

# INSPECTION REPORT

## **HUNGERFORD PRIMARY SCHOOL**

London Borough of Islington

LEA area: Islington

Unique reference number: 100435

Acting Headteacher: Mr Brian Bench

Lead inspector: Sue O'Sullivan  
Dates of inspection: 15 – 18 September 2003

Inspection number: 256525  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll;	415
School address:	Hungerford Road York Way London
Postcode:	N7 9LF
Telephone number:	0207 607 4187
Fax number:	0207 609 4941
Appropriate authority:	The governing body
Name of chair of governors:	Margot Dunn
Date of previous inspection:	11 – 14 January 1999

## CHARACTERISTICS OF THE SCHOOL

This is an inner-city school with 415 pupils on roll. The majority of pupils are White-British with significant numbers of Turkish, Black or British-Caribbean and Asian British pupils. Most pupils live on local housing estates. The main home languages are Bengali and Turkish. There are 54 refugees and asylum seekers, predominantly Kurds and Kosovans. The proportion of pupils for whom English is an additional language is 44 per cent, well above average. Pupils' attainment on entry to the nursery and to the reception class is below average. There are 92 pupils with special educational needs, of whom six have a Statement of Special Educational Need. This is average. The mobility rate is average. In the last year, there have been an acting headteacher and deputy headteacher and a number of teachers have changed. The school has achieved the *Arts Mark*, *Investors in People*, *Healthy Schools* and *Education Extra* awards and has applied for the *Active Mark* award. It is a partner in *Education Partners in Islington and Camden* and is a key member of a local education authority *Inclusion Project*.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9092	Ron Elam	Lay inspector	
32236	Nicola Pellow	Team inspector	English, geography, history, religious education, citizenship
21639	Eileen Scott	Team inspector	Foundation Stage, special educational needs, information and communication technology, design and technology, music
7420	Ann Simpson	Team inspector	Mathematics, art and design, physical education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides an acceptable quality of education.** It is popular with parents and pupils. Pupils achieve satisfactorily, although standards are below national averages. However, it has **serious weaknesses** in teaching, the curriculum and in the leadership of the school. In view of the serious weaknesses, the school does not provide satisfactory value for money.

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

- Standards are below average across the school except in mathematics, information and communication technology (ICT), music and physical education, where they are average.
- There is a significant proportion of unsatisfactory teaching, especially in Years 3 to 6, although most teaching is satisfactory.
- The curriculum is unbalanced and pupils do not make enough progress in all subjects.
- Leadership has not dealt effectively with weaknesses in teaching and the curriculum identified at the previous inspection.
- Partnership with parents is very good.
- Links with the community are very good.
- Provision for children in the nursery is very good and in the reception class it is good.
- The attendance of a significant number of pupils is poor and punctuality is unsatisfactory.
- Provision for extra-curricular activities is good and many pupils take part in them.

**Improvement** since the previous inspection is **unsatisfactory** because the school has not dealt with the weaknesses found then, which are now serious. Standards in ICT, mathematics and science have improved. The school has the capacity to improve further.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	E
Mathematics	D	C	E	E
Science	D	D	D	E

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

**Achievement is satisfactory** by the age of 11 in English, mathematics, science, ICT, music and physical education. In the **Foundation Stage** children achieve well and are likely to meet the goals expected of them in four out of six areas of learning by the end of reception. In **Years 1 and 2, standards** in reading and writing are **below average**. In mathematics, they are **average**. In relation to their progress, pupils' **achievement is satisfactory in reading, writing and mathematics**. In science, it is **unsatisfactory**. In **Years 3 to 6, standards** in English and science are **below average**. Standards in mathematics are **average**. Achievement is **satisfactory** in English and mathematics, and in science in Years 5 and 6.

**Standards and achievement** in ICT, music and physical education are **average** across the school. **Standards and achievement** in art and design, design and technology, geography, history and religious education are **unsatisfactory**. Pupils in Year 6 achieve better than pupils in other years. Pupils with special educational needs achieve well and those with English as an additional language

make satisfactory progress. Some potentially higher-attaining pupils do not achieve the higher levels of which they are capable.

## QUALITY OF EDUCATION

The school provides an **acceptable quality of education overall**. Although much teaching is satisfactory and some is good, there is a **significant proportion of unsatisfactory teaching, mostly in Years 3 to 6. This is a serious weakness**. Teaching is **satisfactory** in English, mathematics, ICT, music and in science in Years 5 and 6, which contributes to the satisfactory progress pupils make. Teaching in the **Foundation Stage is good**.

### Curriculum

**The lack of time** allowed for subjects other than English and mathematics, and **weaknesses in planning the curriculum**, lead to **unsatisfactory learning**. Pupils do not benefit from full access to all the subjects of the National Curriculum and religious education. **This is a serious weakness**. There is a rich variety of after-school clubs and activities that pupils enjoy. These **contribute well to their achievement**. **The school provides well for pupils' social and moral development but unsatisfactorily for spiritual development. Provision for cultural development is satisfactory.**

## LEADERSHIP AND MANAGEMENT

**Leadership and governance are unsatisfactory. Management is satisfactory.** Leadership is unsatisfactory because the school has not dealt successfully with the major weaknesses found at the previous inspection. The governing body has not made sure that the school did so. **This is a serious weakness**. Management ensures that the school runs smoothly. Financial management is satisfactory.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of what the school does. Pupils like the school and the staff. They feel well supported and involved but want the toilets improved.

## IMPROVEMENTS NEEDED

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

- evaluate its work rigorously and take effective action to remedy the weaknesses it identifies;
- raise the quality of teaching across the school;
- ensure that the curriculum time allocated to each subject is enough to enable pupils to reach higher standards and that teachers' planning ensures that pupils learn in depth;
- improve attendance and punctuality;

and, to meet statutory requirements:

- carry out risk assessments of activities that take place in the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **average** by the ages of 7 and 11 in **mathematics, ICT, music and physical education**. In **all other subjects, standards are below average at both ages**. In the **Foundation Stage**, children **achieve well**. Pupils' **achievement across the school** is **satisfactory** in English, mathematics, ICT, music, physical education and in science in Years 5 and 6. It is **unsatisfactory** in all other subjects.

#### Main strengths and weaknesses

- In the Foundation Stage, children achieve well and are on course to meet four of the six early learning goals<sup>1</sup>.
- Pupils with special educational needs achieve well.
- Standards by the age of 11 in mathematics and science have risen since the previous inspection and have been maintained in English.
- Achievement is satisfactory by the age of 11 in English, mathematics, science and ICT.
- Standards and achievement are weak in art and design, design and technology, geography, history and religious education.
- Pupils who enter the school in the nursery, including those for whom English is an additional language and from minority ethnic groups, achieve better by the age of 11 than pupils who enter the school at later stages.

#### Commentary

##### Foundation Stage

1. Standards when children enter the school are below average. In particular, children lack language skills. By the end of the reception year, children are on course to meet the early learning goals for personal and social development, knowledge and understanding of the world, physical and creative development. They are unlikely to meet them in communication, language and literacy and mathematical development. Children's achievement in all areas of learning is good because teaching and provision are good. This is a similar picture to that of the previous inspection.

##### Years 1 and 2

2. The results of the 2002 national tests for pupils at the age of 7 show a rise in standards of reading and writing to just below national averages and significantly above the average in mathematics. These results are well above average when compared with those of similar schools. Provisional results in 2003 show a drop in all three areas to below national averages. This is a decline since the previous inspection. Current inspection evidence shows that standards are below average in English and science and are average in mathematics.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	14.5 (13.7)	15.8 (15.7)
writing	14.0 (13.1)	14.4 (14.3)
mathematics	16.5 (14.2)	16.5 (16.2)

*There were 50 pupils in the year group. Figures in brackets are for the previous year.*

<sup>1</sup> The Early Learning Goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in the six areas of learning.



- Achievement in Years 1 and 2 is good in music and for pupils with special educational needs. It is satisfactory in English, mathematics, ICT, physical education, personal, social, and health education and citizenship, and for pupils with English as an additional language. It is unsatisfactory in science, art and design, design and technology, geography, history and religious education.

### Years 3 to 6

- The results of the 2002 national tests for pupils at the age of 11 show that standards were well below the national average in English and mathematics and when compared with similar schools. In science, standards were above the national average but below those of similar schools. The provisional results for 2003 show a significant rise in English and mathematics to just below the national average. In science, standards fell to below average. The 2003 results, if confirmed, show that since the previous inspection standards have been maintained in English after fluctuating in the past four years and have improved in mathematics and science. Current inspection evidence shows that standards are below average in English and science and average in mathematics.

### Key Stage 2

#### *Standards in national tests at the end of Year 6 – average point scores in 2002<sup>2</sup>*

Standards in:	School results	National results
English	25.5 (24.6)	27 (27)
Mathematics	25.5 (26.7)	26.7 (26.6)
Science	27.6 (27.9)	28.3 (28.3)

*There were 53 pupils in the year group. Figures in brackets are for the previous year.*

- Achievement in Years 3 to 6 is good in music and for pupils with special educational needs. It is satisfactory in English, mathematics, science in Years 5 and 6, ICT, physical education, and personal, social and health education and citizenship. Achievement is unsatisfactory in science in Years 3 and 4, and in religious education, art and design, design and technology, geography and history in Years 3 to 6.
- The main reason for underachievement in science, religious education, art and design, design and technology, geography and history is that the curriculum in these subjects is not planned well enough to give pupils a broad and worthwhile experience of learning. Planning does not identify the ways in which pupils will make progress and build on learning. This is a particular concern in subjects which are taught at intermittent intervals, or in blocks with long periods in between. Pupils' work shows that they find it difficult to recall and make sense of previous learning in separate subjects. Teachers do not use assessment effectively to help pupils understand what they are aiming at and how to improve their work so as to achieve highly. Pupils' lack of competence in language and literacy skills inhibits their progress in some foundation subjects where these skills are needed most, but not in music or physical education. Their competence in mathematics and ICT enables them to make progress in other subjects when opportunities to use these skills are provided.

### **Pupils with English as an additional language and pupils from minority ethnic groups**

- The school makes sound provision for pupils with English as an additional language and those from ethnic-minority groups and most make satisfactory progress. Data provided by the local education authority show that 11-year-old white pupils at Hungerford do better in tests at Level 4 and Level 5 than those from ethnic-minority groups and that the gap between their

<sup>2</sup> All levels of the National Curriculum are awarded a point score. The average score for all pupils taking the test is used to grade schools in each year. The expected average point score at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the Summary.

performance is gradually widening. However, this data includes pupils who have arrived in school fairly recently, many of whom might have a very limited grasp of English and who find the tests very difficult.

8. A more reliable indicator of how the school helps pupils to make progress can be found by looking at the results of those pupils who started school at Hungerford in the nursery or reception classes. In the most recent 2003 tests, a higher proportion of pupils who started school at Hungerford, including those for whom English is an additional language and from minority ethnic groups, attained Level 4 in English. This is almost in line with other schools nationally. At the higher Level 5, however, results are lower than might be expected and suggest a lack of challenge for more able pupils regardless of their first language or ethnic background.

### Special educational needs

9. The achievement of pupils with special educational needs is **good**. The use of support staff contributes well to good achievement. The school's analysis demonstrates that pupils with special educational needs make effective progress compared with prior attainment.

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

The provision for the spiritual, moral, social and cultural development of pupils is **satisfactory** overall. Provision for moral and social development is **good**, for cultural development it is **satisfactory** but for spiritual development it is **unsatisfactory**. Overall, pupils' attitudes to school and behaviour are **satisfactory**. Attendance is **poor** and punctuality is **unsatisfactory**.

### Main strengths and weaknesses

- The school's provision for moral and social development leads to good relationships throughout the school.
- The majority of pupils behave well, have positive attitudes and enjoy being at school.
- The level of attendance is well below the national average.
- The action taken to improve attendance and punctuality is insufficient.
- The school does not draw well on the linguistic and cultural diversity of its pupils.

### Commentary

10. Pupils' **social development** is good. The school provides very good opportunities for pupils to interact with classmates in *Circle Time*<sup>3</sup>, group work, paired discussions and by carrying out tasks as monitors within each class. The school council enables pupils of all ages to contribute their views and represent the views of others. Pupils' relationships with their peers and with adults contribute to the quality of work in lessons and to pupils' achievement.
11. Pupils' **moral development** is good. Pupils and teachers discuss and agree class rules at the start of the school year. Pupils are aware of how their behaviour affects others and many show developing self-discipline. They respond well to moral guidance from the school. Pupils from a wide range of different cultures mix well with each other.
12. The provision for **cultural development** is satisfactory. Pupils, irrespective of their age, ability or ethnic background, are beginning to learn about the world around them. The school uses occasions, such as *Black History Month*, *Africa Week* and its links with a school in South Africa, to promote an understanding of other cultures. However, books and displays do not reflect the wide linguistic and cultural diversity of the local community.

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<sup>3</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any interference or interruption from other children.

13. The opportunities for pupils to gain insight into values and beliefs in order to develop their **spiritual awareness** are unsatisfactory. Teachers seldom plan opportunities within lessons to develop this. Assemblies sometimes provide time for reflection on deeper issues. *Circle Time* helps pupils to start to appreciate their own worth and to raise their self-esteem.
14. Pupils' **attitudes** to learning are satisfactory. The majority of pupils enjoy their work and want to do well. In some classes, especially in Years 3 to 6, the unsatisfactory behaviour of a few affects the learning of the majority. Overall, the **behaviour** of pupils is satisfactory. Bullying is dealt with when it occurs, although pupils and parents can recall instances of bullying which were not dealt with effectively until senior managers were involved. Last year there were no exclusions.

#### ***Ethnic background of pupils***

Categories used in the Annual School Census
White - British
White - Irish
White - other
Mixed - White and Black African
Mixed - White and Asian
Mixed - other
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British - Bangladeshi
Asian or Asian British - other
Black or Black British - Caribbean
Black or Black British - other
Chinese
Any other ethnic group
Parent/pupil preferred not to say
Information not obtained

No. of pupils on roll
153
7
54
36
2
15
6
1
49
4
25
20
6
34
12
3

#### ***Exclusions in the last school year***

No. of fixed period exclusions	No. of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

#### **Pupils with English as an additional language and pupils from minority ethnic groups**

15. All pupils, regardless of first language or ethnic background, are fully included in all activities. Pupils who are new to the school and understand little English say that they are treated well and that they are helped to settle quickly. Little use is made of the pupils' first languages. During registration, for example, greetings were rarely made in languages other than English.

#### **Special educational needs**

16. Pupils with special educational needs demonstrate **satisfactory** attitudes and values. Attitudes and behaviour are good when teachers or teaching assistants support in the classroom. They are more variable when the support is not present. Support teachers are very effective in stimulating and fostering pupils' interest in the subjects studied. Teachers' planning does not pay enough attention to the individual education plans for pupils with specific behavioural or emotional difficulties. As a result, these pupils do not learn enough.

#### **Attendance**

17. The level of **attendance** has improved since the previous inspection but is still well below the national average. Many pupils arrive in good time but many arrive up to half an hour late. This disrupts the learning of other pupils. Punctuality to lessons is also a problem. The school has

introduced a variety of initiatives to reduce absences and lateness. The home-school liaison worker provides very good support, though she has only had the time to help a few families.

### **Attendance in the latest complete reporting year 2002 - 2003(%)**

Authorised absence		Unauthorised absence	
School data:	7.0	School data:	0.5
National data:	5.4 (previous year)	National data:	0.5 (previous year)

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides an **acceptable quality of education**. Its strength lies in its provision for pupils' personal development, especially social and moral, its good enrichment of pupils' experience through extra-curricular activities and the very good links with parents and the community which support pupils' achievement. There are, though, serious weaknesses in the quality of teaching, the curriculum and aspects of leadership.

### **Teaching and learning**

The quality of **teaching overall is unsatisfactory**. This is because there is a significant proportion of **unsatisfactory and poor teaching**, particularly in Years 3 to 6. In the **Foundation Stage**, teaching is **good**. In **Years 1 and 2**, most teaching is **satisfactory**. Of this, two thirds is good. Seven per cent is unsatisfactory. In **Years 3 to 6**, **83 per cent** of teaching is **satisfactory**. Of this, less than one third is good. Seventeen per cent is unsatisfactory. Overall, 88 per cent is satisfactory or better and 12 per cent is unsatisfactory.

### **Main strengths and weaknesses**

- Teaching in the Foundation Stage is good.
- Most teaching in English and mathematics is satisfactory.
- Some teachers have weak subject knowledge, which results in unsatisfactory learning.
- Planning in some subjects is not rigorous enough to make best use of time and to ensure full coverage of the curriculum.
- Most teachers manage behaviour well so that pupils are able to learn.
- Where teaching is at least satisfactory, pupils are well motivated and enjoy their learning.
- Some teaching lacks challenge and does not promote high achievement.
- Assessment in Years 1 to 6 is unsatisfactory except in mathematics where it is satisfactory.

### **Commentary**

18. Teaching in the Foundation Stage is good. It is well planned and takes effective account of children's needs. Teaching in English and mathematics has improved since the adoption of the National Literacy Strategy and the National Numeracy Strategy. Teachers have developed their subject knowledge, and their planning in English and mathematics has improved. Teachers provide relevant and well-targeted activities from which pupils learn satisfactorily. In science in Years 1 to 4, in art and design, design and technology, geography, history and religious education, planning is superficial and teaching is correspondingly less satisfactory. In some subjects, such as science, art and design, design technology and physical education, some teachers lack subject knowledge. This results in poorly planned activities which do not challenge pupils and, at worst, lead to boredom and misbehaviour.
19. In the better lessons, teachers are skilled in questioning pupils and extending their thinking through a variety of exciting and absorbing tasks. Most teachers develop good relationships with pupils. They set out their expectations for behaviour clearly and use praise to encourage

good attitudes and pupils respond well. Some teachers lack confidence in behaviour management and spend too long nagging the pupils, so that too little time is spent on learning. In some lessons mundane tasks limit pupils' achievement and constrain the learning of those capable of higher attainment.

20. Teachers mainly use resources well and use a variety of methods to promote learning. The quality of explanation and demonstration is often good. Practical and investigational activities are limited, though they are sometimes used well in mathematics and in science. The use of ICT in other subjects is uneven and opportunities are missed to extend pupils' skills. Some external teachers make a very valuable contribution to the quality of learning of the pupils in sport and in media arts. Teaching assistants make a valuable contribution to pupils' learning. In most classes, they are well deployed with a clear focus on individual pupils or on a group and they give sensitive support.
21. Pupils talk about their work with enjoyment and have a clear idea of what is expected of them, though their oral skills are not always good enough to articulate clearly what they know and what they need to do next. They work well in pairs but have limited opportunities to develop the skills of independent learning or to make choices and use their own ideas. Where the teaching is good, pupils respond well to challenge, with creative ideas. The weaker teaching, mostly in the foundation subjects, places a ceiling on pupils' achievement and encourages passive responses.
22. Pupils have satisfactory opportunities to speak and read in other subjects, such as history and science. There is no evidence of a planned strategy to raise achievement in literacy in a concerted way across the curriculum. Opportunities for using mathematical skills in other areas of the curriculum are not well used. In science and geography, for example, there is little evidence that such skills are used in practical ways. In Years 1 and 2 there are satisfactory opportunities for pupils to access the computer during other lessons. In the best practice in Years 3 to 6 there is satisfactory use of CD ROMs to support learning.
23. Assessment is used satisfactorily in the Foundation Stage to record pupils' progress towards the early learning goals. Assessment to inform planning and improvement is limited. In Years 1 to 6, assessment is largely unsatisfactory. Although teachers mark books, they do so often with only brief comments that do not explain to pupils what they need to do to improve. On occasion, marking gives praise for work of unsatisfactory standard without differentiating between praise for effort and achievement. Assessment using optional and national tests in English and mathematics analyses pupils' performance, to identify where help is needed and to set targets. Action is taken to provide additional support through extra support programmes. The effectiveness of this use of assessment over the past year is reflected in the improved standards in 2003 for pupils at the age of 11 years.

#### **Pupils with English as an additional language and pupils from minority ethnic groups**

24. Teaching is satisfactory. Specialist teachers provide good support overall for groups of pupils with English as an additional language. This is most effective when they concentrate on developing specific language skills, for example, explaining vocabulary or working on the sounds that groups of letters make. The support is less effective when there is not a specific focus to develop spoken English and the task lacks challenge and interest. In some lessons, teachers carefully plan for English-speaking pupils to work with those whose command of English is not as well developed. This is an effective use of pupils as role models and a good range of useful subject vocabulary is developed.
25. Class teachers support all pupils, but there is little evidence of activities planned during lesson introductions specifically designed to improve the speaking and listening capabilities of pupils with English as an additional language or for them to apply new vocabulary related to the subject. Few of these pupils fully understand which aspects of their language need improvement.

### Special educational needs

26. Teaching and learning are satisfactory. There is good teaching from support staff in Years 3 to 6. When pupils with special educational needs are supported in class, this intervention is effective in helping pupils to learn and meet the targets on their individual education plans. There is a marked improvement in pupils' ability to sustain attention and concentration and pupils enjoy the success. In the best practice, this is supported well by class teachers who ensure that pupils with special educational needs join in actively in class discussions. Teaching assistants are effective in finding different ways to support individuals and relationships are good. In class lessons without additional support, teachers do not consistently pay enough attention to individual education plans, particularly targets that are not related to literacy. Assessments are thorough.

### Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (2%)	20 (41%)	22 (45%)	4 (8%)	2 (4%)	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.

### The curriculum

The curriculum is **unsatisfactory** in Years 1 to 6. It is **good** in the Foundation Stage.

In Years 1 to 6 the school does not provide a balanced range of worthwhile curricular opportunities that ensure that pupils make progress in their learning in all subjects. This is a serious weakness.

It provides **good opportunities** for enrichment through extra-curricular activities. Accommodation and resources for the curriculum are **satisfactory**.

### Main strengths and weaknesses

- The school does not have systems to ensure that pupils have access to all the subjects of the National Curriculum in sufficient breadth and depth to make satisfactory progress in them.
- The school does not have a system to ensure that teaching and learning in religious education meet the requirements of the locally agreed syllabus.
- The curriculum in the Foundation Stage is good overall and in the nursery it is very good.
- The enrichment of the curriculum through extra-curricular activities, both within and after the end of the school day, is good.
- The school has adopted national schemes of work since the previous inspection but has not adapted these effectively to the needs of its pupils.
- Improvement since the previous inspection is unsatisfactory.

### Commentary

27. The curriculum in the nursery is very good and in reception it is good. Children learn from a rich range of activities and resources are used well to promote children's development in all areas of learning.

28. The curriculum in Years 1 to 6 does not meet pupils' needs satisfactorily because the school does not make sure that many of the subjects that pupils should be taught are being covered in the proper breadth and depth. The headteacher and subject co-ordinators do not monitor the proportion of time spent on each subject, and are not able to ensure that pupils receive their entitlement to the full curriculum. This is particularly so in art and design, design and technology, history, geography, religious education, and in science in Years 1 to 4. Analysis of the work that pupils completed last year from September 2002 to July 2003 reveals large gaps

in coverage. Pupils do not learn about these subjects in the expected depth and do not make satisfactory progress from year to year.

29. Since the previous inspection, the school has adopted schemes of work for all subjects. In English and mathematics, teachers follow national strategies. The adoption of schemes of work is an improvement, as required in the key issues from the previous inspection, because the schemes help teachers to decide what needs to be taught in each year. However, the planning as to how these subjects are to be taught is not detailed enough. It does not show the amount of time to be spent on each subject, the kinds of activities pupils will carry out, the learning that they will gain from the activities and the expectations of the standards pupils should attain.
30. In English, mathematics, and science in Years 5 and 6, the curriculum is satisfactory. In English and mathematics the school follows the National Literacy and Numeracy Strategies. In particular, the school has made effective use of the Numeracy Strategy to help pupils learn better in mathematics. In religious education the school follows the locally agreed syllabus, but has no systems to ensure that enough time is spent on this in each year, or that the pupils make progress in understanding increasingly complex ideas.
31. Support for learning outside the school day is good. Using teachers, volunteers and outside experts, the school offers a very wide-ranging programme of opportunities in which approximately 95 per cent of pupils participate. These include, for example, football, African drumming, a Gospel choir and French. The chance to learn about and join in these activities has a beneficial effect on pupils' self-esteem and thus their ability to learn. For example, one pupil who arrived as a refugee from Kosovo joined a creative writing club and won a national prize for a piece on his experiences.
32. The accommodation is satisfactory. The school has worked hard to improve the environment in the Victorian building and most of the classrooms are now pleasant places for pupils to learn in. The classrooms in the infant block are stimulating, with helpful and exciting displays.
33. Resources for learning in most areas of the curriculum are satisfactory. They are well organised. The library needs further development. The number of books is small in proportion to the number of pupils and some re-categorisation is required to make access easier for pupils.

#### **Pupils with English as an additional language and pupils from minority ethnic groups**

34. The school makes sound provision for these pupils. Additional help is given to meet the needs of pupils who speak little English and they are effectively supported in the classroom. This helps them to follow and join in the same work as their peers. The school takes part in a project run by City College to help raise the achievement of Afro-Caribbean boys. The pupils who took part in this in 2003 all attained Level 4 in national tests at the age of 11 years. There are very few books in the library depicting other languages and cultures and few bilingual 'big books' that teachers can use in their literacy lessons.

#### **Special educational needs**

35. The provision for pupils with special educational needs is satisfactory. The number of support staff enables pupils to have sound access to the same work as their peers. There is good dialogue between class teachers, support teachers and assistants so that pupils are helped to work with other pupils and are not over-dependent on adults. Pupils with special educational needs have good access to out-of-school learning. Within this provision, pupils achieve well

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

The arrangements for pupils' care, welfare, health and safety are **satisfactory** overall and support pupils' learning. The provision of support, advice and guidance based on monitoring is

**unsatisfactory.** The involvement of pupils in the school's work through seeking, valuing and acting on their views is **very good**.

### **Main strengths and weaknesses**

- The variety of opportunities for pupils to express opinions about life in the school is very good.
- There are effective arrangements for following locally agreed child-protection procedures.
- The monitoring of pupils' academic progress through the school is very limited.
- There are some weaknesses in the monitoring of health and safety.

### **Commentary**

36. The teachers and other staff know how to deal with situations that may arise on child-protection issues and who to report to in the school if necessary. Many staff have attended appropriate courses and others receive guidance from the headteacher who is the designated person. He also oversees looked-after children who all have personal education plans that are reviewed regularly. The arrangements for first aid are satisfactory and staff know of pupils' allergies and dietary requirements. The governors are actively involved with the headteacher and premises officer in touring the school to carry out an extensive hazard monitoring review every six months. Teachers ensure that pupils are made aware of health and safety issues during lessons, such as science, physical education and design and technology. Healthy eating is promoted with restrictions on snacks that can be brought to school.
37. Whilst risk assessments are made for trips out, no written risk assessments are in place for activities inside the school. Some potential problems were drawn to the attention of the school, including large earrings worn in a physical education lesson, no labels to show that electrical equipment has been tested for safe operation and pupils running on the stairs when unsupervised.
38. Care and guidance for pupils' personal welfare are satisfactory. Pupils consider that they are supported well by the staff and have the confidence to seek help when necessary. They usually go to their class teacher or support assistant, but if they wish they go to the deputy headteacher who they know makes herself readily available. Their self-esteem is raised in Friday assemblies by the recognition of achievements both within and outside school. Year 5 pupils are 'reading buddies' to Year 2 pupils, partly to help with reading and partly to help the transition from Year 2 to Year 3. The school monitors any pupils showing extremes of behaviour and supports them with behaviour improvement plans.
39. However, the school provides only limited guidance to pupils to improve their attainment. There is little assessment and recording of progress and no systematic tracking of pupils' performance in subjects other than English and mathematics. The results of tests in English, mathematics and science are analysed in order to identify weaknesses. In other subjects there is no analysis of reasons for under-achievement. The headteacher sets academic targets for pupils in Year 6. In other years, individual targets are rarely set. Those that are set are limited to group targets.
40. Pupils are encouraged to influence what happens in the school. Pupils individually complete a survey once a year covering many aspects of school life. In the classroom, they hold discussions during *Circle Time*. The school council meets each week with representatives from all classes, including the nursery. The representatives are elected by their classmates and discuss the agenda with them before the meeting. Their actions have led to improvements, such as fans in the classrooms and air fresheners in the toilets.

### **Pupils with English as an additional language and pupils from minority ethnic groups**

41. The school is beginning to use the results of national tests and teachers' assessments to follow the progress that pupils make in Years 3 to 6. As yet, this is at an early stage and more can be done, using the information from assessment, to find out why some pupils are doing better than others and what can be done to help speed up progress. The results of tests for



pupils in Year 2 are not analysed sufficiently well to inform the school of differences in attainment between groups of pupils from different ethnic backgrounds. This information would enable teachers to adjust their lessons in order to raise the attainment of these pupils.

### **Special educational needs**

42. Procedures to monitor pupils with special educational needs are **satisfactory**. Monthly meetings are held with teachers and support staff. This is a noteworthy feature and is particularly effective for pupils with complex needs. It is a good forum for all staff working with the pupils to share information, raise concerns and identify appropriate sources of guidance. The contribution of outside agencies, such as a speech therapist, is very good.

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

Links with parents are **very good** overall. Links with the local community are **very good**. Links with other schools are **good**.

### **Main strengths and weaknesses**

- Parents hold the school in high regard.
- The local community makes a very good contribution to learning.
- Links with local schools are good.
- Information to parents is good.

### **Commentary**

43. The school actively seeks the views of parents and a recent survey produced an extensive response. Parents indicated that they are pleased with what the school provides, consider that the staff are approachable and that they receive a wide range of information. The inspectors confirm that the arrangements for providing information are very good. The school sends home frequent newsletters supplemented with termly class letters that outline what is to be taught. The annual report on pupil progress in the summer term properly concentrates on what the children know and can do though it lacks targets for improving achievement. In addition, the school sends home report cards in the other terms providing grades for attainment and personal qualities. A number of parents are concerned about bullying and not all staff are effective in dealing with it. However, they agreed, and pupils confirm this, that when senior managers become aware of a problem they deal with it immediately and effectively.
44. In addition to formal consultation meetings, the school provides other opportunities for parents to meet the staff. The teachers come into the playground at the beginning and end of the day. Parents feel comfortable talking to them. The school holds coffee mornings, family learning workshops, parenting classes and other events to enable parents to learn how to help their children. In the reception and nursery classes, parents help to settle their children at the start of the day and others are helping to set up and organise a lending library for the whole school. Other parents regularly accompany their children's class on trips out. The school provides interpreting and translation facilities for some of the more widely spoken community languages. The efforts of the school have resulted in many parents being very supportive of the education process.
45. The good links with the local secondary school help to develop pupils' interest in learning as well as extending their subject knowledge. The *Play for Success* initiative held on the premises of the secondary school enhances pupils' understanding of the use of computers and develops their numeracy and literacy skills. The co-ordinators for English, mathematics and science meet their opposite numbers to discuss continuity in their subjects and this informs work in Year 6 in the summer term. A summer school and meetings of Year 6 and Year 7 teachers ease the transfer between schools.
46. Many pupils enter the reception class direct from the school's nursery. The school has developed good links with an outside nursery and the local under-fives centre to ease the arrival of pupils from outside the school. The school also has links with three local special

schools which will move, in due course, to a new building to be built on the school's site. The school has plans for the greater integration of special and mainstream provision as part of its aim to become a more inclusive school.

### **Pupils with English as an additional language and pupils from minority ethnic groups**

47. Most parents feel that the school does a good job in supporting them and their children. At the pre-inspection meeting they said that the school works hard to keep them informed and involved. The provision of an interpreting and translating service is of particular value to parents who do not speak English confidently.

### **Special educational needs**

48. Dialogue with parents is good. The special educational needs co-ordinator has a specific role in meeting with parents to seek their views or provide information and to share learning targets. These meetings are regular and parents understand the role of the teacher responsible for special educational needs. Liaison with other agencies is good and the school is conscientious in seeking the support of other agencies. A good feature is the art therapist who visits the school to work with individual pupils with special educational needs.

## **LEADERSHIP AND MANAGEMENT**

Leadership and governance are **unsatisfactory**. Management is **satisfactory**. Leadership is unsatisfactory because it has not remedied major weaknesses identified at the previous inspection. Governance is **unsatisfactory** because it has not challenged the school effectively to deal with the weaknesses. Management ensures that the school runs smoothly on a day-to-day basis. In view of the serious weaknesses, the school does not provide satisfactory value for money. However, the school has the capacity to improve.

### **Main strengths and weaknesses**

- The leadership of the headteacher and governing body does not ensure that pupils receive their full entitlement in all subjects of the National Curriculum and religious education.
- Monitoring by senior managers of teaching and of how teachers plan learning in each subject has not secured improvement across the school in these areas of weakness.
- Leadership in respect of special educational needs is good.
- A number of governors give dedicated support to the school but the governing body does not act effectively as a corporate body in guiding and directing the school.
- The acting headteacher and senior managers work hard to provide a welcoming environment for pupils and parents, which is valued by parents and pupils.
- The leadership of some governors and the headteacher has extended the links between the school and the local community and this is benefiting the quality of pupils' education.

### **Commentary**

49. The leadership of the school has changed since the previous inspection and this has left the school in an interim situation for four terms. The acting headteacher and the acting deputy headteacher have worked hard to initiate improvements in aspects of the school. There has been satisfactory improvement on some key issues from the previous inspection.
50. There is now thorough analysis of data about pupils' performance in national tests in English and mathematics. As a result of the action taken, pupils' standards by the age of 11 have risen in 2003 in both subjects. Leadership has been effective in raising standards in ICT through training. With the active support of some governors, there have been substantial improvements to the Victorian building and further improvements are in hand. In these areas, key issues from the previous inspection have been dealt with satisfactorily. In addition, the provision of extra-curricular experiences for pupils has been considerably enhanced and many pupils gain enjoyment and increased confidence from taking part. Links with parents and the community are very good.
51. There is a serious weakness in leadership because the school does not have effective systems for ensuring that all pupils are taught the full National Curriculum and religious education. Some monitoring by senior managers of teaching and of teachers' planning in English and mathematics is improving the way these subjects are taught. However, curriculum co-ordinators in other subjects do not monitor teaching or planning effectively. The school has

no up-to-date overview of the proportion of time for which each subject is taught. Class teachers have no detailed timetables. The lack of evidence of work in some subjects suggests that pupils are not being taught the full curriculum. This is especially so in religious education, design and technology, art and design, history, geography, and science in Years 1 to 4. The leadership has not put in place effective systems to ensure that all pupils are receiving their full entitlement and to improve planning. This was a key issue at the previous inspection.

52. In spite of monitoring teaching through performance management, the school's leadership has not been successful in substantially improving teaching. The proportion of teaching that is unsatisfactory is as high as it was at the previous inspection. Teaching in Years 3 to 6 is more frequently unsatisfactory than in Years 1 and 2. While some teachers are new to the school, some unsatisfactory teaching is more entrenched. The proportion of teaching that is now good has risen but is still well under half and this is unsatisfactory. Teachers do not use assessment satisfactorily to refocus their planning of pupils' learning except in preparation for tests at the age of 11 years. Marking does not show pupils how to improve their work.
53. The governing body fulfils most of its statutory duties effectively. There is a core of very committed governors who have worked with the headteacher to improve attendance, provision for pupils with special educational needs, improvements to buildings and the involvement of the school in a good range of community initiatives. They have a clear view of some of the school's strengths and weaknesses. However, this is not so of governors as a corporate body. Governors have not worked effectively to hold the school to account and have not challenged it to deal adequately with identified weaknesses. Although much of its work has been effective, the governing body must be judged to be unsatisfactory because it does not make sure that the school carries out all its statutory duties. Financial management of the school is satisfactory but the fact that the finance committee has been inquorate since February 2003 is not.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,328,388	Balance from previous year	5,000
Total expenditure	1,310,638	Balance carried forward to the next	- 755
Expenditure per pupil	3,027		

54. The management of systems to care for pupils is satisfactory and pupils feel secure in school. However, attendance is poor and punctuality is unsatisfactory. Although the school has taken action to tackle these issues and has raised attendance since the previous inspection, it remains well below the national average. In other initiatives, such as the establishment of the school council and the encouragement of pupils to express their views, management has been more effective. The school focuses on being an inclusive community with considerable success. The school has the capacity to improve.

### Pupils with English as an additional language and pupils from ethnic minority groups

55. Although there have been recent improvements in the use of data by the co-ordinator of the Ethnic Minority Achievement Service to help monitor pupils' progress, this is still at an early stage. There has not been enough attention in the past to monitoring differences in attainment between white pupils and those from minority ethnic groups and then following up why this is the case and what can be done to improve it. The results of analyses are often too general to be of specific use and sometimes potentially useful recommendations have not been carried

out. The recently reviewed support arrangements to help pupils with English as an additional language are much more clearly focused on providing support where it is most needed. Overall, leadership is satisfactory.

### **Special educational needs**

56. Leadership in respect of special educational needs is good. The special educational needs provision is led by the deputy headteacher. This ensures that the area of special educational needs has a high priority and reflects the school's aspiration to be a fully inclusive school. There is an effective team and day to day management of the special educational needs provision is led by the co-ordinator. This delegation of roles works well for the school and ensures that pupils directly benefit from skilled intervention.
57. The school has an effective system to ensure that provision is allocated to meet the needs identified. Teaching assistants are deployed well and have regular meetings with the co-ordinator in order to develop their skills and understanding. There is limited awareness of the funding arrangements but the leadership is clear about the specific needs of individual pupils. The level of resources allocation is good and this is deployed effectively to benefit the pupils.

### **OTHER SPECIFIED FEATURES**

#### **Links with the community**

The links with the community are **very good**.

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

- The involvement of a wide range of organisations and people in the community to extend experiences for pupils' personal, social and academic development are very good.
- There is limited evaluation of measurable effects on pupils' attainment.
- The school has successfully obtained additional financial and other support from government initiatives and other sources. The local education action zone has provided funds for a variety of areas. These include:
  - additional staff to support particular pupils in numeracy and literacy lessons;
  - support for the annual school journey so as to increase the numbers of pupils who can take part;
  - increasing the number of visits, for example, to the theatre;
  - an art therapist who is improving the behaviour and attitudes of individual pupils;
  - a home-school liaison worker who is helping to improve attendance and punctuality.

#### **Commentary**

58. The extensive provision of after-school activities means that nearly all pupils undertake at least one activity each week and change to a new one at the end of term. The *Film and Video Unit* provides courses for parents who have poor computing skills. To enable parents with young children to help in the school, a centre for children aged under three is being established. This complements the parenting course that has recruited 10 parents, supported by a crèche, enabling them to run a lending library for the benefit of pupils throughout the school.
59. The number of non-parent volunteers is increasing, with the support of staff from a local *Housing Trust* and from volunteers from a local reading scheme who come to hear pupils read. This support means two or three pupils from each class regularly have an extra listener each week. A wild garden on the school's site was built by other volunteers and funded by a water company. This provides a good resource for teaching science and about the environment. The Arsenal football club study centre enables one class each week to extend pupils' computing skills. These links help to provide extensive and varied support.
60. The opportunities being provided are more extensive than those seen in most schools. The school is certain that its pupils benefit and can highlight how various pupils have developed

their skills in, for example, music, sporting skills and ICT. Parents report that pupils gain in skills and knowledge from the out-of-school hours learning. Many pupils are very enthusiastic. The inspectors found that the wide-ranging programme of out-of-school activities is having a positive effect on pupils' personal development and desire to learn. There is little structured evaluation or monitoring of progress to demonstrate an improvement in pupils' achievement as a result.

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

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

Provision for children in the nursery and reception classes is **good**.

61. The school has sustained this strength since the previous inspection. Teaching and learning are well planned and take effective account of the children's needs. Children enter the nursery with a wide range of attainment but overall attainment is below average on entry. Children have a fragile understanding of language and mathematical knowledge. Overall achievement is good by the end of the Foundation Stage. Children with special educational needs achieve satisfactorily. The achievement of children with English as an additional language is limited by the weaker provision for their needs. There is a good range of resources and teachers provide good activities to develop children's learning in all areas of the curriculum. In the nursery the curriculum and range of activities are very good. Nursery nurses make a good and often very good contribution to the children's learning. Leadership is satisfactory in ensuring that the curriculum covers all areas expected for children in the Foundation Stage. There is little evaluation of the provision to identify how standards and achievement could be improved and to support development in teaching and learning.

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

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

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

- Provision in the nursery is very good.
- Teaching in both classes is good and children achieve well.
- The development of children's attitudes to learning is good.
- Behaviour is good and often very good.
- Staff expectations are high and are applied consistently.
- There is a lack of resources to reflect the range of cultures and languages of children.

#### **Commentary**

62. Children are on course to meet the early learning goals. They are developing good attitudes to learning and are acquiring increasing independence and confidence. Their emotional development is satisfactory. They have good opportunities to exercise independence, to work in groups, take turns and share. Teachers use good strategies to develop children's understanding of right and wrong and the consequences of their actions. Staff interact well with children who are interested, confident and enjoy learning. Teachers and staff have high expectations and children respond and behave well. Time is used well in the nursery. Teachers make clear their expectations to children from the moment they arrive in the morning. The lack of resources that reflect different languages and cultures limits children's development of respect for their own and others' cultures and beliefs.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children's language development is low when they enter the nursery.
- They make good progress in the nursery and reception classes but are unlikely to meet the early learning goals.

- Teaching and learning are good.
- Children's acquisition of writing skills is slow.
- Speaking skills are fostered well but children's progress is slow.
- Assessment of the progress of different groups is under-developed.

### **Commentary**

63. Children enter the nursery with low levels of language development. Because teaching is good in both classes, children achieve well. Children listen and respond well to stories, rhymes and songs. They understand how a story works and tell their own simple story using a familiar pattern such as question and answer. Children plan their play by allocating roles but struggle to retell a well-known story, or to use talk to organise and sequence their play. Teachers' interventions support children's oral development. In reception they learn to link letters to sounds but cannot identify the sounds in a three-letter word. They write their own name from memory but most are unable to write simple sentences or captions. In the class-room and in the outdoor play area teachers and staff encourage children to talk, ask questions, negotiate with each other and develop their vocabulary. Teachers do not use assessment of children's progress thoroughly enough to ensure that the pace of learning matches the needs of different groups of children.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children's understanding of mathematics is low when they enter the nursery.
- Teaching is good and resources are used well to help children acquire a mathematical vocabulary.
- The classroom display and resources provide many examples of numbers for children to learn from.

### **Commentary**

64. Children come into the nursery with a low level of mathematical knowledge. They are unlikely to meet the early learning goals but make good progress because the teaching is good. Teachers provide children with many examples of numbers around the classroom, which they draw on well. They use games well to help children to develop mathematical language and understanding. Most children learn to count reliably and to solve simple practical problems. They lack an understanding of the language of mathematics and this limits their ability to describe their ideas, for example when comparing quantities. Children with the potential to achieve more highly are beginning to relate addition to combining two groups of objects and find one more or one less. Most children find this too difficult.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teaching is particularly effective in the provision of activities and resources.
- There is a very good range of materials, big and small, with which children can build and construct.
- A very good range of tools enables children to explore many different techniques.
- The lack of dual-language books limits opportunities to develop children's understanding of the world.



### **Commentary**

65. Children are on course to attain the early learning goals in this area. Teaching provides good opportunities for children to build, to use a wide range of tools and to use everyday technology, such as tape recorders and computers. Software is well matched to the needs of children and promotes learning in other areas, such as mathematics. There are good opportunities for children to look closely at similarities and patterns. Sometimes opportunities are lost to promote the raising of questions about their own and other cultures as there is limited provision of dual language books or displays.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

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

- Generous time is allocated to physical activities.
- The outside area is a rich source of opportunities for children to develop their control of physical movement.
- Imagination and control are promoted by the timely intervention of teachers and staff.
- Children acquire a high level of dexterity from using the variety of small and large equipment.

### **Commentary**

66. Children are on course to meet the early learning goals in this area and many are likely to exceed the levels expected for children at the end of the Foundation Stage. Achievement is good. This is because a good amount of time is given to this area of learning and because teachers are skilful in enabling children's learning. They provide a rich range of everyday tools and equipment so that children can use their imagination and good opportunities to develop physical control and dexterity. Children are motivated by the joy of success to practice a skill once acquired. The opportunities to explore and experiment enable children to build well on previous learning.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

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

- Teaching is satisfactory with some good aspects.
- Children achieve well.
- Teachers' planning does not show how children will build on their language to support creative development.

### **Commentary**

67. Children are on course to reach the early learning goals in this area and achievement is good. Teachers provide good opportunities to explore colour, texture and shape with dough, paint, dried materials and other everyday materials. They use role-play, songs and stories well to develop children's imagination. The use of specialist music teaching contributes to this development. Teachers do not plan sufficiently to develop children's ability to use language to create and sustain their role-play and stories.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are below average by the ages of 7 and 11 years.
- Achievement by the age of 11 is satisfactory because pupils make satisfactory progress from low levels of language development when they enter the school.
- The teaching of reading in Years 3 to 6 is good.
- The teaching of writing in Years 3 to 6 is unsatisfactory.
- Pupils' work is not presented as though it is valued.

#### Commentary

68. Standards in English by the ages of 7 and 11 have fluctuated in recent years and are mainly below average. The provisional results of tests at the age of 11 in 2003, show that standards have risen to close to the national average. This is partly the result of the school's work in the past year in setting targets for pupils in Year 6 and providing extra support to those who need it. Pupils enter the school with low levels of achievement in literacy and achieve satisfactorily as they move up the school. The school has made limited improvement since the previous inspection.
69. Most teaching is satisfactory although a small proportion is unsatisfactory. In some classes, teaching is good but this is not consistent and it is more often found in Years 1 and 2 than in Years 3 to 6. In Years 1 and 2, teachers tell the pupils what they expect them to learn and use questions effectively to prompt pupils into offering ideas and suggestions. They make a point of helping all pupils to contribute and work well as a team to make lessons fun. There is a specific focus on helping pupils learn how to spell. Because of the good teaching, pupils achieve well in the lessons. They listen well and many speak clearly and fluently in response to questions. Teacher use *talk partners* effectively in order to encourage all pupils to join in and to develop their speaking and listening skills.
70. In Years 3 to 6, teachers tell the pupils what they want them to learn but do not always explain why and what they will be able to do in the long-term as the result of the learning. Pupils co-operate willingly but do not exercise independent initiative. Teachers do not challenge pupils sufficiently and do not give them enough opportunities to practise what they have been taught. Expectations of what pupils can achieve in the lesson and the amount of work they can complete are too low. Teachers' subject knowledge is sometimes weak. For example, explanations on worksheets are sometimes misspelt and wrongly punctuated, providing unsatisfactory models for pupils.
71. The teaching of reading in Years 3 to 6 is good. There is a specific focus on teaching reading most days and pupils in one Year 6 class mentioned appreciatively that they greatly enjoyed the teacher's regular reading aloud. Good teaching enables pupils to achieve well. By the age of 11 they read enthusiastically and talk about books with pleasure. Higher-attaining pupils read challenging texts fluently and understand and explain what they have read. For example, one Year 6 boy could explain how and why an author used metaphor and simile to get particular effects.
72. The teaching of writing is less effective. Only the higher-attaining pupils reach the standards expected for their age. Handwriting and presentation of work are unsatisfactory and at times poor. Spelling of common words is often wrong. Teachers do not give pupils enough opportunities to write within lessons, too often relying on worksheets, and do not expect pupils to complete sufficient work. An analysis of pupils' work shows very little evidence that they are expected to put what they have learned into practice in stories or factual accounts.

73. Many pupils in Years 3 to 6 speak clearly and confidently and they listen to one another and to the teacher well. Teachers do not focus their own questioning enough in order to support quieter pupils and those whose English needs improvement and they do not allow enough opportunities for pupils to talk to one another about their learning.
74. Teachers follow the planning set out in the National Literacy Strategy satisfactorily. The unevenness of pupils' achievement in reading, writing and speaking shows that teachers need to plan in a more focused way, with more concentration on the quality of the learning intended. The use of assessment data in Year 6 has helped the school to focus teaching effectively but this is not so lower down the school. Marking seldom shows pupils how to improve their work.
75. There is a wide selection of books for use in literacy lessons but few books in languages other than English, or dual-language texts, to support the large number of pupils learning English as an additional language.
76. Leadership of the subject is satisfactory. In the past year, the co-ordinator has not been able to support colleagues as thoroughly as they need because of her role as acting deputy headteacher. There are gaps in teachers' understanding of how to use planning more effectively in Years 3 to 6 that need to be filled.

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

77. Pupils have satisfactory opportunities to speak and read in other subjects, such as history and science. There is no evidence of a planned strategy to raise achievement in literacy in a concerted way across the curriculum.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** and has shown recent improvement.

### **Main strengths and weaknesses**

- Standards are steadily improving through the school.
- Performance data and assessment information are used effectively to set targets for improvement.
- The quality of teaching is not consistently effective in all classes.
- Opportunities to use mathematics across the wider curriculum are not taken.

### **Commentary**

78. Pupils enter the school with below average attainment in mathematics. They make steady progress as they move up the school. Achievement by the ages of 7 and 11 is satisfactory. Standards in national tests at the age of 11 have risen steadily since the previous inspection. In 2002 they dropped but provisional results for 2003 show that the improvement has been regained and the results compare well with local schools in similar circumstances. Work seen on inspection confirms that pupils are attaining average standards and are on course to meet the targets set for them by the age of 11 years. Standards in the national test in 2003 at the age of 7 are likely to be below average. Inspection evidence shows that standards in Year 2 are average.
79. Pupils with special educational needs are well supported in their learning and most achieve well in their lessons. For pupils with English as an additional language, progress is satisfactory. Higher-attaining pupils achieve the levels expected for their age but few pupils regularly work at the higher levels of which they are capable. There is no significant difference in the achievement of boys and girls.
80. The quality of the teaching of mathematics is variable but is mainly good in Years 1 and 2. It is satisfactory in Years 3 to 6. The National Numeracy Strategy is now well established in the

school and gives a coherent structure for planning lessons. This is used consistently by all teachers and this is having a positive impact on learning. A range of imaginative teaching strategies is being developed, including the use of rapid oral practice, number games, apparatus for practical activities and wipe-boards. These all encourage the interest and enthusiasm of the pupils. Some teachers are more skilled than others in the range of techniques they use and there is still scope for the sharing of expertise and the modelling of good practice across the school.

81. Where there are well-established routines and high expectations of behaviour, and where learning is made a positive and enjoyable experience, pupils show interest and good levels of concentration. They listen well to the teacher, respond eagerly and enjoy the challenge of working at a demanding activity. Many pupils work well in pairs and collaborate happily. Their work is usually well presented, though too many prepared worksheets in Years 1 and 2 are unhelpful in encouraging careful presentation.
82. Assessment procedures are satisfactory. The school has a regular programme of testing to track pupils' attainment. A careful analysis of errors highlights what needs to improve and action is taken. Lessons are mainly evaluated so that planning takes account of what pupils need to learn. The analysis of performance data has been well used to group pupils and to target individuals for intervention and support. This use of assessment has been instrumental in raising standards over the last two or three years. In some classes, teachers are beginning to use assessment as part of their teaching to provide feedback to pupils and encourage them to understand their own learning.
83. The co-ordinator for mathematics is knowledgeable and supports other teachers by monitoring their planning and teaching and identifying areas for improvement. There are still teachers who lack effective strategies and need closer monitoring. Despite many changes in staffing in recent years, the school has made satisfactory progress since the last inspection. Good systems are in place for the subject to improve further.

#### **Mathematics across the curriculum**

84. Opportunities for using mathematical skills in other areas of the curriculum are not well used. In science and geography, for example, there is little evidence that such skills are used in practical ways.

### **SCIENCE**

Provision in science is **unsatisfactory**.

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

- Standards by the age of 11 have improved since the previous inspection but are below average.
- Pupils' achievement in Years 1 to 4 is unsatisfactory.
- Teaching is good in Years 5 and 6.
- Teaching is unsatisfactory overall.
- The curriculum for science is unsatisfactory in Years 1 to 4.
- There is insufficient time for the subject, inadequate use of planning and some weak teaching in these years.
- The science co-ordinator does not have a clear view of the quality of work in science across the school.

#### **Commentary**

85. Standards by the ages of 7 and 11 have improved since the previous inspection when one of the key issues related to raising standards in Years 3 to 6. They remain below average. Achievement is satisfactory in Years 5 and 6 but is unsatisfactory in Years 1 to 4. The uneven quality of teaching in these classes leads to uneven learning and teaching is unsatisfactory overall, although there is some good teaching. Teaching in Years 5 and 6 is good. Pupils

respond with enthusiasm to the opportunities given to them to explore scientific ideas through practical investigation. In these lessons they act responsibly and learn well. They acquire a good knowledge of scientific vocabulary and methodology. They learn to make predictions, carry out a fair test and record their results and conclusions methodically. Pupils with special educational needs are well supported by teachers and assistants who help them to keep up with the work of the class. Pupils with English as an additional language are sometimes well supported. Higher-attaining pupils are not challenged enough to work at higher levels. This is confirmed by the relatively low proportion of pupils who attain Level 5 by the age of 11 years.

86. There is a satisfactory emphasis in the teaching on the development of literacy skills and pupils draw on their numeracy skills in some aspects of science, such as in recording their results in graphs and tables. They use ICT skills in using CD-ROMs to research topics. In Years 5 and 6 they work with equipment such as microscopes linked to a computer and relish working with the interactive whiteboard. There are few opportunities for pupils to use ICT to record their results.
87. Many pupils, including those with English as an additional language, do not achieve as highly as they should because of the way the curriculum is planned and the uneven quality of teaching across the school. The science curriculum is not planned in a coherent way because teachers follow the published scheme of work unit by unit without giving adequate attention to how pupils will build knowledge, understanding and scientific skills as they move up the school. Too often, science topics are presented in an isolated and disjointed way, especially in Years 1 to 4. Pupils' ability to retain and build on the superficial knowledge they acquire is limited by teachers' lack of attention to the understanding and skills pupils need in order to make progress year by year. Some teachers lack subject knowledge and this contributes to unsatisfactory learning.
88. Leadership and management of science are unsatisfactory. The co-ordinator for science does not check the quality of teachers' planning or the standards that pupils attain, except through analysis of test results. While current analysis is pinpointing areas of teaching that need to be improved, there are no systems that will enable the co-ordinator to ensure that the necessary action will be taken. Marking is uneven. Where it is thorough, pupils are given guidance on how to improve but this is not consistent across the school. There is little attention given to helping pupils to understand how to improve the quality of their work beyond its presentation. Assessment is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been good improvement since the previous inspection.
- Standards have improved to satisfactory levels by the ages of 7 and 11 years.
- Training has improved teachers' subject knowledge and their understanding of curriculum requirements.
- Pupils make good use of timetabled lessons in the ICT-Suite.
- Teachers' planning builds satisfactorily on previous learning.
- Excellent external provision in the *Video and Film Project* makes a major contribution to standards and promotes very good achievement.
- Resources have improved since the previous inspection.
- Monitoring is insufficient to lead to effective improvement.

### **Commentary**

89. At the previous inspection, one of the key issues was to raise standards in ICT across the school. Standards have risen significantly since the previous inspection and are satisfactory by the ages of 7 and 11 years. Achievement is satisfactory and is very good in the *Video and Film*

*Project* taught by an external specialist. Pupils in Year 4 produce a video, applying skills of cropping and editing. They make choices about sequencing and manipulating images. In Years 1 and 2, pupils have improved their keyboard skills to satisfactory levels. They are familiar with a graphic package and have developed a good level of control so that they can generate and amend their work.

90. Teaching and learning are satisfactory across the school. Teachers have improved their subject knowledge and this has led to more effective planning of the curriculum. Learning is satisfactory except that pupils have limited opportunities to use ICT to sense physical data and their knowledge and skills in using spreadsheet programs are weak. Pupils in all years use the ICT-Suite to support the acquisition of skills and this has been particularly effective in developing pupils' ability to use the Internet for research, for word processing and for manipulating graphic packages. Resources are satisfactory. Pupils with special educational needs achieve satisfactorily. Pupils for whom English is an additional language achieve satisfactorily. Assessment does not adequately identify the different levels of skill within a class. Older pupils' understanding of how they can improve is limited.
91. Leadership has been effective in promoting training in ICT skills and in monitoring teachers' planning. There is insufficient monitoring to enable the co-ordinator to lead improvements effectively and ensure that the teaching promotes high achievement for pupils who are capable of higher standards. The co-ordinator does not monitor teaching and learning in the classroom as there are insufficient opportunities to do so.

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

92. In Years 1 and 2 there are satisfactory opportunities for pupils to access the computer during other lessons. In some classes, working on the computer is used as a reward strategy rather than as planned provision. This does not promote high achievement in ICT. In the best practice in Years 3 to 6 there is satisfactory use of CD ROMs to support learning. For example, pupils use computers to research topics such as the planets during science lessons. The school recognises that the development of the use of ICT is an area of work that it needs to develop urgently.

#### **HUMANITIES**

93. During the inspection, four lessons of history were seen and none of geography. Discussions were held with co-ordinators, and curriculum planning and pupils' work were analysed. In the **history** lessons seen, teaching was satisfactory, though none was good.
94. The evidence of the work seen in lessons in **history** and the scrutiny of past work in **history and geography**, show that the standards attained are below average across the school. Teachers do not sufficiently promote the development of the skills needed in both subjects and their expectations of what pupils can achieve are too low. Pupils are not challenged and their achievement is unsatisfactory. Overall, teaching in history and geography is unsatisfactory.
95. From the evidence seen, coverage of the curriculum in **geography** is unsatisfactory. Coverage of the curriculum in **history** is better but still unsatisfactory. Teachers' long and medium-term planning does not ensure that pupils learn about geography and history in sufficient breadth to enable them to reach the standards expected of their age. Monitoring of this area of the curriculum is not sufficient to alert teachers to the gaps. The subject knowledge of some teachers needs development. There is evidence of effective use of ICT in the subject. For example, Year 4 children have made Roman quizzes using the PowerPoint programme. The school has also held a successful *Black History* event. Pupils are interested and keen to talk about **history**. Leadership of the subjects is unsatisfactory because the co-ordinator has not had the time or the guidance to properly understand or develop the role. She has, however,

been effective in obtaining and organising resources and these are good for both history and geography.

## Religious education

Provision in religious education is **unsatisfactory**. It has deteriorated since the previous inspection.

### Main strengths and weaknesses

- The school has no systems to ensure that pupils have full access to the Islington locally agreed syllabus.
- Pupils talk about their understanding of their own and others' religions and listen attentively
- Very little evidence of completed work was found during the analysis of pupils' work.

### Commentary

96. During the inspection, three religious education lessons were seen. The teaching in all three was satisfactory. However, the analysis of pupils' work indicates gaps in coverage. Teachers do not plan in sufficient detail to ensure that pupils receive a full and effective entitlement to the agreed syllabus. In some year groups, no evidence of past work in religious education was seen, and in others there was very little work done. Where work had been completed, it was too often of a very undemanding nature.
97. In the lessons observed, standards were satisfactory but from the work analysed, there was no evidence that pupils had made progress from one year to the next and achievement in all year groups is below average. Leadership of the subject is at present unsatisfactory but at the time of the inspection the co-ordinator had been in post for only a very short period.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. Three lessons were seen in **physical education**, one in **design and technology** and none in **art and design**. One lesson was seen as part of a video and film project, taught by an external specialist. Discussions were held with subject co-ordinators and planning documents were analysed. Inspectors looked at displays of art across the school and examined a model created last year in **design and technology** in Year 5.
99. The curriculum in **art and design** and **design and technology** is not covered in sufficient breadth and depth for pupils to be able to make satisfactory progress. There is too little work done in **design and technology** to judge standards. Standards seen in **art and design** are unsatisfactory. The school has adopted schemes of work but curriculum planning is weak and leadership of the subjects is unsatisfactory.
100. Progress since the previous inspection is unsatisfactory. Weaknesses in **design and technology** were identified then as:
- a limited range of design and making skills;
  - weak subject knowledge and teachers' planning;
  - lack of systematic development of pupils' skills;
  - ineffective leadership.
- These weaknesses are still there.
101. The curriculum for **art and design** was judged to be unsatisfactory at the previous inspection. There is very little evidence of progression in pupils' skills and understanding in either subject.
102. The school makes good efforts to enrich the curriculum in creative subjects and in **physical education** through the use of outside expertise. Where this takes place, the pupils learn well and make good progress. They are enthused and proud of their achievements. *The Video and Film Project* is of high quality. The use of outside sports expertise greatly enhances pupils'

learning in **physical education**. The co-ordination of the **physical education** curriculum shows evidence of good planning. In **physical education** there is now a higher profile for this subject and conditions for teaching have improved. Standards are satisfactory. This represents satisfactory progress since the previous inspection.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- The good quality of teaching of the visiting specialist teacher.
- In the best practice, planning is good. It clearly identifies what the pupils will learn and the activities within lessons support learning well.
- There are good opportunities for appreciation, composing, improvising and performing.
- Singing is a strength.
- Contribution of out-of-school hour provision is very good and fosters a positive attitude to learning music.
- The allocation of time is a barrier to learning as it restricts the potential for higher achievement within lessons.
- The difficulties in recruiting a music specialist to sustain the quality of education in music.

### **Commentary**

103. Pupils attain satisfactory standards in music with strengths in singing. Achievement is good and very good for pupils with special educational needs. The strengths in music have been sustained as this is a similar picture to the previous inspection. Teaching is good and is effective in helping pupils to acquire a sound knowledge and understanding in music. Teachers have a competent command of the curriculum requirements and this supports good learning. Noteworthy strengths within the teaching are the lively repertoire which motivates pupils well and the effective use of resources. The opportunities for some pupils to attend the out-of-school choir and drumming club support very good attitudes to music and raise pupils' and teachers' expectations of achievement. The allocation of time to music lessons limits pupils' opportunities to perform and develop their compositions. Pupils are capable of achieving more given more time. A significant barrier to improvement is the difficulty the school is experiencing in recruiting a teacher with music expertise in order to sustain and further improve the quality of education in music. At present there is no full-time co-ordinator for music.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Teaching is good in all four lessons seen.
- School takes a major part in the local education authority initiative on Drug, Alcohol and Tobacco Education.

### **Commentary**

104. During the inspection four lessons were seen and the quality of teaching was good in all of them. Pupils in Year 1 talk about the different languages they speak and learn to listen to one another. Pupils in Year 2 learn about keeping healthy and say why, for example, it is important to wash your hands thoroughly and comb your hair regularly. Older pupils also learn about the importance of hygiene. Standards by the ages of 7 and 11 are satisfactory.

### **Citizenship**

105. The school takes part in several useful initiatives including the Drug, Alcohol and Tobacco Education project, which teaches pupils about the dangers of drugs, tobacco and alcohol, and



the Behaviour Improvement Project. There is a school council, whose suggestions are often incorporated into school decisions. For example, the school council suggested several out-of-school activities that now take place. Some pupils have also made valuable contributions to the 'Pupil Parliament', where pupils from local schools come together to discuss issues important to them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	5
How well pupils learn	5
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	4
Support, advice and guidance for pupils	5
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
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).*

