

**INSPECTION REPORT**

**HONILANDS PRIMARY SCHOOL**

Lovell Road, Enfield, Middlesex

LEA area: London Borough of Enfield

Unique reference number: 101998

Headteacher: Mrs Sue Luck

Lead inspector: Mr G.S. Bignell

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 256499

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 years
Gender of pupils:	Mixed
Number on roll:	458
School address:	Lovell Road Enfield
Postcode:	EN1 4RE
Telephone number:	01992 701012
Fax number:	01992 850799
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs P. Lambert
Date of previous inspection:	18 – 22 January 1999

## CHARACTERISTICS OF THE SCHOOL

Honilands is a large primary school in the North of the London Borough of Enfield. It has 403 pupils of statutory school age plus 55 children attending part-time in the nursery - a total of 458 pupils. The area served by the school is characterised by social housing and high levels of deprivation; the proportion of pupils eligible for free school meals has risen to almost 36% which is above the national average. The number of pupils who join and leave the school is increasing as more families are allocated temporary accommodation in the area. Pupil mobility currently stands at around 18% of the school roll which places the school in the top quarter of schools nationally.

Many children come to the school with attainment which is well below the average baseline. The proportion of pupils with special educational needs is around 37% - this figure is well above the national average and consists mainly of boys. There are nine pupils with statements of SEN, which is also above average. The most common area of need is social, emotional and behavioural, often combined with learning difficulties of various kinds. The proportion of pupils whose first language is not English is 17% and most of these pupils are in the younger year groups. The large majority of pupils are White British, with small numbers from Black and Asian backgrounds.

The school has received a number of awards in recent years including Investors in People, Healthy Schools, Artsmark Silver and two national Achievement awards. The school is also a training partner of Middlesex University for initial teacher education.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1880	Garry Bignell	Lead inspector	Physical education; religious education; English as an additional language
1305	Brian Rance	Lay inspector	
10270	Sandra Teacher	Team inspector	English; information and communication technology; music; special educational needs
28053	Eileen Glasper	Team inspector	Foundation Stage; science; art and design; design technology
20877	David Pink	Team inspector	Mathematics; history; geography; personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Honilands provides a sound education for its pupils and gives satisfactory value for money. Pupils reach standards which are below national averages, but make satisfactory progress from low starting points. Teaching is satisfactory overall, though some good teaching takes place. The school is well led and effectively managed. There is considerable scope for further improvement.

The school's main strengths and weaknesses are:

- Pupils' personal development, including their relationships and behaviour, is good
- The good provision for and achievement of pupils with special educational needs and the inclusive nature of the school's ethos
- Children make a good start to their learning in the Foundation Stage
- Care, welfare and support for pupils are very good
- Links with parents, families and other schools and institutions are strong
- The leadership of the new senior management team is good
- Standards, especially in English, mathematics, information and communication technology (ICT), history and geography are too low
- Some parents do not ensure that their children attend school regularly and on time and this affects their achievement and the learning of others
- The assessment of pupils' learning is unsatisfactory
- Requirements in teaching information and communication technology (ICT) are not met

The school is at least as effective as it was when last inspected and improvements have been made, though the pace of progress has been more marked since the appointment of the present headteacher and improvements are still being made.

The school was last inspected in January 1999. At that time, weaknesses were found in the use of assessment, pupils' attendance and punctuality, some aspects of management, and in the planning of the curriculum, for example, in ICT. Over the last four years, standards have risen steadily, though they are still too low in some subjects. Curriculum planning has been improved by the introduction of schemes of work in all subjects. However, there is still no consistent assessment of pupils' learning. The school now makes good efforts to improve attendance through regular monitoring and working with parents. There has been success in reducing levels of unauthorised absence, though overall attendance and punctuality remain a concern. The teaching of ICT has not significantly improved since the previous inspection. Weaknesses in management have been dealt with by new appointments to key posts.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	C	A
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 is satisfactory overall.** Many children are admitted to the school with low prior attainment, especially in the basic skills. This makes their starting points for learning lower than in most other schools. They do not reach the standards expected nationally by the ages of seven and eleven in English, mathematics, humanities and ICT. However, they now receive a good start in

nursery and reception classes where they are on course to achieve most of the goals children are expected to reach by the age of five. In communication, language and literacy, however, children are unlikely to achieve the standard expected.

By the end of Year 2, pupils' standards in speaking, listening, reading, writing and mathematics are below expectations. However, they make more progress in mathematics than in other areas and achieve well. By Year 6, pupils are still below average in the same subjects, and their standard of writing is well below. The 2003 English results were better than in previous years because those pupils showed more interest in reading and story telling which benefited their writing. Pupils in the present Year 6 do not show the same ability and are likely to achieve much lower standards. This year group has a high proportion of pupils with special educational needs and many pupils joined the school in recent years. Throughout the school, standards are average in creative and practical subjects like art and design, music, science and physical education. Standards in ICT are well below average due to the unsatisfactory curriculum provision and poor use of resources throughout the school.

As a result of good support for the many pupils with special educational needs, and because the quality of teaching is at least sound, these pupils make steady progress in most subjects and their achievement is satisfactory. However, those pupils capable of higher attainment are not always stretched enough because teachers do not assess their progress as accurately as they could in order to set higher levels of challenge.

Pupils' attitudes to school and their behaviour are good. They respond well to the clear expectations set by adults at the school, including the "*Golden Rules*". Attendance and punctuality are poor, though there are some signs of improvement. **Pupils' spiritual, moral, social and cultural development is good.** They work well together and show respect for each other. Assemblies and lessons promote school values and there are good opportunities for pupils to gain insights into other cultures through art, music and religious education.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory overall and results in sound learning.** However, there is unsatisfactory use of the outcomes of assessment to plan the next steps in pupils' learning. Given the low starting points of Honilands pupils, there is a need to raise the quality of teaching and learning in the ways identified under "improvements needed", so that more lessons are good or very good and pupils' progress is better and their achievement is higher. Teachers in reception need to work more closely with teachers in Year 1 to improve continuity in children's learning.

The curriculum has strengths, but is unsatisfactory overall. There is good collaboration on arts projects between year groups and a successful European venture. Opportunities for enrichment are good. The accommodation is good. However, resources are inadequate in several subjects. What resources there are, are not well organised to promote good learning. The teaching requirements for ICT are not being met. Care, guidance and support for pupils are very good. The school continues to develop a strong partnership with parents.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management of the school are satisfactory. The leadership of the new headteacher and deputy head is good.** They share a strong determination to improve the school and have plans which are based on a rigorous evaluation of the school's strengths and weaknesses. Management is satisfactory with clear procedures and effective deployment of staff. While the governing body exercises most functions well, governance is unsatisfactory overall because the statutory requirements for ICT in the curriculum are not being met.

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

Parents and pupils express high levels of satisfaction with the school. Parents particularly appreciate the achievement of their children, the care that the school takes, the standards of behaviour and the general ethos of the school. Although achievement could be better, inspectors agree with the positive views expressed. Pupils generally enjoy coming to school and like the rewards that the school provides for hard work and good behaviour.

## **IMPROVEMENTS NEEDED**

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

- Improve pupils' attainment, especially in English, mathematics, information and communication technology, history and geography where standards are below expectations
- Improve pupils' learning in Years 1 to 6 by:
  - Ensuring that good assessment systems are in place in all subjects and are used consistently
  - Using the results of assessment to plan for the next stages of learning and involve pupils in this process
  - Updating and extending learning resources to support the curriculum

and in the Foundation Stage by:

- Providing better links between the teaching in reception classes and Year 1
- Continue to work with parents to ensure better attendance and punctuality

and, to meet statutory requirements:

- Ensure that the national curriculum for ICT is fully in place



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Standards in most subjects are below average when pupils leave the school but achievement is satisfactory overall. Pupils achieve at least as well as those in similar schools and make satisfactory progress.

#### Main strengths and weaknesses

- Children get a good start in the Foundation Stage and achieve well
- Standards are average in art, music, physical education, religious education and science in Years 1 to 6 – in all other subjects they are below average
- Achievement is at least satisfactory in most subjects, except information and communication technology (ICT) and in Years 3 to 6 in geography, history and mathematics

#### Commentary

1. Results in national tests for 2003 confirm an overall steady trend of improvement in Years 2 and 6. Boys generally achieve less well than girls, especially in Year 2 tests, although the difference is less significant higher up the school. There are many more boys than girls in the school with special educational needs, and the majority of pupils joining the school other than at the start of the key stage tend to be boys. These factors affect the overall performance of boys compared with girls. There was no indication of any variation in achievement between the very few pupils from ethnic minority groups who took the tests.

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

Standards in:	School results	National results
reading	13.7 (13.5)	15.7 (15.8)
writing	13.3 (13.2)	14.6 (14.4)
mathematics	16.1 (14.6)	16.3 (16.5)

*There were 59 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	26.6 (24.5)	26.8 (27.0)
mathematics	25.3 (25.5)	26.8 (26.7)
science	27.0 (26.4)	28.6 (28.3)

*There were 61 pupils in the year group. Figures in brackets are for the previous year*

2. There was a rise in English results in 2003, bringing them much closer to the national average and comparing well with similar schools. This is because those pupils showed more interest in reading and story telling which, in turn, benefited their writing. However, the standards of Year 6 pupils currently in the school are much lower and their achievement is only satisfactory. This year group has a high proportion of pupils with special educational needs and many pupils joined the school in recent years. Pupils show good achievement in mathematics up to Year 2, but this is not sustained and only about half the pupils have made the expected progress

during Years 3 to 6. As a result, pupils' standards are below average in mathematics, though better teaching is now leading to more sustained progress and higher achievement. Standards in science have shown steady improvement and are approaching expected levels. In ICT, standards are well below the levels expected because pupils make unsatisfactory progress throughout the school.

3. Many children begin their time in the Foundation Stage with attainment which is well below the average baseline. Those who are admitted in later years also come with low prior attainment. This makes their starting points for learning lower than in most schools. The school concentrates its efforts on those pupils who are in most need of support, encouragement and a stable learning environment. Because of the good start given to the youngest children, they are now on course to achieve most of the early learning goals by the age of five. Pupils who stay at the school maintain a satisfactory level of progress through Years 1 and 2 and, in most subjects, through to Year 6. By the time they leave the school, pupils are about one term behind the nationally expected standards in the core subjects. Of the present Year 6, only two thirds have been at the school since Year 1 and nearly one fifth have joined during the past year. This year group also contains a high proportion of pupils with special educational needs. The school's own analysis confirms that the longer individual pupils are at the school, the better their achievement when they leave.
4. Unsatisfactory achievement in ICT is due to poor curriculum provision and unsatisfactory use of resources. In mathematics, there are weaknesses in assessment and use of that information to accelerate learning with older pupils. In history and geography, unsatisfactory achievement in Years 3 to 6 is caused by poor development of skills and inadequate resources. In all other subjects, achievement is at least satisfactory. Pupils with special educational needs make good progress and achieve well because of good support for their learning. The achievement of pupils learning English as an additional language is less marked due to a lack of staff expertise. However, they make satisfactory progress overall.
5. In 2003, the school did not achieve the challenging targets it set in English or in mathematics, although the improved results in English were only just below. Targets for 2004 are lower because the present Year 6 pupils are unlikely to reach the same standards. The new school leadership team shows a strong determination to raise standards further by developing staff expertise and making subject leaders more accountable for pupils' achievement.

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

The provision overall for personal development is good. Pupils acquire good attitudes to school and to learning. Behaviour is good. Pupils' spiritual, moral, social and cultural development is good overall. Overall pupils' attendance and punctuality are poor.

### **Main strengths and weaknesses**

- Pupils' attitudes to school and their work are good.
- Pupils' behaviour in class and around the school is good.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- Pupils' attendance at school is well below the national average, despite the school's procedures to encourage and monitor attendance.
- A significant number of pupils arrive late for school each day.

### **Commentary**

6. The school works hard to promote good behaviour and this is successful. Adults set a good example to pupils in the way they treat everyone with respect. Staff make their expectations clear and manage behaviour well. Pupils understand what is expected of them and generally abide by the school's *Golden Rules*. Pupils know and understand the rewards that they can earn in their classes for good work, effort and behaviour. Similarly they also enjoy *Golden*

*Time* (a weekly opportunity to engage in activities of their choice) and understand that unacceptable behaviour can lead to the loss of that time. At playtimes, pupils play well together, if somewhat boisterously, and they are tolerant of each other even when play from one group interferes with that of another. Lunchtimes are well organised; in the dining hall, pupils converse happily together and with visitors.

7. The personal, social and emotional development of most of the children is poor when they enter the nursery class, but they quickly learn to take turns and deal with conflict. Young children are continually encouraged to feel confident about what they achieve, and are reminded of the high standards adults expect. Provision for personal development in the early years is very good and children are on course to achieve the expected outcomes by the age of five.
8. No examples of bullying or racism were seen, and pupils and parents are clear that, when any such difficulty does occur, it is dealt with immediately and effectively by staff. Boys and girls of all ages mix well together, show respect for each other and pupils new to the school are assigned a special friend whilst they become familiar with the school, making sure that they are not lonely or left out. One pupil at risk of permanent exclusion because of poor behaviour is being gradually re-integrated socially and educationally in partnership with support from the local education authority. These are good examples of the school's caring and inclusive ethos.
9. Assemblies usually have a few moments for quiet reflection, and teachers take opportunities to allow pupils to share aspects of their many different faiths. Cultural development takes place effectively through religious education, art, music, and sharing in the wide range of multi-cultural traditions of the pupils' families.

## Attendance

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

Authorised absence	
School data	8.0
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

10. In comparison with national statistics, pupils' attendance was well below the average in the last academic year, as it was in the previous year. However, in the present term there has been a small, but measurable, improvement. The school monitors poor attendance very closely since it is clear that pupils who do not attend school regularly do not achieve so well. The procedures for promoting attendance are good, and the level of unauthorised absence has decreased significantly. The late arrival of pupils at school disrupts the start of the day and pupils' learning, not only for the pupils that are late but also the rest of the class. In the first month of the present term, on average eleven pupils were late for school every day. There are a number of families who do not yet understand the importance of regular attendance and punctuality and, with the assistance of the education welfare officer, the school works hard to address these issues.

## 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	263	1	
White – Irish	1		
Mixed – White and Black Caribbean	3		
Mixed – White and Asian	1		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	5		
Asian or Asian British – Pakistani	2		
Asian or Asian British – Bangladeshi	2		
Asian or Asian British – any other Asian background	7		
Black or Black British – Caribbean	8		
Black or Black British – African	10		
Black or Black British – any other Black background	5		
Any other ethnic group	39		

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. This is the result of improvements led by the recently appointed headteacher and the contributions made by teaching and support staff.

### Teaching and learning

The quality of teaching and pupils' learning are satisfactory. Assessment is unsatisfactory, except in the Foundation Stage where it is good.

### Main strengths and weaknesses

- Good management of pupils and insistence on high standards of behaviour.
- All pupils are fully included in lessons.
- No unsatisfactory teaching was observed and more than a third of the teaching was good or better
- Support staff are used well.
- Lesson planning is inconsistent and has weaknesses.
- There are not enough opportunities for pupils to develop independence in their learning.
- In Years 1 to 6, there is a lack of systematic arrangements to assess pupils' attainment and progress, to set targets for pupils, and to plan the curriculum.

## Commentary

11. Overall, teaching is satisfactory and competent. The quality of teaching is consistent and this is an improvement since the last inspection when too often it was unsatisfactory. This improvement reflects the attention given to the raising of standards, especially in Years 1 and 2. Pupils work hard in lessons and are usually interested in what they are doing. A strength in the teaching is the management of pupils' behaviour. Teachers make it clear through their relationships with pupils that they want them to do well. In conversation, older pupils cite this as a reason why they think their school is good. The support for pupils with special educational needs is good and they achieve well. However, the planning of lessons does not always take account of pupils' Individual Education Plans. The teaching assistants who work with their targeted pupils provide effective support. Pupils in Years 1 to 6 who are at an early stage of learning English are satisfactorily supported by adults. However, teachers have limited experience in this area of their work and would benefit from further training.

### **Summary of teaching observed during the inspection in 59 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (1.7%)	22 (37.3%)	36 (61%)	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.*

12. Overall, lessons are well organised and proceed at a satisfactory pace. However, lesson planning is unsatisfactory because it does not always allow for the different needs of individual pupils, sufficient opportunities for speaking and listening, how ICT could be used to enhance the learning, or for opportunities for assessment. In the Foundation Stage, children are assessed regularly and good records are kept of observations carried out during their learning. The new school leadership team has intentions to share effective practice more widely. Their focus continues to be on raising standards in the basic skills, particularly literacy and numeracy.
13. Most teachers effectively use a teaching strategy in which they show pupils how to complete work. For example, in English lessons, teachers will often write pupils' sentences on the board and then work with them to improve the grammar, vocabulary and punctuation. Teachers make good use of questions to probe and check pupils' understanding. This approach helps pupils to make sound progress in gaining new skills and knowledge. In many lessons, an over-reliance on questioning, and responding to individual pupils, reduces the opportunities for class discussion and for teachers to take account of pupils' views. The responses of pupils to the questionnaire prior to the inspection reflect this. Homework is aimed at reinforcing and extending learning; it includes learning to spell new words, and finding things out.
14. Although the overall quality of teaching and learning is better than at the time of the previous inspection, the development of efficient arrangements for assessing pupils' attainment and progress has been unsatisfactory. In too many lessons, information from assessment is not used effectively to plan work and to track pupils' progress. This sometimes results in more able pupils being given broadly similar or slightly harder work than average pupils. Rarely do they have work that is significantly different and requires them to think in more challenging ways. Pupils have targets to aim for in writing, but these are not linked sharply enough to information from assessment. Links between the teaching in reception classes and in Year 1 – particularly with respect to the teaching of writing – are not strong enough. Whilst a number of teachers provide pupils with useful advice when marking, this is not done consistently. Although the school provides information about pupils' progress, pupils have few opportunities to evaluate their own work.

## The curriculum

The curriculum is unsatisfactory in Years 1 to 6, but satisfactory in the Foundation Stage.

### Main strengths and weaknesses

- Opportunities for extending the curriculum are good.
- Accommodation within the school and grounds is spacious.
- The provision for pupils with differing educational needs is good.
- The National Curriculum requirements in information and communication technology (ICT) are not met.
- Resources to support learning in English, history and geography are out-of-date and not organised effectively to stimulate pupils in their learning.

### Commentary

15. The breadth and balance of the curriculum are unsatisfactory because the requirements for information and communication technology are not met and pupils' attainment is low in ICT as a result. In this subject, pupils are not taught how to develop ideas and make things happen, for example, using ICT for control. In other areas of the National Curriculum and religious education, statutory requirements are met. In history and geography, planning based on schemes of work does not build upon the skills of pupils or develop learning appropriate to their ages and abilities. Whilst some aspects of the curriculum have improved since the previous inspection, others have not and the overall provision remains unsatisfactory.
16. The provision for pupils with special educational needs is good and this is partly because of the effective support given to pupils by teaching assistants who are well trained and briefed for their specific roles. Pupils have good access to the curriculum overall, and good involvement in extra-curricular activities – for example, one pupil with special educational needs plays in the school's brass ensemble. Generally those pupils for whom English is an additional language are supported satisfactorily and receive their full curriculum entitlement. However, the school has insufficient resources to provide as well for a few pupils who are new to the school and have little knowledge of English.
17. There is a sound programme of personal social and health education, which is delivered through many subjects of the curriculum, but is particularly effective when taught through circle time. Pupils respond particularly well to the *Golden Time* scheme that enables them to accumulate commendations. Pupils are also very positive about their access to a school counsellor. The governing body has approved arrangements for teaching sex education and drugs awareness.
18. The curriculum is enriched through the arts and there are a number of innovative projects which widen pupils' view of the world. A collaborative project takes place each term which enables older and younger pupils to work together in art, music, drama and dance. The involvement of a visiting artist has resulted in Year 4 pupils designing and making imaginative seating for the school grounds. Year 6 pupils are also involved in a European project "People, Places and Values" and this involves them in conferences with pupils in Finland, Italy and Germany. The school enters competitive teams in football, netball and athletics. There is a breakfast club and after school clubs in football, netball, music and art. These opportunities for enrichment are good and enhance pupils' learning by enabling them to achieve in different ways and to experience success. They also help to prepare pupils to take advantage of opportunities that the next stage of their education may offer.
19. There are enough teachers and support staff to meet the needs of the curriculum. The quality of the accommodation is good. Classrooms and corridors are spacious and the grounds are large with varied areas to create interest, including a "wild area" which is used to extend pupils'

imagination in their arts projects. However, the storage facilities could be improved and this would remove much of the cluttered appearance of many teaching areas. In some rooms, small areas of floor are not cleaned because the accumulation of stored materials makes access difficult. The appearance of some teaching areas does not set a good example for pupils to follow in the organisation of their own work. Resources are unsatisfactory in ICT, history and geography. Many of the textbooks and other aids to research are out of date. The library contains many old books and is not an exciting and inviting place for pupils to carry out their investigations. These shortcomings detract from the quality of pupils' learning and are a barrier to higher achievement.

### **Care, guidance and support**

Care and welfare arrangements for pupils and the support and guidance given to them are very good. The school is satisfactory at involving pupils and listening to their views.

### **Main strengths and weaknesses**

- Very effective procedures are in place for ensuring the welfare, health and safety of pupils, including child protection, so that pupils have a safe environment to live and work in.
- All staff have a positive relationship with pupils, care for them and guide their personal development.
- Vulnerable pupils are identified and sensitively nurtured.

### **Commentary**

20. Child protection procedures are in place with the headteacher formally assuming the role of designated person, although in practice it is shared with two other experienced senior members of staff. Particular attention is paid to ensuring that all members of staff are fully aware of their responsibilities in this area. There is a Health and Safety policy and risk assessments are carried out every term by the site manager and a governor. Routines for dealing with first aid, medicines and accidents are well established with two staff fully trained in emergency first aid. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term with their timings, and any difficulties, are recorded.
21. Teachers and all the other staff in school know the pupils, their families, and sometimes difficult home circumstances, very well. Each pupil has a trusted adult to relate to and work with on a regular basis. Through the use of 'circle time' and discussion, staff are able to contribute to pupils' personal development, and this is clearly shown in the perceptive comments teachers make in annual reports to parents. It also enables teachers to refer pupils to other support agencies that operate within the school, namely "Place to Be" and "Early Years Social Inclusion" projects.
22. These projects are partly resourced by other agencies, and under the guidance of the school's staff, provide additional counselling and support to pupils who have emotional or behavioural difficulties or are otherwise vulnerable. Many pupils benefit from these additional services, which make a major contribution to the care and guidance for pupils. Additional facilities provided in school are breakfast and after school clubs. These are enjoyed on a fee paying basis by approximately 20 pupils in each case, and enable pupils to be cared for within the school from 8 o'clock in the morning until 6 o'clock in the evening.
23. All pupils, and particularly the class representatives, take the work of the School Council very seriously. It has already discussed a number of facilities in the school and considered how procedures for 'golden time' might be improved. The survey of their views shows that pupils enjoy school, the staff and friendships that they make, and the academic work that they do. The care and support ensure a secure environment in which pupils learn and contribute to their satisfactory achievement.

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

The school's partnership with parents and links with other schools are good, and links with the wider local community are satisfactory.

### **Main strengths and weaknesses**

- Parents have a high regard for the school, they appreciate the academic standards that their children achieve, the care that the school takes, the standards of behaviour and the general ethos of the school.
- The regular newsletters, other documentation and annual reports provide good information.
- There are effective links with play groups from which pupils join the school and secondary schools to which pupils transfer.
- There is a productive partnership with the University of Middlesex for teacher training.

### **Commentary**

24. Parents are generally very happy with the school. In meeting parents at school, informally and at the parents meeting, and from the questionnaire, no major concerns were expressed. The school provides parents with relevant information through weekly newsletters and other letters as needed. A booklet about Key Learning Objectives is issued to parents at the beginning of the year to explain the teaching programme for each class. Parents feel able to approach the school at any time to discuss their children with the staff. In the summer term, parents receive the annual reports on individual pupils. These reports are good and appreciated by parents. They describe what pupils have done, what effort and progress they have made, and some comments on things that are not so good or need working on. The reports start with a commentary on attitudes to school, social and personal development.
25. Parents help their younger children at home with their reading, but generally parents offer limited help in school. They express a high level of satisfaction with the school's provision and are happy to let the school "get on with the job". This confidence is shared by other agencies who work with the school, for example, those who have responsibility for children in care. The school's Friends Association runs discos for pupils every term, and has recently taken over the organisation of the Christmas Bazaar.
26. Liaison with the play groups in the area is good, so that joining the nursery or reception class is made as easy as possible. There are also introductory sessions for children who do not attend play groups and the Early Years Unit hosts a weekly parents' afternoon. At the end of their time at Honilands, pupils transfer to a number of different secondary schools. The majority go to Lee Valley Secondary School, with which the school has very close links. This good collaboration with other schools, and education providers, supports pupils' learning.
26. As a training partner of Middlesex University, the school hosts student teachers while on teaching practice and contributes to their training. As a direct result of this partnership, three newly-qualified teachers from Middlesex University have joined the staff this year and are doing well. Involvement of the local community in the life of the school includes visits to the local public library, to places of worship for different religions, and a number of the major venues in central London. Visitors to the school include theatre workshops and an artist for the arts project week.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The new senior team provide good leadership of the school. Governance is unsatisfactory because requirements are not met in respect of ICT.



## Main strengths and weaknesses

- The new headteacher and deputy have assessed the school's strengths and weaknesses and have begun to tackle the most urgent areas.
- The current emphasis on creating the right climate for learning does not yet embrace sufficient rigour to promote high achievement.

## Commentary

27. There have been significant changes to the leadership team, governing body and teaching staff during the past two terms. The previous deputy headteacher was appointed as headteacher from Easter 2003 following a period in an acting role. Her new deputy came into post in September, along with six new classroom teachers – four of whom were newly qualified. During this term, the Chair of Governors has changed and several governors are new to their roles. This degree of upheaval has made it difficult to maintain a focus on priorities for school improvement.
28. The new senior team has worked tirelessly to build on the school's strengths and has begun to lay the foundations for raising standards. A rigorous evaluation of the quality of provision has led to the production of a new school improvement plan. This accurately identifies many of the current weaknesses and sets out a programme for addressing them. The deputy headteacher has begun work on the analysis of performance data and has taken a lead role in monitoring attendance. A significant minority of pupils come from home backgrounds where coming to school is not a priority and high expectations are not applauded. Understandably, the focus of much of the school's work at present is on reducing the impact of barriers to achievement by providing a secure and supportive environment in which pupils can learn. School leaders acknowledge that the emphasis must be to increase the rigour of lessons and ensure that achievement is good.
29. Governors have a good grasp of the school's development needs and have a vision for the future which is shared with teaching and support staff. They provide challenge and support in equal measure to guide the school towards its goal of a better quality of education which will enable all pupils to achieve their potential. To this end, they promote inclusive policies and take an active interest in a wide range of pupils' achievements. However, one of their main responsibilities – to ensure that statutory requirements are fulfilled – is not met with regard to the curriculum for information and communication technology.

## Financial information

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

Income and expenditure (£)	
Total income	1,252,669
Total expenditure	1,238,547
Expenditure per pupil	2,704

Balances (£)	
Balance from previous year	- 6,077
Balance carried forward to the next year	13,122

30. The school manages a tight, but balanced budget. The governors have a good overview of finances and are clear about priorities for spending. For example, they are committed to the significant investment in staffing levels to support the many pupils who find learning difficult. They apply best value principles to major spending decisions and achieve satisfactory value for money in the quality of provision across the school. There is a clear commitment to staff induction and development, as recognised by the school's Investors in People status.

Teaching assistants and non-class based teachers are well deployed to support pupils' learning in most classes.

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

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

31. Provision for children in the Foundation Stage is **good** and has improved since the last inspection. Children enter the nursery class of the Early Years Unit on a part-time basis coming either mornings or afternoons and enter the reception classes in the September before they are five. Children are taught for part of the day in single year groups, but then they are mixed to work together. The majority of children have attended some form of pre-school provision. All children achieve well because teaching is good and the curriculum is planned to provide a range of interesting and relevant activities that are well matched to their needs. This is because regular assessments help teachers to plan work suitable for each child's needs and abilities. Good records are kept of observations carried out during their learning. Some further work is required to link the early learning goals of reception classes to standards of attainment in Year 1.
32. Teaching is designed so that children learn in a way that they prefer which might be through talking, through watching, or through listening and then trying themselves. All adults set excellent examples for the children to follow. There are sufficient numbers of staff to children, ensuring that the needs of all are met. All staff work very well together as a team, and carefully monitor children's progress. The accommodation is good both inside and outside and resources are adequate and stored appropriately. Honilands School was chosen as a base for the Early Years Social Inclusion (EYSI) project because of the school's inclusive practices and because staff showed great enthusiasm for it. This provides early support for children who have speech and language difficulties or difficulties with co-ordination. There are several staff who have Turkish or Greek as their first language and they helpfully support the learning of non-English speaking children.

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

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

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

- Children achieve well because of the good teaching and the high expectations of staff.
- Every opportunity is taken to enhance children's development, and the good role models of adults and other pupils help this process.
- Supportive relationships ensure that children feel happy and confident and help them to succeed.

#### **Commentary**

33. The personal, social and emotional development of most of the children is poorly developed on entry to school, but they quickly learn to take turns and deal with conflict. Even at this early stage in the school year, the clear boundaries and the consistent approach set by adults in the nursery and reception classes, ensure that children know what is expected of them so they quickly learn to share and wait their turn. They are on course to achieve the expected outcomes by the age of five. Children already know the routines well, settle to their work with a minimum of fuss, and behave well. The very good teamwork of the adults in the classes gives the children superb role models for a calm, but rigorous approach to work. Children are interested in what they are doing, concentrate and are eager to learn.
34. Children are continually encouraged to feel confident about what they achieve, and are reminded of the high standards adults expect. The children are friendly and are encouraged to behave with respect towards each other. When they do not conform, they are dealt with firmly but fairly, so that they learn how to appreciate the needs of others within the group. The

supportive relationships ensure children feel secure and confident to ask for help when they need it, but they are also encouraged to do things for themselves, including clearing up after activities. The gains in this area are as a result of the continual reinforcement of rules by the adults who treat each other and the children with courtesy and respect. This leads to trusting relationships, and helps children succeed.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff take every opportunity to develop the children's language, especially their speaking and listening skills.
- There are some inconsistencies between the ways children are taught to write in the Foundation Stage and in Years 1 and 2 which have not been addressed since the last inspection.

### **Commentary**

35. Early indications are that the majority of children will fall below the expected level for their age in this area of learning. Children are making good progress as a result of the many opportunities they are given to speak and listen, but many children come into school with poor communication skills. Staff take every opportunity during activities to develop children's speaking and listening skills through encouragement, questioning and insistence that children listen to what others say. For example, in the story about the Dark Box, children listen to what each other think they have found in the box when they search for objects in it. Very good relationships mean that children have the confidence to talk, and all adults are genuinely interested in what they have to say. Turkish and Greek staff members help the children who are non-English speaking and every effort is made to communicate with them using pictures, actions or sign language.
36. Children enjoy books and handle them with care and they know that text is read from left to right. They listen carefully to stories read to them. For example in the story about 'The Park in the Dark', the teacher developed the mood and asked the children why they thought the characters were scared. This encouraged them to use their imagination and their language skills. Teachers' plans show that there is emphasis on recognition of sounds to help children learn to read and write. Children are encouraged to write and are taught correct pencil grip. They are eager to write and do so for a purpose as they play in the model post office, where they write letters. On occasions, however, children are confused when letters are incorrectly taught, and sounds incorrectly given. There is insufficient collaboration between reception and teachers in Year 1 about the teaching of early writing. These factors combine to inhibit children's learning and detract from their capacity to achieve the expected outcomes in this area of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of activities to support learning which ensures that children achieve well.
- Every opportunity is grasped in all activities to promote children's mathematical development.

## Commentary

37. Teaching and learning are good. Teachers plan a range of interesting activities to promote mathematical understanding. Most children are working at the level expected for their age and are expected to achieve the desired outcomes by the start of Year 1. Some are already beginning to count to five and some can count beyond ten. Adults use a variety of number rhymes and songs to help children count. Examination of children's work and talking to them confirms that children make good progress, with the most able children understanding numbers to ten.
38. Although no written recording of number has been done, children can recognise simple two-dimensional shapes, can count objects, matching each one to a number, and the more able can add or take away one from a number up to ten. For example, in the EYFS group, children counted cups to ensure there was one for everyone. Children build up their counting skills by counting in order, and matching numbers to objects. They also reinforce understanding of colours, learn to take turns and improve their personal and social skills when working together. All practical activities prepare the way for future learning and are very appropriate to the stage of development, ensuring that children sustain interest and do not become bored.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- A range of interesting activities is planned to promote learning and multicultural understanding.
- Staff ask searching questions to help children develop understanding of the world about them.
- Children have too few opportunities to use toys that they can control.

## Commentary

39. Teaching and learning about the world are satisfactory and children achieve well. Most are working at levels expected for their age. A variety of appropriate interesting activities is planned to stimulate children's curiosity and to deepen their understanding. For example, children recently learnt about the importance of Mendi patterns and how to make sweets for Diwali. Children know that sweets from other countries look and taste differently from theirs, but are just as attractive to eat and see. They learn to mould play-dough to gain experience of how it feels and how it reacts to squeezing and rolling. There is a lack of opportunity for children to use toys they can control; for example, programmable floor robots. This does not help them to understand how ICT can be used to manage the world around them. Computer activities are planned, but none was seen during the inspection.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Teachers use all available facilities well.
- Planning is detailed in this area both inside and out.
- Assessment is systematically carried out and teaching adjusted accordingly.

## Commentary

40. Children were observed using the outside facilities, and evidence shows that they are in line to meet the early learning goals by the end of the reception year. On these occasions, their

achievement was good due to systematic assessment and careful planning of activities with opportunities to develop independence and confidence. When children helped put up a tent outside, they took turns to hammer in the pegs. This helped to reinforce their social skills, and helped them to handle small tools. Children develop their ability to use equipment and tools by handling scissors, dough and brushes and they learn to manipulate small construction equipment. There is a range of large play equipment, like tricycles and carts to develop co-ordination skills, but this is only used on a rota basis and was not seen in use during the inspection.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children have access to a wide range of materials and tools.
- Teachers plan a wide variety of creative activities.
- Links are made through planning with other areas of development.

### **Commentary**

41. Teaching is good in this area because lessons are well planned and the children are encouraged to develop skills using scissors, various materials, paints, crayons, pastels, junk modelling and mark making. Teaching links with other areas; for example, children were making binoculars from the middles of kitchen rolls. They joined them together and made a neck strap of string. They cut the string to the length they wanted and checked that they could see through the joined rolls. This links with mathematical development and provided opportunities for language development as the teaching assistant very ably encouraged the children to call them binoculars. The standard of work was good. Children persevered and were keen to use them when they were finished. Children learned to take turns and wait until the teaching assistant was free to give advice. They learnt a safe way to make a hole for the string by pushing a pencil point through the roll into plasticine. Some good work was also seen in the use of play-dough and sticks to make a cage for an animal.
42. Children achieve well and are on course to reach the expected outcomes. Role play is well developed with areas such as a space ship and a post office to encourage language development, writing skills and imagination. During one session, children pretended to go to Mars and used a modified silver painted computer keyboard to pilot the craft. Children have painted self-portraits and made collages by cutting and sticking various materials like feathers, shiny paper, card and pulses. They use various materials in the sand to explore different textures as well, as using dry and wet sand.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**. Pupils enter Year 1 with very low language skills. By the ages of seven and eleven, standards are below average in speaking, listening, reading and writing. In Year 6, they are well below average in writing. Achievement is satisfactory.

#### Main strengths and weaknesses

- Although standards are below average, there has been a trend of improving results over the last three years.
- Provision for pupils with special educational needs is good and these pupils achieve well.
- Standards in writing are not high enough and presentation is often poor.
- There is not enough assessment of pupils' progress to inform lesson planning.
- The organisation of the library does not support independent learning and research skills.
- There is limited use of ICT to support learning in English.

#### Commentary

43. Pupils make satisfactory progress over time in developing speaking and listening skills and in learning to read. Pupils enter Year 1 with low language skills and reach standards in these two areas that are below average by the end of Year 2. Pupils would achieve higher standards if they were given more opportunities to use their speaking, listening and reading skills in other subjects.
44. Pupils with special educational needs are provided for well. They receive good levels of support and are given suitably adapted tasks, ensuring that they are sufficiently challenged and fully understand the nature of the tasks. Their progress is carefully monitored and they achieve well.
45. On entering the school, pupils have very low standards of attainment in writing. In the current Year 6, standards are still well below average. This year group has a high proportion of pupils with special educational needs, including three with statements. The previous year consisted of pupils who were more interested in reading and story-telling which also helped their writing skills - this explains why results were higher that year. Pupils are provided with appropriate opportunities to write in a number of styles and for different purposes, but the quality of their writing is often poor. Attempts are being made in Year 1 to improve their writing technique, but this is not being done consistently throughout the school.
46. By the end of Year 2, a small number of pupils write in complete sentences and some make good use of adjectives when writing more extended stories and descriptions. For example, they describe how the mud feels under their feet on their woodland walk. The majority of pupils use a limited range of vocabulary, display insecure standards of spelling and experience difficulty in writing simple sentences. Many are uncertain of the basic rules of punctuation. Pupils' handwriting skills are underdeveloped. The majority are slow to develop a fluent joined script. A significant number still have an insecure grasp of letter formation.
47. By Year 6, most pupils plan a story in a logical sequence, although many still find it difficult to develop and extend their ideas. Handwriting skills are variable with some pupils writing neatly, using a well formed, joined script, but a significant number are still not joining up letters. Overall, standards in writing are unsatisfactory. Many pupils are not confident readers. They show hesitation and rely heavily on adults for help with unfamiliar words.
48. Although satisfactory overall, the quality of English teaching throughout the school is inconsistent, with the result that achievement of pupils differs from year to year. Some of the

teaching is of a good quality. Features of this good teaching include its liveliness and vibrancy, which helps motivate pupils. A good pace is set and pupils of all attainment levels are appropriately challenged. Year 6 pupils are stimulated by Shakespeare, and dramatically act out the Three Witches scene from Macbeth. This also contributes to their cultural development. However, not all lessons display these features. Some lack pace and do not engage the interest and attention of all pupils which, in turn, slows their progress. Some teachers carefully plan opportunities for pupils to develop speaking skills, but in other lessons pupils are mainly passive. There are inconsistencies in the marking of pupils' work. In some books, teachers give little indication of how well pupils are doing or what they could do to improve further.

49. The two co-ordinators collaborate effectively and are committed to raising standards further. They have begun to monitor the subject by observing teaching, looking at planning and pupils' completed work. However, with many new staff this term, their plans have fallen behind. For example, strategies to help raise standards, such as literacy support groups, are not yet in place. They have a clear understanding of the strengths and weaknesses in the subject and a determination to improve the areas of weakness. Management of the subject is now satisfactory and its impact is seen in the recent improvement in results.
50. Overall, improvement since the last report is satisfactory with one major weakness. The school has not managed to raise standards in writing sufficiently. Library provision, particularly of reference books, remains an area requiring improvement and there is limited use of ICT. Areas showing satisfactory improvement include the monitoring of teaching, the setting of group targets, and curricular guidance for teachers. Teaching has improved and no unsatisfactory teaching was seen during the inspection. However, there is need for further improvements in teaching, particularly in the assessment of pupils' progress in order to plan the next steps in pupils' learning.

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

51. Pupils' low achievement, particularly in writing, affects achievement in other subjects. However, skills learnt in English are usually effectively carried over into other areas. Pupils are sometimes given opportunities to express their own views and ideas in writing in history, geography, science and religious education, but not enough. Opportunities for pupils to practise speaking skills by engaging in discussion or by responding to teachers' questioning are lost in some lessons; for example, in science. But they are well used in 'circle time'. Pupils are given too little encouragement to retrieve information from books in most subjects.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- There is good quality teaching and effective use of assessment information in Years 1 and 2.
- The achievement of pupils in Years 3 to 6 has been unsatisfactory, though is now improving.
- The use of assessment information to inform lesson planning in Years 3 to 6 is weak.
- The learning environment - displays, resources and storage - appears disorganised.

### **Commentary**

52. Standards in mathematics are below those expected by the end of Year 2 and Year 6. Results from the 2003 national tests indicate that standards are below the national average at both Year 2 and Year 6. Fewer than half the pupils reached the expected standard, though the number of pupils achieving at the higher grades increased. Standards are low because pupils enter the school with mathematical skills which are very much below the expected level and a significant number of pupils have special educational needs. Also, in Years 3 to 6, the number



of pupils who join and leave the school is high. Pupils achieve well in Years 1 and 2 where pupils are engaged in activities which match their levels of ability. Achievement has been unsatisfactory in Years 3 to 6 where a significant number of pupils have failed to make expected progress. This includes those pupils for whom English is an additional language. However, because teaching has improved and is now satisfactory, the numbers of pupils attaining the expected levels by Year 6 are increasing and standards have risen consistently over the past three years. Pupils with special educational needs achieve satisfactorily.

53. The improvement made since the last inspection is satisfactory. Extra time has been spent on trying to improve number work. The adoption of the National Numeracy Strategy has provided an appropriate scheme of work to support teaching and learning which are now better.
54. In Year 1, pupils write number lines using the symbols for plus and minus and teachers challenge pupils to explain why they are writing these in this way. In Year 6, more able pupils are expected to produce theories based on their observations of intersecting and bisecting two-dimensional shapes. Most pupils are well behaved and enjoy their learning. However, there are a significant number of pupils whose behaviour has to be carefully managed. Whilst teachers are proficient at this, learning is affected by the constant stopping and starting of some lessons. Effective use is made of homework and pupils value the contribution this makes to their learning. Pupils with special educational needs are well supported in lessons by confident teaching assistants who contribute to the sense of involvement experienced in lessons.
55. Teaching and learning are satisfactory overall. They are good in Years 1 and 2 where good use is made of day-to-day assessment to adapt learning to the needs of the pupils. In these years, teaching is self-assured, and effective routines are established so that those pupils begin to feel confident in their own abilities. Effective use is made of the three-part structure of the National Numeracy Strategy. In Years 1 and 2, the final session is well used to routinely assess what pupils have learnt, and then to encourage them to see what the next step in their learning should be.
56. In Years 3 to 6, teaching is satisfactory. Whilst teachers seek to engage and interest the pupils in their learning, the absence of day to day assessment data means that teachers are not sufficiently able to build upon what pupils already know, and their progress is therefore slower than it could be. This is particularly the case for average pupils and higher-attaining boys. This is made more complex by the number of pupils who enter the school, often with limited records, from previous schools. The environment of the classrooms does not help pupils to learn. Classrooms are cluttered because of inadequate storage and displays are not focused enough to assist pupils in their learning. Presentation of work in pupils' exercise books is often careless and untidy.
57. Subject leadership is satisfactory. The new deputy headteacher has begun to analyse the results of national tests and use this to indicate areas for improvement. The co-ordinator is beginning to use these data and pupils are identified for extra support in attaining higher levels of achievement. Further use of this data to influence day to day planning in Years 3 to 6 will enable teachers to match learning to the needs and abilities of pupils more effectively.

### **Mathematics across the curriculum**

58. Opportunities for using mathematical skills across the curriculum are satisfactory. For example, pupils measure temperature and climate accurately. However, more could be done to plan opportunities so that pupils can reinforce skills and knowledge by using them in other subjects.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards have improved since the last inspection and progress is now satisfactory across the school.
- Too little use is made of ICT to support teaching and learning in science.
- There is lack of assessment to inform lesson planning and to match the work to pupils' abilities.

### Commentary

59. Analysis of work completed last year and during the first half of this term indicates that standards are average. The pupils currently in Year 2 entered school well below average in their understanding of the world about them and many with poor literacy skills. This has affected the standards being reached now, but pupils nevertheless achieve well in relation to their prior attainment. In the national tests in 2003, few pupils in Year 6 achieved the higher Level 5 with most achieving the national average of Level 4. Pupils now in Year 6 are in line to achieve expected standards by the end of the year as a result of satisfactory, and some good, teaching.
60. Teaching is satisfactory overall, and good in Year 6. Pupils achieve well, including those who have special educational needs and those from minority ethnic groups. There were no differences between the achievement of boys and girls. However, work is not planned sufficiently to include more challenge for the higher attaining pupils, nor is work modified for the less able. All pupils do similar tasks, and this restricts opportunities for pupils to achieve better.
61. An example of good teaching was when pupils were timing spinners dropping to the ground. They had to predict the difference it would make if they added extra paper clips. They then looked for patterns and explanations for the outcomes. This developed predicting skills and provided links with mathematics. Teaching was only satisfactory where too much time was spent talking about an experiment and how to record answers, rather than carrying it out. Whilst there is a scheme of work, and assessments are carried out, at the end of units results are not used to inform planning and pupils are therefore not always challenged sufficiently or supported where necessary.
62. There have been improvements since the last inspection. These include some improvement in standards; teachers have more secure subject knowledge. Results at the end of the year are now analysed. Other subjects are now linked with science. However, there remain some areas for development. Assessment information is not used to inform planning. Monitoring of teaching is not yet effective in bringing about consistency. Pupils make insufficient use of ICT to support their learning in the subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**. The standards attained by pupils in Year 2 and Year 6 are well below average. Pupils' achievement is unsatisfactory. The statutory requirements of the National Curriculum are not met.

### Main strengths and weaknesses

- Insufficient resources are available to teach all the aspects required by the National Curriculum, and resources that are available, are incompatible or underused.
- Teachers lack secure knowledge and understanding.

- Pupils' work is not recorded systematically to enable teachers to assess their progress and help them to improve their learning.
- There has been insufficient progress since the previous inspection.

## Commentary

63. Pupils' experiences in learning to use both the hardware and the software have been limited and they are not confident users. However, effective use is made of the Internet to provide a rich source of information enabling pupils to learn more about history and geography. Text and graphics are combined effectively by pupils to design posters. Pupils in Year 6 are beginning to use a database program to support their work in mathematics. In Year 4, pupils were experimenting with repeat patterns but their obvious excitement and enjoyment was curtailed by difficulties with the hardware and the inability to print their work immediately. Pupils are not taught to develop ideas and make things happen; for example, using ICT for controlling and programming simple robots.
64. Pupils have not made enough progress in ICT because, although there are sufficient computers in the school, they are insufficiently used. Teachers' weekly planning does not systematically indicate when ICT is to be used in lessons. A number of teachers are not very confident in using computers and at times provide activities that are not always relevant or at the required level to ensure pupils' learning. There is too little monitoring of attainment of individual pupils to assist the planning of activities to match their needs.
65. Opportunities are missed for pupils to check books in and out of the library using ICT. Higher attaining pupils are insufficiently challenged as their attainment is not systematically recorded.
66. The management of pupils is good and teachers explain practical tasks satisfactorily. However, when groups of pupils move to the computer base, teaching assistants are not always sufficiently briefed to help pupils move forward in their learning. A good number of teachers have yet to find the correct balance between allowing the pupils to explore and experiment with the software and intervening at the appropriate moment to take learning further.
67. Although new laptops have been acquired and are beginning to be used, insufficient progress has been made since the last inspection on issues of the curriculum, standards and resources. In particular, there is a lack of equipment for using ICT for control purposes; for example, control boxes, data logging and sensors. The enthusiastic subject manager has useful plans for the future and is creating a good ethos for learning in the subject. ICT is a priority within the school development plan. It has now become a matter of urgency.

## Information and communication technology across the curriculum

68. Overall, insufficient use is made of ICT across the curriculum and it is not co-ordinated. Pupils use word processing to publish their work, for example in English and history. They draw pictures using the graphics software. Internet research supports work across the curriculum appropriately. There is very limited display of pupils' work.

## HUMANITIES

### History and Geography

Provision for history and geography is **unsatisfactory**.

## Main strengths and weaknesses

- Provision in geography to enrich the basic curriculum is good.
- The development of skills in history and geography are not matched to the age and abilities of the pupils.
- Resources in history and geography are insufficient to support effective learning.

## Commentary

69. Standards in history and geography are below those expected of pupils by the end of Year 6. This is because teaching and learning is not organised sufficiently to allow pupils to build upon skills and knowledge they have already acquired; nor is learning matched to the ages and abilities of the pupils. Standards are also below expectations by the end of Year 2, but this is largely due to the pupils' relative lack of skill in language. The achievement of pupils is good in Years 1 and 2, but unsatisfactory in Years 3 to 6.
70. In Year 2, pupils in their study of "The Great Fire of London" can sequence events and are beginning to discover the causes and consequences of those significant events. In Year 3, pupils were interested and excited in piecing together shards of pottery to recreate "archaeological finds" as part of their study of the Romans. In Year 6 geography, pupils investigate the eco-system of a tree in a rain forest. While a study unit on "Weather" involves pupils in using the mathematical skills in measuring and recording, it does not focus sufficiently on geographical knowledge.
71. Evidence from the schemes of work, teachers' planning and the scrutiny of pupils' work indicates that progress over time is unsatisfactory. Planning indicates low expectations, insufficient matching of work to the abilities of the pupils and little development of key skills such as research and interpretation in history, or map work, vocabulary and a sense of place in geography. The resources used are insufficient: many of the textbooks used are out of date and the school does not have maps of different scales for work in geography. There are not enough materials for pupils to use for research and to extend their learning. However, the enrichment in geography through a European project is good and involves pupils in contact with pupils in other schools in Europe.
72. Subject leadership and management in both history and geography are unsatisfactory. There are good innovative projects such as a local river study, the European project in geography and the use of the Internet to create personal web sites in history. However, the monitoring of teaching and expectations of standards across Years 3 to 6 are insufficient to support high quality achievement. Improvement since the last inspection is unsatisfactory.

## Religious Education

The quality of provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- The most effective lessons are those in which teachers draw on pupils' own knowledge and experience of religions.

## Commentary

73. Standards are in line with expectations by the end of Years 2 and 6. Pupils' achievement over time is satisfactory. In Year 1, pupils learn about key themes in Christianity, including the Creation. In so doing, they are encouraged to appreciate the beauties of the world around them. By the end of Year 2, they have been introduced to at least two other major religions – Hinduism and Islam – in which they learn about festivals, symbols and religious practices

such as fasting. This gives them a greater understanding of other faiths and the practices which are important to their followers. Pupils in Year 2 have made puppets to enact Rama and Sita stories and this helped to bring significant writings to life.

74. By the end of Year 6, pupils have been taught about other faiths such as Buddhism and Judaism as well as learning more about Christianity and other religions already encountered. They can talk about the qualities of Allah and the significance of some of Christ's teachings. A dramatic representation by Year 6 of how the Buddha achieved a state of enlightenment showed good achievement.
75. The quality of teaching and learning is satisfactory with some good features, especially where pupils draw on their own knowledge and experiences; for example, when fasting. Teachers adhere to the Locally Agreed Syllabus and make good use of artefacts and support materials. Subject leadership is satisfactory. The co-ordinator provides guidance on the teaching programme and undertakes some monitoring of lessons and pupils' work. The quality of provision and pupils' achievements have not changed significantly since the previous inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and Design**

Provision in art and design is **satisfactory**, but as no lessons were seen in design technology due to the way the subject is timetabled, no firm judgement can be made about provision in this subject.

### **Main strengths and weaknesses**

- There is improved subject leadership and monitoring of teaching now takes place.
- Learning objectives are in place for each year group and there is a comprehensive scheme of work.
- The quality of display is good.
- Drawing skills have deteriorated.

### **Commentary**

76. Three lessons in art and design were seen during the inspection. Teaching is satisfactory overall. The evidence of work on display of older pupils was of a higher standard than that seen in lessons. Overall, standards are average for Years 2 and 6 and achievement is satisfactory. It is clear from teachers' planning and the attractive displays around school that work planned in art and design is varied and interesting. This is similar to the situation in the last inspection. The lively approach was evident in the displays based on the collaborative work carried out by Years 2 and 6. The work on African art was colourful with masks and other African items decorated with coloured beads and pulses. This provided a good multicultural link.
77. Pupils are encouraged to use their imagination as in the two lessons seen where pupils in Year 2 were asked to complete the concealed part of a picture, having only a small part of it visible. The teaching was satisfactory, but the results were below average with immature drawings of trees, looking more like lollipops. Good links are made with other curricular areas; for example, in a lesson with Year 6 where pupils were asked to design a head-dress for a character in Macbeth which they are studying in English. They discussed the qualities of four different characters, before depicting those qualities in their design. Some pupils were inspired by Banquo, and designed skulls and ghosts for their head-dress. Others preferred Macbeth, and designed crowns as well as symbols like daggers representing his evil nature. The subject benefits from being led by an enthusiastic co-ordinator who has a good overview of strengths and weaknesses.

In design technology, whilst no lessons were seen due to the timetabling of the subject, displays showed that work carried out last half term was of a variable standard. Pupils in Year 2 designed a toy for a younger child, basing their ideas on nursery rhymes to give appeal. They were required to make a winding system to raise an object. Examples were a cat being lifted from the well for Ding Dong Dell and a spider for Incey Wincey Spider. Pupils showed how they had designed it, the good standard of finished product was displayed, and their evaluation showed what was good and how they thought it could be improved. However, when pupils in Year 6 designed a tent that would be windproof and waterproof, they carefully considered the qualities of the six materials provided by the class teacher, but did not show evidence of their planning, and did not show their evaluation afterwards about what worked well and what might be improved.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Children enjoy music lessons and work hard.
- The school makes good use of in-house and local education authority musical expertise.
- There is good personal and cultural development.
- Pupils' work is not sufficiently recorded or assessed.

### Commentary

78. Standards in music meet expectations, maintaining the position at the 1999 inspection. Singing across the school is tuneful and often enthusiastic. For example, Year 6 pupils can maintain a part as members of a group in a round, composing suitable lyrics and improvisations. Pupils in Year 2 identify higher and lower notes with confidence. They hold a steady beat as they sing and some use tuned instruments appropriately. Older children make good contributions to assemblies by playing brass instruments, and these include pupils with special educational needs. Children achieve satisfactorily.
79. The quality of teaching and learning in the few lessons observed was satisfactory. Confident, structured teaching in one good lesson, together with good opportunities to rehearse and improve, stimulated children to work hard and produce a creditable performance of 'The Human Drum Kit'. This involved using their bodies to simulate drum beats. Teachers effectively emphasise musical vocabulary such as 'timbre', 'tempo', and 'dynamics' and children begin to use them in their talk. Children respond well to the enthusiastic teaching and enjoy their music lessons. There is good contribution to cultural development when pupils sing an Indian song both in English and Gujarati. There is a good range of multicultural instruments and music is integrated with art and drama in pupils' performance.
80. Despite the lack of a permanent music co-ordinator, the subject is moving forward positively. Under the supervision of the headteacher, available skills among the staff are being put to good effect. Pupils are given the opportunity to fulfil their musical potential through instrumental tuition, a wide range of extra-curricular activities including the choir, performing in the school shows or assemblies. This adds to their personal development. However, there is limited recording or assessment of pupils' work so it is difficult to measure their progress over time or for pupils to know how to improve the work covered in lessons.

## Physical Education

The quality of provision in physical education (PE) is **satisfactory**.

## Main strengths and weaknesses

- Teachers make pupils aware of health and safety and insist on high standards of behaviour.
- Some lessons do not provide pupils with opportunities to critically evaluate their performance.

## Commentary

81. Standards are in line with expectations by the end of Years 2 and 6 and pupils' achievement over time is satisfactory. Pupils in Years 1 and 2 demonstrate average standards and satisfactory achievement in dance and simple games. They are learning to move imaginatively as they attempt to represent different animals and plants or to control balls using different parts of their bodies. As they get older, pupils develop these skills by interpreting historical stories such as Romulus and Remus through dance and drama. In games, they learn how to throw, catch and pass balls efficiently and to develop simple tactics and strategy when playing in pairs, groups or teams.
82. By Years 5 and 6, pupils have also practised gymnastics, athletics and had opportunities to learn to swim. During the inspection, several classes were engaged in gymnastics using a range of apparatus. They are developing techniques of controlled movement, body positioning and balance. One of the reasons why achievement is only satisfactory is that pupils are not always given opportunities to consider the quality of their performance and to see ways in which it could be improved. Although teachers invite pupils to demonstrate their techniques, there is too little evaluation of what makes some better than others.
83. In all lessons, teachers pay careful attention to health and safety and encourage good safety habits in pupils, who also learn about the effects that exercise has on their bodies. The quality of teaching and learning is satisfactory; pupils enjoy their physical education lessons, join in with great enthusiasm and behave well. Any non-participants are provided with suitable work during the lessons. The headteacher provides effective leadership of the subject. Resources are adequate in quantity and are well used. Improvement since the previous inspection has been satisfactory, though a lack of evaluation during some lessons remains a weakness.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education and citizenship

Provision for personal, social and health education and citizenship is **satisfactory**.

## Commentary

84. Published schemes have recently been introduced to promote a consistency of approach in personal, social and health education in all years of the curriculum. The programme is taught through many different areas, but is particularly effective when it is done through circle time. It also forms part of the European project "People, Places and Values" which adds a broader dimension to pupils' work. A new and enthusiastic co-ordinator has just been appointed to consolidate the approaches already made. Pupils are introduced to citizenship through their involvement with the School Council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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