

INSPECTION REPORT

Pooles Park Primary School

Lennox Road, Finsbury Park, London N4 3NW

LEA area: Islington

Unique reference number: 131741

Headteacher: Mr G Crawford

Lead inspector: Julia Elsley

Dates of inspection: 3rd November – 6th November 2003

Inspection number: 257206

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:	344
School address:	Lennox Road, Finsbury Park
Postcode:	N4 3NW
Telephone number:	020 7272 2655
Fax number:	020 7281 6804
Appropriate authority:	Islington
Name of chair of governors:	Ms R Harvey
Date of previous inspection:	4/12/2001

CHARACTERISTICS OF THE SCHOOL

This is very large primary school set in the centre of Finsbury Park. It serves an area in which most of the families are from ethnic minority groups. The school is located in a large building that also houses a number of community activities that are organised by the school. It is also involved in many local initiatives such as the North Islington Action Zone (EAZ) and Sure Start.

There are 379 pupils on roll, the majority of whom speak English as an additional language. Overall, their attainment on entry is below average. There is a high pupil mobility rate and during the course of the last academic year, 55 pupils joined the school and 61 left. The percentage of pupils entitled to free school meals is well above the national average. The proportion of pupils with special educational needs is just above the national average. There are six pupils with statements.

A new headteacher took up his appointment at the beginning of September 2003.

The school received an achievement award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16892	Julia Elsley	Lead inspector	Foundation Stage, music, religious education, and special educational needs.
9577	Elaine Parrish	Lay inspector	
31421	Sue Rogers	Team inspector	Mathematics, History, Geography
25799	Geraldine Lewendon	Team inspector	Science, physical education, personal, social and health education.
23233	Jo Cheadle	Team inspector	English, English as an additional language, information and communication technology, Art and design, design and technology.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school, which provides a satisfactory quality of education. A good ethos of care and consideration has a positive effect on the pupils' personal development. Overall, the teaching is good and the achievement of the pupils is satisfactory. The curriculum provision and the leadership and management of the school are also satisfactory. Consequently, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The pupils' achievements are now good at Key Stage 1. In all three areas, reading, writing and mathematics, the national test results for 2003 show a spectacular improvement over those of the previous two years in comparison to other schools.
- The equivalent tests at the end of Year 6 in 2003 show satisfactory improvement in mathematics and science but remain below average in English in comparison to all other schools.
- Overall, the teaching of literacy and numeracy is good.
- The curriculum provision and the quality of the teaching for the children in the nursery class are unsatisfactory.
- There is very good provision and leadership for English as an additional language.
- The co-ordination of the provision for the children with special educational needs is unsatisfactory.
- The statutory requirements are not fully met in relation to geography, collective worship, and health and safety.
- The assessment procedures and the analysis of the test results are good, but the resulting information is not yet used effectively in planning the next stages of learning.
- There are very good community links.

Overall, there have been **satisfactory** improvements since the last inspection, notably in the pupils' achievements between Years 1 to 5. Since 2002, there has been a marked rise in the standards achieved at Key Stage 1. This is due to enhancement of the curriculum provision, the quality of the teaching, and the monitoring and evaluation of the school's work by the senior management team. The pupils now have a wide range of cultural experiences. However, the school recognises that further work needs to be done to improve the use of assessment and the subject co-ordinators monitoring role.

STANDARDS ACHIEVED

The pupils are **achieving well** in Key Stage 1. Their attainment in reading and mathematics is well above average when compared with schools nationally and with those in a similar context. Standards in writing were in the top five per cent of schools nationally in the 2003 tests.

By the end of Year 6, the pupils' achievements are **satisfactory**. The results of the 2003 tests for Year 6 show continued improvement on previous years in mathematics where the pupils achieved above average standards. In science they reached an average level. However, the results in English remained below average. The inspection findings show that the current Year 2 and 6 pupils are working towards average standards in English, mathematics and science, but are not doing as well as they could be, especially in writing. The pupils' listening skills are good, but insufficient emphasis is placed on spoken English to improve the clarity of the children's speech and to help them to articulate more succinctly their ideas and opinions. Throughout the school, the pupils' achievements in information computer technology, religious education, history and the creative arts are satisfactory overall.

In the Foundation Stage, the children in the nursery are operating at unacceptably low levels. They make good, consistent gains in the reception class, but not enough for the majority of the children to reach the expected levels by the time they enter Year 1, except in their personal, social and emotional and physical development.

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	Year 2001	Year 2002	Year 2003	Year 2003
Reading	E*	E*	A	A
Writing	E*	E	A*	A*

Mathematics	E*	E*	A	A
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Key: A* – very high, A – well above average; B – above average; C – average; D – below average; E – well below average; E* – very low

Similar schools are those with similar percentages of pupils eligible for free school meals.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	Year 2001	Year 2002	Year 2003	Year 2003
English	E*	D	D	D
Mathematics	E	D	B	A
Science	E*	E	C	C

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E* – very low

Similar schools are in which the pupils attained similarly at the end of Year 2 and 6.

QUALITY OF EDUCATION

The **quality of the education provided by the school** is satisfactory in most respects, but there are some weak or unsatisfactory areas. The teaching is **good** overall, and in some instances has **very good** features. However, there was a small number of lessons in which the teaching was **unsatisfactory**. The strengths of the teaching include the teachers' very good subject knowledge, probing questioning that challenges all children to achieve well in English, combined with brisk pace and rigour. Good use is made of resources to stimulate learning. Consequently, the pupils apply themselves well and work hard. Their behaviour is good and they have positive attitudes towards learning. The provision for the children's social, moral and cultural development is good, but for their spiritual development it is unsatisfactory.

The curriculum provision is unsatisfactory in the nursery, but good in the reception class. The school provides an appropriate curriculum in Years 1 to 6, except for geography, which as yet does not have sufficient breadth of coverage. The curriculum is enriched further through a range of good extra-curricular activities. The co-ordination of the provision for pupils with special education needs is unsatisfactory. The care, guidance and welfare of the children are good. The health and safety procedures are, however, unsatisfactory because the statutory requirements are not being fully met. The school's partnership with parents is good and the community links are very good.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school** are generally satisfactory and in both there are good features. The headteacher and the senior management team provide a clear vision for the school's future and the governors are helping to provide the strategic direction for the school. However, these are offset by shortcomings that need to be addressed. The governance of the school is satisfactory overall, but senior managers have failed to ensure that the statutory requirements for collective worship, health and safety and the geography curriculum are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the school's work and think highly of it. The pupils enjoy school and feel that they are valued and well supported.

IMPROVEMENTS NEEDED

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

- Raise the pupils' attainment and achievements in writing, and their investigative skills in science and mathematics.
- Use assessment information more effectively to support the planning of the next steps in learning.

- Improve the curriculum provision and the teaching in the nursery.
- Ensure that the special needs co-ordinator is more proactive in supporting the teacher's planning and the monitoring of the pupils' progress.
- Improve the procedures for monitoring attendance.
- Meet fully the statutory requirements in regard to health and safety procedures, collective worship and geography.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, in the 2003 tests at the end of Year 2, the pupils' achievements were **very good**. The standards were **well above** average in writing, reading and mathematics. In the Year 6 tests in 2003, the pupils' achieved standards that were **above** the national average in mathematics, average in science, but remained **below average** in English.

Main strengths and weaknesses

- The pupils' listening skills are good at both key stages.
- By the end of the reception year in 2003, the standards achieved by most children were well below the requirements of the Early Learning Goals within the Foundation Stage curriculum, except in their personal, social and emotional development and in their physical development where they achieve well.
- No work was seen and no lessons were observed, and therefore no judgements were made on the pupils' standards and achievements in art and design, design technology, and physical education.

Commentary

1. In the Foundation Stage, the children are not making sufficient gains in their first year of schooling. This is because the curriculum provision and the teaching in the nursery class are not good enough. However, during the reception year, the children make good gains in their learning. Most children are achieving well during the lessons, but despite the good and often very good teaching, their progress is not sufficient to catch up with what they miss in the nursery. More needs to be done in the nursery to raise their attainment in communication, language and literacy, mathematics, knowledge and understanding of the world and their creative development.

Key Stage 1

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

Standards in:	School results	National results
Reading	14.8 (12.4)	15.7 (15.8)
Writing	15.3 (13.2)	14.6 (14.4)
Mathematics	15.9 (14.7)	16.3 (16.5)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	23.8 (23.4)	26.8 (27.0)
Mathematics	26.0 (24.3)	26.8 (26.7)
Science	26.4 (25.0)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

2. There has been a marked improvement in standards since the last inspection. This is because the school has focussed on raising standards through a detailed and thorough analysis of test results that has identified the areas for improvement, and further development of this process is planned. Standards have now improved to the point where they are above average and rising. There is also an upward trend in results by the end of Year 6. In Years 5 and 6, the pupils are put into sets for English and mathematics to help improve their level of potential. Gifted and

talented pupils from Years 4,5 and 6 also have special sessions where they are highly motivated and challenged, and successfully achieve the higher level 5 in English and level 6 in mathematics.

3. In the end of Year 2 national tests in 2003, the pupils achieved well above average standards in reading, and mathematics. In writing, their results were amongst the top five per cent nationally. Their listening skills were good, but their spoken English was not as high as it could be. The inspection findings are that the present Year 2 pupils are currently attaining the expected level in science, but are performing below the national expectation in writing and mathematics. This is because within the cohort there is a higher pupil mobility rate, and there are more pupils who have special educational needs or require support with English as an additional language.
4. In the national test results for the end of 2003, the Year 6 results were above the national average in mathematics and average in science. However in English, standards were below average. The inspection findings for the current Year 6 pupils show that expectations are below the national levels in English, well below expectations in mathematics and in line with national expectations in science. This is the result of weak teaching in the past years that has left much to be done, particularly in the development of investigative skills and writing. Other factors include the high mobility rate and the significant proportion of pupils with special educational needs in the cohort.
5. Overall, the test results do not show any significant differences in the attainment of boys and girls but in some class lessons in mathematics the school has begun to identify areas of underachievement by black girls from different minority ethnic groups. The staff is now suitably targeting these pupils for additional support within lessons. A good model for improving performance across all ethnic groups is to be found in Years 4 to 6 where the higher attaining pupils have been identified for specialised teaching in English and mathematics.
6. Although standards in reading and writing have risen and the pupils' listening skills are good, their speaking skills need further development across the whole school. The pupils need more help with the pronunciation of words and with grammatical structures. There is a good range of reading resources in both English and dual languages, and the children from the ethnic minorities have good opportunities to hear stories in their mother tongue. The pupils take home books regularly and the older pupils make suitable use of the library. A good emphasis is placed on spelling, handwriting, grammar and punctuation, but more work needs to be done to improve the pupils' writing across the whole curriculum.
7. At both key stages, pupils of all abilities achieve well in mathematics and to a satisfactory level in science. A notable developing strength is the use of mathematics across other areas of the curriculum especially in literacy, information communication technology (ICT) and music.
8. In ICT, history, religious education and music the pupils' achievement is in line with that expected nationally and they are making satisfactory progress.
9. Groups of pupils with special educational needs (SEN) make satisfactory progress in lessons with regard to their previous learning. They achieve well in relation to their prior knowledge in the core subjects of English, mathematics and science. When taught in small groups with the close support of the learning assistants and teachers, their progress is satisfactory. However, there are insufficient clear, measurable steps within the overall targets to help the pupils to progress more quickly.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school are good and they behave well in lessons. The provision for the pupils' personal development is **good**. Their moral, social and cultural development is **good** overall, but their spiritual development is **weak**. Their attendance levels are **unsatisfactory**.

Main strengths and weaknesses

- The pupils enjoy coming to school and are enthusiastic about the range of additional opportunities offered to them.
- They have good opportunities to take responsibility.
- The quality of relationships is very good.
- All members of staff provide very good role models for the pupils by demonstrating respect, fairness and tolerance of the views of others.
- Some pupils do not attend regularly and some are frequently late.

- There is a lack of emphasis on spiritual experiences, which are neither identified nor included in the planning of the various subjects.

Attendance

10. Attendance is unsatisfactory and the procedures for monitoring and improving attendance are ineffective. There is intermittent absenteeism in many classes and this depresses the overall attendance figures. Unauthorised absences are not routinely followed up and action to improve attendance is only taken when a pupil has been away without authorisation for more than a few days and overall attendance is giving cause for concern. Some parents appear unconcerned about their children missing school and keep them at home for unacceptable reasons. In addition, some families take their children away on extended visits abroad. The school does not monitor trends and patterns of absence across the year groups in order to improve attendance. Although some pupils are frequently late for school, the teachers do not allow this to disrupt the smooth start of lessons. The school’s procedures for dealing with absence and lateness are inadequate.

Attendance in the latest complete reporting year (2003)

Authorised absence	
School data:	5.9
National data:	5.4

Unauthorised absence	
School data:	1.9
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	44	0	0
White – Irish	4	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	12	0	0
Asian or Asian British – Bangladeshi	21	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	29	0	0
Black or Black British – African	89	0	0
Black or Black British – any other Black background	7	0	0
Chinese	4	0	0
Any other ethnic group	90	1	0
No ethnic group recorded	3	0	0

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

There has been only one fixed-term exclusion. This pupil has now moved to another school.

Commentary

11. The pupils have positive attitudes towards learning. They respond well to the good teaching they receive, and work hard. When involved in paired or small-group activities, they co-operate well with each other, sharing ideas and skills in a friendly and supportive way.
12. As the pupils progress through the school, they are developing thoughtful and caring relationships with each other. The arrangement whereby they discuss issues with their ‘talking partner’ is very effective. They show respect for one another’s well being. The oldest pupils feel that the standard of behaviour has improved overall because they are learning to relate better to each other and are taught to think about the consequence of their actions.
13. Almost all the pupils with special educational needs show positive attitudes to learning. They listen well, respond to questioning and take pride in their performance. Good support enables these children take a full part in the lessons. Their behaviour is as good as that of their peers and they are fully accepted as members of the class. Where behaviour is unsatisfactory, the teacher and the support assistant are extremely sensitive at managing the difficulty so that it does not inhibit either the pupils’ own learning or that of others.
14. There is a very good level of attendance at after-school clubs, where pupils take full advantage of a wide range of activities including sports, music, dance and drama. These activities help to raise standards in English, music and physical education and enhance the pupils’ progress.

15. The spiritual development of the pupils is weak. The ways of offering pupils spiritual experiences are neither sufficiently identified nor planned as part of other subjects. However, a wide range of curricular opportunities within a caring ethos enables the children to develop a mutual respect for one another. They learn about faiths that are sometimes unfamiliar to them and are taught the importance of respect for other beliefs and cultures. The provision for the pupils' social, moral and cultural development is good. The Year 6 pupils spoke enthusiastically about the work of the School Council and the opportunity it gives them to have their say. Feelings and emotions are used well to help them to explore a range of values and beliefs that affect their lives and behaviour. The provision for the pupils' cultural development has improved since the last inspection. Good examples of the ideas and values of others are promoted through literacy, art, music and religious education. Displays using pupils' home languages reflect work about the many different cultural traditions that the school embraces.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **satisfactory**.

Teaching and learning

Since the last inspection, there has been a marked improvement in the quality of teaching, and taken overall, it is now good. This is evident, for example, in Key Stage 1 where good teaching enabled the pupils to achieve highly in 2003. This standard is largely being maintained in both key stages this year. The assessment procedures and the analysis of the test results are thorough, but the use of the data is inadequate.

Main strengths and weaknesses

- Most of the teachers and the teaching assistants have good subject knowledge. They work very well as a team. The teaching of literacy and numeracy is good.
- A notable feature of lessons are the introductory sessions whereby the staff ensure that all pupils are clear about what it is they are going to learn and what they have learnt.
- The planned programme for the pupils with special educational needs lacks sufficient detail.
- The teaching in the nursery is unsatisfactory and needs urgent improvement.
- The assessment information is not yet used sufficiently in the planning of subsequent work.
- Most lessons have a good pace and rigour and the teachers' challenging questioning motivates the pupils to want to learn.
- The teaching of music and of the children with English as an additional language is excellent.
- In most lessons and withdrawal group sessions, imaginative and creative use of resources enables the pupils to make good progress.

Commentary

16. The quality of the teaching has improved significantly since the school was last inspected. It remains unsatisfactory in some areas, but the headteacher has identified these weaknesses and taken steps to rectify them.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	11 (26%)	12 (26%)	12 (29%)	3 (7%)	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.

17. The teaching in the Foundation stage is satisfactory in the reception class, but is unsatisfactory in the nursery. In the nursery, the planned provision does not offer sufficient challenge to encourage exploration, enquiry or discovery in children’s learning. Too much time is wasted on the peripheral things and there is not enough direct interaction between the teacher and the children to promote the learning. Many of the activities are presented and organised in a dull and unimaginative way and consequently do not stimulate the children’s interest.
18. In the reception class the teaching is good; the learning objectives are clearly identified and the level of probing questioning is high. Another notable feature here is the way in which the staff ensure that the children have very good opportunities to choose their own activities and to work as they see fit. This approach is promoting the children’s independent learning very well. Many of the activities are planned and presented in a manner that excites the children, arouses their curiosity and motivates them to want to learn. The quiet rigour of the sessions and the wide range of opportunities to explore and investigate, keep the children very busy and advance their learning substantially. The adults work together well as a team, making careful observations of the children and assessing how well they are progressing. Nevertheless, further work needs to be done to ensure that the assessments match more closely the targets set within the Foundation Stage guidelines.
19. Overall, the teaching is good in Years 1 to 6. In most cases, the planning specifies clear learning objectives that are carefully chosen to meet the needs of different groups of children. This planning is shared with the teaching assistants so that they know what it is the children will learn. This is particularly the case in literacy and numeracy lessons. The quality and success of the planning reflects the staff’s knowledge of the children though some weaknesses remain. For example, the pupils who have special educational needs (SEN) are mainly well taught, but sometimes the steps planned for them do not have adequate challenge. The teachers also need greater guidance from the special educational needs co-ordinator in planning for the children with statements of special educational needs because in most instances they are following the work planned for the lower attaining pupils. They are missing out on areas that are specifically required to meet their own individual targets. Moreover, the co-ordinator does not monitor the planned delivery of the curriculum in the classrooms. The support assistants are very sensitive to the individual pupils needs and their work is valued by all teachers and by the parents. As a result, these children are developing their confidence and raising their self-esteem.
20. The lessons start promptly, and most have lively pace and rigour. The teachers’ challenging questioning and the opportunities for paired discussions build appropriately on what the children already know. Most teachers are skilled at giving instructions to ensure that the children know what the task entails. As a result, they engage in the task quickly and quietly with minimal fuss. They concentrate well and feel confident to ask questions and seek reassurance either from the staff or their peers as and when needed. In a Year 4 lesson, the lively role-play when reading a play script gave the pupils good practice in spoken English and enabled them to express their understanding of the story. However, in some instances a greater focus on mispronounced words and grammatical errors would improve the levels of spoken English, particularly of those children for whom English is not their first language. The teaching of the gifted and talented pupils, and English as an additional language are of a high calibre and the setting for mathematics and English at the upper end of the school should be a very good model for other staff to follow.
21. As a team, the staff have worked hard to improve literacy and numeracy skills thereby raising standards in English and mathematics. However, further work is now needed to raise the standard of work in the basic investigative skills and subject specific vocabulary to improve the quality of the pupils’ learning experiences across all subjects.
22. Since the last inspection, much work has been done in improving the assessment procedures and analysing the strengths and weaknesses revealed in the test results. These procedures are now securely in place, but insufficient use is being made of the resulting information to support curriculum developments and to enhance the progress of individual children. The marking of children’s work is consistently accurate, but the best examples show the children how they can improve. Good information has been collated about the performance of individuals and groups of pupils, and useful comparisons have been drawn with other schools both nationally and within the

authority. The pupils who are either under performing or are doing particularly well are clearly identified. Currently, however, there is insufficient explanation of why these groups are performing as they are and inadequate strategies to ensure better achievement by some groups. The senior managers and subject co-ordinators are acutely aware of the need to act upon the information they have about the pupils' performance in order to improve achievement and standards overall.

23. The parents feel that the teaching is good overall. At the pre-inspection meeting, they made positive comments about the school and said that they have seen improvements in the teaching over the last two years. However, they would like a more consistent approach to homework so that they can help their children at home.

The curriculum

The curriculum provision is **satisfactory** overall. The extra-curricular provision is **good**. The accommodation and the resources are good, except for the Foundation Stage outdoor area.

Main strengths and weaknesses

- There is a good range of extra-curricular activities.
- The National Literacy and Numeracy strategies are well used in the planning and presentation of the curriculum.
- The statutory National Curriculum requirements for geography are not met. There is insufficient breadth of in-depth coverage.
- The Foundation Stage curriculum is unsatisfactory in the nursery.
- The opportunities for pupils' to develop their investigative skills in mathematics and science are weak.
- The curriculum provision for pupils with English as an additional language is good.

Commentary

24. The curriculum for the Foundation Stage does not promote the areas of learning effectively in the nursery. There are not enough interesting and challenging experiences offered to the children. The curriculum for the reception class is much more exciting and allows the children to explore, enquire and investigate through structured play activities and focused group work in literacy and mathematics.
25. There have been many improvements in the curriculum for Years 1 to 6 since the last inspection. In all subjects, the school's planning of the curriculum follows the QCA schemes of work very closely. Literacy and numeracy are well planned, but there is a need to place a greater emphasis on the investigation aspects of the curriculum in mathematics and science and a greater depth of coverage in geography. The school has recognised this and steps have already been taken to develop this aspect further in mathematics and the geography co-ordinator is in the process of reviewing the provision for geography. Collective worship does not fully meet statutory requirements.
26. The extra-curricular activities are well taught. Before school starts each day, there is a well-run breakfast club, and a play centre operates after school hours to provide a variety of activities from craft to indoor hockey. Most members of staff are involved in some form of after-school club or activity. The curriculum includes visits to venues ranging from the opera to the Black History and Maritime Museums and provides residential visits for older children.
27. With the appointment of two newly qualified teachers, the school now has a full complement of staff, including teaching assistants. This is sufficient to meet the needs of all pupils. The school uses the teachers' subject expertise effectively so that the pupils benefit from specialist teaching, for example, in mathematics and English. The planning is very effective in meeting the needs, for example, of the gifted and talented pupils. Visiting specialists, such as the Holloway-based Mosaic Workshop Group, further enhance the range and quality of school's provision.
28. The overall provision for special educational needs (SEN) is broadly satisfactory. The support for all the different groups of pupils with special educational needs is wide ranging, but could be more closely tailored to their different needs in order to achieve the targets at a sharper pace in class lessons. They have their full curriculum entitlement, including participation in the extra-curricular clubs and activities organised by the school. The learning objectives in the IEP's of the pupils with specific statements of need should be planned and achieved in smaller steps week by week.
29. Although the curriculum provision is good for those pupils with English as an additional language the frequent withdrawal of pupils for spoken English support is not sufficiently well monitored to ensure that they then receive

their full entitlement to other subjects of the curriculum for example, in music and science. The school recognises that they need to monitor this more closely.

30. The school's accommodation is good and allows most subjects of the National Curriculum to be taught effectively, but there is too little outdoor play space for the Foundation Stage children. There are well-equipped specialist rooms and plenty of space for use by small groups of pupils. A designated room encourages the parents to become involved in the daily life of the school and an arts centre promotes very good links with the community. The curriculum resources are generally good, and the very good provision of information computer technology includes seven interactive whiteboards.
31. The parents would like to have more information about the curriculum and what is being taught each term so that they can support their children at home.

Care, guidance and support

The procedures for the care, welfare and guidance of the pupils are **good**.

The provision for the health and safety of the pupils is **unsatisfactory**.

Main strengths and weaknesses

- The pupils have very good and trusting relationships with staff.
- There are very good induction procedures for new pupils.
- The health and safety procedures are unsatisfactory.
- The procedures for monitoring the progress of the pupils with special educational needs require a sharper focus.

Commentary

32. There are effective child protection procedures that are reviewed regularly and understood by all the teaching and support staff. There is close co-operation with parents and various responsible agencies to ensure the pupils' welfare. The teachers and support staff make every effort to get to know their pupils well and to establish a trusting relationship with them. However, the school is failing to ensure that the highest standards of health and safety are in place. For the last twelve months there have been no formal arrangements to carry out risk assessments of the building, and the staff are currently unaware of the named member of staff and the named governor for health and safety within school. Consequently, the school is failing to meet statutory requirements for health and safety.
33. Although the teachers know their pupils well and assess their performance in the core subjects well, they rarely, if ever, make systematic and formal assessments of their personal development. This means that some pupils, including those with special educational needs, may not always get the help they need.
34. The procedures for identifying the pupils with special educational needs are satisfactory. The information gained is used appropriately to put together each child's Individual Education Plan, but it is neither used to good effect nor monitored closely enough. The targets need to be planned in small attainable and measurable steps to ensure success. The statements of pupils who have special educational needs are being suitably implemented, but the reviews of the statements and plans need to be much sharper and kept up to date.
35. The school takes care to acknowledge the pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of rewards that is greatly prized by the pupils and encourages them to work well and do their best.
36. The procedures for supporting and guiding pupils are satisfactory, as are the procedures employed by the school to seek, value and act upon the views of the pupils. A School Council has been formed to involve the pupils in improving the routines and facilities.

Partnership with parents, other schools and the community

The school's partnership with the parents and other schools is **good**. The links with the local community are **very good**.

Main strengths and weaknesses

- There are good links with parents whose children are in the Foundation Stage.
- The school provides good information for parents about the progress of their children.

- The school regularly seeks, listens and acts upon the parents' views.
- Very positive efforts are made to help the parents to support children's learning at home.
- There is very good help available for parents whose first language is not English.
- There are very good links with the community; the school both provides resources for and draws from the community to support the pupils and their parents.

Commentary

37. The school works effectively with all parents to support the pupils' learning. Most parents are supportive and pleased with the school's provision for their children.
38. The parents of the children in the Foundation Stage are actively involved in supporting their young children on entry to school. They stay with them at the start of the day so that they quickly establish secure routines.
39. The parents feel confident that the school keeps them in touch with what it does and how well their children are getting on by regular newsletters, good annual reports and twice-yearly consultation evenings. The parents know that any concerns they may have will be taken seriously and dealt with promptly. The school ensures that the parents of the pupils with special educational needs are involved from the outset in any plans for their education.
40. Some parents have benefited from the school's workshops to help them understand more about the curriculum and the way their children learn. In spite of the school's strenuous efforts to encourage the parents to attend and the high praise the workshops receive, the courses are not always well attended. There are regular coffee mornings with the assistant headteacher, which help the parents to get to know the school and to feel part of the wider school community. The few parents who make a regular commitment to help in classrooms and accompany the children on trips feel that the school values their contribution.
41. The school has made exceptionally good efforts to communicate with the parents whose first language is not English. Wherever possible, letters are translated into the parents' home language, and details of interpreters from the school community are well publicised outside the parents' room. There are regular English classes for these parents, as well as mother tongue story telling sessions which parents and community workers run for the pupils. As a direct result of requests from parents in various ethnic groups, the school has set up twice weekly homework clubs to help the pupils make progress towards the targets that the teachers set for them.
42. The school has made every effort to develop very good links with the local community. It capitalises very well on the expertise and resources in the immediate area to improve the facilities offered to the pupils and their parents. This is beginning to benefit their learning. A community arts centre has opened within the school with a "Cyber Café", an arts and crafts room, a music room and a new kitchen. Advice and welfare agencies are regularly invited to the parents' weekly coffee mornings to promote their services. Staff work very closely with the local "Life Long Learning Centre" to collaborate on projects, and there are strong links with the neighbouring opera company to provide theatre workshops for the pupils. A nearby Adult College provides tutors for many of the parents' workshops. Many of the resources and facilities provided within the community centre are also open to the pupils and parents of neighbouring schools.
43. The teachers make good use of the local area to extend the pupils' learning and there are effective links with the local police, fire service and Railways Board. Many other visitors, including a resident author, come into school to support various aspects of the curriculum.
44. The school works actively with local secondary schools to ensure that the transition and induction arrangements are smooth and efficient. There are also good and developing links with neighbouring primary schools and good provision by outside agencies to support the pupils with special educational needs.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **satisfactory** and in both there are some **good** features. The governance of the school is **satisfactory**, but the school does not fully comply with all its statutory requirements.

Main strengths and weaknesses

- There is appropriate and effective focus on developing the management structures and systems to sustain improvement.

- The headteacher and the senior management team have a clear vision for the school's future.
- The curriculum for the pupils with special education needs is not managed well enough.
- All members of the school work effectively as a team.
- The governors are knowledgeable and offer the school good counsel.
- The school does not fully meet the statutory requirements in collective worship and health and safety procedures.

Commentary

45. The new headteacher, appointed in September 2003, has immediately focussed on developing the management structures and systems to ensure that improvement can be sustained over future years. The headteacher has very good previous experience and the necessary skills and knowledge to manage the school effectively. In the short time he has been at the school, he has gained a precise understanding of its strengths and weaknesses. He has shared with the senior managers his clear vision of what he wants to do at the school. Good recruitment and retention by the previous headteacher have ensured that there are competent and capable senior managers to support the current head in his quest for future improvement. The management of the provision for the pupils who do not speak English as their first language is a particular strength. The school improvement plan appropriately identifies the priorities for further development, including the management roles of the subject co-ordinators. Mathematics is currently the most effectively led and managed subject and standards are improving throughout the school. In other aspects of the curriculum, the co-ordinators have clear ideas about how they want to develop their subjects and many demonstrate good leadership. The management of the subjects is generally satisfactory, and the co-ordinators have begun to put their ideas into practice and measure their effect on the pupils' attainment and achievement through some monitoring of the planning and discussion with staff.
46. Overall, the leadership and management of the provision for the pupils with special educational needs have not improved since the last inspection. They remain unsatisfactory. The records are maintained and updated fairly regularly, but the pupils in Years 1 to 6 do not appear to have the opportunity to contribute to them. Although the pupils are discussed with the class teachers, the co-ordinator does not have sufficient oversight of their achievements and progress. She makes no observations of the individual pupils in the classroom. There is no regular monitoring of the teachers' planning for the individual pupils' needs, nor any tracking of the pupils' work. The governors make good financial provision for the special educational needs pupils. The new governor recently appointed for special educational needs is enthusiastic about the role, but as yet has not had the training to enable her to become fully involved.
47. The headteacher and senior management team effectively monitor the teachers' planning for most subjects. The emerging priorities are being included in the school improvement plan and in the programme for the teachers' further professional development and training. The school has primarily focused on mathematics and English since the last inspection. Some improvements in the national test results show how successful it has been in raising the pupils' achievement in these subjects. The teachers recognise that they now need to improve the pupils' skills, knowledge and understanding in some aspects of the other areas of the curriculum. For example, these steps have already been taken in information computer technology and music and as a result, standards are improving rapidly.
48. The headteacher fully understands the importance of training and retaining good people to ensure stability. He is very complimentary of the team and respects them greatly. The teachers and other staff are used to being observed and having their work evaluated. Consequently, most of them know their own strengths and work hard to improve their work so as to impact upon and improve the quality of education provided to all pupils. Positive attitudes are a key feature of the school's good ethos. The governors are proud of its achievements and talk positively of the capacity for improvement. It is very obvious that all the staff are happy to work at the school and feel valued in their roles. There is a very positive team spirit that is a firm foundation for the school's work.
49. The school has come a long way over the past two years and, as a result, satisfactory improvements have been made since the last inspection. New initiatives have produced greater parental support, improved the pupils' behaviour, enhanced the quality of the teaching and learning and established a clear forward direction for the school. The school has only just begun to take stock of the long-term effect of these initiatives. It is already apparent that the initial strategies for improving the school's performance might be too costly and might not be appropriate for all pupils. Therefore, the headteacher and the senior managers are beginning to assess the effectiveness of the current provision in terms of providing best value in meeting the needs of all pupils. They understand the need to maintain successful aspects of the school's work, but see that some strategies and the way that finances are directed may need to change so that the whole school benefits. The school has received money from a range of grants and awards. The headteacher is now looking closely at how the expenditure of this money

has influenced the pupils' achievements. The financial management is currently satisfactory, but there is a new and very appropriate focus on improving the value that is gained from expenditure.

50. The quality of governance is satisfactory overall. Governors have played a very important and valuable role in the school's work over the past years. They are knowledgeable and have the necessary skills to support the school well. They demonstrate their understanding of what the school needs by the appointments they have made and thereby provided efficient and effective support for the school. In all these aspects, the governors provide good counsel to the school. However, they do not fully meet their responsibilities for ensuring that there is a daily act of collective worship and for meeting all aspects of the health and safety requirements.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,439,401.00
Total expenditure	1,499,485.00
Expenditure per pupil	4,165.00

Balances (£)	
Balance from previous year	65,963.00
Balance carried forward to the next	5,879.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the nursery is **unsatisfactory**. The children do not have a good start to their schooling in the nursery because the teaching is unsatisfactory overall. The indoor and outdoor activities are both very **weak**. The provision in the reception class is **good**. The teaching and learning in the reception class are **good**.

It is not possible to report on the improvement in the Foundation Stage because it was not reported on at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children in the nursery and reception class make a good start in establishing relationships with adults and other children.

Commentary

51. In both the nursery and the reception class, the children are developing an awareness of, and sensitivity to, the needs and feelings of others. In the nursery, they are to listen to each other, to take turns and share fairly, for example, when negotiating the use of the bicycles. The staff ensure that the children have good opportunities to develop independence in self-registering on arrival and putting on their coats, but this training is not sufficiently sustained because the tidying up session and the storing of outdoor clothes is done mostly by the teacher. As a result, the children are left sitting on the carpet and not purposefully engaged in another activity whilst they wait for the teacher to join them for what becomes a very short and hurried story session.
52. The good routines subsequently established in the reception class provide a structure within which the children begin to show greater co-operation and play well together. There are more opportunities in this class than in the nursery for the children to plan their own work independently within the structured activities provided. Most of them enjoy coming to school and because of the good teaching they are lively, keen, and enthusiastic as they go about their tasks. They tidy up independently when told to do so because they are eager to know what is the next task. Their behaviour is very good. As a result, they are well prepared in their personal, social and emotional development as they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

The provision in communication, language and literacy is **unsatisfactory** in the nursery, but it is **good** in the reception class.

Main strengths and weaknesses

- The teaching in the nursery is unsatisfactory and does not effectively develop children's spoken English, early reading and writing skills.
- Conversely, in the reception class, the children are making good gains in their early reading and writing skills because the teaching is good.

Commentary

53. Most of the children start in the nursery with very low levels of spoken language. There are too few play activities that would foster talk between pairs or groups of children. Many of the children have difficulty in the pronunciation of words, but the teacher rarely takes the opportunity to discreetly improve the children's pronunciation of words and correct their grammatical errors. Furthermore, there is a distinct lack of dialogue between the teacher and children when they are sharing a story. However, where the other team member takes them, the story telling is enthusiastic, her questioning is challenging and the children are given time to express their ideas and opinions. There are opportunities for the children to write, but the unattractive writing areas lack the creative element and stimulation that would encourage them to be writers.
54. In the reception class, a few of the children have begun to recognise initial sounds and words because the teacher has encouraged them to read the captions and posters on display around the classroom. One child, for example, sat with the 'big book' reading the rhyme Humpty Dumpty, whilst another pointed and read the days of the week. The teacher uses rhymes and song to develop the children's understanding of the initial sounds of words well. When working on the letter 'f' for example, the children show that they have really understood the sound it makes. This work is made more exciting by the teacher by asking the children to conduct a treasure hunt for objects beginning with 'f' in both the indoor and outdoor environment. The children with special educational needs and those for whom English is an additional language fully participate in these sessions. Early attempts at writing are encouraged through the structured play activities and a few children are writing random letters and their own names. Particular activities and tasks, such as the forming of letters correctly, are well directed by the staff and are closely matched to the children's individual needs and abilities. The planned introductions to lessons are clear and precise. The learning points are highlighted very well, enabling all children to understand the adults' explanations and extend their knowledge. However, despite this good teaching, few children are achieving the expected levels by the end of the reception year.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **unsatisfactory** in the nursery. It is **good** in the reception class.

Main strengths and weaknesses

- The teaching in the nursery class is unsatisfactory and does not effectively develop the children's independent mathematical learning.
- The teaching is good in the reception class. Good use of play enables the children to gain mathematical understanding through first hand experience.

Commentary

55. In the nursery class, the adult working alongside the teacher provides purposeful activities, which effectively develop all the children's counting skills and their mathematical language. The resources for mathematics are good, but they are not used sufficiently by the class teacher to promote the children's mathematical understanding. Concepts such as, 'taller than, shorter than', 'heavier or lighter than' receive insufficient attention and there is too little use of sand and water play to develop the notion of volume and capacity. Consequently, the children do not achieve as well as they could.
56. In the reception class the teaching is good. The activities are purposeful, lively and engage the children in a way that promotes their curiosity and thirst for knowledge. The group sessions are well focused and the adult's probing questioning and the teacher's good use of visual materials ensure that the children's learning is appropriately extended. The children achieve well and are acquiring mathematical knowledge and understanding through investigation, exploration and discovery. By the time they start in Year 1, the children do not reach the early learning goals set out in the Foundation Stage guidelines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for developing the children's knowledge and understanding of the world is **unsatisfactory** in the nursery. It is **good** in the reception class.

Main strengths and weaknesses

- In the nursery, there are poor displays and inadequate use of the outdoor area to foster the children's curiosity of the world around them.
- Good foundations are being laid in the children's scientific, historical and geographical knowledge and understanding, and their information and communication technology skills in the reception class.

Commentary

57. In the nursery, the teacher does not effectively use the computer to introduce the early skills needed for information technology. The scientific display lacks the stimulus that could capture and promote the children's interest and investigative skills. Moreover, the children are not sufficiently encouraged to use the construction toys. Consequently, the learning is not exciting and the children do not achieve as well as they could do.
58. In the reception class, the displays are very good and used well to promote interest, enquiry and discovery. For example, after looking closely at an egg through a magnifying glass, one child examined it again and again. When an inspector asked him why he was doing that, he replied 'It looks bigger when I look through this glass. Why?' The children have good opportunities to use the computer and are well supported by an adult in the development of these skills. The adult uses thought-provoking questions as the children try to follow the instructions on the screen. As a result, the children have a good sense of achievement in both the use of the equipment and the acquisition of knowledge. Construction toys, play-dough, cutting and sticking activities are well used to promote learning. The photographic evidence shows that during the course of the year, the children in this class have good opportunities to study the local environment. However, despite the good provision and very good teaching, it is unlikely that they will achieve the early learning goals by the end of the reception year.

PHYSICAL DEVELOPMENT

The provision for physical development is **unsatisfactory** in the nursery. It is **good** in the reception class.

Main strengths and weaknesses

- There are not enough planned outdoor opportunities for the nursery children to develop their physical skills.
- The children in the reception class have good opportunities to develop both their finer physical movement and their mobility skills.

Commentary

59. The teacher's lack of planned provision for the nursery children severely restricts the progress that they make. The boys tend to dominate the area by chasing around on the bicycles without due care and attention to the safety of others with no intervention by the teacher to either extend or refocus their activities. One adult, in the indoor area however, sat helping a child to handle and use a pair of scissors. Praise and encouragement for his effort made the child persevere and take just one short step towards a skilful use of scissors.
60. In the reception class, the teaching is good. The children handle equipment, tools and materials safely and with good control. For instance, they are being well taught to hold a pencil correctly when writing. Most of the children enjoy setting themselves challenges and show pleasure in their achievements, for example, when passing the ball to one another or following instructions to find a space in the hall. They receive very good support from the staff to increase their mobility and manipulative skills. They co-operate well during the group activities and are willing to share the equipment. It is likely that by the end of the reception year they will have achieved the early learning goals because of the good teaching they receive.

CREATIVE DEVELOPMENT

The provision for the children's creative development is **unsatisfactory** in the nursery and **satisfactory** in the reception class.

Main strengths and weaknesses

- In the nursery, the children's creative development is weak.
- The children in the reception make satisfactory gains in their creative development through role-play, art and music.

Commentary

61. The weakness in the nursery is because the activities are often too teacher-directed and this restricts the children's ability to be independently creative. There was little or no evidence of a range of art skills being taught or of art resources being used to stimulate learning. However, in the reception class, the teaching of the early skills is developing the children's repertoire more creatively and imaginatively. Here the children have more opportunities to use their own ideas in deciding what they will make. Very few children used the home corner in the nursery. It is unattractive and lacks sufficient focus to foster role-play, language development and co-operative skills. There was no adult interaction to encourage talk and a sense of purpose. No music was heard in either of the two classes during the course of the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **satisfactory** overall.

Main strengths and weaknesses

- The results in national tests at the end of Year 2 improved dramatically this year.
- The teaching of English is good throughout the school.
- The pupils make good progress in learning to read and in developing their listening skills.
- The pupils achieve very well in learning to speak English.
- A small proportion of boys do not achieve as well as they could through Years 3 to 6, particularly in writing.
- The subject is well led.

Commentary

62. There has been a marked improvement at Key Stage 1 since the last inspection. Standards rose in 2002, but remained below average in 2003. Further improvement is necessary, particularly in writing.
63. In 2003, the Year 2 national test results were well above the national average. This signified very good achievement on the starting levels, especially in view of the fact that a very high proportion of pupils began school speaking a language other than English. In reading and writing, the results were much better than those of the pupils in similar schools (i.e. where a similar proportion of pupils is entitled to free school meals). In the current Year 2, inspection findings are that standards are average in listening and reading, but below average in speaking and writing. The pupils make good progress in learning to read because phonic skills are taught effectively. The pupils' listening skills develop well because teachers emphasise the need to pay good attention in order to understand what is said. Most children often show that they understand what they either hear or read, but find more difficulty in either putting this into words or writing it down. Nevertheless, most pupils achieve well through Years 1 and 2.
64. The results of the national tests for Year 6 pupils show some improvement over the last three years. Nevertheless, they remain below average when compared to the national averages and to the results in similar schools. The good teaching and the effective use of the literacy strategy have helped to bring about this improvement. Rates of progress are much steadier as the pupils move through the school. In the past, this has not always been the case, and as a result, some pupils in Years 3 to 6 have not achieved as well as they should have done. At present, they make steady progress but there are gaps in their learning. An analysis by the co-ordinator has identified these gaps and steps have been taken, for example, to improve the pupils' ability to write creatively and extend the writing opportunities across other subjects of the curriculum.
65. The teaching in English is good. In lessons observed, most pupils made good progress. The teachers' subject knowledge is good and they pay particularly close attention to the development of vocabulary and the use of grammar. The very good work of the specialist English language teachers enables those new to English to consolidate and improve their skills and as a result they achieve very well in learning the language. A few pupils in Year 5 and 6 who started with little or no English are now in the top sets for language work and destined to achieve standards above national expectations. However, some pupils who speak English as their first language, but whose language skills are not well developed on starting school, do not make as much progress as they should. This is because the school has been slow to introduce special programmes to enable them to catch up. While teachers plan well for a wide range of needs, insufficient use has been made of support programmes such as those linked to the national literacy strategy. However, the school uses the subject expertise of the additional language teacher effectively with a lower attaining set of pupils. As a result, they benefit greatly from the excellent teaching.
66. The subject co-ordinator has a clear vision of the developments needed and is well aware of the issues regarding the achievement of various groups. The co-ordinator provides a good example to others through her own teaching and, as such, leads the subject well.

Language and literacy across the curriculum

67. The school provides good opportunities for pupils to develop their language skills across all aspects of the curriculum. The lessons in many subjects are well planned to demonstrate and use new and specific vocabulary and the pupils are consistently encouraged to contribute during the introductions to the lessons.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- At both key stages, standards in the national tests improved noticeably in 2003.
- The new leadership and management of the subject is very good.
- The teachers and support staff have good subject knowledge and challenge the pupils very well.
- The marking and assessment of the pupils' work is very good and could usefully be used as a model for other subjects.
- The provision for gifted and talented pupils is good.
- The girls do not do as well as the boys in mathematics.

- The planned learning for pupils with special educational needs is unsatisfactory.

Commentary

68. The national test results at the end of Year 2 rose dramatically in 2003 and continued an upward trend of improvement in Year 6. In the national context, standards were above average at Key Stage 2 and well above average at Key Stage 1. In both cases, they were well above average when compared with the results in similar schools. A high proportion of pupils achieved the expected level 2 in the tests. The proportion of Year 6 pupils achieving the expected level 4 was above average.
69. The inspection findings show that standards in the current Years 2 and 6 are well below the national expectations. In Year 6, this reflects weak teaching in previous years that has left the pupils and their teachers with a great deal of work to catch up on. Standards could and should have been higher. The school has set challenging targets for pupils to achieve by the end of Year 6. Standards are improving steadily throughout the rest of the school and the pupils' achievement in Year 1 and in Years 3 to 5 is good overall. This is because the in-service training for staff has improved their subject knowledge to a high level.
70. However, the pupils' achievement in the current Year 2 is not good enough because a large number of pupils with either special educational needs or weak English language skills are not being effectively supported. Moreover, it is evident that the girls are underachieving compared to boys. This is because there are currently more girls with English as an additional language who have difficulty with mathematical vocabulary, and to a certain extent lack interest in the subject. The school has begun to take steps to improve their levels of attainment and achievement.
71. A comprehensive programme of in-service teacher training has ensured that the teaching throughout the school is now good. This explains the good improvement since the last inspection. A notable feature is the introductory session whereby the teachers ensure that all the pupils are clear about what it is they are going to learn. The teachers have adapted the national strategies very well, are extremely well prepared and make very good use of resources. In one Year 6 lesson, for example, the pupils were fully engaged in the teaching of co-ordinates through imaginative use of the interactive whiteboards. This was combined with laminated graph sheets for pupils to write on. Where the teaching is organised into sets, the higher attaining pupils are appropriately challenged. The most able mathematicians attend an excellent weekly session where they tackle very sophisticated investigations.
72. However, in some lessons, the group work is not always so well thought out and the challenge is insufficient. Similarly, the planning for the pupils with special needs does not pay enough attention to the basic mathematical skills. Pupils, including those pupils with special educational needs, do not have enough time to develop and explain their own methods of working and recording.
73. The mathematics subject leader has a very clear grasp of the strengths and weaknesses in the present provision. He has ensured that the assessment procedures are good and he monitors the subject very thoroughly. The marking and assessment of the pupils' work are very thorough, so the teachers are clear about what the pupils need to do next. The new co-ordinator's leadership and management of mathematics are very good and he uses his subject expertise effectively so that the higher attaining pupils benefit from specialist teaching.

Mathematics across the curriculum

74. Overall, the school's use of mathematics across the curriculum is satisfactory. The pupils' mathematical skills are promoted effectively in subjects such as information technology, music and in art and design, but are not applied as well as they could be in others, such as geography. The displays of mathematics vocabulary on the walls reinforce the pupils' English.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- In the national context and in comparison with similar schools, standards are average at the end of both key stages.
- There has been insufficient progress in the management of the subject since the last inspection.
- There is insufficient emphasis on the development of investigative skills.
- The teaching is sometimes unsatisfactory.

- The pupils have positive attitudes to learning.
- The resources are good.

Commentary

75. The teacher assessments in 2003 show that the Year 2 pupils attained standards at level 2 and 3 that were in line with the national picture and comparable to those of pupils in similar schools. The inspection findings, based on an analysis of the work completed last year, reflect the teacher assessments and the tests. They highlight a weakness in the development of pupils' experimental and investigative skills. Otherwise, the achievement of the pupils is satisfactory. The 2003 national test results at the end of Year 6 show that pupils were performing at the expected national levels and in line with those pupils in similar schools. However, the proportion of pupils achieving the higher level 5 was well below average.
76. As a result of good teaching in Years 1 and 2, standards are now improving as the pupils move through the school. The inspection findings show that at least two thirds of the pupils in the current Year 6 are on course to achieve the expected standard by the end of the year. All groups of pupils achieve satisfactorily across the school. These findings are similar to those reported at the last inspection.
77. Generally, the quality of the teaching is satisfactory, but there is inconsistency between classes. Overall, it is satisfactory in Year 1 and 2, but varies from unsatisfactory to good in Years 3 to 6. In lessons where teachers' knowledge is secure and the planning has a clear focus, the pupils show interest and enthusiasm for the subject, concentrate hard and learn well. When no account is taken of previous learning and there are low expectation and mundane activities, the learning is unsatisfactory. The teachers' planning meets the needs of most pupils, but it is not well matched to the abilities of the pupils with SEN or the needs of the more able. All pupils, including those pupils with SEN do the same tasks and this adversely affects the progress and attainment of these pupils. Moreover, in some instances, the pupils miss their science lesson because they are withdrawn for additional teaching in English.
78. The teaching places a strong emphasis on giving the pupils a sound bank of scientific knowledge but it does not sufficiently develop pupils' scientific enquiry skills. The experimental work is highly structured and gives the pupils insufficient scope to devise their own experiments and formulate their own enquiries. The pupils are able to describe what happens in experimental activities but have far too few opportunities to be active participants in conducting them. As a result, they know that things happen, but are not always clear about how or why they occur. More complex skills such as predicting outcomes, making inferences and evaluating evidence are inadequately developed. Furthermore, there is inadequate use of information computer technology to support the learning in this subject. These shortcomings are recognised by the subject co-ordinator, but there is no clear action plan at present to rectify them. The monitoring of the pupils' work, including the teaching and learning, is yet to be developed sufficiently to raise standards. At present, the leadership and management of the subject are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- In 2003, the test results and teacher assessments showed standards to be average at the end of both key stages.
- Present standards are satisfactory at the end of Key Stage 1, but below expectation at the end of Key Stage 2.
- Generally, the pupils achieve well.
- The resources are very good.
- The pupils have good opportunities to apply and develop their ICT skills in a number of subjects, but not in science.

Commentary

79. In the 2003 tests and assessments, standards of attainment at the end of Years 2 and 6 were in line with what is expected of these age groups. The pupils' achievements are satisfactory. However, standards are lower than expectations in the current Year 6 class, though the pupils are generally making good progress in lessons and achieving well. At present, there are shortcomings in their attainment because they have not had the full experience

of all aspects of a broader ICT curriculum. This is mainly due to weak teaching in the past and the high pupil mobility within the year group. As a result, they have not been able to meet the expected standards as yet.

80. The quality of the teaching is generally good. In Years 1 and 2, the pupils develop the necessary ICT skills to benefit their work in many subjects. This process usually continues well as the pupils move through the school. The teachers make good use of their own ICT skills and the school's very good resources in planning and presenting their lessons. Their presentations motivate the pupils to achieve well.
81. The school has two large ICT suites of very good quality in regular use. The suites, a range of good software, interactive whiteboards and other ICT hardware are used appropriately to add interest to learning. In a Year 4 English lesson, for instance, ICT greatly enhanced work on autobiographical writing and pupils were very positive about their achievements. However, in science, the pupils do not make enough use of ICT to collect, organise and present their findings, and thereby improve their standards in the investigational aspects of science work.
82. In all lessons except science, the teachers not only pay good attention to pupils' needs and abilities in ICT, but also extend their language and literacy skills. For example, when using the digital projector, the pupils are expected to practise reading aloud from displayed texts, and they are taught to use the spellchecker facility to improve their accuracy in writing. The learning is made enjoyable through the use of ICT and pupils' motivation is kept high. Good use is made of the Internet to build knowledge. This was demonstrated during a history lesson in Year 6 when the pupils interrogated the Internet to learn about World War II. In most regards, the leadership and management of ICT are good, but the failure to ensure its application in science needs prompt attention. There has been satisfactory improvement since the last inspection.

HUMANITIES

Three lessons were seen in religious education and in history, but none were seen in geography. A scrutiny of the pupils' finished work was carried out in all three subjects. The curriculum coverage and the planning for geography require improvement in order to meet the statutory National Curriculum requirements. The school has identified the need to improve the assessment of the pupils' individual progress in these subjects. Standards in these three subjects were not reported on at the last inspection.

Overall, the provision for history is **satisfactory**.
The provision for geography is **unsatisfactory**.

Main strengths and weaknesses

- By the end of Years 2 and 6, the pupils' attainment and achievement in history are satisfactory, but do not reach the required levels in geography.
- The history projects are lively and interesting.
- There are purposeful links with literacy and good use of information computer technology for researching historical evidence.
- There is insufficient emphasis on the development of pupils' historical and geographical skills and inadequate use of assessment to inform the next stages of the teachers' planning.
- Insufficient work is currently undertaken in geography.

Commentary

83. By the end of Year 2 and Year 6, the pupils' attainment in history is in line with the level expected nationally. The pupils' overall achievements are satisfactory. They cover a good range of topics and are enthused by the knowledge they have gained. The pupils record their work in a variety of ways and are encouraged to compare modern times with different historical stages. As a result, they make appropriate gains in their knowledge of historical facts. However, the use of timelines and historical artefacts and resources would not only enable the pupils to reflect more thoughtfully upon the past, but also raise attainment and achievement to a higher level.
84. In the best lesson seen, the teaching was very good and the pupils were challenged to think and explain what they knew about the Ancient Egyptians. The lesson was lively and the pupils were keen, enthusiastic and demonstrated a thirst for knowledge about the past. In another lesson, there was good use of information computer technology to reinforce knowledge about Henry VIII, exemplifying the growing cross-curricular links in history. In the third lesson, the children were not sufficiently challenged to think and reason for themselves. History is also used to develop literacy skills, but a greater focus on the development of historical skills is now required.

85. The planned geography curriculum is based on the QCA guidelines. However, a scrutiny of last year's work shows a superficial coverage of the curriculum. Furthermore, the pupils could not remember what they had learnt previously, for example, about land use, the significance of signs and symbols when interpreting features on a map or the main features of another country. The subject co-ordinator has made positive steps forward by doing an analysis of the planned provision and the work in pupils' books. A good action plan has been devised to ensure that there is a more in-depth coverage of geography with a greater focus on the development of skills in order to meet the National Curriculum requirements and to raise standards to a higher level. This equally applies to history, religious education and to a certain extent in ICT. The co-ordinator is now planning interesting work that makes good use of the local area and of residential visits. The teachers have begun to record the outcomes of the work covered in both history and geography, but recognise that this information now needs to be used more effectively in their subsequent planning. They need to challenge the pupils to a higher level and adapt the work where it is appropriate to do so.

Religious Education

- The provision for Religious Education is **satisfactory**.

Main strengths and weaknesses

- The pupils are confident when talking about their own religious beliefs and in lessons, they like to share their views and opinions. They show great respect and value each other's contributions.
- There is insufficient monitoring of the teaching and learning.

Commentary

86. The standards achieved by the pupils at the end of Year 2 and Year 6 are in line with the expectations of the Locally Agreed Syllabus. Over the course of the year, the planning of the work for both key stages indicates that much discussion takes place about Christianity and other world faiths. The pupils confidently share their thoughts and beliefs and are able to communicate the importance of religion in their lives. As a result, they are achieving well and making satisfactory progress.
87. In Years 1 and 2, the pupils discover the significance and meaning of light in the different festivals of the Christian, Hindu, Muslim and Jewish faiths. They are able to communicate confidently and competently how it 'lights up our own lives and the world in which we live'. The pupils are beginning to have some notion of the meanings of religious symbols and that they know that some are characteristic of more than one religion. They are fully aware of the significance of people's values and concerns in relation to matters of right and wrong.
88. By the end of Year 6, the pupils have satisfactorily reinforced their knowledge of both the Old and New Testaments of the Bible. They know the importance of special books in religion and develop a satisfactory understanding and respect for sacred texts. The teacher's objective with an older group of pupils was to begin to understand that within the Muslim faith that Allah teaches them through his messengers and books. This good teaching extended the pupils' understanding well. The teacher's good subject knowledge and thoughtful questioning ensured that the pupils respected the responses of the children of that faith and that all enhanced their understanding by listening and learning from one another. A particular strength was the mutual respect being firmly established.
89. Well-chosen artefacts, stories and visits to various places of worship help to enhance the pupils' understanding of the different faiths. At present, the leadership and management of the subject are satisfactory, but could be further improved by a more rigorous monitoring of the lessons in progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

A specialist teacher from the Islington Music Service provides the current teaching of music. It is excellent. The provision for physical education is also very good. Only one art and design lesson were seen during the inspection. The pupils' work in this lesson and displays around school indicate that standards are generally in line with expectations. Work in design and technology was not sampled and therefore no judgements can be made.

The current provision for music is **very good**.

Main strengths and weaknesses

- The specialist teaching in music is excellent and provides a very good role model for class teachers.

Commentary

90. Standards of attainment seen during the inspection are in line with the levels expected nationally. Music lessons were observed in Year 2 and Year 6 and singing was heard in one assembly and a hymn practice. All pupils are given the opportunity to join the choir or play an instrument as an extra-curricular activity. Currently music does not have a designated co-ordinator because the member of staff left at the end of the summer term. A new appointment is to be made in January 2004. The specialist teacher is only in post for the current term. The music teacher is providing in-service training to enable the staff to continue to provide an appropriate music curriculum to ensure continuity when he is no longer at the school.
91. In the two lessons seen, the teaching was excellent. The planned learning was clear and the teaching was brisk and extremely well focussed on the development of skills. This allowed the pupils to progress step by step throughout the lesson and make excellent progress. As a result, the achievement of the pupils was very high by the end of the lesson. During this time, they had learnt to read the signs and symbols, clap accurately a pattern and write it down using crotchets, minims and semiquavers in front of the rest of the class. A further strength was the teacher's ability to link the lesson to literacy when dealing with character and settings as the children watched extracts from the opera 'Rigoletto'. Furthermore, the pupils had to apply their mathematical skills when making up rhythmic patterns in two-four and four-four time. It is a pity that some children had to miss their music lesson because of withdrawal for support in English.
92. The school's own evaluations recognise the need to develop music across the whole school. Discussion with the headteacher reveals his very clear view of what needs to be done in order to raise standards and achievement to a higher level.
93. No physical education lessons were observed during the inspection, so no judgements about standards can be made. However, discussions with the pupils, a scrutiny of the curriculum planning and the wide range of sporting opportunities offered to the pupils all indicate that physical education activities have a high profile within the school. The planned curriculum is well structured to cover all aspects of the subject, including swimming. The information available all suggests that the subject leadership is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school provides a **good** personal, social and health education programme (PSHE) for the pupils.

Commentary

94. Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision. The school sees the pupils' personal development as an important part of its work, with lessons time-tabled for each class. The planned programme for PSHE is good and includes initiatives such as "Health Week", sex education and drugs awareness. A comprehensive citizenship curriculum is designed to develop the pupils' personal values and consider difficult issues. Representatives of the local services, such as the police, are invited to the school to discuss citizenship with the pupils. This programme helps them to develop a safe and healthy life style, gain confidence and interact with others. The pupils' behaviour and attitudes indicate strongly that the school's provision for PSHE has a beneficial influence on their moral and social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).