LEA area: Barnet

Unique reference number: 130998

Headteacher: Mrs J Rodin

Lead inspector: Brian Oppenheim

Dates of inspection: 14 – 16 June 2004

Inspection number: 256355

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:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	8 – 10 Shirehall Lane Hendon London
Postcode:	NW4 2PD
Telephone number:	020 8202 7704
Fax number:	020 8202 1605
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Samson
Date of previous inspection:	22 – 25 June 1998

CHARACTERISTICS OF THE SCHOOL

Hasmonean Primary School is an orthodox Jewish school in the London Borough of Barnet. It is roughly the same size as most primary schools. There are currently 200 full time children on roll aged five to eleven. There are more boys than girls. Pupils are organised into seven classes including a Reception class. Most pupils transfer from the Hasmonean Kindergarten which is on the same site as the primary school. The school has 22 pupils who speak a language other than English at home and it receives funding to support them through the ethnic minority achievement grant. Two are at an early stage of acquiring English. The most common first languages are Hebrew, Farsi and French. All pupils come from Jewish backgrounds and although most are from Britain, some are from overseas. The proportion of pupils identified as having special educational needs is similar to the national average but it fluctuates from year to year. Four pupils have a statement of special educational need. The proportion of pupils entitled to free school meals is well below average. There are quite a lot of pupils who join and leave the school mid way through the school year. As a result so-called mobility is quite high: only 50 per cent of pupils in last year's Year 6 group, who started in Year 1, remained until the end of Year 6. The school received an achievement award from the Department for Education and Skills in 2000 and it was awarded 'Investors in People' status in 2001 and renewed in 2004. In 2003 Hasmonean received the Healthy Schools Award. It is the lead school in the local school centred initial teacher training scheme (SCITT) in partnership with the Agency for Jewish Education. Pupils' attainment on entry to school when they are five years old is broadly above that expected nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2686	Brian Oppenheim	Lead inspector	Science, information and communication technology, design and technology, physical education.
9502	Rosalind Hall	Lay inspector	
2731	Penny Holden	Team inspector	English, art and design, music, special educational needs.
1395	Pauline Hoey	Team inspector	Foundation Stage, mathematics, history, geography, English as an additional language.

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London

N17 9LN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hasmonean Primary is a **good school** with some very good features. Pupils achieve well and reach very high standards in their work and in their personal development. The school cultivates excellent social and moral skills and there is a very strong ethos that promotes learning effectively. The school is managed very well. Proficient leadership means that teaching is good. As a result of all this, the school promotes equality of opportunity very well and gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are very high by the end of Year 6 but in art standards are low and pupils do not make enough progress.
- Overall, pupils achieve well in Years 3 to 6. For those who are gifted or talented there is room for greater challenge.
- Pupils have very good attitudes to learning. The very strong climate for learning, and the strong partnership with parents, means that pupils are enthusiastic and excited about school.
- Teaching is good. Assessment is used to check learning but not always to set the next piece of work.
- Provision in the Foundation Stage is satisfactory but sometimes activities do not challenge children as much as they might.
- Pupils are cared for very well and receive high-quality support.

The school has made good progress since the last inspection in June 1998. All the main areas for improvement have been tackled successfully and the school is more vibrant and better placed to face the future with confidence. Prudent financial management means that the school no longer has a deficit and uses its money well for the benefit of the pupils.

STANDARDS ACHIEVED

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

Pupils' **good achievements** and their remarkably mature attitudes mean that they reach very high standards overall by the time they leave the school. These high standards are confirmed by the table above and by the evidence from the inspection. This evidence also shows that pupils' achievements are now better than they were in 2003 and that they are making better progress. This improving picture is supported by the early figures for the 2004 tests which show better results all round. Pupils achieve well in English, mathematics and science, particularly in Years 4 to 6. In most other subjects pupils achieve as well as expected but in art achievement is unsatisfactory and standards are low. Achievement in the Reception class is satisfactory. Pupils start with good skills and the majority begin Year 1 having reached or exceeded the goals in all the areas of learning.

During Years 1 and 2 pupils make good progress. The pace of their learning is more rapid in Years 3 to 6 and this is what leads to their good achievements and very high standards. These very high standards are particularly noticeable in pupils' language and literacy skills and in their competence in mathematics. Importantly, nearly all pupils achieve well including those with special educational

needs or who speak a language other than English at home. Gifted and talented pupils reach very high standards: their achievement is good but there is room for them to do even better.

Pupils' personal qualities, including their spiritual, moral, social and cultural developments, are **very good**. Their extremely mature attitudes, and their excellent social and moral awareness, contribute very effectively to creating a very happy school based on a strong Jewish foundation.

QUALITY OF EDUCATION

The quality of education is **good**. This is mainly because teaching is **good** overall but the high quality support, advice and guidance that pupils get also contributes effectively to their education. Some of the teaching is very good or excellent especially in Years 4, 5 and 6 where pupils make the best progress. Teaching lower down the school is broadly satisfactory and pupils make good progress with their learning. Teachers have a good understanding of where pupils are in their learning but assessment is not used routinely to plan the next piece of work or to set pupils targets for their learning. As a result, some work does not stretch pupils enough.

The curriculum is good and the wide range of interesting activities extends and enriches pupils' experiences very well. The provision for pupils' care, welfare, health and safety is very good and pupils' views play an important part in the school's development. The very good partnership with parents means that there is common endeavour to do the best for pupils.

LEADERSHIP AND MANAGEMENT

Taken together leadership, management and governance are **good** and contribute very strongly to the school's Jewish ethos and positive climate for learning. Very good management ensures that the complex aspects of the school run smoothly. Governors play a central role in supporting and challenging the school. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and value highly the way it welcomes and respects all pupils. Many parents praise the way the school includes everyone in its work. A few parents had concerns about the support for pupils with special educational needs but the inspection evidence shows that provision is good: pupils make good progress with their learning. A few others were concerned that policies were not readily available. Pupils are very happy at school and feel their voices are heard.

IMPROVEMENTS NEEDED

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

- Improve the standards achieved in art and design;
- Use assessment to plan what pupils will learn next so that work builds on what they already know;
- Ensure that gifted and talented pupils are given suitable challenges in the wider curriculum that probe their thinking and develop their talents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well and make good progress in their learning. This is partly because teaching is good but also pupils have remarkably mature attitudes. As a result they reach very high standards overall by the time they leave Hasmorean Primary School. The rate of pupils' progress and achievement improve as they move up the school. Pupils have very good language and literacy skills and are very competent in mathematics. Achievement in science is good and satisfactory in information and communication technology.

Main strengths and weaknesses

- Pupils achieve well overall and very well in Years 4, 5 and 6.
- Standards in English and mathematics are very high.
- Standards in art and design are low and pupils do not achieve nearly as well as they should.
- The school's gifted and talented pupils could achieve more.
- Achievement in Reception is satisfactory and sometimes children are not stretched enough by their work.

Commentary

1. Children in the Reception class reach high standards and all meet or exceed the early learning goals by the time they start Year 1. However, their achievement is only satisfactory and progress is not as good as it could be. Children start with good skills and end at levels that are above average having made reasonable progress during the year. Teaching is successful in giving the children information but it does not do enough to help them make connections, understand, try out and explore. Children's progress is monitored appropriately but much is informal and information is not used routinely to plan the next activity or to meet individual children's needs.

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

Standards in:	School results	National results
reading	17.9 (17.4)	15.7 (15.8)
writing	15.3 (15.0)	14.6 (14.4)
mathematics	18.5 (17.7)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.8 (29.1)	26.8 (27.0)
mathematics	28.3 (28.9)	26.8 (26.7)
science	29.7 (28.9)	28.6 (28.3)

There were pupils 27 in the year group. Figures in brackets are for the previous year

2. When pupils take the national tests, they are awarded a score for each National Curriculum level that they reach. These are then added up and divided by the number of children taking the tests and this is the average points' score. If a lot of children reach the higher levels of the National Curriculum, the average points' score is higher.

3. The results of the 2003 national tests at the end of Year 2 show that pupils achieved very high results in reading and mathematics. In writing, the results were not quite as good but were still above average. Compared to schools with similar numbers of pupils eligible for free school meals, standards were also very high in reading and mathematics and lower in writing. Importantly the lower standards in writing were picked up by the school and teachers have been working to improve pupils' competence. This has worked. The evidence from the inspection shows that pupils writing skills are good in Years 1 and 2. Taking reading and writing together, pupils' literacy skills are very good. This is confirmed by the results of the 2004 tests. It is too early to compare these to the national picture or with similar schools but the figures show that performance remains very high. There is no test for science but assessments carried out by teachers to strict guidelines show that standards are just as high. Another part of the picture shows that results have improved over the last four or five years: there have been a few ups and downs but the overall trend is upwards and results are rising faster than they are in other schools.

4. The 2003 Year 6 national test results were well above average overall. Pupils achieved well above average standards in English and mathematics and above average standards in science. Compared with similar schools, these results are reasonable. The evidence from the inspection shows that pupils are reaching very high standards. These very high standards are particularly noticeable in the way pupils use language: in speaking and listening standards are outstanding. Here, pupils discuss ideas very confidently, use a wide range of vocabulary and have a mature understanding of how language can portray irony or humour. Similarly, pupils are very competent in mathematics and are able to use their knowledge in other subjects effectively.

5. The evidence also shows that pupils' achievement is good. In part this is because teaching is good but it is also because pupils have very mature attitudes which help them to learn effectively. Again, the 2004 results support this improving picture and although it is too early to compare them with other schools, they are better than those in 2003. For example, all but one pupil reached the higher than expected level in English and in mathematics and science results have improved.

6. There is lots of evidence to show that pupils are now achieving well in English, mathematics and science, particularly in Years 4 to 6. In most other subjects, pupils achieve as well as expected, reaching standards that are above average. In the Reception class children make satisfactory progress: they start school with good skills and all begin Year 1 having reached or exceeded the early learning goals. In art and design achievement is unsatisfactory and standards low. This is because the tasks set are not challenging enough and thus do not develop pupils' art skills sufficiently. Too much of the work requires little effort from pupils and is often similar for everyone in the class.

7. Gifted and talented pupils achieve well but there is still room for them to do even better. In class, they gain as much from their lessons as others and contribute well to discussions. Like others, too, they reach high standards. But the weakness is that the school's provision is not yet developed well enough to develop and challenge their particular talents to the full. Part of the reason is that teachers are trying to develop more work in class rather than develop a range of out of school activities which seek to exploit their talents or gifts.

8. Pupils with special educational needs achieve well. They make good progress throughout their time at the school. This is because they receive good support in lessons from teachers and classroom assistants. Individual education plans are well written to have clear and attainable targets. These pupils generally achieve well and reach the nationally expected standards by the time they leave. Pupils who speak English as an additional language also achieve well and make good progress. The fact that all but one pupil reached the higher level in the 2004 national tests is testament to this achievement. As with other pupils, those who speak English as an additional language reach these high levels because they are so well motivated.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are very good and have improved since the previous inspection. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to learning are very good and they take a keen interest in school life and the range of activities provided.
- The school sets high expectations for pupils' conduct and fosters high levels of self-esteem and confidence.
- Pupils' behaviour is very good, and relationships with each other and staff are also very good, leading to a caring and inclusive community.
- Pupils' spiritual, moral, social and cultural development is very good.

Commentary

9. Pupils' attitudes to school are very good and have a positive effect on learning and behaviour. This is an improvement since the last inspection. Pupils particularly like the range of activities they are able to participate in, such as the extra curricular clubs and wide range of visits that enrich the curriculum. Pupils are confident and self-assured. They are keen to do well and feel valued within the school community. This was evident when Year 6 rehearsed a play; they enjoyed performing and were keen to work together to make the show a success. In the Reception class, children are also confident and have very good attitudes to learning.

10. Pupils' behaviour throughout the school day is very good overall. In the playground, there is some boisterous behaviour but pupils share games and equipment very well. Behaviour is nearly always very good in lessons and pupils take their work seriously. A few pupils are more challenging in their behaviour but they are managed well and the school operates in a calm and orderly manner. There is a consistent approach towards discipline from all staff and expectations in this area are high. Pupils appreciate the rewards such as stickers, house points and the golden sash award and work hard to receive them. No inappropriate behaviour or bullying was seen during the inspection and there are effective measures in place to deal with it should it arise. No pupils were excluded last year.

11. Pupils in all year groups have high levels of self-esteem. Older pupils undertake responsibilities within the school community such as head boy, head girl and prefects. Pupils have excellent social and moral skills and this contributes very strongly to the school's positive climate for learning. In the Reception class, children are considerate of one another, are good at taking turns and think about the consequences of their actions. Across the school, pupils have a very effective understanding of their responsibilities within this tight-knit and strong community. The friendship stop in the playground is a good example of this and shows how well the pupils look after and care for others. Moreover, it also shows how pupils take responsibility for making sure that all are included. The friendship stop was an idea that came for the school council. Pupils have a very strong and well-developed sense of right and wrong, influenced directly by the Kodesh curriculum and the strong Jewish values that the school promotes.

12. In the same way, the Jewish ethos promotes pupils' spiritual and cultural development very effectively. Pupils develop enquiring minds and ask some searching questions. They have a very clear understanding of their own cultural traditions and what makes them what they are: they are proud of their Jewish heritage and very secure in their beliefs. Again, much of this is acquired through the Kodesh curriculum but pupils' secular studies, such as English, history and music, also contribute effectively. A lot of this is due to teachers who reinforce and support the school's strong Jewish ethos effectively. This is one of the reasons why teaching is good. The school also works successfully to develop pupils' awareness of other cultures. During the inspection, for example, all pupils learnt about African drums from a visiting group of musicians.

13. Pupils with special educational needs are well motivated and try hard. They are constantly encouraged by the adults in the school, teachers, classroom support assistants and midday supervisors, to persevere and succeed. This positive approach develops their self esteem and enables them to be fully included in all activities. Similarly, pupils who speak English as an additional language are keen and eager to do well. In part this is because they are supported effectively in class: but it is also because the school has a very strong ethos and is very successful in welcoming new pupils a point on which parents commented very favourably.

14. Attendance is in line with the national average and the school has appropriate strategies to promote and monitor attendance. In response to the findings of the last inspection, registration now takes place at the start of each morning and afternoon session. The need for punctuality is stressed regularly and very few pupils are late; if this is persistent then parents are informed by letter.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The curriculum is good and is boosted very effectively by the wide range of out of school activities and clubs. The good teaching and the high quality support, advice and guidance for pupils add effectively to pupils' education. There is a very strong partnership with parents and good links with the community which contribute well to the school's very positive ethos. Accommodation and resources are satisfactory as are the links with other schools.

Teaching and learning

Teaching and learning are good overall. Some of the teaching is very good or excellent. Assessment is satisfactory.

Main strengths and weaknesses

- The teaching of English and mathematics is very good, particularly in Years 5 and 6.
- Teachers are good at managing pupils: they insist on, and achieve, high standards of behaviour in their classrooms.
- Pupils are productive and are very good at working with others or by themselves depending on the task.
- Assessment is satisfactory. Teachers monitor progress well but do not use the results to plan the next activity or to meet individual needs.
- Gifted and talented pupils are not always challenged sufficiently.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5.1%)	4 (10.3%)	15 (38.5%)	17 (43.6%)	0 (0%)	1 (2.6%)	0 (0%)

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

15. Teaching is good overall. Some of the teaching is very good or excellent especially in Years 4, 5 and 6 where pupils make the best progress with their learning. Lower down the school teaching is broadly satisfactory but pupils still make good progress with their learning: this is mainly because pupils have very mature attitudes. Teachers have a good understanding of where pupils are in their learning but assessment is not used routinely to plan work or to set pupils targets for their learning. As a result, some work does not stretch pupils enough.

16. The good teaching is especially noticeable in English and mathematics in Years 5 and 6. Some of the best teaching was seen here and this helps to explain why standards are so high, and learning very brisk, in these two subjects. However, teaching is often good in other subjects including science and information and communication technology. In science, the good teaching is leading to improving results, a fact evidenced by the rises in the 2004 national test results. The good teaching is also recognised outside of the school: for example Hasmonian Primary works in partnership with the Agency for Jewish Education to train new teachers and is the lead school in the scheme.

17. Pupils with special educational needs are well supported in their work by teachers and classroom support assistants. They test out what the pupils understand and then offer enough support to help pupils take the next step in their learning. They do not spoon feed them. In the very best lessons, teachers very skilfully ask individuals questions that challenge their thinking. This very effectively includes pupils with special educational needs. They also plan tasks in lessons that whilst similar to the work others are doing ask slightly easier questions or offer more guidance. Where pupils with special educational needs do less well it is because they are expected to do exactly the same as everyone else with the same support.

18. The school has a good strategy of “paired support” for pupils who speak English as an additional language. Here, these pupils sit next to those who have both good English skills and who can speak the same home language. As a result, support for pupils with English as an additional language is effective. Aspects of the lesson are explained to pupils in their mother tongue so that they gain an understanding of what is being taught. However, too little attention is given to the need to adopt a more multi-sensory approach when teaching English as an additional language pupils.

19. Teachers are careful to track pupils’ progress. As a result, know clearly where each child in their class is in their learning and have a good understanding of pupils’ relative strengths and weaknesses. However, this information, often detailed and comprehensive, is not used in a systematic way to plan the next steps in pupils’ learning. Similarly, teachers set class targets, for example to improve spelling, but again do not routinely use all the information they have about their pupils to set more specific targets for their learning. One of the results of this is that sometimes the work they set does not stretch some pupils enough. A good example was in a mathematics lesson: here, the well structured teaching was not quite strong enough to make learning very good because some of the pupils found the work a little too easy.

The curriculum

The curriculum is good overall. Opportunities for enrichment are very good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The general curriculum is broad and balanced, and is enhanced by a very good range of opportunities and after-school clubs.
- Clear schemes of work and guidance about curriculum planning support all staff.
- Trips out of school and visitors to the school add a great deal to pupils’ understanding.
- Most pupils participate in the out-of-school clubs.
- The curriculum in the Foundation Stage is at an early stage of development.
- Strategies to support gifted and talented pupils are not secure in the overall curriculum

Commentary

20. The curriculum is good throughout the infant and junior stages. It is satisfactory in the Foundation Stage. The overall curriculum is divided into two distinct strands, *Limmudei Kodesh* and *Limmudei Chol*. *Limmudei Kodesh* covers a wide range of distinctly Jewish studies, including the study of Hebrew, and educates pupils to an understanding of Jewish history, culture and religious

practice. *Limmudei Chol* includes English, mathematics, science, information and communication technology, history, geography, art and design, design and technology, music and physical education.

21. There is a clearly written curriculum policy, which is set out in writing and is supported by appropriate plans and schemes of work, and teachers use these to plan their lessons. The National Literacy and Numeracy Strategies have been implemented fully and, now that teachers are confident with them, are having a very good impact on standards and pupils' achievements. Provision for pupils' personal, social, health and citizenship education is very good. It is a strength of the school.

22. The curriculum is enriched by a very good range of interesting activities. The activities are drawn from sport, music, drama, information and communication technology and gardening. Educational visits are successfully linked to the topics studied and make a useful contribution to extending pupils' learning as well as providing valuable social benefits. These visits are used as real starting points for learning, so pupils take an active part in the development of their own skills and understanding. Residential visits for older pupils and the day visit to France also enrich pupils' academic and personal development. Visitors to the school share their knowledge and experience with pupils who respond enthusiastically in their eagerness to learn more. The African Drumming Day, held recently, was such an occasion. Pupils became totally engaged in the activities and as a consequence, extended their understanding of different types of music and instruments. Similarly, in Year 4, when a member of the local community spoke about Hendon fifty years ago, pupils' interest was captured and their curiosity aroused to learn more about the area. Subsequent class activities extended this work.

23. The school provides well for all pupils regardless of need and ability. Broadly, all have access to work that meets their needs including those who are from a home where English is not their mother tongue or are capable of working at a higher level. However, those who have particular gifts or talents are not always provided with really challenging activities that lets them explore different ideas or develops their particular talents. For example, some pupils have real talents in mathematics and although teachers are broadly successful in providing challenging work in class, there are less opportunities out of school time to help them explore a broader understanding of mathematics. Strategically, the school aims to maximise all pupils' access to the English curriculum. The teachers and teaching assistants largely succeed and the pupils quickly gain in confidence and make good progress. However, pupils for whom English is not their mother tongue are grouped with special needs pupils in some subjects and this means that their specific needs are sometimes not targeted as well as they might.

24. The curriculum for pupils with special educational needs is appropriate. Pupils with statements of educational need and those with disabilities have thoughtful and sensitive support from teachers and classroom support assistants. This ensures they are given full access to the curriculum. Where teaching is best, pupils with special educational needs are given work linked to the targets in their individual education plans. This helps them make good progress.

25. The programme to support pupils' personal, social and health education is very good. It has been carefully constructed to reflect the Jewish ethos of the school and is linked well to other areas of the curriculum including, English, science and collective worship. This is one of the reasons why pupils' attitudes to school, and their personal development, are very good.

26. Curriculum areas are generally resourced satisfactorily, although there are some areas, such as information and communication technology that require more equipment to develop pupils' experiences further. The number of teachers, together with the way the timetable operates, gives class teachers the flexibility to work in their specialist areas and in support roles for other year groups during the school week. Such an arrangement ensures that their specialist skills are exploited appropriately and pupils benefit from the input of another teacher in their lessons. In the classrooms, teachers are well supported by the teaching assistants. There is also additional support for some pupils with special educational needs and English as an additional language on two days each week.

27. The accommodation is satisfactory with the old and new buildings blending together well. The library and the information and communication technology room are used effectively and though small, provide valuable learning areas. The large multi-purpose hall is used throughout the day for lunches, physical education and after school clubs. The playground at the rear of the school is small but is used effectively for physical development. Seating is provided and the games marked on the playground are used daily by the pupils in individual and group play.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is also very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- There are good procedures for health and safety, child protection and first aid.
- All staff have positive relationships with pupils, care for them and guide them through their personal development very well.
- Pupils care and support one another well.
- Pupils with special needs and pupils with English as an additional language are identified and supported sensitively.
- The involvement of pupils in the school's work and development is very good.

Commentary

28. The school is a harmonious and well organised community, providing a secure and caring environment for all its pupils. The head teacher and staff know the pupils and their families very well and they pay careful attention to pupils' welfare. Pupils are also good at taking care of each other, not just in the way they naturally work and play together, but through more formal methods such as, the "Friendship Stop" in the playground. If pupils are observed standing at the stop it is a signal indicating they have no one to play with. Other pupils quickly invite them to join their game so that they are not left alone.

29. The school has good induction procedures for pupils joining the Reception class and pupils arriving in mid-term so that they settle quickly and readily feel at ease in the schools' positive climate. Assessment and monitoring of pupils' academic progress is thorough in the infant and junior stages. Through the use of circle time and private discussions, staff are able to share in the pupils' personal development. Pupils consider they are well supported by staff and have the confidence to seek help when necessary.

30. All pupils with special educational needs, including those with statements of educational needs and disabilities are well cared for. Their needs are assessed carefully and appropriate support is provided. Their progress is carefully tracked to monitor that they are achieving as well as possible. Many pupils with special educational needs do achieve well and many achieve average standards by the time they leave the school. Liaison with outside agencies is good and the school uses additional expertise and advice well to help pupils receive as high a level of care as possible.

31. The school has established good procedures for child protection with the deputy head teacher undertaking the role of the designated person. All members of staff are aware of their responsibilities in this area. Routines for dealing with first aid, medicines and accidents are well established with several staff trained in emergency first aid. There is a comprehensive health and safety policy in place and thorough risk assessments are carried out every year.

32. There is very good involvement of pupils in school life. The school takes pride in acknowledging pupils' efforts and achievements. Pupils value the celebration assemblies where their successes, both in classrooms and out of the school are acknowledged and rewarded. The

school takes account of pupils' views, evaluating them through surveys and the very effective school council. Pupils consider the school council an important forum to voice any concern they may have and consider ideas for the school's development. All pupils, and particularly class representatives themselves, take the work of the school council very seriously. The survey of pupils' views shows they respect the staff, enjoy school and friendships they make, as well as the academic work they do.

Partnership with parents, other schools and the community

The partnership forged between the school and parents continues to be a very effective aspect of the school's work. The links with the community are good and support pupils' personal development well. The links with other schools are sound.

Main strengths and weaknesses

- The school provides very good information about the life of the school and the progress pupils are making to parents.
- Parents support the work of the school very well and this contributes effectively to pupils' achievement.

Commentary

33. Parents receive very good information about the life of the school and the curriculum taught through letters, weekly newsletters and a detailed prospectus. Each class teacher invites parents to meetings at the start of each year at which the curriculum and homework are discussed. At these meetings there are opportunities to meet the governors and the headteacher makes a presentation on aspects of the school such as, behaviour management or homework. In addition, there are meetings about 'Life in Reception' and 'Life in the Junior School', which help to prepare pupils for the changes to routine they will experience. Parents are invited to discuss parenting issues such as, eating healthily at a recent meeting with a specialist in nutrition. A detailed annual report gives parents a good understanding of the progress of their child. They have the opportunity to discuss this further. There are two parents' meetings each year. Older children are invited to attend these sessions with their parents so that all can be involved in setting targets for development. This also means that parents are fully involved in helping their child learn in and out of school.

34. A number of parents help in school, and there is an active Parent Teacher Association, which raises funds for additional resources through fun days and quiz nights. Purchases, such as information and communication technology equipment are matched to the needs of the school improvement plan. The majority of parents ensure that homework is completed and use the reading record and homework diary as effective means of communication with teachers.

35. Parents are involved in the decision making process at the school. They have responded to a questionnaire and the school has let them know of improvements that are to be made as a result of their suggestions. They have been consulted about the rise in numbers in the Reception class next year.

36. There are effective links with community. A good example of this is the support pupils give to a local Jewish old-peoples' home. Year 6 pupils have sung songs from the Music Hall to the old people and the gardening club has planted trees at the home for *Tu Bishvat* and other pupils sent New Year cards and distributed gifts of food at *Purim*.

37. Arrangements for secondary transfer are sound. The school is developing curriculum links with the nearby secondary school by sharing expertise in information and communication technology to raise standards. Sixth form pupils help staff organise activities for the Day of Learning and *Shabbaton* weekends. There are links with other primary schools through local sports and concerts and the school is the leading school within the local SCITT, initial teacher training scheme.

38. Parents with children who have special educational needs are generally very satisfied with the help their children receive. Most acknowledge the care taken by the headteacher to secure this support. The few parents who were less content with the provision given cited the lack of consistency from teacher to teacher when following individual education plans. This is an issue where teaching is less effective.

LEADERSHIP AND MANAGEMENT

Leadership and governance are good and management is very good. This has successfully formulated and maintained the vision for the school. Very good management ensures that the complex aspects of the school run smoothly.

Main strengths and weaknesses

- The headteacher is a very good manager and is central to the effective running of the school.
- Governors carry out their roles and responsibilities successfully so, for example, the school's strong Jewish ethos flourishes.
- Senior staff work in concert with the headteacher, supporting the school's operation and its developments well.

Commentary

39. Hasmonean Primary School is a complex organisation because there are both secular and religious sides to its provision, each with a substantial staff. It is very well managed by the headteacher who plays a central role in maintaining its strong and effective ethos. Leadership at all levels is good and there is a shared view of the kind of school Hasmonean should be and how it should develop in the future. The strong Jewish character of the school pervades everything it does and this is cherished by all. Leadership, management and governance have improved since the last inspection because procedures have become more systematic and have become slightly more formal. For example, minutes are more routinely taken in governing body sub committee meetings and all policies are formally ratified and up to date.

40. Senior staff provide good support to the headteacher and reinforce her vision for the school. The deputy headteacher, for example, has taken responsibility for a major project, the Healthy School Award, and steered it through effectively. Coordinators carry out their roles appropriately overall although there is too much variation and some subjects are led better than others. For example, mathematics is very well co-ordinated with high standards; whilst art and design is a long established role yet standards are low.

41. The school gives a suitable emphasis to professional development and is keen to look for developments and ideas for improvement within the locality and beyond. Performance management is used appropriately to improve teaching and to raise standards. The headteacher and senior staff monitor the quality of teaching and this is systematic and supportive but it is not always sufficiently rigorous in evaluating the impact of teaching on pupils' learning.

42. The headteacher takes responsibility for co-ordinating the provision for children with special educational needs. This is done thoroughly and effectively. Administration is efficient and up-to-date. Support is allocated appropriately to pupils who have been assessed as needing extra help. Statutory requirements are met. Liaison with outside agencies is good. Careful records are kept of the progress of every child through regular assessment, observation and discussion with staff. This ensures that pupils meet the targets on their education plans. This also gives clear evidence that pupils with special educational needs make good progress and many achieve average standards in national tests. Provision for children who speak English as an additional language is good and also managed appropriately by the headteacher so that these children achieve well.

43. The governing body carry out their responsibilities well. They know the school well and several governors visit regularly to support and to monitor its work. Some governors contribute a

great deal of time and personal expertise to the school and this is welcomed by staff. Good information is given to governors who have a realistic knowledge of the school's strengths and weaknesses. They take a key role in maintaining the school's strong and supportive Jewish ethos and in planning for its future. The successful building programme is good evidence of this effective planning. All required policies are up to date and have been agreed formally by the governing body.

44. Improvement planning is satisfactory. The school improvement plan is a large and comprehensive document used by members of the school community to ensure continuing development. Its progress is checked thoroughly by the senior management team and the governing body. However, not all aspects of the plan have success criteria that are easily measured, especially in terms of any impact on pupils' standards. This makes it difficult for the school to say whether developments have been effective and then if money was spent wisely.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	591,787	Balance from previous year	13,095
Total expenditure	601,211	Balance carried forward to the next	3,671
Expenditure per pupil	2,976		

45. Careful financial management over the past six years has ensured that the governing body is able to set a balanced budget each year. This represents good progress since the last inspection. The school is careful to spend within its means and uses any surplus from the previous year to target those priorities identified in the school's improvement plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

46. The Foundation Stage curriculum was not in existence during the last inspection therefore direct comparisons can not be made. However, parents commented on what they viewed as positive developments in recent years moving to play based learning in the Reception class.

47. Many children enter the Reception class after attending the private Nursery attached to the school. Children begin in the Reception class with skills that are above those normally found. The accommodation inside is a good size. The outside area is of modest but adequate size but its use is underdeveloped. The children do not have continuous access to it. Resources are just satisfactory but sufficient enough to allow children to learn through a variety of appropriate play activities.

48. Teaching and learning are satisfactory in all the areas of learning. This combined with the good standards on entry mean that most children at the end of their Reception year meet or exceed the early learning goals. Children are prepared appropriately for transfer to Year 1. All adults are good role models for the children and manage them well. Adults are patient and helpful when working with the children but they miss opportunities to discuss and play alongside them. Too much teaching is concerned with giving children information rather than helping them to make connections between the areas of learning, understand new knowledge, try out ideas and explore the world around them. There is an appropriate ratio of adults to children, ensuring that the day to day needs of all, including those with disabilities, are met. Staff who work in the Reception class monitor children's progress but much is informal and information is not used routinely to plan the next activity or to meet individual children's needs. This is why progress is not as good as it could be.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children can persevere at activities for good lengths of time and this helps them learn well.
- They have very good social skills; taking turns and sharing nicely.
- Children are confident to try new activities and eager to learn.
- Relationships with adults and children are good so that there is a pleasant atmosphere.

Commentary

49. Children have very good attitudes to learning. They have good self confidence and whilst they enjoying working with their parents at the start of the day, they readily say good bye to them when the time arrives and get on, on their own. They understand why they go to school and arrive ready to learn and take part in everything school has to offer. They stay playing and working at activities for considerable amounts of time which helps them get the most out of them. Children show consideration to one another taking turns and sharing nicely. They think about the consequences of their actions for themselves and for others. Children are confident to try new activities and eager to learn. They show real curiosity about things that surround them and want to find out what happens if and why. Relationships with adults and children are good so that there is a pleasant atmosphere and the children are happy. The majority of children exceeded the early learning goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good opportunities to develop children's speaking and listening skills.
- Children speak confidently in formal situations such as sitting on the carpet for whole class sessions.
- Children do not have sufficient stimulating opportunities to write about things that interest them throughout the day.

Commentary

50. The range of practical activities available to the children gives them good opportunities to develop their speaking and listening skills. They listen well to the adults in the room and to one another, and talk freely about what they are doing. Some adults are good at extending the children's vocabularies. For example, when the children were arranging ice cubes in a tray, they were asked to describe how the cubes felt. Some opportunities are missed for adults to play alongside the children, extending their vocabularies.

51. When children are asked questions in sessions where the whole class is sitting on the carpet they are confident enough to volunteer to answer and do so well. They are not always asked open questions to help challenge their understanding and make them think when working in small groups.

52. The majority start the day writing a piece of news with their parents every single day. For some parents, it is a struggle to find something fresh to write about and this becomes a chore for some. Children have opportunities to complete worksheets and to practise handwriting and occasionally the home corner is used for an activity that gives them a reason for writing. Not enough activities are used to encourage children to write for a range of purposes. When given the chance, many children make good attempts at writing with close phonetic spelling. However, this is not always developed by asking them to respond individually in writing about activities and stories that attract their curiosity during the day.

53. Taking books home to share with their parents is given a high priority. Children are encouraged to look through books and tell each other stories from the pictures. Children learn about the sounds letters make and begin to recognise them and use them to read. Overall, children start in Reception with good attitudes to reading, writing and speaking and they make satisfactory progress, but with a richer literacy experience they should be making more. The majority of children reach the early learning goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Many activities, promote mathematical development appropriately, especially counting, capacity and shape.
- A good number of children write numerals up to 10 and are beginning to do simple addition sums.
- Adults give children many opportunities to count and recite numbers.

Commentary

54. Many children can recognise numbers and shapes as well as count up to ten when they arrive in Reception. Much of the mathematical work children do in Reception is paper based and recorded on worksheets and work books. They work diligently and neatly through these and many feel a sense of achievement as they believe it is 'grown up' work. However, this sometimes masks a lack of understanding of all the mathematical aspects required by the early learning goals. For example, mathematical problem solving and aspects of calculating are not as prominent in the curriculum as they should be. Some children are not yet ready to record their mathematical work because they are still at the stage for lots of practical and explorative work to develop their mathematical skills.

55. Adults do, however, promote mathematical skills through counting games and songs. These are enjoyed by children who love joining in and taking part. The language of mathematics, such as 'bigger than, taller, smaller, less than', is developed appropriately. Activities such as those linked to the water and sand trays develop the children's understanding of capacity. Opportunities to identify shapes and colours are readily taken. By the time most children leave Reception, they have reached most of the early learning goals and are ready to manage the mathematics curriculum in Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. It was not possible to make an overall judgement about provision in this area of knowledge and understanding of the world. The curriculum involves children in some interesting activities, such as watching tadpoles turning into frogs and planting sunflower seeds that have started to grow. Children have been watching ice-lollies and ice cubes melt with fascination. They have looked at how things change and realise that water can be made into ice, melt and then be refrozen again. Visits to places of interest and visitors enrich the work in Reception over the course of the year. Children have opportunities to use construction kits and to make models using recyclable materials.

PHYSICAL DEVELOPMENT

57. It was not possible to make an overall judgement of provision in physical development. However, children can hold pencils and crayons correctly and can colour-in within the outlines of a shape. They can use scissors and other equipment well. Outside they can run and jump moving backwards, forwards and sideways taking care not to bump into each other. They enjoy riding bicycles, although sometimes rather too fast and with little regard to others. However, children are unfailingly considerate and thoughtful if any child with physical difficulty is in the playground with them. The Reception class have weekly physical education lessons where they develop balls skills, and learn to play games.

CREATIVE DEVELOPMENT

58. It was not possible to make an overall judgement of provision, but the work on display indicates that standards are as below that expected for children of this age. Some children have very advanced drawing skills and can draw people with considerable detail and accurate representation. However, these skills are not built on: nearly all the paintings and other art work on the walls during the inspection was identical for each child. This indicates that children follow an adult's step by step instructions rather than trying out a technique for themselves. The role-play area was not observed in use during the inspection to develop children's imagination. It was set up as a home corner but was uninviting and untidy. In a music lesson, children sat on the carpet for some time taking turns at playing percussion instruments as they sang familiar songs. Children found what they were asked to do extremely difficult and the instruments were not played rhythmically and the singing was very weak. The task itself was not planned well enough to help them develop their skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- By the end of Year 6 standards are very high.
- Teaching is particularly good in Years 4, 5 and 6.
- Pupils work enthusiastically in English; readily answering questions and suggesting ideas.

Commentary

59. Pupils make good progress in English throughout their time at the school. They start school with good skills as many have had preschool education. In Years 4, 5 and 6 progress is even better and by the end of their time at the school pupils achieve very high standards. This progress is achieved because:

- there is very good teaching that interests, informs and challenges pupils;
- the school tracks individual's progress over time to ensure that any weaknesses are addressed.

60. Standards continue to be very high. This year, every Year 6 pupil who had more than three months at the school achieved at least Level 4, the bench mark standard for children of this age. Nearly half the pupils achieved the next Level 5. The school has identified writing where it can achieve further improvement. However, pupils' writing skills are still very good. Year 6 pupils understand how to take notes and use the information they have recorded effectively to write accurate reports. Pupils write imaginative and reasonably extensive stories. They use correct grammar and spelling when writing for a range of reasons including work in other subjects, such as recording their experiences on a geographical trip to the seaside or for a history topic. Pupils' written work is well presented, as they take pride in it.

61. In many lessons pupils, have extremely interesting opportunities for speaking and listening, and standards achieved are outstanding. In an excellent Year 6 lesson, for example, pupils took part in a press conference interviewing the teacher who was in role as their headteacher returning from a trip to the moon. Pupils were very well prepared by the teacher; they understood why open ended questions would enable them to obtain more information. Consequently their questions were pertinent and thought provoking. They demonstrated a mature understanding of irony and a sense of humour whilst always being respectful. Pupils are very confident when discussing ideas in lessons. In Year 5 for example, pupils discussed differences in the way the story of *The Gingerbread Man* might be told according to who was telling it. They were able to completely understand the idea of bias and to be extremely creative when exploring the story in this way.

62. Standards in reading are high throughout the school. Their good reading skills help them in all subjects. Pupils answer questions about the books they have read in guided reading sessions well. They read independently and expressively. Older pupils have well developed likes and dislikes about books, authors and genres. Many are avid, mature readers and can infer meanings behind the text. They use reference material, written and electronic, extremely well to increase their knowledge and understanding.

63. Teaching is good overall. In Years 1 and 2, teaching is consistently sound and thorough but on some occasions teachers rely too much on work sheets. This limits children ability to answer creatively and sometimes makes the work too easy. In Years 4, 5 and 6 teaching is very good and sometimes excellent. This high quality ensures that pupils achieve very well in lessons. Pupils with special educational needs or those who speak English as an additional language are given very effective support and their progress is carefully tracked. The very high standards gained in English,

demonstrate how well these pupils achieved. This careful tracking of pupils' progress is carried out for all pupils, not just those with particular needs, and is a strong factor in why standards are so high. Assessment is satisfactory but the information gained is not always used to set group or individual work.

64. Teachers plan very effectively. They are clear about what the pupils are to learn by the end of the lesson and prepare interesting activities to help the pupils understand and learn. Teachers are very good at using open-ended questions, and this is one of the reasons why pupils are so good at discussing ideas orally. A very effective characteristic of the best teaching is how skilful teachers are at using their knowledge of pupils' strengths and weaknesses to set really challenging often quite personal tasks.

65. Leadership and management of the subject are good. There has been a recent change in subject leadership and a good audit of the subject and standards of teaching have established a good base for further monitoring and improvement.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

66. Teachers use all the subjects to give pupils pertinent opportunities to develop their language and literacy skills. Their skills are good and help the pupils to access new information and record what they have learnt. Good links are made between subjects to help pupils use their language skills. The plot of the school play was used to give pupils the opportunity to develop their note taking skills and their interviewing techniques as they pretended to be journalists. A geography trip enabled pupils to write factual accounts, whilst science gave them experience of writing sequentially.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in the school improve year on year so that by the end of Year 6, standards are well above the national average.
- All pupils, including those with special educational needs and those with English as an additional language, achieve well.
- Assessment information and data are used well to ensure the work for pupils is suitably challenging.
- Pupils are keen to learn and do well in lessons.
- 'Booster' and 'support' groups are effective in enhancing pupils' achievements.
- The quality of teaching is good.
- The school's wider provision for gifted and talented pupils is not yet secure in mathematics.

Commentary

67. The standards achieved by pupils at the end of Year 6 are well above the national average. Results are also very high at the end of Year 2. One of the main reasons for pupils' very high standards in mathematics is the school's good procedures for tracking and recording pupils' progress. The analysis of the results of national tests and regular school assessment tests establish and address weaknesses successfully in Years 1 to 6.

68. An important reason for the high standards is pupils' enthusiasm for the subject, their industry and their desire to succeed in all they do. They settle to the set tasks quickly, concentrate well and complete a considerable amount of work. This is one of the main reasons why pupils achieve well: their mature attitudes and keenness to do well mean that they are always trying their best. Importantly, this applies to all pupils, including those with special educational needs and those with English as an additional language.

69. Another reason is the good teaching particularly in Years 3 to 6. The characteristics in the most successful lessons are clearly defined objectives that are shared with pupils. This helps to set clear targets for teachers and pupils to achieve in lessons and pupils respond well to this. The pace of teaching is usually good, probing questions are asked to make pupils think and these are pitched at levels appropriate to pupils' knowledge. Teachers place considerable emphasis on developing pupils' knowledge of vocabulary and this extends learning effectively. This is reflected in the high level of fluency which pupils show in explaining their ideas in whole class and discussion on an individual basis. Co-operative work is a strong feature of the provision of the work with pupils working together to find appropriate solutions.

70. The school provides considerable support to enable pupils to reach appropriate levels of attainment for their age group. Those who reach the national standards with ease, benefit from enrichment and extension programmes. There are well organised 'booster groups' for pupils who find it harder to learn the subject. The school has begun to look more carefully at how to develop pupils' problem-solving and decision-making skills. However, there are not really enough opportunities in lessons for pupils to develop these skills.

71. The leadership and management of the subject are good. The use of resources and the contributions of teaching assistants, supporting groups for various reasons, are good elements that ensure pupils enjoy the subject. A relative weakness is the provision for gifted and talented pupils: there are only limited opportunities for pupils to extend their mathematical thinking, or expand their talents, through having some really challenging activities beyond the work set in class. Some pupils have real talents in mathematics: teachers are broadly successful in providing challenging work in class but opportunities for them to explore a broader understanding of mathematics in, for example, out of school time are somewhat limited.

72. There has been good improvement since the last inspection.

Mathematics across the curriculum

73. Links between mathematics and other areas of the curriculum provide many opportunities for collecting data and applying skills in different contexts. Pupils have good mathematical skills and can use these in a range of different situations. In information and communication technology and science, for example, pupils use their good understanding of graphs to present information.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving: they are well above average and higher than at the time of the last inspection. Early indications show that the 2004 results are even better.
- Pupils' achievements are good overall because they are taught well.
- The curriculum provides a good range of topics for pupils and helpful guidance for teachers but experimental work is more limited.
- The subject is led and managed effectively.

Commentary

74. The standards achieved in Years 2 and 6 are well above average. This means they have improved a lot since the last inspection, when they were judged to be average. This is confirmed by the results of the national tests. In 2003, the results were above average but the figures for 2004 have improved further and more pupils are achieving the higher levels in the tests. It is too early to say with absolute certainty but these figures look as though they will show that pupils' performance in

science was well above average. In part this is due to the improvements in the science curriculum over the last few years. However, it is also because pupils have very good literacy skills which mean that they quickly understand scientific ideas. Compared with their capabilities pupils in Years 1 to 6 do well. However, pupils' practical science skills and their proficiency in applying their knowledge are not as good as they could be because opportunities for experimental work are limited. The achievements of pupils with special educational needs are good because the provision is very well managed. Similarly, those learning English as an additional language also achieve well.

75. The results of the Year 6 national tests for the last few years also show that standards are rising. There was a fall in 2002 but this is not significant: fluctuations from year to year are common when there are less than 30 pupils taking the tests.

76. Teaching is good. Teachers' plans identify what is to be learnt in each lesson and expectations are suitably high, particularly in relation to knowledge and understanding. Pupils are well managed and given work that stretches their thinking suitably: as a result their behaviour is good. Pupils come with very good attitudes to learning and this contributes significantly to their progress, which is good. The programme of work covers a good range of scientific concepts and there is good guidance to help them plan lessons. Visits support pupils' learning well: for example, Year 6 pupils have been to an event, organised by the police, on drugs education.

77. Leadership and management of science are good. Considerable work has been done to expand the science curriculum and ensure that pupils experience a broad range of topics. This has contributed successfully to the improvement in standards. The monitoring and evaluation of teaching is good and this has helped to support teachers and improve quality effectively. The subject leader has, for example, identified the need to improve the teaching of experimental science and is developing sensible plans to develop this area.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy information and communication technology: they make satisfactory progress and achieve standards that are above average.
- The subject is led and managed well.
- The time available for pupils to use the computers is limited.

Commentary

78. Standards are above average in Years 2 and 6 and have improved since the last inspection. In Years 1 and 2 pupils use computers well and understand how they can help them to input and show information, for example by using a spreadsheet, and how important it is to ask the right questions. In a Year 2 lesson, pupils were very clear about the need to ask questions that have *yes* or *no* answers so that can be processed by the computer. Pupils also learn how to program a robot or "roamer". In a Year 1 lesson, for example, pupils achieved well and by the end all understood how to how to program simple movements and were beginning to get to grips with the idea that these instructions can be listed. Further up the school pupils tackle increasingly more complex work and reach average standards. In a Year 4 lesson, pupils did well to construct a database linked to work on healthy eating. In Year 6 pupils have a sound knowledge and understanding of how to design a multimedia presentation, building well on their previous learning.

79. Overall, the quality of teaching and learning observed was satisfactory, although there were some examples of good lessons. Although the computer room is cramped lessons are planned well and organised effectively, building upon pupils' prior work well. Broadly, teachers and teaching assistants have enough subject knowledge to help pupils learn appropriately. They use the

multimedia projector well to give clear demonstrations and explain the purpose of the lesson and the requirements of the tasks concisely and clearly. Pupils' very good attitudes to learning have a particularly positive impact on their learning. They are keen and interested and really good about working together and sharing the computers. On a very hot day during the inspection, Year 6 pupils still managed to stay on task. Pupils with special educational needs are particularly well supported and those with English as an additional language are also well supported so that they too make appropriate gains in their learning.

80. Leadership and management are satisfactory overall with some aspects that are good. The role is shared by two teachers, one of whom has advanced teacher status. This expertise contributes well to the way the subject is managed and between them they have a clear understanding of information and communication technology. Pupils' progress is tracked and recorded well, although this does not yet feed in to teachers' planning as fully as it might. Developments since the last inspection have been satisfactory overall but good progress has been made in some areas. Resources have been extended well and pupils' skills in control are now promoted appropriately. The computer suite is a good development and is contributing well to pupils' skills and understanding.

Information and communication technology across the curriculum

81. Overall, information and communication technology is used satisfactorily to support learning in other areas of the curriculum. All classrooms have a multimedia projector and laptop computer which teachers use effectively to enhance teaching and motivate pupils. However, during the inspection only limited use was seen of the laptop computers in classrooms by pupils: this aspect of information and communication technology is not as well developed as the separate lessons in the computer room.

HUMANITIES

82. Two lessons were seen in **history** and none in **geography**. It is, therefore, not possible to make an overall judgement about provision but in the history lessons seen teaching was good overall. There is every indication from pupils' work that standards are broadly average in the subjects at the end of Year 2 and Year 6. In both subjects it is evident that visits and visitors play an important part in making the work interesting and relevant. In geography, a visit to the seashore enabled pupils to understand the human and physical features of this type of environment. In Year 3, history and geography are linked effectively so that pupils learn about the geographical features of Ancient Egypt in addition to the historical elements. When pupils study Israel, similar links are made not only with the two subjects but also with the work in Kodesh. From discussions with pupils they obviously enjoy history and spoke enthusiastically about the topic being studied.

83. The subject co-ordinator for history and geography monitors the subjects well by looking at samples of pupils' work, reviewing the teachers' planning and on occasions visiting classrooms.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Two lessons were seen in music as well as a session with visiting African drummers. No lessons were seen in design and technology. It is not therefore possible to make a firm judgement about provision in these subjects. In addition to observing lessons where possible, inspectors spoke to subject leaders about their work, spoke to pupils about what they had learned and looked at pupils' work.

85. In **design and technology** the range of work is rather narrow and activities do not challenge pupils' thinking skills enough. The school plans its curriculum around the Government's suggested programme but the range of skills and techniques is fairly limited and the plans do not build on pupils learning progressively as pupils move up the school.

86. Standards in **music** are above those expected at the end of Year 6. Music is taught by a specialist teacher and this ensures all pupils get a similarly good experience. The quality of singing is very good. Pupils have a good repertoire of songs and they learn new songs very quickly. They sing tunefully and sweetly, confidently singing in 'rounds'. In a Year 5 lesson the vast majority of pupils happily sang solo. All pupils perform confidently and with obvious enjoyment. During the inspection all year groups learned about African drums from a visiting group. They listened and took part with great interest and enthusiasm. The school has a good mixture of percussion instruments, pitched and un-pitched for pupils to use when composing or accompanying. Pupils sing and play in festivals and concerts locally. The school has a dedicated music room used for class and group music lessons.

87. In **physical education** pupils experience a broad range of activities that enables them to reach above average standards. Teaching is good and pupils are keen to do well. They have very good attitudes to their work and develop their physical skills well. Teaching is matched well to pupils' abilities and expectations are suitably high. Teaching is skilled, enabling pupils to develop their physical skills as well as the tactics of the game. This is the nub of the good teaching: the teacher uses and develops pupils' intellectual skills along side their physical skills. Teaching provides some good opportunities for out of school sports activities, such as football and netball training during lunch time and after school. These are well attended and successful in developing pupils' physical skills and understanding of the games.

Art and design

Provision in art and design is **unsatisfactory**.

Main strengths and weaknesses

- The work pupils produce in art and design is of a lower standard than work in most other subjects.
- In many art and design lessons, all the pupils in the class produce the same picture or colour in a given outline.
- Pupils enjoy their art and design lessons.

Commentary

88. In the lessons seen and evidence from the work in classrooms and around the school pupils' standards are well below average and not being appropriately developed by teaching. This is mainly because the tasks set for pupils at every age group are much too easy and they do not develop their art and design skills sufficiently. Art requires little effort from pupils other than cutting out or colouring neatly. Much of the work produced by pupils is similar for everyone in the class. Many art and design tasks set and displayed are adult produced photocopied outlines coloured in by pupils with pencil. Artists' studies are similarly undemanding, for example, a background of computer drawn cubes with a template of a tree superimposed on it to illustrate an aspect of Picasso's work.

89. Pupils experience a very basic range of techniques and materials during their time at the school and their skills are not built up over time. There is a two year outline plan for the art and design curriculum in each year group. However, this is not being followed by most teachers and when it is, there is no guidance about the standards that should be aimed for. The plan gives teachers no idea about how the work might be sequenced over time in order that pupils make progress in their learning. Teachers are not following an adequate scheme of work. Pupils, however, enjoy art and design because they feel it is a welcome change from the hard work they do in the rest of the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Only one lesson was seen in this area of the school's work and so no judgements are possible about overall provision. However, pupils' personal education is a very important part of the school's work. The programme for personal, social and health education is good and includes appropriate work on health and personal safety. For example, Year 6 have recently covered drugs education through a visit organised by the police and in a Year 1 lesson, work on safety included a story about being safe on a beach. The school is also involved in the Healthy Schools initiative: pupils said that the work they did about healthy eating was one of the things they liked about school. In addition, many of the chosen topics in geography and history, for example, give pupils an understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	2

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