

INSPECTION REPORT

SOUTH HARRINGAY INFANT SCHOOL

London

LEA area: London Borough of Haringey

Unique reference number: 102111

Headteacher: Ms T. Rojas

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 2nd - 5th February 2004

Inspection number: 257502

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	247
School address:	Pemberton Road London
Postcode:	N4 1BA
Telephone number:	020 8340 7138
Fax number:	020 8340 7698
Appropriate authority:	Governing body
Name of chair of governors:	Mrs T. Quinn
Date of previous inspection:	27/04/1998

CHARACTERISTICS OF THE SCHOOL

South Harringay Infant School, in the London Borough of Haringey, is an inner city school, which operates within exceptional circumstances. The area has high levels of social deprivation and the population is highly mobile. The proportions of pupils, who arrive at school or leave at times other than the start or end of the academic year, are high, at about a third. There are frequent new arrivals in all year groups. Often the pupils have little previous experience of the British education system. Of the 247 boys and girls who attend either the nursery part time, or the main school full time, 83 per cent have English as an additional language, which is a far higher proportion than nationally. Over three fifths of these pupils are at very early stages of learning English, as are many of their parents. Ninety three per cent are from black and minority ethnic backgrounds. Forty two per cent of the pupils are from asylum seeking and refugee families. The pupils and their parents speak 30 different languages overall, the main ones spoken being Turkish, Bengali, Somali, Albanian, Greek, Arabic, Urdu, French, Tigrinya, Lithuanian, Polish, Russian, Spanish and Farsi. Seventeen per cent of pupils have special educational needs and, of these, four pupils have a statement of their need. Several of these children have special needs that include health issues that require regular visits to a number of London hospitals. Attainment on entry to the school is well below that expected for children of that age overall. Skills in communication, language and literacy through the medium of English are poor. The school has recently won a Healthy Schools Award. It is involved in a number of initiatives including The Children's Fund, the Leadership Programme for Serving Headteachers, and the Millennium Award scheme. At the time of inspection, one permanent teaching post was unfilled.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	Science Educational inclusion Personal, social and health education Art and design Design and technology Music
9577	Mrs E. Parrish	Lay inspector	
23026	Mrs M. Mullen	Team inspector	Foundation Stage ¹ Special educational needs Mathematics Religious education History Art and design
15023	Mr A. Hauoas	Team inspector	English English as an additional language Information and communication technology Geography Physical education

The inspection contractor was:

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which is exemplary in many aspects, and which serves its pupils and community well. It is effectively led by the headteacher. All staff and governors work together as an efficient team for the benefit of pupils and their families, and pupils make good progress as a result. Pupils from all groups achieve well as a result of the good teaching. The school provides good value for money.

The school's main strengths and weaknesses are:

- Provision for pupils with English as an additional language is excellent.
- Provision for pupils' cultural development is excellent.
- Excellent attention is paid to issues of inclusion and ensuring equality of opportunity, and as a result, the ethos of the school is excellent.
- Provision for social and moral education is very good. Provision for spiritual development is good, although the requirements for a daily act of collective worship are not fully met.
- Provision for pupils with special educational needs is very good.
- Links with parents are very good.
- Teaching is good and teachers manage pupils very well.
- Pupils like school, but their attendance is unsatisfactory.
- The curriculum for English is very good, for mathematics and science is good, and pupils' achievements are very good in English and good in mathematics and science as a result. However, the curriculum for information and communication technology is unsatisfactory and the curriculum for religious education fails to meet statutory requirements.

The school has shown a good level of improvement since the previous inspection, despite its difficult circumstances, due to the good quality of leadership. All of the issues raised have been effectively resolved. Good use is now made of the school's very thorough assessment procedures in English, science and mathematics to ensure pupils make good progress in these subjects. The standards pupils attain in mathematics are now in line with the national average. There has been very significant improvement in provision for pupils with special educational needs. In addition, there have been significant improvements in the overall progress pupils make in Years 1 and 2, which is now good. Standards in teaching and learning have also shown improvement, and are now good overall.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E*	E	E	D
Writing	E*	D	E	C
Mathematics	E	D	C	A

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

Similar schools are those with similar percentages of pupils eligible for free school meals. E indicates results in the lowest five per cent of schools nationally.*

Overall, the achievement of boys and girls of all levels of prior attainment, is **good**.

Children in the nursery and reception classes (the Foundation Stage) achieve well overall in all six areas of the curriculum for their age. In personal and social development, and in physical development, achievement is very good, due to the very good opportunities provided for them.

By the end of Year 2, standards attained are average in mathematics and below average in science and English. Pupils' achievements in mathematics and science are good and in English they are very good. This is also the case for pupils who arrive at the school at times other than at the start of the school year. These pupils are supported very effectively by the school's efficient systems. The achievements of pupils with special educational needs and those with English as an additional language are very good. Pupils' achievements in religious education and information and communication technology are unsatisfactory, due in the main to deficiencies in the curriculum for these areas.

The overall quality of pupils' personal development is **very good**. Pupils' attitudes and behaviour are very good. The school is exceedingly efficient in promoting good relationships and racial harmony, and pupils work in freedom from bullying or harassment as a result.

Pupils' spiritual, moral, social and cultural development is **very good overall**. The school prepares pupils very effectively for life in a diverse multi-ethnic society. Cultural development is excellent. The school works exceptionally efficiently to ensure that pupils appreciate their own and others' cultural traditions. However attendance and the monitoring of attendance are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

The quality of teaching and learning is **good** overall. It is good for the Foundation Stage and in Years 1 and 2. Teachers plan lessons effectively for the core subjects of English, mathematics and science. High emphasis is given to developing pupils' skills in speaking and listening, especially in extending their vocabulary. Teachers take good care to ensure that lessons have an active nature, wherever possible, in order to appeal to boys as well as girls and to enable pupils at early stages of acquisition of English to be able to take part with understanding. They manage pupils' behaviour very effectively, insisting on high standards. Pupils respond to these clear expectations well and apply themselves to their work diligently. Very good use is made of the highly skilled classroom assistants, who play a very positive role in lessons. They support pupils, including those with special educational needs, and those with English as an additional language very effectively. Provision for these pupils is very good and they make very good progress towards their targets.

The curriculum is unsatisfactory overall as statutory requirements for religious education are not met and too little emphasis is given to information and communication technology. However, planning for English, mathematics and science is good overall, and for developing speaking and listening skills it is very good. Pupils' learning is effectively enriched by a wide range of extra activities including working with visiting musicians, dancers and artists. Procedures to provide a caring and safe environment for pupils are very good. The provision for pupils' guidance and support is also very good. School places high emphasis on ensuring equality of access to all activities. As a result, the level of inclusion is excellent. The school pays good regard to pupils' views. As a result, pupils' levels of self-esteem and confidence develop well and they are prepared to try new things. The partnership the school has forged with parents is very good and makes a positive contribution to pupils' achievements. There are very good links with the community and other schools and colleges, which extends the range of opportunities the school gives to its pupils very effectively.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** overall.

The leadership of the headteacher is good and has many distinctive strengths, including a strong commitment to inclusion for all. It provides vision and stability for staff and pupils alike. Leadership by co-ordinators is good overall. The management of the school is efficient. Governance is satisfactory. Governors do a good job in many areas, including supporting staff, but do not always challenge the school with sufficient rigour. Several statutory requirements are not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils regard the school **very highly**.

Parents are particularly appreciative of the hard work of all staff to ensure that all pupils are given equal opportunities to do well. They particularly like the opportunities the school provides for them to learn how to support their children's learning at home.

IMPROVEMENTS NEEDED

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

- Raise standards in information and communication technology and religious education.
- Improve attendance.
- Review the curriculum and collective worship to ensure that statutory requirements are met and suitable time is planned for teaching in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements are **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics and science and very well in English.
- Pupils with English as an additional language and those with special educational needs achieve well due to the very good provision the school makes for them.
- Standards in ICT and religious education are not high enough.

Commentary

1. When children join the school in the nursery class they have skills and knowledge, which are well below the standards expected for their age. Standards in spoken English are very low. However, skills are developed systematically and they all make good progress overall in the nursery and reception classes. By the time they complete this Foundation Stage of their education, they are beginning to catch up. Nevertheless, despite the good progress made, attainment is still below the expected levels in the important areas of communication, language and literacy and mathematical development. Standards are also below average in pupils' development of knowledge and understanding of the world and in creative areas. However, the children do meet expected levels in the areas of personal, social and emotional development, due to the very high emphasis placed upon this area of learning, and in physical development, where their limitations in spoken English are less of a handicap. This represents good achievement.
2. The number of pupils who take the national tests at the end of Year 2 each year is made up of a significant proportion of pupils, about a third, who have joined the school at other than the start of nursery or reception and have not had the benefit of the good basis for education the school provides. Most of these pupils arrive at the school with little knowledge of English. These pupils are supported very effectively by the school and make good progress as a result. Many of these children come from families in which adults also have limited confidence in spoken or written English. This limits their ability to support their children's learning at home. As a result, the school places high emphasis on enabling parents and other family members to develop their skills so that they can help their children to learn. This initiative is having a positive impact on standards.
3. Test results for pupils at the end of Year 2 in English have remained well below average in reading and writing over the last three years except in 2002 when writing was just below average. Results in 2003 were well below average in reading and writing. Current standards are improving, although they are still below average. In spite of this, the majority of pupils including those with special educational needs, English as an additional language and those from minority ethnic backgrounds, make very good progress from a very low start. This is because the school places an appropriately high emphasis on the development of skills in speaking and listening. As a result, many pupils make rapid progress in learning the basics of spoken English. Achievement of pupils from all groups is very good. Effective intervention strategies, including targeted support for pupils with specific needs, additional literacy support and detailed tracking of pupils' performance are efficiently deployed to raise pupils' achievement.
4. Although pupils start in Year 1 with levels of attainment in mathematics that are below average, by the time they are ready to leave the school, standards are currently in line with those found nationally. This shows that good progress has been made in the two years. The very large

numbers of pupils who are still acquiring English as an additional language, including those who join the school at later stages, move on to achieve well in mathematics. This is partly due to the fact that parents are more confident in their abilities to help their children in this subject. It is also the result of good teaching and very good leadership that has been very focussed on driving up standards and ensuring pupils' progress is tracked effectively so that they all achieve well. Pupils of all abilities and ethnic groupings, including those with special educational needs, make the same good progress in the subject. Results of the Statutory Assessment Tests in 2003 show standards to be average overall, and this was confirmed by observations. When compared with schools of a similar social intake, these standards were well above average. Currently boys and girls from all groups achieve well.

5. Standards in science are currently below average and have risen significantly over the past few years. Pupils from all groups are achieving well. Teacher assessments of science in 2003 indicated that the proportion of pupils attaining the expected Level 2 was well below the national average and below the standards achieved by similar schools. The proportion reaching the higher Level 3 was below the national average, but this was above the standards achieved in similar schools. Results in the experimental and investigative aspect of science were in line with standards achieved nationally.
6. In personal, social and health education and art and design pupils achieve well. In music, pupils' achievements are satisfactory. Across the school, pupils with special educational needs are very well supported and more able pupils have work that is appropriate and challenging so that they make good progress. In religious education and ICT pupils do not achieve satisfactorily or reach standards that are in line with those expected.
7. There are currently an average number of pupils identified as having special educational needs, including an average number with statements of their need. Pupils with special educational needs are those identified as having separate difficulties from just the more common need to develop their language. These pupils are mostly very successful in achieving standards that at least match their individual capabilities, due to the very good provision made for them.

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	13.3 (13.3)	15.7 (15.8)
Writing	12.9 (13.7)	14.6 (14.4)
Mathematics	16.2 (16.0)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

The attitudes, values and other personal qualities of pupils are **very good**. The school makes **very good** overall provision for pupils, spiritual, moral, social and cultural development. Attendance, and the school's procedures to monitor and improve attendance, is **unsatisfactory**.

Main strengths and weaknesses

- The quality of cultural provision is excellent.
- There is a very high degree of harmony amongst pupils from diverse backgrounds.
- Teachers build very good relationships, which inspire pupils to please them.
- Pupils behave very well in lessons, concentrate on their work and are keen to do well.
- Staff have high expectations for good moral and social behaviour.

- Assemblies do not fulfil statutory requirements.
- The school's overall attendance figures are well below national averages.

Commentary

8. The very good standards found in these aspects make a highly effective contribution to the standards of work achieved. Pupils mix and work very comfortably with each other and respond very well within the wholly inclusive atmosphere created in the school. Pupils with English as an additional language mix well with their peers whatever their background and are very keen to participate fully in activities and school events. They are highly motivated and keen to learn. This contributes significantly to the progress they make. Pupils know their teachers expect a lot of them and this fosters a climate very conducive to success.
9. Children in the Foundation Stage make very good progress in their personal and social development due to the very good provision made by teachers to develop this aspect. Pupils are generally very attentive listeners in class. This is particularly commendable in view of the difficulties many experience in understanding English. They make notable efforts to engage themselves purposefully in the work provided. They concentrate very well and are mostly keen to achieve in their classroom tasks and this has a positive impact on the standards they achieve. Parents are very satisfied with this aspect of their children's education and are appreciative of the standards of work and behaviour expected.
10. Outside of the classroom, most pupils behave appropriately and are very willing to play properly together. A few instances of more energetic behaviour are sometimes observed at lunch times, mostly from a few of the boys. There have been no recent exclusions. No incidences of bullying or unacceptable behaviour were noted. Most pupils demonstrate the successful development of personal qualities. They are polite and friendly when spoken to, though limitations in spoken English sometimes affect their levels of self-confidence.
11. The excellent ethos that pervades the school is reflected in the very good efforts that are made to foster pupils' spiritual, moral, social and cultural development.
12. Provision for pupils' spiritual development is good overall. The curriculum generally supports awareness of self and others. Good emphasis is placed on recognising the value of each individual person, regardless of language, background or ability. Pupils are encouraged to reflect on the feelings of others and tolerate the many differences that they find and experience amongst themselves. However, at present, assemblies do not meet the legal requirements for a collective act of worship.
13. Provision for moral and social development is very good. In assemblies, and throughout the day, emphasis is placed on acting in the right way. Pupils are steadily developing a very positive sense of moral rights and wrongs. Teachers are particularly competent in organising very harmonious working groups. Pupils from all racial and religious groups work very well together. Pupils know how to share materials and equipment generously. They work very sociably in the different groups arranged to meet pupils' varied learning needs.
14. Provision for pupils' cultural development is excellent. This is because the school meets the challenges presented by the exceptionally diverse range of ethnic and faith groups to an unusually high degree. Teachers are solidly united in their promotion of the need to accept and esteem the great many separate racial and cultural groups from which the pupils take their roots. In all classes, the understanding of the need to foster an impressive level of inclusiveness is tangible. Cultural tolerance and appreciation is built into the general teaching style of the school and permeates all lessons. In every corner of the school examples of the value accorded to the different traditions is successfully displayed. Opportunities are taken regularly, such as in "Refugee Week", to profitably involve members of the community in school projects.

15. The excellent provision for cultural development recognised at the last inspection has been maintained. In general, there has been some further improvement in the good standards found previously in the other important elements of the schools' provision for personal development.

Example of outstanding practice

Excellent provision for pupils' cultural development.

The school is composed of an exceptionally diverse range of ethnic and faith groups. Nevertheless, it reaches out to all through a constant celebration of these differences. An impressive degree of pupil inclusion is brought about and forms the bedrock of the school's cultural provision. Appreciation of diversity threads through all teaching and all subjects. For example, when experimenting with sounds in music pupils learn to count in some of the wide range of languages spoken by pupils in the class. This encourages pupils to be proud of their different cultural backgrounds.

16. Although pupils enjoy school and many attend regularly and punctually, the attendance of a significant group of pupils is erratic. Some pupils are late for school, a few regularly, although this does not disrupt the smooth start of lessons. In an attempt to improve performance, the school has recently introduced a new attendance policy and there is good liaison with the Education Welfare Officer. However, many of the new procedures are not being followed. Many weeks of holiday absence have been authorised with insufficient investigation and the amount of such leave authorised by the school is unacceptably high. There are several examples of staff too readily accepting reasons given for absence without further question. Such poor attendance is having a detrimental impact on the standards achieved.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	10.1
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning are **good**. The curriculum for English, mathematics and science is good, although the curriculum is **unsatisfactory** overall as statutory requirements for religious education are not met and too little time is devoted to ICT. Provision for pupils' care, welfare and support is **very good**. There are **very good** links with parents and with other agencies.

Teaching and learning

The quality of teaching and learning is **good** overall. It is good for the Foundation Stage and in Years 1 and 2. The quality of assessment is **good** overall.

Main strengths and weaknesses

- Teachers plan lessons effectively to include a good variety of practical activities.
- There is appropriately high emphasis on developing pupils' skills in speaking and listening.
- Very good attention is paid to encouraging pupils and developing their self-confidence.
- Excellent regard is paid to ensuring equality of opportunity.
- Teachers insist on high standards of behaviour and relationships are very good as a result.
- Teaching assistants are highly skilled and deployed efficiently.
- Teaching of pupils with English as an additional language is very good.

- Some teachers lack confidence and knowledge in the teaching of religious education and ICT.

Commentary

17. Teachers have good levels of knowledge and understanding in the core subjects of English, mathematics and science. They take good care to plan lessons effectively so that pupils have good opportunities to take part in practical activities, wherever possible, as they know this will appeal to boys as well as girls and to enable pupils at early stages of acquisition of English to be able to take part with understanding. Pupils approach these lessons with enthusiasm and try very hard, and, as a result, make good progress in their learning. The school places very great importance on the development of pupils' skills in speaking and listening and in extending their vocabulary. Throughout the school, speaking and listening are given a high priority and are very effectively promoted in all subjects. All staff are highly skilled at making the most of all opportunities to extend pupils' language and take care to model correct speech forms and also to give each pupil the time to respond. Good use is made of "carpet buddies" when pupils are paired with each other to provide help and encouragement with their developing skills in learning English. This enables pupils to make very good progress, helps them to gain in confidence and conveys the message that they can learn from their peers.
18. Teachers manage pupils' behaviour very effectively, insisting on high standards at all times. Pupils respond to these clear expectations well and apply themselves to their work diligently. Relationships in classes are friendly and industrious. Very good use is made of the highly skilled classroom assistants, who play a very positive role in lessons. They support pupils, including those with special educational needs very effectively.
19. The teaching of pupils with special educational needs is very good. Teachers are very alert to the particular requirements of these pupils. Careful planning and assessment procedures ensure that pupils' needs are quickly identified and appropriate learning programmes provided. The main focus is in fostering developments in literacy and numeracy. This is very effective as pupils are observed to make very good progress in these. High quality, caring teamwork, between all teachers and support staff, is a notable strength in helping these pupils move on so successfully.

Example of outstanding practice
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Excellent provision for pupils from all groups to be fully included in all aspects of the school day.
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<p>The school places the highest value on the importance of full and equal access to education for all pupils. Teachers strive to ensure that every opportunity is taken to ensure that each pupil gets every chance to do their best in personal, social and academic activities. In striving for this all staff work diligently, to include parents and guardians as partners in their children's education and to build pupils' self esteem and confidence in their own abilities. Lessons are held for pupils and their parents together, for example, when they compare and contrast different fruits and write about them in English and their home language.</p>

20. The quality of support provided to colleagues by the co-ordinator for the teaching of English as an additional language is excellent and is based on years of experience and good action research. It supports the development of skills in developing pupils' abilities in language effectively. It is clearly reflected in the consistency with which teachers carefully identify pupils' needs and use information from assessment to tailor activities and use the most effective methods to develop pupils' language skills. The co-ordinator and the designated assistant for English as an additional language work in close partnership with teachers and tasks are devised to activate pupils' prior knowledge and build on it. Teaching and learning for pupils with English as an additional language to help them build their skills of speaking and listening are very good. This emphasis is often reflected in the use of talk and active learning, for instance by involving pupils in impersonating characters from traditional tales and rehearsing intonation and expression by recording their voices and listening to the tape. Teachers are highly aware of pupils' needs and are adept at using questioning and prompting pupils to support their responses. Assessment for pupils with English as an additional language includes separate, highly detailed tracking systems for pupils who have newly arrived. These very good systems

ensure pupils settle quickly and their individual social and academic needs can be met effectively.

21. Assessment procedures for pupils with special educational needs are very good. New systems of assessment are in place. These are comprehensive and thorough and ensure that pupils are very well supported. They are used very well when planning work, so that pupils build effectively on what they have already learnt. Children experiencing difficulties are identified early in the nursery class. They are constantly monitored throughout the school on a day-to-day basis. Appropriate, more formal, assessments are also carried out regularly on older pupils. These are very effective in helping to gauge performance and identify any further needs. The records and assessments include health records and health care plans for pupils with special educational needs.

22. Assessment for Foundation Stage children in the nursery and reception classes is very good and is effectively linked to the “stepping stones”, different levels of attainment expected of children as they grow and develop. Assessment procedures in English, mathematics and science are very good. They are very comprehensive and provide good quality information to teachers, and this helps them when planning lessons to follow on effectively from what pupils have already learnt so that all pupils make good progress. There are individual pupil profiles and portfolios of work, including information about first language and date of birth, that allow senior managers to have a clear understanding of how well pupils from different groups are making progress. However, assessment and planning in some of the other subjects, such as religious education and ICT is sometimes too general. This, combined with some teachers’ lack of confidence and skills in these subjects, leads to teaching, which does not build effectively on what pupils have already learnt in a steady way and to ensure that pupils make satisfactory gains in their learning in these subjects.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	13	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lesson.

The curriculum

Overall, the curriculum is **unsatisfactory** as it does not meet statutory requirements for religious education and does not meet fully pupils’ learning needs in ICT. However, it does offer a wide range of good opportunities to enrich pupils’ learning experiences. The school provides very effectively for the needs of pupils with English as an additional language and those with special educational needs. Accommodation and resources are **good**.

Main strengths and weaknesses

- The school makes excellent provision for all pupils to be fully included in all activities within and beyond lessons.
- Pupils with English as an additional language are supported exceptionally well.
- Provision for pupils with special educational needs is very good.
- There is a good range of activities for learning beyond the school day.
- Opportunities to participate in arts activities are effectively used to enhance pupils’ cultural insights.
- The curriculum for religious education does not meet statutory requirements.
- The curriculum for ICT does not enable pupils to learn and apply skills systematically.

Commentary

23. The curriculum is effectively planned in mathematics and science, and very effectively planned to develop pupils' skills in English. It provides a good range of interesting activities for all groups of pupils. The provision in these subjects has improved since the last inspection and the national strategies for literacy and numeracy are now effectively implemented. The curriculum places a particular emphasis on the teaching of speaking and listening skills and all pupils benefit from this as many are at early stages of learning English. However, statutory requirements for religious education are not met, as the school does not teach to the Agreed Syllabus for Haringey and ICT is underdeveloped and not effectively used to enhance learning in other subjects.
24. Provision for pupils with special educational needs is very good. All pupils identified as having special educational needs have an equal chance to benefit from the curriculum opportunities provided. The average numbers of such pupils in the school have very well organised opportunities to share in work similar to the main groups in the classes. Work is very successfully adapted to meet their individual learning requirements. Many pupils benefit from more individual attention in smaller groups outside of the classroom. Good emphasis is placed particularly on their needs in English and mathematics.
25. The school has a positive inclusive ethos and robust procedures for encouraging pupils to take part in activities across the school's provision. This is well reflected in the analysis the school makes and the action it has taken to ensure fuller participation by specific groups of pupils such as Somali boys. The school is highly effective in drawing on and affirming pupil's cultural identities. Effective strategies have also been used to develop "an active curriculum" to motivate boys in particular, for instance, through the use of drama, music and dance. As a result boys and girls from all groups find lessons interesting and exciting and this has a positive impact on the progress they make in their learning.

Example of outstanding practice
Excellent provision for pupils with English as an additional language. All pupils, whatever their background, have very effective access to the curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in the activities on offer. Pupils with English as an additional language and those from a different ethnic background are fully involved in all activities and effectively targeted by all staff to support their learning. This is achieved by careful assessment and monitoring which results in individual tailoring of what is taught to ensure that all pupils benefit fully, whatever their skills in English.

26. Opportunities are well used in a number of subjects and outside the taught curriculum to celebrate and enhance linguistic diversity. Teachers are aware of pupils' linguistic and cultural backgrounds, and often encourage them to use their languages and share them with others, for instance, in using different greetings when the register is taken, or counting in different languages in music lessons. This approach ensures that pupils feel pride in their own multicultural identities and in turn predisposes them to explore other cultures openly and spontaneously. Resources and displays strongly reflect pupils' diverse backgrounds and create a positive and inspiring learning environment for pupils. This has a very positive impact on pupils' developing social and cultural awareness.
27. The school offers pupils many activities to extend their learning both during and after the school day. Visitors such as poets, musicians and actors enrich the curriculum and provide pupils with good role models. During the inspection, an actor and drama teacher, for instance, was seen working effectively with pupils in Year 1 on the story of Goldilocks, using role-play to develop pupils' confidence in speaking. A range of other activities take place during and after school for pupils to learn the recorder, and through a project involving pupils and parents in

family learning. There is a specific focus on fathers, who are also encouraged into school to learn with their children. This provides good role models for all pupils and especially boys.

28. The school's accommodation is good and allows all the subjects of the National Curriculum and the Foundation Stage to be taught effectively. There are lots of very stimulating displays throughout the school. The whole site is very well maintained and very clean, which has a positive impact on pupils' feelings of self worth. The classroom used as the dining hall is too small for pupils to eat at one sitting, which creates some organisational difficulties and a sense of haste when pupils eat. Resources throughout the curriculum are good.

Care, guidance and support

The school provides **very good** care and welfare to pupils and health and safety procedures are extremely effective. Pupils are given good support and guidance and good account is taken of their thoughts and opinions.

Main strengths and weaknesses

- Pupils are very well cared for and there are very good procedures to ensure they work in a safe and healthy environment.
- There are very good induction procedures.
- Teachers listen carefully to pupils' views.
- Pupils have very good and trusting relationships with staff.

Commentary

29. The school goes to great lengths to care for its pupils so that they are able to learn effectively. The good standards of care noted in the previous inspection report have been improved still further and are now very good. The school is a safe and happy place where all adults show genuine warmth and affection for the pupils. Visitors, parents and newcomers speak very highly of the friendly welcome they receive. There are very good induction procedures to the nursery and reception classes, which help children and their parents to feel comfortable about coming into school and working with staff. There are also very good procedures to welcome new pupils into school at times other than the normal start of the academic year, which quickly identify and embrace their diverse needs. This puts everyone at their ease and helps pupils to settle down and concentrate in class. As a result there are very high levels of trust between pupils and all the adults who work in the school.
30. There are very effective health and safety and child protection procedures that are reviewed regularly and understood by all teaching and support staff. All members of staff undergo regular training in child protection issues. There is very close co-operation with parents, carers and other responsible agencies to ensure pupils' welfare at all times. However, pupils are not always encouraged to remove their coats when eating which adds to their difficulties. Some of the youngest children need a little more help from the meals supervisors to finish their food.
31. Teachers make very good efforts to get to know their pupils well so that each child receives the help it needs and feels fully included in lessons. The monitoring of pupils' academic progress and personal development is very good including the progress of those with special educational needs, those from a variety of ethnic groups and those whose first language is not English. This ensures they receive the help they need and make very good progress towards their targets. For example, procedures are effectively used to focus on specific needs such as those of refugee pupils or those whose parents need extra or specific support. This is clearly reflected in the effort the school makes in involving parents of Somali pupils.
32. Teachers take great care to acknowledge pupils' good work, particularly when they have made efforts and tried hard. There is a good system of rewards which are greatly prized by pupils and which encourage them to try hard and do their best. Although there is no school council, pupils' opinions are valued and they are encouraged to express their views about issues such

as the refurbishment of the playground and toilet areas. Teachers help them to feel confident that their opinions will be taken seriously. Effective support is also provided for pupils' social development and this clearly contributes to the progress they make.

Partnership with parents, other schools and the community

The school continues to show a **very strong** commitment to its partnership with parents and this makes a very positive contribution to children's learning and to their self-esteem. There are very productive links with the local community, which enrich curriculum provision. The school continues to provide valuable facilities for the community. Partnerships with other schools and colleges are very good.

Main strengths and weaknesses

- The school works very effectively to involve parents and to encourage their support for children's learning.
- The school takes part in a Networked Learning Community with other schools.
- There are very effective links with the local community.

Commentary

33. The school continues to work very effectively with all parents to support their children's learning. Teachers and support staff go out of their way to ensure that all parents feel a strong sense of partnership in the school. Those new to the school and those whose first language is not English are given very sensitive and helpful support. Parents who attended the pre-inspection meeting and used the questionnaire responded very positively about the school's general provision. They particularly praised the racial harmony within school, improved standards of behaviour and the warmth of their welcome in school. They are kept in touch with what their children are learning by regular newsletters, termly topic maps and consultation evenings with teachers. Every effort is made to translate into the parents' home language. There are comprehensive annual reports, although these do not always explain the levels that children are working towards. Staff put parents at their ease, dealing sympathetically with their queries, and this helps to break down any barriers they may have in coming into school. Teachers are well known and respected by parents, who feel confident that any complaints they may have will be taken seriously and dealt with promptly. This helps parents to support their children's learning and has a positive impact on standards pupils achieve.
34. The school makes very good efforts to reach out to particular groups of parents, including those whose first language is not English. There are very good adult learning courses held in school that help parents to understand more about the literacy and numeracy strategies and how children learn. Some parents attending these courses have gone on to become teaching assistants, volunteer readers and arts based workshop leaders. A very successful fathers' group has helped to promote fathers as good role models as well as giving them insights into various aspects of the curriculum, including ICT. There are lessons in English and coffee mornings, where procedures and practice can be explained, and parents can receive advice on how to support learning at home. Not only has this helped parents understand how children learn, and had a positive effect on standards pupils achieve, but it has also helped parents to form friendship groups and feel part of the wider school community. Senior staff take time to attend these meetings so that parents feel valued and their contributions appreciated. This builds a sense of trust, which enables parents to share their worries and also offer suggestions and ideas.
35. In spite of the school's very good efforts, some parents do not participate as fully as they could in their children's learning and a significant proportion find it difficult to help their children at home, for example, by listening to them read. In addition, while many parents support the school's efforts to maintain regular attendance and punctuality, some parents either do not understand its importance or appear unconcerned if their children miss school. This results in

levels of attendance that are well below average. The school shows good determination to support these parents and encourage greater co-operation.

36. The school promotes itself very positively in the local community and links are highly productive. It has made every effort to capitalise on the expertise and resources in the local community to enrich and improve pupils' learning. It strives to recruit governors who live locally and who represent the rich and varied ethnic mix of the area. There are regular outside visits to different places of worship, to the Railway Fields Conservation area and to local museums. Visitors are welcomed into assemblies to talk about different cultures, dance, tell stories and enact plays. Many parents and volunteers worked with a "Go London" project to produce mosaics and murals to decorate the school. There have been productive links with the play service who use the school's facilities and who joined the successful bid to improve the playground. The school is particularly proud of its efforts with a local action group "Healthy Haringey Passage" to clear up a local pedestrian thoroughfare. Pupils' views were sought and acted upon effectively and they worked together with staff and members of the community to improve facilities. This has worked to the benefit of both the school and the local residents and has a very positive impact on promoting pupils' moral, social and cultural development.
37. There are good links with local schools and with the feeder junior school, and the school is part of a Networked Learning Community seeking to establish closer links with other schools. There is a close relationship with the College of North East London, which helps to strengthen the school's links with parents by providing classes to develop their skills in the English language. This helps them to support their children's learning more effectively and has a positive impact on standards achieved.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** overall. The head teacher provides clear, effective leadership. Curriculum co-ordinators and other senior staff provide good leadership overall. Governance of the school is satisfactory. Management of the school is good.

Main strengths and weaknesses

- The headteacher is a skilled and competent leader who motivates staff to provide a good quality education within a caring environment for all pupils.
- The governing body are committed and enthusiastic and are developing their role to be more proactive in challenging standards.
- The headteacher and senior staff are committed to inclusion within the school, and have been extremely effective in promoting this area.
- Leadership of the provision for pupils with English as an additional language is exceptionally good.

Commentary

38. The leadership of the head teacher is good. She leads the school effectively due to the clear sightedness of her vision, her stamina in realising these aims and in her ability to forge staff and parents into one cohesive unit that works for the benefit of all pupils. Her determination to make the school fully inclusive is successfully realised, despite the difficulties posed by the extremely high numbers of pupils who regularly join the school throughout the year with very limited skills in English. This aspect of the school's provision is excellent.

Example of outstanding practice

Excellent leadership and management of provision for pupils with English as an additional language.

The co-ordinator for English as an additional language plays a pivotal role in partnership with the headteacher in developing and disseminating good practice. The scope of initial assessments and the resulting very detailed information on pupils is used exceedingly effectively to help teachers plan the work for these pupils and track their progress. The co-ordinator has used her influence effectively throughout the school by working closely with the co-ordinator for English and with teachers and has been highly successful in developing teachers' confidence and skill in delivering a consistent approach, which is exemplary.

39. The leadership provided for special educational needs is very good. There have been very significant improvements in the management and organisation of this area since the last inspection. A special needs co-ordinator is now in post who very competently plans and oversees the systems now in place. Great improvements have taken place in the development of this aspect of the school's provision. The school works very well within the recommendations of the new Code of Practice for special educational needs. More rigorous methods of identifying pupils are now employed than was previously the case. As a result, the work provided is much more relevant and productive for the individual pupils concerned and they make very good progress towards their learning targets.
40. Leadership of English, mathematics and science is good and has led to effective systems for planning and teaching, which have resulted in good levels of achievement by all pupils. Leadership of ICT is satisfactory overall. The co-ordinator is new and has a good level of awareness of strengths and weaknesses in the subject and how to develop it further. There is currently no permanent leader for religious education, and the school is awaiting the production of the revised Locally Agreed Syllabus in the forthcoming term before it reviews the subject. This and a lack of teachers' confidence and knowledge in the subject are the main reasons why standards in the subject are too low.
41. Governance of the school is satisfactory. Governors, including some who have been appointed very recently, are very committed to the school and strive to do a good job and support it well. The governing body were largely unaware of deficiencies in the curriculum for a number of reasons. The previous report made no judgement on religious education, due to lack of evidence. The policy the school has for the subject is based upon government guidance and would lead a reader to assume requirements were met. External audits of the curriculum, which the governing body have bought into to help them in their job, have made no mention of the subject. However, governors have not challenged the information they were given with sufficient rigour to ascertain the true picture. In addition, statutory requirements for a daily act of collective worship are not being met.
42. Management of the school is effective at identifying the needs of all staff in their development. There is a good scheme of induction which helps new staff to both settle in and look for their own developmental needs. Performance management is thoroughly integrated into school's development systems. The school has been notably successful in developing teachers' high levels of expertise in teaching pupils with English as an additional language, and this has a positive impact on pupils' achievement.
43. Financial management in the school is sound, and it is efficiently monitored by the governing body and the Local Education Authority. The school has managed, by careful budgeting, to erode the very large deficit, which it had and to accumulate funds to renovate toilet areas and enhance playground facilities. All funds are carefully matched to the priorities that have been established in the school improvement plan. Best value principles are used soundly, for example, when measuring improvements and when purchasing resources, although some systems for evaluating value lack rigour. Day-to-day financial management and administration are also sound. Routine administrative procedures operate efficiently and unobtrusively. The school secretary gives good support to both staff and pupils. Good use is made of ICT

systems to maintain financial control and accountability, and this administration effectively supports the smooth running of the school.

44. Taking into account the use of available resources, the quality of teaching and learning, the progress achieved by pupils, the improvement since the last inspection and the income that is received, the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	765,546	Balance from previous year	3,713
Total expenditure	717,991	Balance carried forward to next	51,268

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

45. Children enter the nursery class with levels of attainment that are well below what is usually found at this age. This is mainly because a very high proportion of them do not have English as their first language. By the time they complete this Foundation Stage of their education, they are beginning to catch up.
46. Although by five years of age, the majority still do not reach the standards most commonly found in most areas of learning, they are achieving well. Overall, by the end of this Foundation Stage, the children are in a much stronger position to start the more formal National Curriculum work of Year 1. Children of all ethnic groups enjoy the same degree of success in the good progress made. Those who are identified as having special educational needs and those with English as an additional language make very good progress towards their targets for learning. This is because the school is so effective in ensuring suitable support is provided which is effective in overcoming many of their difficulties.
47. A relevant curriculum is provided, which for the most part, offers a rich variety of purposeful activities. Teachers' planning takes proper account of the needs of these children and a strong emphasis is placed on the growth of language. Very careful assessment of the children's progress is now effective in bringing about the measurable improvements achieved. The nursery and reception classes are well organised with a suitable emphasis on discipline. This partly results from the good quality leadership and management that are provided. It ensures that all staff work efficiently as a team and share the same goals for on-going improvements in the children's learning.
48. The school has maintained, and effectively built on, the strengths identified at the previous inspection. Improvements in assessment procedures have been very well implemented and contribute to the quality of teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff create an extremely welcoming and inclusive environment.
- Very good systems are in place for integrating all communities and groups of children.
- Teachers strongly convey the good standards of behaviour expected.

Commentary

49. Children achieve very well in this fundamental area of development. An unusually diverse range of culture and experience makes up all classes. However, due to the very good provision, by the end of the reception year, standards match those expected of the average child of that age. Teaching is good and teachers recognise the fundamental importance of this social aspect of education and are highly successful in promoting it. As a result, children in all classes respond very well to the stability and security that is provided. They make good gains in their learning and settle very comfortably into the structures and routines that are organised. Most are relaxed with staff and each other and keen to learn. They learn, in particular, to pay attention well and co-operate with those around them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The provision for the teaching of English as an additional language is excellent.
- Children progress rapidly from a very low starting point.
- There are significant strengths in the development of speaking and listening skills.

Commentary

50. Achievement in this area is good. Many children make fast progress in acquiring the elements of language. Despite this, overall standards do not yet reach the average expected for children at five years of age. Children learn to listen carefully and this provides a particularly good basis for learning in all areas. They are mostly very attentive to their teachers, and this makes a significant contribution to the development of their language skills. Teaching is good. The development of spoken language is clearly a priority. Significant good emphasis is placed on nurturing children's abilities to communicate with adults and each other. A suitable start is made towards acquiring knowledge of reading. The quality of learning is good and many children are clearly beginning to enjoy and appreciate looking at books and recognising a few words. Writing is generally at a very elementary stage as yet, but some children are developing a little understanding of its purpose.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The subject is well organised within the day's activities.
- Teachers have good understanding of the Early Learning Goals for children of this age.
- Plenty of quality materials and equipment are available to stimulate the children.

Commentary

51. Taking into account children's very low starting points, they achieve well in this area. Progress is good, due to the high quality of teaching and the opportunities provided for children, but standards remain below average at the end of the reception year. Nevertheless many have a developing appreciation of elementary number values and are able to count a little. Good emphasis is placed on the necessary development of mathematical language, which enables the children to expand their mathematical understanding purposefully. Ideas of weight and capacity are suitably developed through such planned activities as sand and water. Teaching is good as staff have a good grasp of what their pupils need to know, and also, what experiences need to be provided to help them learn. For example, they are given good opportunities for exploring and discovering through the rich provision of relevant mathematical materials. Children make good gains in their learning and find and formulate their own answers through their intelligent play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- A good range of experiences is organised to promote children's development effectively.
- Teaching constantly supports language development well.
- Planning for religious education is not securely in place.

Commentary

52. Achievement in this broad area of development is good overall, although attainment is below expected levels at the start of Year 1. Although teaching and learning are generally good, provision is judged to be only satisfactory because of the weakness in religious education. A strength in the teaching is the good appreciation teachers have of pupils' needs, especially in the context of their language development and this enables them to make good gains in their learning. All topics are always accompanied by a positive drive to promote children's further growth in speaking. The children develop a sound knowledge of the five senses. For example, they discover something of the sense of touch through experiencing a selection of differing textures. An appreciation of the effects of light in our lives is also developing. An early start is made on an introduction of computers. Children use them confidently, such as when manipulating the mouse to drop icons into pictures.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **very good**.

Main strengths and weaknesses

- Plenty of very good opportunities for physical development are provided.
- The range of very good quality equipment is used well.

Commentary

53. Teaching is good, there are good, regular daily opportunities for children to climb, balance and run around energetically, and they make good, steady gains in their learning. As a result, children achieve very well in all aspects of physical development and by the time they complete the reception year, they reach the standards usually expected at that age. Staff focus purposefully on the children's ever-changing needs. As a result they learn to use pencils, crayons, brushes and other small tools quite efficiently. They learn to cut, paste and join materials satisfactorily using basic methods. Outside, they show both co-ordination and control when managing large equipment. Skills using balls and ropes, for example, develop steadily as confidence increases. In lessons in the hall, children demonstrate the ability to use space correctly, as well as to work sociably with a partner. High standards of good behaviour are expected, together with a clear insistence on listening well. These contribute considerably to the children's achievements, particularly out of doors.

CREATIVE DEVELOPMENT

In creative development provision is **good**.

Main strengths and weaknesses

- There is good organisation of relevant activities
- Imaginative play encouraged by teachers.

Commentary

54. Achievement is good and children make good progress in this area. However, they do not yet reach the standards expected of pupils on entry to Year 1. Children are given many opportunities to explore some of their own ideas in drawing and painting. They also work with growing competence in using modelling materials to create appropriate shapes and patterns and make good gains in their learning as a result. Opportunities to experience and enjoy music frequently occur, as when, for example, they hear taped music or sing number rhymes and this has a positive impact on their spiritual and cultural development. Teaching and learning are good. Encouragement is constantly given to develop language as well as to the recognition of present levels of creative experience. For example, some children are currently meeting the

challenges of producing independently their own sock puppets. This effectively develops their self-esteem. Very good use is made of the “Home” corners where children are well stimulated to increase a range of ideas through imaginative play. Language development is enhanced as children demonstrate increasing inventiveness to create their own stories and this benefits all children, especially those with English as an additional language.

SUBJECTS IN KEY STAGE 1

ENGLISH

Overall provision for English is **very good**.

Main strengths and weaknesses

- The provision for developing speaking and listening is very good and is very effectively promoted in other subjects.
- Meticulous and relevant assessment data is used very well to plan improvements and respond to pupils' individual needs.
- Teachers' planning is very effective and well focussed on the needs of all pupils including those with English as an additional language.
- The leadership and management of the subject are good.
- ICT is not effectively used to enhance learning in the subject.

Commentary

55. Test results for pupils at the end of Year 2 have remained well below average in reading and writing over the last three years, except in 2002, when writing was just below average. Current standards are improving, although they are still below the national average. In spite of this, the majority of pupils, including those with special educational needs, English as an additional language and those from ethnic minority backgrounds, make very good progress overall from a very low start. Achievement is very good, particularly in developing skills in speaking and listening. Extremely effective intervention strategies, including targeted support for pupils with English as an additional language, additional literacy support and effective tracking of pupils' performance, are efficiently deployed to raise pupils' achievement.
56. The school places a very high emphasis on the development of language skills and all staff are highly skilled in teaching this aspect of the curriculum. Although many pupils' speaking is constrained by a limited vocabulary, they contribute well when discussing texts and when responding to questions. This is because they are constantly encouraged by all adults in the class and know that time will be given to allow them to think and frame their own answers. The highly skilled classroom assistants play a very important role in this process in partnership with teachers. Pupils listen very well and plenty of opportunities are given to them to make sure their vocabulary and grammar is correct through teachers' careful prompting and the use of fellow pupils as partners. For example, pupils who are unsure of a word are encouraged to ask their “carpet buddy” and so support each other's learning. Opportunities to develop language skills include role-play, as in a Year 1 lesson, where a visiting actor and drama specialist enabled pupils to impersonate characters from the story of Goldilocks. In that lesson effective rehearsals and demonstrations of how to “change voices” were used to build pupils' confidence and capitalise on their previous work. These techniques all have a very beneficial impact on the progress they make and the standards they achieve. Pupils' response is stimulated effectively where other adult support is available and particularly when the specialist teacher for English as an additional language is working with small groups.
57. Pupils achieve well in their reading, although a significant number attain well below expectations for their age. Higher attaining pupils develop effective strategies for reading unfamiliar words and use the context to guess meaning. They begin to express preferences with many making sound comments on the content of what they read. Fewer pupils show skills

in finding information and are familiar with non-fiction. Provision for reading is effective and guided reading is showing a positive impact on pupils' rate of progress. It is effectively assessed against clear objectives, with good diagnostic information being used to set targets for improvement. From a low start, pupils make good progress in writing by Year 2. This is largely due to the effective modelling used by teachers and the opportunities for extended writing provided for pupils in Year 2.

58. Teaching and learning are very good overall, particularly for speaking and listening, because of the high amount of time and focus given to all pupils to practice newly learnt skills. Teachers have good knowledge and understanding of English often reflected in the range of methods used. Partnership teaching and involvement of classroom support assistants is a distinctive strength and is particularly effective in making learning accessible to all pupils including those with English as an additional language and special educational needs. The use of questioning and prompting, combined with effective demonstrations and the skilful rehearsal of language structures, enable pupils to practice language in meaningful contexts. For example, very good opportunities were given to pupils in Year 1 to develop their vocabulary during a science lesson. Lessons are often effectively structured with pupils intensively listening to their teacher at the beginning and gradually moving on to guided practice and then to more open-ended tasks where they have good opportunities to apply the skills they have just been taught. In many instances talk is effectively promoted as a vehicle for learning, with pupils gaining in confidence rapidly when responding to questions. The on-going assessment of pupils, including marking, is very good and includes suggestions on how pupils can improve. Where teaching was occasionally less effective, this was mainly due to the lack of clarity in making expectations of learning clear when pupils work independently.
59. The subject is well led and managed. Careful monitoring and high expectations by the subject leader are having a positive impact across the school. There has been good improvement since the last inspection.

Literacy across the curriculum

60. Pupils' literacy skills, especially speaking and listening, are promoted very well in other subjects. Teachers make sure they explain key words and support learning through the rehearsal of questions, for example, using peer support to practise expression and correct intonation. However, ICT is not sufficiently developed and used to enhance learning in the subject, and there are missed opportunities, for instance, to develop pupils' drafting and redrafting skills.

MATHEMATICS

Provision for mathematics in the school is **good**.

Main strengths and weaknesses

- Pupils are given challenging work.
- The subject is well organised and led.
- The quality of teaching is consistent throughout the school.
- The monitoring of pupils' progress is of very good quality.
- There is good emphasis on basic number skills.
- ICT not strongly evident in the subject.

Commentary

61. Although pupils start in Year 1 with levels of attainment that are below average, by the time they are ready to leave the school, standards are in line with those found nationally. This is confirmed by the results in the 2003 tests, which were average when compared with all schools nationally. When compared with similar schools, results were well above average.

This shows that progress and pupils' achievements are good. All groups of pupils do equally well, including the very large numbers of pupils who are still acquiring English as an additional language, those with special educational needs and those from a wide range of ethnic groups. The subject is one that the school has focused on particularly and also in which far more parents feel confident to help their children in day-to-day counting activities.

62. Teachers work very hard to overcome the many difficulties that pupils encounter. They know what pupils need to accomplish if language barriers are to be conquered. The subject is taken very seriously and receives appropriate time and attention. The quality of teaching is consistently good. All staff share the same ambitions for the pupils to succeed in the subject. Work is very well planned and organised to promote learning at all levels. This helps ensure that most pupils are given tasks that are within their capabilities, but not too easy. As a result pupils from all groups make consistently good gains in their learning. Very good relationships within their classes are a positive factor in causing pupils to work notably hard. Very good use is made of support staff, who often work very effectively alongside pupils to help explain ideas. Many pupils are led to enjoy their work and seek to do well. The rate at which pupils move on is carefully measured. Good quality assessment procedures are a notable factor in contributing to the upward trend in standards. Pupils are regularly monitored for any underachievement and appropriate extra attention is effectively provided.
63. The subject is well managed. Leadership is good and has resulted in improvements in the general organisation of this area of the curriculum that have contributed significantly to the rising levels of achievement. The National Numeracy Strategy is securely embedded and this provides teachers with the structure needed to teach such a wide diversity of pupils and talents. Great care is taken to monitor pupils efficiently at all levels. As a result teachers and the co-ordinator have a good knowledge of what each pupil can do and the progress they are making. This has the effect of ensuring that pupils' language difficulties do not unduly mask their abilities in mathematics.
64. The subject is in a stronger position now than that found at the previous inspection. Pupils move on at a faster rate in lessons. Teachers now place greater emphasis on ensuring pupils acquire elementary number knowledge more securely. Very good assessment procedures have now been developed. These are very effective in enabling teachers to recognise more accurately the learning requirements of both individuals and groups.

Mathematics across the curriculum

65. Mathematics is used well to support other aspects of learning. Very good use is made of pupils' emerging language and literacy skills as they develop their understanding of mathematics. This is so, when they are introduced to different words related, for example, to lines and shapes. In this way they begin to acquire the new and specific vocabulary required for a topic. At present, insufficient use is made of the available computers to develop skills and broaden pupils' experiences in mathematics. Teachers take opportunities, as the occasion arises, to further develop numeracy skills in other subjects, such as science. This benefits pupils' understanding in science as well as providing good practical opportunities to develop their mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are highly confident in undertaking practical investigations and setting up simple tests.
- Teachers plan work, which covers a good broad range of different aspects of science.
- Skilled classroom assistants make a very positive impact on pupils' learning.
- Science lessons make a positive contribution to pupils' language development.
- Opportunities to use ICT to help pupils learn are often missed.

Commentary

66. In teacher assessments in 2003 the proportion of pupils attaining the expected Level 2 was well below the national average and below the average achieved by similar schools. The proportion reaching the higher Level 3 was below the national figure, but above that achieved in similar schools. Results in the experimental and investigative aspect of science were in line with the national average. Inspection evidence indicates that current standards are below average overall, but that pupils from all groups are achieving well because they are coming from a low starting point. The emphasis given to making the curriculum as practical as possible is having a positive impact on standards. For example, pupils' knowledge in creating circuits with wires and batteries is in line with that expected for their age, and this is due to the good opportunities they are given to work things out for themselves through practical activities.
67. The quality of teaching is good. The school is aware of the particular needs of the pupils, including the very high proportion with limited skills in English and, as a result, lessons are planned with a "hands on" and experimental element where possible. This approach appeals to boys and girls alike, and they respond with concentration and enthusiasm. The quality of learning is good as a result, and pupils make particularly good progress in the investigative aspect of the subject, which they enjoy tremendously. Teachers and classroom assistants work together very effectively to meet the needs of all pupils, including potentially higher attaining pupils and those with special needs or English as an additional language. Classroom assistants are highly knowledgeable and pro-active in ensuring that all pupils participate fully in discussions and this helps develop pupils' skills in spoken English as well as understanding in science. Individual differences are celebrated and, in one lesson on sorting reflective and non-reflective materials, for example, pupils and a support assistant compared relative effects of different shiny paper on different skin tones. This had a positive impact on pupils' personal and social development.
68. Lessons are used very effectively to support pupils' developing vocabulary and language skills. Time is taken to ensure that correct grammatical structures are modelled and practised. Good use is made of the "carpet buddy" system the school has in place for the pupils to ask a friend rather than an adult. For example, when one pupil could not recall the name of a colour in English, he was encouraged to ask a friend "Do you know what colour this is?" On receiving the correct answer, he was encouraged to say thanks for the help. In this way, the subject not only improves skills in English, but also makes a very positive contribution to pupils' personal and social development and effectively builds their self-esteem. While computers are used well in some lessons, for example to record results of experiments, there are times when opportunities are missed, which prevents the subject supporting pupils' skills in ICT as much as it could. This is generally directly linked to the teachers' lack of confidence in their use.
69. The leadership and management of the subject are good. The co-ordinator is working to develop the curriculum further especially in its use to support the development of language. She has a very clear view of the current strengths and weaknesses and there are plans to develop her monitoring role still further in the forthcoming year.
70. There has been an apparent dip in standards since previous inspection, which judged that they were in line with the national average. However, at that time results in national tests were below average.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- There has been improvement in resources.

- Pupils' progress over time is unsatisfactory.
- Opportunities for pupils to apply their ICT skills in other subjects are not planned systematically.

Commentary

71. Standards in ICT are below those expected at the end of Year 2. This is mainly due to the inadequate time allocated to teaching ICT skills and to the lack of planned opportunities for pupils to practice their skills across subjects in a systematic way. As a result, pupils' achievement is unsatisfactory. Although, standards during the last inspection were deemed to be in line with expectations, the requirements for the subject have changed substantially.
72. Although teachers' planning is based on national guidance and covers all subject strands, teaching is not always accurately linked to the demands of attainment levels of the National Curriculum. Individual lessons are satisfactory, but the overall effect of teaching is not always pitched at a sufficiently high level, and this limits the progress pupils make. Although satisfactory lessons were observed, the quality of teaching is unsatisfactory overall, since pupils are given too few opportunities to reach the required standard. Learning is unsatisfactory overall. Examples of pupils' previous work in Year 2 show they are learning to use ICT for word processing, graphics and basic data handling, but many lack confidence when they attempt to demonstrate these skills independently. Pupils show better knowledge, however, when using a computer graphics package to create pictures in the style of Piet Mondrian, which they are able to do satisfactorily.
73. The subject is satisfactorily led. The recently appointed co-ordinator is aware of the strengths and weaknesses of the subject throughout the school. She has contributed to training some of her colleagues and has increased the resourcing of the subject. However, assessment procedures are insufficiently detailed to enable staff to evaluate learning and little monitoring of standards has taken place as yet. Resources have improved since the previous inspection, but they are not yet used effectively enough. Facilities still are not available for more than two or three computers to be used in any one place at one time, and this inhibits opportunities for a whole class to practice their skills together. This makes teachers' work harder than it might be in giving all pupils regular opportunities to practice their skills in a relevant way.

Information and communication technology across the curriculum

74. Given the lack of systematic focus on teaching ICT skills, the scope for pupils to apply them in other subjects is limited. This limits the benefit the subject might have to improve learning in other areas. However, skills are used soundly in art and mathematics. During the inspection, ICT was also used in music, for instance, when a program was used to play a tune as an accompaniment to pupils' singing and in science to record the outcomes of an experiment. While it is occasionally used in science, many opportunities are missed.

HUMANITIES

75. During the inspection there was only one **geography** lesson seen. Therefore it is not possible to make a secure judgement on standards and teaching. However, in the one lesson seen, teaching was very good and pupils achieved well. Discussion of the locality was effectively promoted through the good use of visual aids and by drawing on pupils' cultural knowledge effectively. No **history** lessons were observed and it is not possible to come to a secure judgement on provision or the standards pupils attain. However, a scrutiny of work and discussions with pupils revealed they have a detailed knowledge of the Great Fire of London and the life of Samuel Pepys.

Religious education

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- The requirements of the Haringey Agreed Syllabus are not met and so pupils do not learn about all of the aspects of the subject.
- There are weaknesses in the school's planning, which gives teachers too little guidance on what to teach.
- Teachers' subject knowledge is weak.
- Insufficient time is allocated to subject.

Commentary

76. By the age of seven years, pupils' standards in religious education are unsatisfactory. Pupils of all abilities make little progress and their achievement is unsatisfactory.
77. Achievement is unsatisfactory because far too little work is undertaken of appropriate breadth or depth in all classes. As a result, pupils have a very shallow knowledge base on which to build. Elementary factual knowledge of, for example, Judaism and Christianity is lacking. Many pupils remain confused about a range of different aspects of the topics, which they are supposed to have studied. For example, they are unaware of the distinctions between the Old and the New Testaments, and accordingly believe Moses and Jesus to be of the same time. As a consequence of the inadequate provision, pupils are missing out on developing an understanding of much of the religious traditions that underpin the mores of different societies.
78. Teaching and learning are unsatisfactory. The work that teachers are supposed to be doing is not carried out in practice and pupils are denied the opportunity to learn. Teachers demonstrate a marked insecurity in dealing with the subject, as their own knowledge is often very weak. In the brief lessons seen, pupils were well managed and proper efforts were made to draw out the central message of the stories told. However, teachers' inadequate, and sometimes inaccurate, knowledge undermined pupils' learning. In general, insecurities in basic factual knowledge are leading to a lack of challenge for pupils and a measure of underachievement for them. Teachers do not plan their work with the same rigor with which they plan their other work. Too little emphasis is placed on this necessary part of the curriculum.
79. The school does not use the locally agreed syllabus and legal requirements are not met. Some minimal planning, based on other sources, is in place, but it is not sufficiently detailed to be helpful to teachers. Failure to use the proper syllabus, coupled with weaknesses in planning, make the task for teachers much more difficult than it should be. This is particularly so where there is a considerable need for subject knowledge support.
80. The time allotted for the subject in Year 2 is not sufficient. It does not allow teachers to carry through the prescribed work that should be taking place. Currently in Year 1, no religious education is timetabled at all for the whole term. Consequently pupils are missing out on their curricular entitlement and underachievement results.
81. There is currently no permanent co-ordinator for the subject in place and, as a result, considerable pressure falls on the acting co-ordinator. This undoubtedly contributes to the school's difficulties in meeting requirements.
82. No judgement on religious education was made at the time of the previous inspection, due to insufficient evidence. It is uncertain, therefore, if the present judgement represents a decline in standards or not.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. **Art and design** was not a focus of the inspection. However, displays of pupils' work are of good quality and indicate that pupils of all abilities are likely to be achieving very well. Pupils benefit from the good range of art topics provided. They enjoy a fairly rich diet of artistic experiences for their age. Their art work shows that they are able to draw well with good observational skills and careful attention to detail. They have opportunities to mix and apply paint effectively in a wide selection of subjects. There are strengths in the variety and quality of fabric printing and painting produced. In this, pupils have good experience of the effects of differing textures. Art work is frequently used to enrich learning in other areas of the curriculum, for example, story telling in the library. A very great deal of the work produced in the school reflects cultural themes, including a number of highly successful school and community projects. **Design and technology** and **physical education** were not foci for the inspection and no lessons were observed so it is not possible to make a judgement on provision or standards. Scrutiny of work indicates pupils have suitable opportunities to design and make artefacts in design and technology, such as vehicles, with good attention to the quality of the finished product.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils have good opportunities to link music and dance.
- Pupils enjoy singing and sing with enthusiasm.
- There are limited opportunities for pupils to practice their skills of composition.
- Music makes a good contribution to pupils' cultural development.

Commentary

84. Standards observed are in line with those expected for pupils' ages and they make satisfactory progress overall. Pupils' achievements are satisfactory.
85. Teaching and learning are satisfactory. The school is aware that many teachers lack confidence in the subject. None of the teachers are confident to sing or play an instrument in a whole-school setting, although several lead singing sessions in class. During the term of the inspection the school was involved in a joint dance, drama and music project, to develop skills in teachers and pupils alike and focussing on stories and dance from Southern India. Lessons were observed that were led by musicians and dancers from the project. These lessons provide pupils with good opportunities to develop skills and see the links between different performing arts. It was also possible to listen to the weekly singing session where pupils joined in wholeheartedly and with obvious enjoyment while a specialist musician plays the piano. This has a positive impact on pupils' social and cultural development as they learn to appreciate music in different styles from across the World. Because of the large numbers of pupils at early stages of learning English, teachers place good emphasis on action songs and rhymes.
86. The leadership and management of the subject are satisfactory and ensure that pupils are given a suitable range of opportunities to develop their skills and knowledge in the subject. Daily good opportunities are provided in assembly for pupils to listen to and learn to appreciate music in a range of styles and from different cultures. Opportunities are also provided for pupils to learn to play the recorder if their parents wish them to.
87. There has been a good level of improvement since the previous report, when progress pupils made was judged to be unsatisfactory and the standards they attained below those expected for their age.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- Teachers promote pupils' personal development effectively in their teaching.
- Personal and social education is integrated effectively into all aspects of school life.
- The school is effective in developing pupils' self esteem.
- Good emphasis is given to health issues.

Commentary

88. The pupils' achievements are good. Pupils from all racial and religious groups work very well together, sharing equipment and helping each other to learn. They work very sociably in the different groups arranged to meet their differing learning needs. Pupils consider the thoughts of others, including how historical figures such as Pepys might have felt during the Great Fire of London. Pupils effectively learn to challenge social stereotypes, for example, in work linked to literacy using the book *"Amazing Grace"*.
89. The quality of teaching is good. Pupils are encouraged to think about their environment and consider the feelings of others. Throughout the day, great emphasis is placed on the importance of acting in the right way. Pupils are guided to steadily develop a very positive sense of the rights of each individual to hold and express their views. Assemblies make a very positive contribution to the subject with themes emphasising how each one is unique and "special". Teachers are adept at organizing harmonious working groups and, as a result, pupils make good gains in their learning. Little written evidence was available of previous work, however, a study of teachers' planning shows that good coverage is made for the subject during the year, with pupils learning about sex education, drugs awareness and the importance of healthy eating. There are good links to other subjects, such as in the need for fruit in a healthy diet in science work. Other issues, such as the importance of decision making, and the need to work with others in a team, are also emphasised.
90. The leadership and management of the subject are good. There is suitable emphasis on the continued effort to maintain high standards. Bilingualism is valued and pupils are made to feel that their views are important in regular whole-class discussions. For example, pupils were encouraged to express their views on how the toilets should be refurbished and how the playground facilities could be improved. This has a positive impact on developing pupils' self confidence and social skills. The school is currently revising the procedures to support victims of any harassment and to ensure the needs of new arrivals to the school, including refugee and asylum seekers being supported effectively.
91. At the time of the previous inspection, great emphasis is placed on establishing an ethos in which all pupils are valued and their achievements are recognised. The high standards noted at that time have been effectively maintained.

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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
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	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	3
The governance of the school	4
The leadership of the head teacher	3
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).