

INSPECTION REPORT

MOSS HALL JUNIOR SCHOOL

Barnet

LEA area: Barnet

Unique reference number: 101294

Headteacher: Mr Neil Marlow

Lead inspector: Mrs T Chakraborti

Dates of inspection: 22 – 24 March 2004

Inspection number: 256969

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll;	359
School address:	Nether Street Finchley
Postcode:	London N3 1NR
Telephone number:	020 8445 7965
Fax number:	020 8446 6559
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mary Roe
Date of previous inspection:	1998

CHARACTERISTICS OF THE SCHOOL

This is a large junior school, currently attended by 359 pupils aged 7 to eleven years. Pupils come from various minority ethnic communities, although the largest group is from White-British backgrounds. Pupils from Asian or Asian-British-Indian backgrounds form the largest minority ethnic group and the rest are from other minority ethnic backgrounds. There are 24 refugee pupils and no traveller pupils.

A very high proportion of pupils speak English as an additional language and 23 are at the early stages of learning English. Many different languages are spoken by the pupils in the school. The main languages spoken, other than English, are Gujarati, Japanese and Farsi. There is high pupil mobility; 22 pupils joined the school and 32 left in the last school year. The range of indicators suggests that most of pupils come from families whose socio-economic circumstances are average.

The proportion of pupils identified as having special educational needs is above the national average and they have a wide range of special needs. The proportion of pupils with statements of special needs is well above average.

Attainment on entry is average overall, although, generally, it is below average in writing. The school received an Achievement Award in 2000 and an award in 2003 for Investors in People. The school is heavily used in out of school hours by external community groups. This is a popular school. It reflects a very caring ethos and serves the multicultural population of the surrounding area.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Religious education Art English as an additional language Personal, social and health education and citizenship
9275	Candy Kalms	Lay inspector	
14806	John Stevens	Team inspector	Mathematics Geography History
32181	Maria Coles	Team inspector	English Music Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moss Hall Junior is a good school and provides good value for money. Pupils across the school achieve well because teaching is good. They reach high standards in mathematics and music. Staff work hard to provide interesting and stimulating lessons and pupils respond with great enthusiasm. This has a good impact upon pupils' achievement in lessons and over time. The leadership of the headteacher, in partnership with the deputy headteacher, is very good and governance is good. Pupils enjoy good and trusting relationships with adults in the school and learn to care well for each other.

The school's main strengths and weaknesses are:

- Pupils in Year 6 reach high standards in mathematics and music and they achieve very well in these subjects.
- Teaching is good overall and, as a result, achievement across the school is good.
- The strong ethos of the school has a very positive effect on pupils' personal development. They learn to work very well independently, form very supportive relationships with one another and behave very well. These qualities contribute well to the standards they achieve.
- The school is led and managed well. The headteacher and the deputy headteacher provide strong leadership, enabling all staff to work together as an effective team.
- The curriculum is broad and imaginative and places a strong emphasis upon music, sports and a varied and stimulating programme of extra-curricular activities. This gives all pupils the opportunities to pursue their interest in their preferred areas of academic, creative and sporting activities.
- Standards in writing are below average.
- Information and communication technology is not used effectively in all subjects.

The school has made good improvement since the previous inspection in 1998. The key issues for development identified in the report have been tackled effectively, especially in improving standards and the quality of the management of the school. As a result, leadership, management and governance have improved significantly and are now good. The quality of teaching has improved due to a consistent approach to planning. An effective system for assessment has been established. It is very good in mathematics and satisfactory in other subjects. There are plans for strengthening assessment further, particularly in science and information and communication technology and they are clearly outlined in the school development plan. Statutory requirements are met. The governing body is fully involved in the strategic planning for school improvement and supports, monitors and evaluates the work of the school effectively.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve well overall. Although they enter Year 3 with average standards in reading and mathematics, a high proportion of pupils join the school in Years 4, 5 and 6 and most of them are at the early stages of learning English. For example, 17 per cent of the pupils in 2003 Year 6 group entered the school in Years 5 and 6 and most of them came with limited skills in English. As a result, although the results were above average in mathematics, they were average in English

and science where more advanced language skills are needed. Analysis of the test results for the last few years indicates that the overall standards, taking English, mathematics and science together, are above average. It also shows that the proportion of pupils achieving higher levels has increased in all three subjects. The current inspection confirms similar standards. Standards in the current Year 6 also are above average in mathematics and average in English and science. Indications are that standards are now improving in English and science. Boys and girls achieve similarly well, as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs achieve in line with the targets in their individual education plans. Standards in music are well above those expected for pupils' ages. In other subjects, standards are in line with the expected levels.

Pupils' personal qualities, including their spiritual, moral, social and cultural development and attitudes, are very good. They relate well to and respect the views of others. Their moral, social and cultural awareness is of a very high quality and their spiritual development is good. Pupils behave very well in and around the school and develop good independent learning skills. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good and a good proportion of teaching is very good. This is helping pupils of all abilities to achieve well for their capabilities. Lessons are planned effectively to interest and motivate pupils and this enables them to learn at a good rate. Teachers have good subject knowledge and question pupils carefully to encourage them to explain their answers and to assess how much they have learned. They use a range of teaching strategies to meet the learning needs of pupils well, whatever their gender, special educational needs or social background. They have high expectations of pupils' behaviour and create a purposeful learning atmosphere, enabling them to concentrate well. The curriculum is broad and balanced. It provides all pupils with sufficient opportunities to develop their capabilities through taking part in a wide range of extra-curricular activities, including music and sports. Partnerships with parents are good. Parents are kept well informed about their children's progress. The school has very good links with the community and its partner schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, along with the deputy headteacher, gives a very clear educational direction. They are very successful in ensuring that the quality of teaching and learning is monitored consistently and effectively and that newly appointed teachers are supported well in their teaching. They are supported well by all other members of staff, including those with management responsibilities. The governing body is fully involved in the work of the school, supports the headteacher and staff effectively and has a good understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are happy with the way the school is run and the information they receive about their children's progress. The relationships between the staff and parents are positive. Pupils are very pleased to be at school. They feel that they are valued and helped to do well in their learning.

IMPROVEMENTS NEEDED

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

- Raise standards in writing across the school.
- Ensure that information and communication technology skills are taught effectively to support pupils' learning in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards are above average in mathematics and average in English and science. Achievement in Years 3 to 6 is good. Standards of achievement in music are high.

Main strengths and weaknesses

- Pupils reached high standards in mathematics in the 2003 national tests.
- Standards in music are well above those expected of pupils at the end of Year 6 and they achieve very well in all aspects of music.
- Provision for pupils with special educational needs is good.
- Provision for pupils who are at the early stages of learning English is good.
- Standards in writing are below the national average.
- Information and communication technology skills are not used sufficiently to help learning in other subjects.

Commentary

1. National test results for 2003 were above average in mathematics and average in English and science. The number of pupils reaching higher levels was greater than the national average in mathematics and science and has increased in all three subjects. The overall standards of attainment, in English, mathematics and science, have been above average over a number of years, although standards in English and science have dropped slightly recently, because of high pupil mobility and a sizable number of pupils with limited skills in English. Seventeen per cent of pupils entered the school in Years 5 and 6, most of whom are at the early stages of learning English. Standards in the current Year 6 are above average in mathematics and average in English and science. Boys and girls, pupils from minority ethnic groups and the more able achieve well. Pupils with special educational needs also achieve well and they progress at the same rate as other pupils, as a result of the good quality support given to them by their teachers and the classroom assistants. Pupils who are at the early stages of learning English are supported effectively to ensure they gain full access to all subjects. Overall, standards of attainment in the school are improving at a rate similar to the national trend. The school met its set targets in English but achieved slightly below those for mathematics.

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

Standards in:	School results	National results
English	27.3 (27.9)	26.8 (27.0)
mathematics	28.1 (28.5)	26.8 (26.7)
science	28.9 (28.5)	28.6 (28.3)

There were 89 pupils in the year group. Figures in brackets are for the previous year

2. The literacy and numeracy strategies have been implemented successfully and are having a positive impact on pupils' achievement in these subjects. Pupils acquire a thorough knowledge and understanding of the skills they need in mathematics and science. Teaching builds upon these skills well, so that pupils use a variety of strategies to help them with spelling, punctuation and number calculations. Pupils' investigative skills are developing

well. Pupils across the school develop good speaking and listening skills. They speak fluently and use their own experiences and knowledge successfully to illustrate points they want to make. They enjoy a wide range of reading and many are able to read complex texts fluently and with understanding. Pupils enter the school with below average writing skills. They are still below average by the end of Year 6 but they are improving.

3. Pupils achieve high standards in music. Music plays a significant part in the life of the school and pupils are presented with a wide and exciting range of musical experiences. As a result, pupils achieve very well and often produce music of a high quality. Achievement in other subjects is satisfactory. Pupils reach expected standards for their age in information and communication technology but these skills are not used enough to help their work in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal qualities are very good. These, together with their very good relationships and the very good provision for their moral, social and cultural development, have a positive impact on learning. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes to work and their very good behaviour contribute very well to their learning.
- Relationships throughout the school are very good and there is a high degree of racial harmony.
- The school does a great deal for pupils' cultural development.
- The school council allows pupils to express opinions and become involved in decision making.
- The system of recording pupils arriving late is not effective.

Commentary

4. Pupils' attitudes to learning are very good, as was found in the previous inspection. They continue to make a valuable contribution to their learning. In the questionnaires almost all pupils and parents confirmed that children enjoy school. Pupils are very motivated and want to do well. In lessons they are enthusiastic, maintain high levels of concentration and follow instructions. They respond quickly and confidently to questions, engaging in discussions and developing their ideas. Pupils listen attentively to their teachers and each other.
5. The behaviour of pupils in lessons and around the school is very good because of the school's consistent approach to promote good behaviour. Only one pupil has been excluded in the past year and despite the school's introducing a variety of strategies to help improve behaviour the pupil was finally permanently excluded. This illustrates how well pupils understand the 'golden rules' and expectations. Most parents are very happy with behaviour in the school. Bullying, racism or other forms of harassment are rare. Pupils feel that any incidents are dealt with effectively. Pupils have a clear understanding of the differences between right and wrong because of the school's very good moral provision.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
Mixed – White and Black African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
6	3	1

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

- Pupils' personal development is very good. They have a clear understanding of the differences between right and wrong. The school encourages positive relationships and, as a result, it is a harmonious community where pupils from a variety of cultures and ethnic groups respect each other's traditions and beliefs. Pupils work well together. They carry out a range of duties - for example, they collect and return registers, help Year 3 pupils as 'buddies' and share reading with them each day. The school council gives pupils good opportunities to take part in the decision making process in the school. Representatives have attended governors' meetings, have met the school meals providers, run the tuck shop and helped select the deputy headteacher. Support for a number of charities both at home and overseas helps pupils appreciate the needs of those less fortunate than themselves.
- Pupils' good spiritual development is promoted well throughout the school, where the whole climate is one of inclusion. Assemblies celebrate some of the major world faith festivals and allow pupils opportunities to consider the beliefs and practices of world faiths as well as social and moral issues. During the inspection they reflected on Water Aid and the value of water in less developed countries and have recently planted snowdrops to mark Holocaust Memorial day. Pupils develop very good cultural awareness and appreciate the diversity and richness of the various cultures represented in the school and society in general. They learn about non-western cultures in lessons; for example, Year 3 is learning about life in Kenya, as a large display of Masai art illustrates. They appreciate and develop their knowledge of British culture through visits to places of cultural interest such as galleries and museums.

Attendance

Attendance in the latest complete reporting year (%) 94.7 (national-94.2)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.3
National data	5.4	National data	0.4

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

- Attendance is satisfactory as a majority of parents ensure their children attend regularly. It is broadly in line with the national average and levels are similar to those reported at the last inspection. Some pupils who take extended holidays affect attendance figures. Procedures to monitor and improve attendance are satisfactory. Registers are checked each week and appropriate systems are in place to improve attendance or punctuality. Parents of pupils who walk to school alone are contacted immediately if their children do not arrive in the morning.
- Punctuality is satisfactory, although some pupils arrive late, a small number frequently. The figures reported for pupils arriving late are, however, unreliable because the pupils recorded in the late book as late are not always recorded as late in the registers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for its pupils. The curriculum and the quality of teaching are good. The school provides very good opportunities to enrich and enliven pupils' learning through a wide range of extra-curricular activities. The care, guidance and support of pupils are good. The partnership with parents is good and the links with the community are very good.

Teaching and learning

The quality of teaching and learning is good. Pupils in Years 3 to 6 achieve well because of good teaching, particularly in mathematics and music. The assessment of pupils' work is satisfactory overall.

Main strengths and weaknesses

- Teachers manage their pupils very well.
- Learning support staff are used very effectively in lessons.
- Lessons are planned well by teachers in each year group working closely together.
- Pupils with special educational needs are well supported in class.
- Pupils at the early stages of learning English are supported well.
- Teachers ensure that all pupils are fully included in lessons.
- Assessment is well developed in mathematics.
- Pupils are not sufficiently challenged in some lessons.
- Information and technology skills are not used sufficiently to aid learning.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (16%)	24 (53%)	12 (27%)	1 (2%)	0	0

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

10. The good teaching throughout the school is helping pupils of all abilities to reach their full potential. They were able to learn new skills and acquire new knowledge at a good rate in the lessons seen. Teachers demonstrate a good knowledge of the subjects they teach. This helps them explain new ideas and concepts clearly in lessons and enables pupils to learn the correct facts and vocabulary.
11. Teachers manage their pupils very effectively. In the vast majority of lessons, there is a calm and purposeful working atmosphere in which pupils are able to concentrate and learn without interruption. In only one lesson were subject knowledge and behaviour management unsatisfactory and, as a result, pupils were unable to learn effectively. In the good and very good lessons the teachers helped pupils grow in confidence and, as a result, they developed good independent learning skills, such as presenting their work to the whole school and parents in an assembly. However, pupils are given limited opportunities to use their computer skills to support their learning in all subjects.
12. Great efforts are made to enable all pupils to benefit from the many learning opportunities provided in lessons. Teachers are very aware of the need to provide pupils with work closely matched to their prior attainment. Pupils of all abilities are challenged in many lessons

where they are given work designed to move them on swiftly. They respond well to the challenge and are proud of their achievements. However, in a minority of lessons, pupils are not challenged effectively enough and, as a result, the higher attaining pupils in these lessons do not achieve the standards of which they are capable. Lessons are well planned by teachers to interest, excite and help pupils learn at a good rate. Planning is done in year groups, which gives teachers the opportunity to support each other and share ideas.

13. Teachers give good support in class to those pupils who have special educational needs. Pupils are well integrated and supported well by very able and skilled teaching assistants. Teachers plan with them and fully brief them about their role in each lesson. This ensures that these pupils make the same rate of progress as their peers. However, in a few lessons, the targets in the pupils' individual education plans were not used effectively for planning.
14. Pupils at the early stages of learning English are supported well both in class and in small groups. They are assessed effectively and regularly and the information is used efficiently to plan and chart pupils' progress in lessons and over time. They are well integrated in their classes and, when supported in small groups, they work on the same work as their peers but with very good individual support from the co-ordinator for English as an additional language.
15. Assessment procedures in mathematics are good and are being used effectively to help teachers plan future work at an appropriate level. In science and information and communication technology, assessment procedures are in place but are not used effectively enough to plan lessons and track pupils' progress. The analysis of national test data is used well to identify areas of learning that are strengths but are in need of further development.

The curriculum

The overall breadth of curriculum opportunities is good. Opportunities for enrichment are very good. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum provides very good equality of opportunity and all pupils benefit equally and very well from what the school offers.
- A wide range of interesting activities, clubs, visits and events enriches the curriculum and supports learning.
- The provision for pupils with special educational needs is good.
- The provision for personal, social and health education and citizenship is good.
- Preparation for pupils' later stage of education is good.
- The number of support staff throughout the school is good.

Commentary

16. The curriculum is broad and balanced and provides good opportunities for all pupils. It is well organised and ensures that all subjects of the National Curriculum, including religious education, are covered. All schemes of work are now in place and are used well for planning. The national strategies for literacy and numeracy are well incorporated into the teachers' planning.
17. The school has a very strong commitment to inclusion of all pupils. The provision for pupils who speak English as an additional language and those with special educational needs is good. The school has a very comprehensive policy and the school's procedures, practices, and register of special educational needs are up to date and fulfil all legal requirements. Most pupils' individual education plans are well written with relevant and manageable targets

but some targets are too generalised and not specific enough to relate to individual learning needs. This makes reviews of these particular plans difficult, as the targets cannot be measured against success criteria. All are reviewed regularly. The school has identified pupils who are gifted and talented and makes good provision to meet their learning needs.

18. The strong ethos of the school supports pupils' personal, social and health education well. Pupils follow a curriculum that includes special class times, teaches drugs and sex education and gives them opportunities to participate in a school council. Assemblies often focus on a moral theme and lessons often involve pupils working together to arrive at a solution to a problem.
19. Opportunities for enrichment of the curriculum are very good and include music, sports and other clubs. One third of the pupils in the school learn musical instruments and, in addition, there are extra activities for choirs, recorders, wind band and string orchestra. Organisers from various charities visit and lead assemblies and the pupils support charities well. Pupils in Year 6 have a residential visit to Bournemouth and the Isle of Wight. The school has an effective programme to extend pupils' learning in history, geography and science during this visit and prepares pupils well before the visit. There is a very good programme of outside visits and all year groups visit different local places of worship and various galleries and museums.
20. The school has enough teachers to cover all classes. There is a good match of teachers to the curriculum and there is a good number of support staff, who make a very good contribution to pupils' learning.
21. The accommodation is satisfactory with some good features. It is clean and spacious with pleasant grounds and a swimming pool. However, the school recognises that there is some restoration to be done. Resources in most subjects are good.

Care, guidance and support

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

Main strengths and weaknesses

- Pupils have good opportunities to put forward their views, which are valued.
- Induction arrangements for the pupils are very good.
- Arrangements for the access of disabled pupils are very good and ensure that all pupils are fully included.
- Teachers are fully aware of child protection issues but need to receive regular training in this area.
- Pupils are not involved enough in their own assessment and target setting.
- Some of the first aid procedures need to be formalised.

Commentary

22. The school offers its pupils a caring and secure atmosphere that ensures their welfare, health and safety. This supports their learning and enables them to take advantage of the educational opportunities provided. Child protection procedures are satisfactory. The deputy has recently attended training and staff have been given leaflets, but whole-school training is not yet routine. Appropriate arrangements are in place for 'looked after' pupils. Daily first aid and care for pupils who are unwell and for those with specific medical needs are appropriately co-ordinated by the welfare assistant. Appropriate records are kept of when medication is administered and parents are informed about all head injuries. Regular checks

of the site and premises record any issues and action taken. The school has very good arrangements for the access for disabled pupils which ensure that pupils have access to the full range of activities in spite of physical or other disabilities.

23. The school ensures a high level of support and guidance for its pupils. Staff are very responsive to individual pupils' personal needs and their diverse cultural backgrounds. They know the pupils in their classes, especially those with specific needs and those experiencing personal difficulties that may affect their learning and well-being. Any concerns are discussed with the special needs co-ordinator or shared at year group meetings. Pupils' achievements, both inside and outside school, are recognised and rewarded in assemblies, in newsletters and around the school.
24. Pupils with special educational needs are well cared for throughout the school. They are fully integrated into all aspects of school life and are able to discuss any concerns they may have with teachers, support staff, or lunchtime supervisors.
25. Although pupils who completed the questionnaire prior to the inspection expressed mixed views about their school, their views were far more positive in discussions with inspectors. Pupils' know that there is an adult in whom they can confide and seek advice and help.
26. Very good arrangements for induction of pupils from the infant school enable them to become familiar with their new surroundings and make a smooth transition into the junior school. All pupils in Year 2 are paired with a 'buddy' from Year 5. When they start in school these 'buddy' arrangements continue. Almost all parents who responded expressed their satisfaction with the arrangements. Very good arrangements are in place to help the newly arrived pupils to settle into school routines.
27. Pupils' involvement in the school's work and development is very good. Their views are valued and taken into consideration. The school council gives pupils regular opportunities to put forward their ideas on what could be improved in school. There are few opportunities, however, for pupils to be involved in assessing their own work or evaluating their own achievement or setting their own targets.

Partnership with parents, other schools and the community

The good links with parents and the very good links with the community enrich the school's work and add significantly to pupils' learning.

Main strengths and weaknesses

- The school provides parents with good information about the curriculum and how to help their children at home.
- Written reports, though improved, do not sufficiently inform parents about their children's attainment.
- The parents' association is very supportive and raises large sums of money to support the school's activities.
- Pupils experience a wide variety of visits and visitors.

Commentary

28. The majority of parents who attended the pre-inspection meeting, together with those who responded to the questionnaire, were positive about the school and what it offers their children. A small number, however, are unhappy about the arrangements for homework and do not feel they have enough information about their children's progress. However, the inspection team found that the arrangements for homework are satisfactory.

29. The school has maintained good links with parents. Their support is encouraged and they are invited to attend assemblies and productions. A small number of parents help in school; others help with school visits and one parent runs the school website. The Moss Hall Association continues to raise considerable funds that help improve resources in the school. The school is trying to get all parents to support their children's learning. It has introduced coffee mornings aimed at parents whose first language is not English but has few other activities to encourage parents from the different cultural backgrounds to be more involved in school life.
30. The information parents receive about the school and their children's progress is now good, enabling them to have an understanding of the school's work and become involved in their children's learning. Regular newsletters inform parents about pupils' achievements, key dates and forthcoming events. A well-produced prospectus contains useful information about the school and, with the governors' annual report, now contains the required information. Some parents were not entirely happy with the amount of information about how to support learning at home and homework. Inspectors found that the information parents receive is similar to that offered in many schools. The school arranges meetings each year, focusing appropriately on one aspect of the curriculum, in addition to which regular year group letters inform parents about what their children are learning in lessons and how to support learning at home. Parents are able to discuss their children's progress at a consultation meeting each term. Although the annual written reports now include statements on all areas of the national curriculum, they do not provide sufficient information on strengths, weaknesses or skills and do not set targets for future development.
31. The very good links with the community have been maintained and make a valuable contribution towards the curriculum and to the pupils' spiritual, moral, social and cultural development. Pupils experience a wide range of visitors and visit a variety of places of interest such as galleries and museums. The school is regularly used by a wide variety of community groups and outside organisations, generating additional income for the school. Pupils contribute to the local and wider community and compete in a variety of sports matches. There are links with some local businesses, particularly through the Barnet Business Partnership Primary Numbers initiative.
32. The school has established very effective links with the parents of pupils with special educational needs. The views of parents and their children alike are actively sought through regular meetings with teachers and the special educational needs co-ordinator, so that parents are kept fully informed about the progress their children are making.
33. Links with other schools and partner institutions are very good. Sporting links have been established with a local high school and Year 6 visit the local secondary school to take part in information and communication technology and design and technology activities. There are a number of links with the nursery and infant school on the same site. The headteachers meet regularly and curriculum leaders meet on occasions to discuss areas of priority. The transition of pupils at the end of Year 6 is good, particularly with the nine schools to which many pupils transfer. It includes the exchange of records and information together with familiarisation visits by pupils but closer liaison is limited because pupils transfer to a large number of schools. Parents are given good information to help them select appropriate schools for their children at the end of Year 6.
34. The school is actively involved in supporting teachers in both the initial teacher training and graduate training programmes.

LEADERSHIP AND MANAGEMENT

The leadership and management and governance of the school are good. The headteacher and the deputy headteacher provide very good leadership and are well supported by the governors and the other members of staff.

Main strengths and weaknesses

- The headteacher and the deputy headteacher provide very strong leadership.
- There is a good focus on improving provision and raising standards.
- The governors make a significant contribution to school improvement.
- The strategies for monitoring and evaluating the work of the school are very good.
- Performance management is well linked to staff development.
- The school is very successful in attracting additional income and it manages its finances very effectively.

Commentary

35. The headteacher has brought about a number of improvements, which have addressed many of the key issues raised in the last inspection. These are beginning to have a positive impact on pupils' achievement. He has a very clear educational vision and high aspirations with a focus on raising standards and promoting inclusion and racial harmony. He is very well supported by the deputy headteacher and other members of the senior management team. He has successfully established a united and supportive staff team, who share this vision and work very hard to ensure that all pupils from a wide range of backgrounds are well supported. This ensures that this is a very inclusive school and that all pupils are valued. The leadership of the work for pupils with special educational needs is good and ensures that these pupils are supported well. The school is successful in providing a happy, safe and stimulating learning environment for all its pupils.
36. Very good use is made of data analysis and national test results by the deputy headteacher, which is used well to evaluate the school's performance. The data is used to set targets in English, mathematics and science and to identify the need for additional support. The school has a very comprehensive performance management and staff development system and this is a very good improvement since the last inspection. Staff with subject responsibilities have developed their roles well. Most undertake monitoring and evaluating of provision and standards in their subjects in line with the school's priorities as detailed in the school development plan.
37. The governance is good. The governing body have a good grasp of the school's strengths and weaknesses and work well with the headteacher as professional partners. They have very comprehensive systems of working which offer support and challenge to the school. They effectively monitor standards and their own effectiveness well. They fulfil their statutory duties well.
38. The special educational needs co-ordinator manages her team well and provides good leadership, support, and guidance. The skills and expertise of the teaching assistants are used in the classes where they will have most impact. Provision for the pupils who speak English as an additional language is managed very effectively by the co-ordinator, in liaison with the deputy headteacher. The co-ordinator liaises very effectively with staff to ensure that pupils receive appropriate levels of support so that they can make progress in their learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,147,463	Balance from previous year	6,000
Total expenditure	1,127,304	Balance carried forward to the next	20,159
Expenditure per pupil	3,196		

39. Financial planning and management are very good and have been used very effectively to support the school's main educational priorities. The school improvement plan is closely linked to budgetary expenditure and targets funding towards areas identified for development. Money is targeted carefully to ensure that standards are raised and that pupils benefit. The school's financial planning and management of the budget are very thorough and include long-term plans for the next three years, identifying the opportunities for generating much additional revenue for the school budget. The headteacher works very closely together with the finance committee in planning and monitoring the budget to ensure that the best use is made of all resources to benefit the pupils and continue to raise standards. The school provides good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2

ENGLISH

The provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils develop good speaking and listening skills as a result of the whole school focus.
- Pupils' attitudes to learning are very good.
- Standards in writing are below average.
- Presentation and handwriting are not consistently high.
- Appropriate assessment procedures are used but the outcome is not used consistently to inform planning.

Commentary

40. Standards in English are in line with national expectations by the end of Year 6. There have been annual variations in standards because of high pupil mobility and the make up of particular classes. In examining the school's performance against national comparative data for 2003 tests, the standards in the current year 6 are above average in speaking and listening, average in reading and slightly below average in writing. Most pupils make satisfactory progress over time, given that their attainment on entry to the school is average. Most pupils with special educational needs and who have English as an additional language achieve well as a result of being well supported by teachers and learning support assistants. This reflects the effectiveness of the school in promoting inclusion.
41. Standards in speaking and listening are above average in Years 3 to 6. Pupils make good progress due to the school's focus on this aspect. There are many opportunities in lessons for speaking and listening. Pupils speak fluently and confidently in answering teachers' questions in lessons and in assemblies. They are able to exchange ideas with their peers, working in small groups and whole class situations. They have a clear understanding of key vocabulary and technical terminology in all subjects and use this well to enhance their oral and written responses. They speak clearly and with confidence. This is an improvement since the last inspection.
42. Pupils' achievements in reading are good over time and standards are in line with the national average at the end of Year 6. This is the same judgement as in the last inspection. The structured approach to reading adopted by the school promotes good attitudes to reading, enabling pupils to make good progress in reading a wide range of texts and genres. The very good resources in the library and positive parental support in hearing pupils read regularly enhance pupils' reading skills well. Pupils use phonics and the context of a story effectively to work out a new word or make sense of a sentence. They have good knowledge of different genres and clearly enjoy reading. All pupils are encouraged to read regularly and frequently and to develop a love of books. Consequently, they have very positive attitudes to reading. The school has many strategies to promote and raise levels of attainment in reading, including weekly group reading sessions and booster-reading groups. For example, there is a regular book group in Year 6 to discuss shared texts suggested by another group. All pupils from Years 3 to 6 can name favourite authors and know the difference between fiction and non-fiction books. They are able to access information from a wide range of sources, including the school and public libraries and the Internet.

43. Standards in writing are below average by the end of year 6 but improving. Pupils make satisfactory progress over time. Handwriting and presentation, which were unsatisfactory in the last inspection, are still issues. Although there has been some improvement in some classes, there is a lack of consistency in other classes and year groups. Joined up writing is not taught or modelled systematically in all classes. The quality of spelling is improving and there is systematic regular rehearsing and testing of key words for pupils throughout the school. Most pupils are able to write in a range of styles and for a range of audiences.
44. Teaching and learning are satisfactory overall. This is a similar picture to the last inspection. The breadth of learning needs in each class is very wide and teachers match work appropriately to pupils' stages of development. Where teaching is good or better, teachers' subject knowledge and planning ensures that there is a very good balance between the teacher's and pupils' talking, as was seen in a Year 3 lesson. In these lessons, teachers' high expectations, high level of questioning and modelling of the writing tasks ensure that all pupils know exactly what they are expected to learn and what they have to do to learn it. There is a systematic recap of what pupils learnt in past lessons so that pupils can extend and reinforce their previous learning. Pupils, including those with special educational needs, make good progress due to the good level of support from learning support assistants. Where teaching was not as effective, teachers did not always model writing tasks sufficiently well for pupils of all abilities to understand what they had to do. Pupils listened well but the opportunities for them to speak, to learn new words, and to extend their vocabulary were limited. Pace in these lessons was sometimes slow and, as a result, many pupils lost interest and strayed off task. Overall, pupils' attitudes were very good and the management of pupils' behaviour was consistently very good in all lessons.
45. Assessment procedures are good but they are not always used effectively to plan lessons. This means that, sometimes, higher attaining pupils are not challenged sufficiently. However, test data is used appropriately for charting pupils' progress and setting targets. Marking of books is better in some classes in each year group than in others and includes correction of mistakes and steps for helping pupils to improve. There is some good use of pupils' evaluating how their work can be improved but not all pupils are required to do so. In a Year 6 lesson pupils were working on improving on their letter writing by analysing and editing their own writing. Some pupils have individual targets to help them improve but these are not used consistently throughout the school.
46. Leadership and management are satisfactory. Appropriate priorities for future development of the subject have been identified in the current school development plan, such as the further development and consistency of assessment and the development of writing skills.

Language and literacy across the curriculum

47. Pupils' use of language and literacy skills in other subjects is good. Opportunities to teach key vocabulary and promote speaking and listening skills are well promoted and support learning in other subjects. There were many good examples of pupils' writing for a variety of purposes across the curriculum, including chronological reports on water treatment and newspaper articles on the Blitz, supporting their learning in science, geography and history.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and this is an improvement since the last inspection.
- All pupils achieve well because of the good teaching and learning.
- Teachers are confident and know their subject well.
- Good questioning by teachers helps to generate a good pace in lessons.
- Pupils have good attitudes to learning and behave well.
- The use of ICT is not well developed.

Commentary

48. Good teaching helps pupils to reach standards which are above average by the end of Year 6. Standards have risen and been maintained at a level higher than the national average since the last inspection. Pupils make good progress and achieve well. In 2003, 40 per cent of pupils obtained Level 5 in the national tests, which is well above the national average. Provision for pupils with special educational needs and those who have English as an additional language is good. They are well supported by teachers and additional support staff and make good progress. In lessons, all pupils benefit equally from what is on offer. There is no significant difference in the performance of boys and girls.
49. The school has worked hard to raise standards since the last inspection. As the teaching has improved, so the expected levels of achievement have steadily risen. Pupils enter the school with average mathematical understanding. As they move through the school, the speed and range of mental calculations increase. Most pupils in Year 3 know a number of their multiplication tables. Year 4 pupils recognise simple fractions and say which is larger or smaller than a given fraction. The less able in Year 5 recognise lines of symmetry, whilst the more able pupils use several strategies for addition and subtraction. The more able pupils in Year 6 devise, correctly, a formula for the area of a triangle, whilst the less able solve problems by interpreting data on graphs.
50. The quality of teaching is good overall with some very good teaching. Teachers use the guidance of the national numeracy strategy well to plan and this has made a significant contribution to the rise in standards. They are confident and competent in the subject and ensure that pupils are clear about what they are expected to do. The school has recently introduced a commercial scheme which ensures that all strands are fully covered. Teachers use good questioning to assess pupils' progress and maintain a brisk pace in lessons to engage pupils' interest and challenge them well. Pupils with special educational needs and those who are at the early stages of learning English are supported well by teachers and the support staff. Good relationships across the school allow pupils to work in a calm atmosphere. Pupils have a very good attitude to the subject. They listen carefully, concentrate well and work hard at the tasks set. Very little use of ICT was noted during the inspection and this is an area for development.
51. The subject is led and managed very effectively. The assessment system is very good and takes place on a daily basis, with more formal test activities every half term. It is used effectively for planning. Pupils in Years 3, 4 and 5 take the optional national tests in the summer term, which form the basis of setting targets for the following year. Marking is constructive and encourages improvement. The introduction of setting in Years 5 and 6 provides well for different abilities and extends the higher attainers more effectively. At the same time, it allows more support to be given to the less able.

Mathematics across the curriculum

52. Mathematics is used effectively in other subjects. Pupils collect data in science and represent their findings in graphs and tables. In geography, pupils use coordinates confidently to locate a place on a map. They also use their mathematical knowledge for the measuring and cutting tasks in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well considering a high proportion enter the school in Years 5 and 6 and with limited skills in English.
- There is a good emphasis on the use of specific subject-related language.
- Pupils display good understanding of fair testing and an enthusiastic approach to scientific investigation.
- Limited use is made of ICT to support learning in science.
- In the current year, there has been a lack of an overview of Year 6 SATs results.
- Higher attaining pupils would benefit from greater differentiation of work.

Commentary

53. By the end of Year 6 pupils attain standards overall that are average. They are especially adept at the organisation, understanding and conducting of experiments to ensure fair testing. In national tests in 2003 an above average number of pupils attained Level 5. Pupils in the current Year 6 are in line to achieve the expected standards by the end of the year, as a result of a good investigative approach to learning. No differences were observed between the achievement of boys and girls, and all pupils, including those with special educational needs and those from different minority ethnic groups, achieve well.
54. The quality of teaching is good overall. Teachers provide opportunities for pupils to carry out experiments and to develop planning of their own investigations. There is a good emphasis in all lessons on pupils' use of the correct scientific language. This ensures that they understand scientific terms. Teaching standards at the time of the last inspection were found to be generally good and these have been maintained.
55. Leadership and management are satisfactory. A new co-ordinator was appointed in January. She expressed a good knowledge of her subject and a clear view of where the subject should go next. However, she has yet to receive subject training or become involved in monitoring the subject. The level of resourcing is adequate and good use is made of those resources. There are some areas for development. Assessment procedures are satisfactory and are being revised in line with the local authority programme. Each teacher assesses the progress of the pupils in their class and these records are passed on. However, at the moment the management has no overview of year group progress. The school is aware of this and has planned and identified this area as a priority for development in its development plan. There is limited use of ICT to support learning in the subject as yet.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a significant improvement in resources recently with the refurbishment of the ICT suite.
- The co-ordinator has a clear understanding of the subject area and plans well for its development.
- ICT is not used consistently to support learning in other subjects though this is recognised by the school and is being addressed.

Commentary

56. By Year 6 pupils' ICT skills are in line with those expected for this age and pupils achieve well. The ICT suite has been improved significantly recently to a high standard. The school subject policy documents were unsatisfactory but now the school has new documentation, including a subject development plan. Since the last inspection new funding has meant that the ICT suite has been newly resourced with computers and a digital projector.
57. Teaching is satisfactory overall. It is good in Year 6. In lessons where planning showed a clear focus and work was differentiated, all pupils learned well. Teachers use resources well. For example, the good use of a digital projector in a lesson meant that the teacher could introduce the lesson clearly to pupils. Conversations with pupils and examples of their work show that they are confident and enthusiastic in using ICT. Pupils talked of using the Internet for research and examples of this were in their work. Their work shows that they were able to use a variety of word processing and layout skills including importing pictures. Pupils work well together and show enthusiasm for the subject.
58. The curriculum co-ordinator has a very good knowledge of the subject and has a clear development plan to support staff and improve standards. Assessment procedures are satisfactory. Each classroom has its own computer, though these were not all used during lesson observations.

Information and communication technology across the curriculum

59. The school recognises that this is an area for further development and resources in the form of CD-ROMs have been ordered to support ICT in other subject areas. However, displays of pupils' work showed extensive use of word processing skills, including differing styles of newspaper layouts and the use of ICT in art and some mathematics work. The school fully supports one child with visual impairment with ICT and some of the displays in the school have Braille captions.

HUMANITIES

No judgements can be made about the provision in history because insufficient evidence was seen during the inspection. The focus was on religious education and geography, where three lessons were observed between them and teachers' plans and pupils' work were analysed.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a detailed scheme of work based on the local agreed syllabus.
- Links with community groups, including the local church, are strong.
- Assessment is not used effectively for planning.

Commentary

60. Standards of attainment seen during the inspection are in line with expectations of the local agreed syllabus, as they were at the time of the last inspection. Achievement is satisfactory. Only one lesson was observed, but work was analysed, and discussions took place with teachers and pupils. The syllabus provides a balance between religious faiths and positive values. The school also draws on the different faiths of its pupils and their families, so that pupils celebrate different festivals, such as the Muslim festival of Eid and the Hindu festival of Holi, in addition to Christian festivals.
61. Teaching was satisfactory in the lesson observed. Pupils were given the opportunity to reflect on the use of places of worship, following their visit to a Hindu temple. Scrutiny of work shows that teaching overall is satisfactory, and pupils make appropriate progress. The spiritual and moral issues raised and explored in the circle time lessons and assemblies contribute well to pupils' knowledge and understanding of religions.
62. Strong links exist with the community and in particular the local church. Pupils benefit from visits to various places of worship and are able to identify similarities and differences between them. Pupils from different faiths are involved well to talk about their religion.
63. The subject is led satisfactorily. The headteacher has been managing the subject for a short time since the last co-ordinator left. Assessment procedures are in place but they are not used effectively to inform planning.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils have a very good attitude to the subject and achieve well.
- The quality of teaching is good.

Commentary

64. Only two lessons were observed. These, in addition to discussions with pupils and the analysis of their work, indicate that standards are in line with those expected of pupils of this age. Pupils' achievement is good. There has been satisfactory improvement since the last inspection.
65. Pupils in Year 3 have been doing a project on Kenya, where they learn how snow peas (mangetout) went from the farm in Kenya to the shop floor of a supermarket in England. In their study of the United Kingdom, pupils place capital cities, main rivers and mountains on a

map. Year 4 pupils, in studying the tropical rainforests, know the threats of deforestation. Pupils in Year 5 can describe how water reaches the sea from a mountain spring. They have looked at pollution and, as part of their study, have visited the Three Valleys Water Works. Year 6 pupils can give four-figure map references and they know their map symbols. They show a clear understanding of the physical features of the coastline. This is linked well to the pupils' visit to Bournemouth and the Isle of Wight where they study the hardness and permeability of rocks.

66. The quality of teaching is good overall and, as a result, pupils achieve well. Teachers have good knowledge of the subject. They use good questioning to track pupils' progress and to guide them effectively. Pupils are keen and eager to answer questions. They have a good attitude and behave well. Support staff are well deployed with the less able and those who are at the early stages of learning English. Speaking and listening skills were developed well in both lessons observed.
67. Teachers develop links with other subjects well, for example when making use of mathematical skills in describing place names by using coordinates on a map. Assessment is satisfactory.
68. In **history**, no lessons were observed but work was sampled. There is every indication from pupils' work and talking to pupils that standards are as expected, which is very similar to the findings of the last report. A range of visits plays an important part in making history relevant. Year 3 pupils visit the British Museum. Pupils in Year 5 pay an annual visit to Kentwell for a field study on the Tudors. Year 6 pupils visit the RAF Museum as part of their understanding of World War II. These pupils also learn about life as an evacuee, rationing and the treatment of Jews. Pupils enjoy history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design and three in physical education. No lessons were seen in design and technology. It is not possible to make firm judgements about provision in these subjects. In addition to observing lessons, curriculum plans and pupils' work were analysed. The focus was on music where five lessons were seen.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Standards are well above national expectations.
- Pupils are given opportunities to learn all aspects of music.
- Very good teaching results in high levels of achievement.
- Pupils' attitudes to learning music are very positive.
- Very effective assessment informs planning well and drives up standards.

Commentary

69. Standards of attainment in music are well above those expected for the pupils' age or ages and have been further improved since the last inspection. The provision for music is greatly enhanced by the range of musical opportunities the school offers to pupils. A range of specialist teachers provides extra music tuition and the curriculum is enhanced by visiting orchestras and musical ensemble groups. All pupils learn the recorder from Year 3. A third of pupils are involved in learning other musical instruments including guitar, violin, viola,

cello and flute. Many pupils are involved in the two school choirs, which perform at festivals and have recorded for national radio. The school also has a string orchestra, and wind band, which give opportunities for those learning instruments to perform.

70. Pupils make very good progress in composing and performing music and in their appreciation of music from other cultures. Pupils with special needs are fully included and make similar progress to their peers. Most of the pupils understand musical notation, sing enthusiastically, and are confident in using percussion and other musical instruments.
71. Teaching and learning are very good. Two enthusiastic and knowledgeable music specialists teach all lessons. The continuity of their teaching throughout the school ensures that pupils' skills and understanding are developed consistently while their high expectations challenge all pupils to perform their best. Lessons are very well planned to encompass new knowledge whilst allowing for the creativity of the pupils. A wide and stimulating variety of teaching methods and strategies work well to keep pupils focused and learning. In a very good Year 6 lesson pupils were able to work very well together in mixed gender groups using percussion instruments to compose and devise a sequence of sound effects for a silent movie. Pupils worked with obvious enjoyment and enthusiasm and were confident in using a wide range of percussion instruments to create their own compositions. Teachers use the assessment system well to build on pupils' previous knowledge and to inform future planning. The headteacher is temporarily managing the subject and provides good leadership and support for teachers.
72. In **art** no judgement on standards can be reached because of the limited amount of work seen. Examination of planning suggests that lessons are planned in all years and the full art curriculum is taught. The many displays in classrooms and around the school are attractive and show the value the school puts on the work of its pupils. Pupils are encouraged to try out new techniques and they use a wide variety of media confidently. Pupils' work shows that they have growing awareness of pattern, texture, shape and size. Their observational skills are good and show an increasing understanding of proportion. Appropriate attention is given to the work of famous artists and this helps pupils to begin to appreciate the wide variety of ways that feelings and experiences can be represented in pictures. For example, following a visit to Tate Britain to look at Turner's work, Year 6 pupils had a good opportunity to explore and experiment with the effect of light on objects and surfaces as Turner used in his paintings.
73. In **design and technology**, a new co-ordinator has just been appointed who is enthusiastic about developing the subject area. Displays and examples of pupils' work were seen and pupils were asked to show and talk about what they had made during the last year. In discussion they were able to discuss with clarity what they had made and problems they had encountered. The discussion showed that they are gaining experience from a range of materials and techniques and developing the expected subject skills through designing and making a variety of items. For example, pupils in Year 3 had made photograph frames, Year 4 a sea scene which lit up, Year 5 some pizza making and package design and Year 6 some Clarice Cliff pottery, linked to their art topic.
74. In **physical education**, the school is well resourced and has its own swimming pool and a large playing field. Pupils regularly gain swimming awards and certificates. The school is very active in sports and inter-school games and activities. The co-ordinator is enthusiastic about his subject. The school employs a number of specialist coaches to support the teaching of PE. In the last inspection some PE lessons were found to be unsatisfactory; however, lessons observed in this inspection were satisfactory and good. In particular a well-paced lesson in rugby skills was observed.

75. Although the school has a programme of skills development and this is shared with the coaches, not all the teachers are aware of the skills to be taught or of their role as a teacher. The role of the coaches was intended to teach the children and the teachers simultaneously. However, on occasions, all pupils are not given opportunity to actively participate for a long period. The football-coaching lesson observed involved pupils fully.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Only one lesson, a circle time, was seen in this area and, therefore, no judgements are made about overall provision. The school has an appropriate programme for pupils' personal, social and health education and includes health, drugs and sex education which is implemented satisfactorily. Pupils' understanding of alcohol, tobacco and drug misuse is also extended through lessons in science. This helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school. Pupils take full part in the school council and are growing up to be confident learners. Many activities, including assemblies and the school council activities, enhance the PSHE curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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