

INSPECTION REPORT

STJOHN AND ST JAMES C OF E PRIMARY SCHOOL

Edmonton

LEA area: Enfield

Unique reference number: 102032

Headteacher: Mrs Heather Knightley

Lead inspector: Tom Shine

Dates of inspection: 26th - 28th April 2004

Inspection number: 257692

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	199
School address:	Grove Street London
Postcode:	N18 2TL
Telephone number:	020 8807 2578
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Albert Ryder
Date of previous inspection:	11 th July 2002

CHARACTERISTICS OF THE SCHOOL

St John and St James Church of England primary school is one-form entry with 199 pupils on roll, and is average in size. It provides for pupils aged 4 to 11. It is situated in Edmonton, North London and is close to a shopping centre and the busy North Circular Road. This is a relatively deprived area of the borough, but it is culturally and ethnically diverse; most pupils come from the immediate area and live in rented and local authority housing, and some come from further afield, where families live in private accommodation and are generally in professional occupations. The majority of pupils come from the Black African and Afro-Caribbean communities, with only six per cent from White British backgrounds. Although the majority of pupils are from minority ethnic groups, all pupils speak English as their first language at home. There is a wide range of attainment when children enter the school, but it is generally below average. The proportion of pupils known to be eligible for free school meals is similar to the national average. The proportion of pupils with special educational needs, including statements, is below the national average, with support mainly targeted on those children who have moderate learning difficulties and speech and communication needs, and those whose needs arise from social, emotional and behavioural difficulties. The movement of pupils joining or leaving the school, other than at the normal times, is slightly lower than the local education authority average in most year groups. The school is part of the Edmonton Education Action Zone, and is involved in various initiatives such as research into learning styles, improving boys' writing and an accelerated reading programme. In recent years, it received a Schools' Achievement Award and a Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an increasingly effective school that provides a satisfactory standard of education. Under the very positive leadership of the headteacher, teaching and learning are good in most of the school. As a result, most pupils reach standards expected for their age and achieve satisfactorily. The school supports pupils with various learning needs effectively, and there are high levels of care. It gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The very clear vision of the headteacher, who inspires her staff to share it, but subject co-ordinators' roles need developing.
- Good teaching in most of the school that has been inconsistent until recently. A lack of fully developed systems to check on how pupils are doing and there are some gaps in the curriculum.
- Standards that broadly match those expected for pupils when they are in Years 2 and 6, with most pupils achieving satisfactorily, but more able pupils are not stretched enough, and standards of presentation are not as good as they should be.
- Pupils' high regard for the school and their very good attendance, good attitudes and behaviour.
- Pupils with special educational needs (SEN) learn effectively and get good help from support staff.
- High levels of care for all pupils, and good links with parents that are valued by the school.

The school has made satisfactory progress since its last inspection in July 2002. The quality of teaching has improved and as a result, pupils are now learning at a more rapid rate, although these improvements have happened relatively recently. Therefore standards are continuing to rise. Provision for pupils with SEN is good, and has improved significantly from an unsatisfactory position at the last inspection. These pupils are learning well. More still remains to be done to enable more able pupils to achieve their best in English, mathematics and science.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

In general, pupils are achieving satisfactorily. Many pupils are achieving well, but higher-attaining pupils could be stretched more. However, current standards are not as high as the above results suggest. In the Foundation Stage, most children are unlikely to achieve the goals they are expected to reach by the end of Reception, except in mathematical development, although they are achieving satisfactorily. In Year 2, pupils are reaching standards in reading, mathematics and science that are typical for their age, but their standards in writing are below those expected. In Year 6, standards are in line with those expected in mathematics and science, and are below those expected in English because of lower than expected standards in writing – pupils' presentation of their work throughout the school could be better. In information and communication technology (ICT), where it was possible to judge, standards are broadly as expected.

Pupils' personal qualities, including their spiritual and cultural development, are satisfactory and their social and moral development is good. Pupils are keen to learn, and behave well. Attendance levels are high and well above the national average.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. In general, **teaching is good** and most pupils learn well. In the Reception Class teaching is good in most lessons observed. Teaching is also good in Years 2 and 3 and is consistently good in Years 5 and 6, but teachers' marking is inconsistent. In all these classes, teaching is good in English and mathematics. In science, although more variable, it is good in Years 3, 5 and 6. In a limited number of lessons seen in ICT, teaching was good. Insufficient evidence was available to judge the general quality of teaching in other subjects, but some lessons of high quality were observed in physical education in Years 2 and 6. There are inconsistent systems in place to check on pupils' progress and to enable teachers to use it to move pupils' forward. More able pupils are generally not stretched enough.

The curriculum is satisfactory in the Foundation Stage but unsatisfactory in general, as there are gaps in some subjects, notably in ICT, art and design and music. Schemes of work for these subjects are in need of review. The school provides very good levels of care; support staff help pupils with SEN well, enabling these pupils to learn effectively. Links with parents are good; they make an effective contribution to their children's learning by providing help in classes and on visits.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher leads the school very well. She has a very clear vision that inspires her staff and has raised its morale. Her management is good. Since her appointment, she has analysed the school's strengths and weaknesses well. The two acting deputy headteachers support her effectively, but many of the subject co-ordinators are in need of training to fulfil their roles more effectively. The governance of the school is satisfactory. Except for provision for ICT, the governors ensure that the school meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school and believe it is well run under the current headteacher. Some parents would like more information on how to help their children with the curriculum. Older pupils, whose opinions were sought, like being at the school and say their teachers are fair.

IMPROVEMENTS NEEDED

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

- Develop consistent systems to gather information about pupils' progress and use it systematically to plan work matched to all pupils' needs, including more able pupils.
- Develop the role of the co-ordinators and review the curriculum to ensure there are up-to-date schemes of work in place for all subjects.
- Ensure consistency in teachers' marking and pupils' standards of presentation.

and, to meet statutory requirements:

- Ensure the full National Curriculum is taught in ICT.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children are achieving **satisfactorily** throughout the school. Standards in English are **below those expected** for pupils in Years 2 and 6, especially in writing, and are at **expected levels** in mathematics and science. They vary in different year groups because of previously inconsistent teaching.

Main strengths and weaknesses

- Pupils in Year 6 achieved good standards in the National Curriculum tests in 2003, but they achieved below average standards in Year 2.
- Pupils are achieving satisfactorily, but higher-attaining pupils could be challenged more.
- Standards of presentation and handwriting have not kept pace with the general standards of pupils' work.
- Pupils with special educational needs (SEN) are supported effectively and achieve well.

Commentary

1. The table below shows pupils in Year 2 are achieving less well in national tests than those in most schools in reading and mathematics, and are achieving well below the performance of most pupils in writing. What the table does not show is that the results are even less impressive when set against similar schools (*that is, schools within the same percentage bands of pupils eligible for free school meals*), where they are well below the average performance in these schools, and below those in mathematics. Inspection finds standards in Year 2 are better than these results suggest, with standards in reading and mathematics broadly matching those expected for pupils in Year 2. Although standards in writing are below those expected, they are not as low as in those achieved in the National Curriculum tests. The main reason for these improvements is a change of teacher in this class and the quality of teaching is much improved. As a result, most pupils are learning well. Although the majority of pupils are from minority ethnic groups, all pupils in the school speak English as their first language at home.

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

Standards in:	School results	National results
reading	14.8 (16.5)	15.7 (15.8)
writing	13.2 (14.8)	14.6 (14.4)
mathematics	15.9 (16.4)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. The results in the National Curriculum tests for pupils when they were in Year 6 in 2003 were comparatively much better than those achieved by their younger counterparts, as the table below shows. In English, they achieved standards well above the national average and above the national average in mathematics. In science, their standards were comparable, set against the national average. Pupils achieved much better than those in similar schools in English and mathematics, and comparably so in science. There were more than twice as many girls as boys in this cohort, but there were no significant differences in their performance. The trend in the school's performance over the past five years has been above the national trend.

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

Standards in:	School results	National results
English	28.7 (26.6)	26.8 (27.0)
mathematics	28.2 (26.3)	26.8 (26.7)
science	28.5 (27.0)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. Inspection finds that pupils in Year 6 are not achieving the high standards these results suggest. In English, standards are below those expected at this age, mainly because of lower standards in writing, although their skills in speaking and listening and in reading are broadly at expected levels. In mathematics and science, they are achieving appropriate standards for their age. There are a number of reasons for these standards being lower than the national test results in 2003 (with the exception of science). In a small cohort of 26 pupils, there is a higher proportion of pupils with particular difficulties compared to last year, producing a disproportionate effect on the overall standard. There is also more pupil mobility in this year group than usual; for example, 8 of the 26 pupils have joined the school since Reception. However, the main reason for standards being lower than last year is because of inconsistent teaching in the past. Although teaching is good in this class, the school is the first to say this has not always been the case. Until the current headteacher arrived, the school reports there was too much variation and inconsistency in many classes. There is a large element of 'catch-up' in the current Year 6 class. In most other subjects, there was insufficient evidence to form judgements about standards. In information and communication technology (ICT), standards are broadly in line in Key Stage 2, but there are gaps in what is taught in the curriculum.
4. Children enter the Reception class with levels of attainment that, although wide-ranging, are generally below those normally found in all areas of learning, except mathematical development, where they are broadly in line with those expected. They are particularly low in their personal, social, communication, language and literacy skills. Although during the inspection, teaching was good, the teacher was new to the school, having been there for only a week. As a result, whilst children are making good progress and learning well now, this has not consistently been the case, and most are unlikely to reach most of the early learning goals in the areas of learning where there is evidence to make a judgement, except in mathematical development where they are on course to achieve them.
5. One of the significant factors in the test results was that a lower than average proportion achieved the higher Level 3 in Year 2 in reading, writing and mathematics. In Year 6, pupils achieved below the norm in reaching the higher Level 5 in mathematics and science, but they achieved above in English. One of the school's main priorities is the need to achieve a higher proportion of Level 3s and Level 5s 'through targeted work for the more able'. Throughout the school, not enough is done to consistently challenge higher-attaining pupils. In writing, for example, the weakness identified in the last report that too few pupils use imaginative vocabulary and complex sentences to enliven their work and interest the reader still remains. Work in pupils' books shows that similar tasks tend to be given to all groups of pupils, including the higher-attaining pupils. As a result, they are not consistently challenged and stretched to their full capability.
6. More attention needs to be paid to how well pupils present their work, how they form their letters and how they pay attention to writing in a consistent style. This stricture extends to all pupils, including higher-attaining pupils, and partly reflects a history of inconsistent teaching. However, in the books of pupils, most of whom have good teachers, their comments in their marking make little reference to improving their pupils' presentation, suggesting that teachers are not demanding enough in this respect.

7. Support for pupils with SEN has improved significantly since the appointment of a new special educational needs co-ordinator (SENCO). She has ensured the support staff are well trained and this is the main reason that pupils with SEN are supported effectively and achieve well. Pupils from all ethnic backgrounds throughout the school achieve equally as well as each other.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are **good**. Attendance is **very good**. Spiritual, moral, social and cultural development is **satisfactory** overall.

Main strengths and weaknesses

- Pupils’ good attitudes and good behaviour are reflected in high attendance levels.
- Relationships between pupils and between pupils and staff are very good.
- Pupils are confident and are keen to take responsibility.
- Pupils’ social and moral development is fostered well.

Commentary

8. Pupils show good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically, as a result of good teaching where teachers engage and interest their pupils. Standards of behaviour are good overall in the classroom, in assembly, the dining hall and the playground where pupils play harmoniously together. Pupils have discussed and agreed the ‘Golden Rules’ and are fully aware of the high standards expected and insisted upon by the staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen and both parents and pupils confirmed that bullying does not occur. They also confirmed that any incidents of inappropriate behaviour are acted upon quickly and efficiently. A high degree of racial harmony permeates the school and as a result, there is an absence of racist attitudes or harassment. Attendance levels are very good and there have been no exclusions in the past year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.2
National data	5.4	National data	0.4

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

9. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These range from acting as a ‘buddy’ to look after other children to being a member of the School Council. Pupils take their responsibilities for living in a community seriously and achieve well, showing good levels of maturity as they move through the school.
10. Pupils play harmoniously and work very well together. For example, in an excellent dance lesson in Year 2, pupils thoroughly enjoyed the lesson and worked very hard and effectively in groups of four. Staff gave a very positive lead in fostering good relationships by giving praise and encouragement at every opportunity, as well as acting as good role-models.
11. The moral and social development of the pupils is good. There is a clear understanding that the pupils will behave well and treat each other and adults with courtesy and respect. They readily accept responsibility for looking after other children, including those who have recently

arrived at the school. They feel their views are listened to and are acted upon if appropriate to do so.

12. Pupils' spiritual development is satisfactory. It is supported through the school's good ethos, in lessons and in celebrating their achievements. It is also being further promoted by pupils becoming more involved in music and singing. However, more could be done in assemblies to promote spiritual awareness. Their cultural development is also satisfactory. They are very aware of their own culture and traditions but the school has identified that multicultural awareness is an area for development. For example, the only places of worship that have been visited by pupils are churches. Pupils are not being sufficiently well prepared for life in a multicultural, multi-faith society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**, overall. The general quality of teaching is **good**, enabling most pupils to learn well. The curriculum is broad but not balanced, and is **unsatisfactory**, as there are some gaps in what should be taught. The school's care for its pupils is **good** and it gives **satisfactory** support and guidance. It has **good** links with parents.

Teaching and learning

Most pupils learn well as a result of **good** teaching that has improved since the appointment of the current headteacher. Inconsistent practice in checking on pupils' progress results in the needs of some groups of pupils not learning as well as they might, particularly pupils with higher attainment.

Main strengths and weaknesses

- Teachers are confident in the National Strategies for Literacy and Numeracy; lessons are interesting, and as a result, pupils enjoy what they are learning.
- Most teachers have good relationships with their pupils, and manage their classes well.
- Teachers have high expectations, but their planning does not consistently take account of the needs of all pupils; teachers do not emphasis enough how pupils should present their work.
- Teachers use the support staff effectively to help pupils with learning difficulties to learn well.
- There are several shortcomings in the school's assessment strategies.

Commentary

13. It is difficult to make meaningful comparisons with the last inspection, when only 13 lessons or parts of lessons were observed. But with that caveat, teaching has improved since the last inspection, when half the lessons were good or better and one (7.7 per cent) was unsatisfactory. As the table below shows, over 70 per cent of the 31 lessons observed were good or better; two lessons were poor. A supply teacher, who is no longer at the school, taught one of these. So although the proportion of teaching that is less than satisfactory is about the same, there is much more teaching that is good or better compared to the last inspection. There are a number of reasons for this improvement. There has been a high turnover of teaching staff and the new headteacher has chosen her staff carefully; in addition, she has introduced a rigorous programme for monitoring teaching, to identify weaknesses and bring about improvement. Teaching is now good in the Foundation Stage, for example, but only one of the two teachers who arrived in the school at the same time to job-share was present during the inspection, and had not been in the school long enough to make a noticeable effect on children's standards.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3.3 %)	2 (6.5%)	19 (61.2%)	7 (22.5%)	0 (0%)	2 (6.5%)	0 (0%)

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

14. In both English and mathematics, the teaching is good. Teachers are effective teaching in the basic skills, as they are confident in planning their lessons according to the National Strategies for Literacy and Numeracy, without following them slavishly. Teachers introduce the learning objectives clearly, and use good questions to check on their pupils' levels of knowledge and to assure themselves that they are ready to take the next steps. In Year 2 for example, in a literacy lesson (one of a series); it was made clear that the learning objective was to write sustained stories, using children's knowledge of story elements such as narrative, settings, characteristics, dialogue and the language of stories. The emphasis in this lesson was on adjectives and pupils knew that their appropriate use could enliven their stories and make them interesting. In a good lesson in Year 6, the teacher compared the use of language and layout effectively in formal and informal writing, such as in invitations. Good challenging questioning was used, and pupils' skills in writing letters appropriate for the occasion were developed well. In all lessons, teachers used imaginative approaches and often humour to enliven their lessons, such as in a highly effective lesson in literacy and a good lesson in mathematics in Year 5. As a result, pupils respond well, are interested in their work and thoroughly enjoy their lessons.

15. The majority of teachers and other staff have very good relationships with their pupils and in general, the effective management of classes is not an issue, because pupils are interested in what they are learning and work well together in sessions in groups. Where occasionally the concentration of a small minority lapses, as for example in a literacy lesson in Year 2 despite the teacher's very positive calm manner, she managed to reprimand them quietly without over-reacting, and without disrupting the lesson. In two lessons, in Year 1 in art and design and in Year 4 in science, the teachers lacked basic class management techniques to control their classes, and relationships with their pupils were strained. In one class, the teacher over-reacted to minor incidents of silliness and increasingly resorted to shouting unnecessarily to manage the class. More time was spent on managing behaviour than on learning which, in this lesson, was poor.

16. Although in lessons teachers ask good questions to assess their pupils' understanding of previous learning, and have high expectations that all pupils will achieve to the best of their ability, work in their books indicates that higher-attaining pupils are not given enough work to stretch them further – a weakness identified at the last inspection. The work tends to be pitched at the group as a whole, and the needs of these pupils tend to be neglected, whereas the needs of pupils with SEN are met well. This is because rigorous systems to check on pupils' attainment and progress have not yet been developed fully, and pupils' targets are not consistently matched to pupils' needs. Teachers' marking is inconsistent and not enough attention is paid to how pupils present their work, including taking more care with their handwriting.

17. The recently appointed SENCO has done well to improve the knowledge and skills of the support staff. The training is continuing but already its impact has been significant. These staff are now confident in the knowledge that what they do with SEN pupils, and other pupils with general learning needs in a particular subject, will make a difference. Teachers are also confident of the support staff's ability to give effective help to their pupils. As a result, they use teaching and learning support assistants effectively, and these pupils learn well and make good progress. The SENCO teaches groups of pupils who need specialist support in the SEN room, and provides very effective support.

The curriculum

Provision for meeting the curricular needs of pupils is **unsatisfactory** overall. It is satisfactory for children in the Foundation Stage, where planning is linked well to statutory guidance for the curriculum, but is not yet matched closely to the ability of the children.

Main strengths and weaknesses

- There are gaps in some subjects, including ICT, where statutory requirements are not met.
- Provision for pupils with SEN is now good.
- Although resources and accommodation are satisfactory overall, inadequate library provision remains to be addressed.

Commentary

18. The curriculum is broad but not balanced because some aspects of the National Curriculum are not covered. For example, statutory requirements are not met in ICT, as areas such as modelling and control are not adequately covered because there is no scheme of work. In some subjects, such as art and design, the lack of recently-reviewed schemes of work means that pupils do not consistently learn skills in an incremental manner. In music, at least two schemes are followed in different classes, suggesting there may be gaps in teaching and also repetition. The headteacher has implemented a greater awareness of cultural diversity in the history, geography and art and design programmes. For example, pupils studied Black History during the autumn term. In addition, displays throughout the school represent all curriculum areas well. Pupils are taught appropriately about areas of the curriculum such as sex and drugs misuse, through personal, social and health education and science.
19. The National Strategies for Literacy and Numeracy are used effectively to plan work. The headteacher and staff identified that reading and writing standards needed to improve. Guided reading has been introduced as an additional session throughout the school and along with improved resources, reading standards have improved and pupils enjoy reading. Plans are in hand to improve writing, in particular to give pupils a chance to write at length and use their skills more in other subjects.
20. The school provides well for pupils with SEN. An effective SENCO was appointed in January and she quickly identified weaknesses in the administration of this aspect, such as the need to develop basic but essential systems, such as an efficient filing system, an up-to-date SEN register, and the creation of a more accessible, 'user-friendly' individual education plan format (termed Learning Support Plan in this LEA). The most important innovation she has introduced, however, is a highly effective programme of training for the support staff, which is ongoing and has made these staff much more knowledgeable, confident and effective. As a result, pupils with SEN learn well, are included fully in all lessons and make good progress. On the other hand, higher-attaining pupils are not always sufficiently challenged. This is because work is not always planned to extend them sufficiently. Work in pupils' books indicates that on many occasions, all pupils carry out the same tasks, resulting in the needs of the more able not being consistently met. This weakness is also reflected in too few pupils gaining the higher levels in the National Curriculum tests, and the need to address this has been acknowledged as a priority area by the headteacher.
21. Provision for extra-curricular clubs and activities is satisfactory. Additional opportunities for activities such as football and basketball enrich physical education effectively and the school does well in inter-school competitions in the district. For example, the school has won the borough athletics championships for three consecutive years. There is also a science club which is well attended. In ICT, pupils more competent in the subject are able to extend their skills through a club at lunchtime.

22. The satisfactory accommodation is used appropriately. The outside area for the Foundation Stage has been improved but lacks suitable large equipment for children in Reception. The ICT suite is equipped well, with sufficient computers for a whole class to be taught skills at the same time. At the last inspection, the library was identified as being too small to teach library skills. Although the new headteacher has plans to extend the library, it is difficult to see how this could be achieved without a large injection of capital funding. Resources are satisfactory overall. New books have been purchased for guided reading which has already had an impact on standards and pupils' attitudes towards reading. New equipment, provided by a grant from the New Opportunities Fund, enhances the playground's environment and contributes towards pupils' enjoyment at break time.

Care, guidance and support

The school makes **very good** provision to ensure pupils' care, welfare, health and safety. It gives pupils **satisfactory** support and guidance, and involves pupils **very well** in the life of the school.

Main strengths and weaknesses

- Pupils feel very secure and work in a healthy and safe environment.
- The school provides very good opportunities for pupils to take responsibility and seeks their views about improvements.

Commentary

23. The school provides a happy environment that is conducive to effective learning and there are good arrangements for child protection. Close attention is paid to health and safety issues, and pupils' healthy and safe living is promoted well through the personal, social and health education programme. Pupils feel very secure and well cared for, and they have good and trusting relationships with all adults. Members of the School Council are very enthusiastic about their work and say that the headteacher really takes notice of their views. For example, as a result of their suggestions, better quality soap has been introduced for the washbasins, there is now an adventure area in the playground and the school participated in a very successful balloon race last term. There is good support for pupils who arrive at the school at times other than at the beginning of the school year. Parents describe the school as 'caring' and pupils describe the staff as 'very nice and very kind'.
24. Although there are no formal procedures for monitoring the personal development of the pupils, staff know the pupils and their families very well, and are sensitive to their needs. As a result, they are able to provide good support and guidance. The learning mentor, funded by the Edmonton Education Action Zone (EEAZ), is being used well in this area. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. All pupils are valued and their views are sought and acted upon when appropriate, for example through the School Council. Appropriate staff are fully up to date in aspects of first aid and in child protection procedures. Risk assessments are taken regularly.

Partnership with parents, other schools and the community

The school has **good** links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Parents are well informed about their children's progress, and the topics to be studied.
- Parents think highly of the school and the new headteacher.
- The school seeks, values and acts on the views of the parents.

- Good links with other schools and the community make an important contribution to pupils' personal and academic development.

Commentary

25. Parents are well informed about the school through the prospectus, newsletters, information on the curriculum and topics to be studied and frequent other correspondence. They are also well informed about their children's progress through consultation evenings and annual reports. Parents are also made very welcome to discuss concerns at any time.
26. Parents are very satisfied with the school. They feel very comfortable about approaching it with concerns. They feel that their children are encouraged to be mature and responsible and they appreciate the range of extra-curricular activities. Parents receive good advice on how to help their child settle in. Several parents, however, said that they would like more information on how to help their children with the curriculum and the headteacher is aware of this. She is trying very hard to involve as many parents as possible in the life of the school through seeking, valuing and acting on their views. Parents make a good contribution to their children's learning by providing good help in the classroom and on trips and visits. They also raise significant funds for the school through the Parents' Association. All these aspects contribute to pupils' learning at school and at home, and help to raise achievement.
27. Parents say their children are making good progress and are encouraged to become mature and responsible. Parents also confirm the view of the pupils that they like being at the school. They like their teachers, think they are fair and know they can turn to an adult if they have any worries. They are also very happy with procedures to deal with any concerns and complaints. Although a small minority of parents expressed concerns about bullying, no signs of such behaviour were seen during the inspection period. This was confirmed in discussion with pupils. However, there are good procedures in place to deal with any such incidents should they occur.
28. The good links with the community includes strong links with the church and with Tottenham Hotspur Football Club. The school has taken part very successfully in the local 'Science and Technology Challenge' and athletics competitions. Pupils are now becoming involved in the 'Enfield Sings' project and gospel singing and are participating in the 'Young Disciples 2004 Urban Gospel Concert at the Royal Albert Hall later in the summer. There are good links with other schools and colleges, particularly through the EEAZ. Students from a local university come into the school on a regular basis to gain valuable teaching experience. Liaison with local pre-school groups and secondary schools ensures a smooth transfer of pupils on to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Overall, the school is **well led** and **satisfactorily** managed. The headteacher has a very clear vision. The headteacher, two acting deputy headteachers and the SENCO form an effective team. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher is keen to share her clear vision with all her staff.
- The acting deputy headteachers support her well.
- The management of SEN is good, but other co-ordinators' roles need to be developed.
- More work needs to be done on checking on how individual pupils are progressing.
- The governing body has a reasonable understanding of the school's strengths and weaknesses.

Commentary

29. The headteacher manages the school well and has done much to improve it since she took up her post last September. She realised that at the heart of school improvement is the quality of teaching and learning, and quickly carried out a programme of monitoring and evaluating teaching. This is continuing and, as a result, teaching has improved. Her leadership is very good. She defines her very clear-sighted vision as “an aspiration that all children will leave my school having had the best possible start to their learning”. To enable all staff to share this vision involved challenging and changing the culture of the school. Evidence from the headteacher and other key members of staff, and from work in pupils’ books, reveals that the quality of teaching was very patchy, both before and when she arrived at the school, and many pupils were getting a poor deal, depending on which teachers taught them in their school career.
30. The headteacher leads by example and has inspired her staff, both teaching and support staff alike. As a result, all remaining and new staff are committed to high standards in teaching and in pupils’ achievements in learning (with work still to be done), and in their attitudes and behaviour. During the inspection, staff morale was high and a caring welcoming atmosphere permeated the school.
31. Pending the arrival of a new deputy headteacher, as an interim measure, two senior teachers at the school have been appointed as joint acting deputy headteachers and, together with the headteacher and the SENCO, they form the current senior management team. These members of staff are good teachers and are good role models for other staff. They are very supportive and hard working and they meet regularly as a team. These arrangements are working effectively and when the substantive deputy headteacher arrives, it is the intention that these colleagues will continue to be part of the senior management team.
32. The headteacher has done well to appoint a new SENCO who has made a significant impact on SEN provision and training for support staff. She has also thoroughly reviewed the administration of SEN to make it more effective and efficient. In discussion with the support staff, they acknowledged that their ability to provide more effective support had improved enormously since the arrival of the co-ordinator; they feel more empowered and enjoy the training, as they feel more confident. Support for these pupils has improved very well since the last inspection when it was identified as a key issue.
33. Whilst the management of SEN is good, the same cannot be said of the management of subjects. There is room for improvement even in subjects where management is judged to be satisfactory, such as in mathematics where, although enthusiastic, the co-ordinator has not had time to monitor either teachers’ planning or pupils’ work. This is partly because he has additional duties in his role as acting deputy head. Because of changes of staff and the impending arrival of the substantive deputy headteacher, the headteacher intends to restructure the curriculum team to ensure a better match of teachers’ expertise to subjects. Currently, she is herself covering at least five subjects or areas of learning and some subjects do not have a policy or scheme of work. In these subjects, continuity in the curriculum is patchy, and in one case, statutory requirements are not met.
34. Two of the school’s priorities for the current year relate to improving the quality and effectiveness of teachers’ assessment and raising the achievement of higher-attaining pupils. These two aspects are linked. Currently, systems for checking on the standards and progress are fairly rudimentary, with checklists for reading, mathematics and science and non-statutory tests recently introduced for pupils in Years 3, 4 and 5. Targets are set for some pupils, for example in mathematics, but they are not thoroughly matched to pupils’ needs as consistent systems for checking on pupils’ standards and tracking pupil progress are not fully in place. As a result, the needs of all pupils are not met consistently, particularly higher-attaining pupils, whereas the needs of pupils with SEN are supported well and teachers tend to pitch their teaching towards the ‘average’ pupils.

35. The headteacher's vision is shared with governors. Many governors have good understanding of what is going on in the school. The chair of governors is particularly experienced and is committed and hardworking and very supportive, but not unquestioning. For example, additional resources were provided to fund the SENCO post, but they were not granted uncritically, and the chair needed to be convinced before agreeing that this should be a non-class based appointment. Except for provision in ICT, where a full programme is not taught, the governors ensure that the school meets statutory requirements.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	711,506	Balance from previous year	31,773
Total expenditure	711,188	Balance carried forward to the next	32,142
Expenditure per pupil	3,419		

36. The table above shows the governors have carried forward a reasonable surplus of less than five per cent into this financial year. Funding from the EEAZ is used wisely such as for a learning mentor and for an accelerated reading programme.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is currently one class of thirty children with two teachers who job-share and a full-time nursery nurse. Children also receive good support from a support assistant funded by the Ethnic Minority Achievement Grant (EMAG) one day each week, and a classroom assistant gives support several times a week. Six children have been identified as having special educational needs (SEN); all of these children are making good progress because they all have a Learning Support Plan that identifies their needs and they receive good quality support. There are no children with English as a second language. Children enter Reception in the year in which they are five and all children enter in the September term. Data from the school and evidence from inspection indicates children generally enter the Reception class with skills lower than normally found.

At the time of the inspection, two teachers in this class had been working with the children for just over a week, as the previous teacher had left at the end of the previous term, and new procedures and planning were being implemented. Although teaching in the main is good and children are learning well, their general standard indicates this has not previously been the case, and whilst their achievement is satisfactory overall, it is not as high as it would have been had this level of teaching and learning previously existed. All children are now making greater strides in their progress in the areas of learning where judgements can be made, but apart from a few more able children, most are unlikely to reach the goals they are expected to reach by the end of Reception, with the exception of mathematical development. Parents feel welcome and receive good information. Planning is linked well to statutory guidance for the curriculum in the Foundation Stage but because of recent changes, work is not yet matched closely to the ability of the children. An area for outdoor play has been established and is still being developed. The leadership and management of the Foundation Stage are satisfactory. There is insufficient evidence from the previous inspection to be able to judge improvement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching is good overall.
- Children form good relationships with adults.

Commentary

37. Children enter Reception with immature personal and social skills. Adults observed during the inspection were all confident practitioners who ensured children experience a balance of teacher-directed and child-initiated learning. Inspection evidence indicates that before the new teachers were appointed, this balance had not been achieved and this contributed to the slower progress made during the year. Children are now making good progress and enjoy all the activities provided. They have a positive attitude to school and have established good relationships with all adults which contribute to their developing confidence. Independence is now developing well and every opportunity is seized to foster children's self-esteem. There are good opportunities for children to say daily prayers at the end of the day and before lunchtime. More able children are sensitive to the needs of others but a significant number of children are immature and have not learnt to consider others. They are unable to share and get upset easily if they do not get their own way immediately. During the inspection, children were improving and were learning to put their hands up before speaking.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Attainment is below the level expected for children this age.
- Teaching has improved.

Commentary

38. Most children enter Reception with skills that are normally found in this area of learning. A few more able children have already reached the expected goals and are working at National Curriculum levels, but the majority are unlikely to reach the goals they are expected to reach by the end of reception. The majority lack confidence in speaking and their range of vocabulary is limited; for example, many children use one-word answers to questions and non-verbal communication, whilst a few more able children speak in sentences. Teaching is now good and children are learning well; for example, there are now appropriate opportunities for children to develop their speaking skills and adults encourage children to talk to a partner, which is helping children to extend these skills. Children with SEN respond well to questions about the story 'Handa's Surprise.' All children develop a positive attitude to books and reading because there are plenty of opportunities to look at books and read with adult helpers. Children know how to handle books and know that print conveys meaning, and that the pages of the book are turned from right to left. A few more able children have made a good start in reading simple stories and recognise words and phrases, but they lack confidence in sounding out difficult words. The majority of children are able to recognise letters but are unable to identify sounds and are unable to tackle difficult words because strategies to develop these skills have not been previously well developed. Children have appropriate opportunities to use pencils, but some children do not hold them appropriately and as a result, writing is not well developed and lacks consistency in size and shape. However, more able children copy adults' sentences confidently and are aware of full stops.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well and make good progress in their learning.
- Teaching and learning are good.

Commentary

39. Children make good progress and achieve well, and are well on their way to achieving the later stages of the expected goals by the end of the year. A few more able children are already achieving the expected level and are working at National Curriculum levels. Good teaching ensures children are challenged to develop their counting skills and knowledge of numbers, and consequently children have a sound understanding of these skills. More able children identify numbers up to 100 and are able to do simple addition and subtraction sums. Counting skills are reinforced regularly, for example during the daily registration, when children are encouraged to count the number of children present. They are challenged to identify this number on the 100 square. Adults use simple rhymes and songs to reinforce learning such as counting forwards and backwards. Good use of language helps children learn positional language such as 'into' and 'on top of'. Children are learning to use their fingers to show numbers and more able children are able to do simple addition and subtraction. More able children can make a repeating pattern confidently, but they are less secure on recognising

basic shapes. Support from the support assistant and nursery nurse is particularly good in this area of learning. Children with SEN learn well and receive good support in the withdrawal groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are now making good progress and learning well.
- There are good opportunities to use the computer.

Commentary

40. Children enter Reception with knowledge of the world that is less developed compared to other children of that age. Children have not made as much progress as would be expected at this time of the year, but they are now making better progress and learning well, as a result of good teaching. However, the majority are unlikely to achieve the goals they are expected to reach by the end of Reception. Many children do not know the days of the week but adults are now working hard to ensure children identify and talk about them each morning. Children develop a positive attitude and make good progress in learning to use the computer, and more able children use the mouse confidently. Good teaching ensures that children learn how to log on and off because the teacher demonstrates this clearly and makes expectations clear. The majority of children have sound control of the mouse for their age, and can click and drag and move shapes to match them. They move and sort a range of fruit into different baskets and type in the number of fruit. Children with SEN and lower-attaining children need adult guidance and support, and many of these children do not understand how to use the mouse and keyboard. Staff plan interesting activities such as food-tasting and children are encouraged to extend their vocabulary describing the 'salty' crisps, 'sweet' pineapple and 'creamy' avocado.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Provision for outdoor play is limited.
- There is good teaching and learning in the indoor hall sessions.

Commentary

41. Children enter Reception with underdeveloped physical skills for their age. They make satisfactory progress over time, and a few more able children are likely to achieve the expected goals by the end of the year, although the majority are unlikely so to do. All children make sound progress in learning to dress and undress for their sessions in the hall. Children are developing a sense of their own and others' space, but lower-attaining children lack an awareness of others and still bump into each other when travelling freely in a large space. More able children recognise that their heart beats faster after activity when prompted by their teacher. The school has worked hard to develop the outdoor play area but provision is still limited; for example, the climbing frame and bikes are too small for most of the Reception children. Good use is made of the playground adventure equipment and this is helping children develop their agility and balancing skills.

CREATIVE DEVELOPMENT

42. There was insufficient evidence to form a judgement about provision in this area of learning. No teaching was observed during the inspection, but observations indicate learning is likely to be satisfactory. There are appropriate opportunities for children to develop their imagination and experience a range of creative activities through role-play, art and music. Their work in art indicates children have used paint in a variety of ways. They create simple collages and print, using a variety of different objects. Children have access to musical instruments and every opportunity is seized to sing simple songs and rhymes, reinforcing learning in other areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are improving as a result of good teaching, and pupils achieve satisfactorily.
- Standards in the present Years 2 and 6 are not high enough, particularly in writing.
- Pupils with SEN receive good support and achieve well.
- The temporary co-ordinator has accurately identified the priorities for improvement, but some work is not presented carefully enough and systems to check on pupils' progress are not rigorous enough.

Commentary

43. Standards are below those expected in both Years 2 and 6, mainly because of their writing. These standards are better in Year 2 than the National Curriculum test results in 2003 would suggest and are significantly below those achieved in Year 6. They are improving in Year 2 because of good teaching. In Year 6, although teaching is also good, the pupils have not enjoyed this quality of teaching historically and therefore, over time, have not made the progress that could have been expected of them. In speaking and listening and reading on the other hand, standards are broadly at the levels expected for pupils' ages. The majority of pupils achieve satisfactorily. However, work in their books indicates higher-attaining pupils are not consistently challenged and stretched, as pupils tend to be given the same tasks. Standards are similar to those reported at the last inspection.
44. Teachers promote their pupils' speaking and listening skills effectively and ensure that the learning environment enables them to speak out and 'have a go'. Pupils are enthusiastic and generally confident speakers, are keen to share their thoughts about their work and school life, and although the majority reach expected standards, there are few instances of pupils speaking at high standards. This is because pupils tend not to use adventurous vocabulary and in some classes, such as in Years 1 and 4, pupils do not always listen to the contributions of others. During the whole-school assembly, older pupils in Year 6 gave a good account of their experiences during their recent residential trip to Dorset. They enjoyed participating and spoke with confidence and humour to the school audience, including parents.
45. Pupils are achieving well in reading in both Years 2 and 6, and some pupils are achieving at above expected levels. The co-ordinator has introduced guided reading throughout the school and this innovation has contributed to improved standards and enjoyment of books. In addition, standards have improved because reading has been promoted throughout the school and pupils are encouraged to read more widely for different purposes. For example, there is a stronger emphasis on pupils using their reading skills to research topics on the Internet for subjects such as history.

46. The school is aware that standards in writing still need to improve throughout the school. Teachers are effective in teaching basic skills and when introducing different styles of writing. Incisive questioning enables pupils to give oral answers to questions but they find it much more difficult to record their thoughts using adventurous vocabulary. This is one reason why few pupils reach high enough standards. In addition, teachers do not always demand high enough standards in the presentation of work and quality of handwriting in English and in writing in other subjects; this has a negative impact on standards. The weakness identified in the last report that too few higher-attaining pupils write in a lively and interesting style, using complex sentences, still remains.
47. The quality of teaching and learning is good, in lessons observed in Years 2, 3, 5 and 6. Teachers are effective when teaching basic skills and provide interesting ways to present different styles of writing. A good example was observed in Year 5 when a challenging and imaginative approach to teaching persuasive writing took place. Pupils were highly motivated and devised creative advertisements, persuading the class to buy everyday objects using a range of powerful advertising techniques. Planning is generally based on the National Literacy Strategy but teachers are confident to deviate from it when appropriate. Additional sessions are also planned to encourage speaking and listening skills and reading. Effective support is given to pupils needing additional help. This is because of the good training the learning support assistants have received and they make a significant contribution towards ensuring these pupils are effectively included in lessons and make good progress. Teachers have very good relationships with their pupils and expect their pupils to work hard and complete a good amount of work, even if some of it could be more challenging for higher-attaining pupils. This enables pupils to have a positive approach to learning and helps them achieve well.
48. The leadership of English is good and management is satisfactory. The co-ordinator is knowledgeable, enthusiastic and determined to work with staff to raise standards throughout the school. The guided reading programme is helping to raise standards and strongly promotes an enjoyment for books. The headteacher has monitored teaching but the co-ordinator has not had the opportunity to monitor teachers' planning or pupils' work. The lack of consistent systems to check on pupils' progress leads to work being set that is not always matched well to pupils' needs.

Language and literacy across the curriculum

49. Language and literacy skills are used satisfactorily across the curriculum. For example, Year 3 pupils devised investigations about types of snacks in design and technology and evaluated the results, using appropriate vocabulary and style. Links with ICT are developing satisfactorily. For example, Year 2 pupils use their word-processing skills to write an account of a visit from the fire brigade and Year 5 pupils used their research skills on the Internet to extract information about World War II.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are broadly in line with those expected in Years 2 and 6, and in lessons, pupils are achieving satisfactorily.
- The quality of teaching and learning is good and pupils are making good progress.
- Pupils with SEN are supported effectively and are achieving well.
- Not enough attention is given to developing pupils' standards of presentation and handwriting and more challenge could be given to higher-attaining pupils.

Commentary

50. Work in pupils' books and in lessons indicates that most pupils are achieving satisfactorily in Year 2, and are working at levels broadly typical for pupils' ages. These standards show an improvement on those attained in the statutory tests last year when they were below the national average. The main reason for improved standards in Year 2 is because teaching has improved and is now good. In Year 6, standards are not as high as the National Curriculum test results in 2003 in Year 6 would suggest, when they were above the national average in terms of average points scores and were well above the performance of similar schools. The current satisfactory standards which that are similar to those at the last inspection, do not reflect the good quality of teaching and learning that pupils are enjoying. This is mainly because this class has received much inconsistent teaching when in other year groups. Pupils are achieving satisfactorily, but they started from a lower base than usual when they entered the class.
51. In Year 2, work in pupils' books indicates a wide range of work has been covered, including 'number' and 'shape, space and measures'. There is particularly good work on estimating and measuring, and earlier work indicates that pupils are confident in recognising that two halves, three thirds and four quarters each make a whole. In a lesson observed in this class, most pupils were confident in counting on and finding small differences between two-digit numbers such as 36-31, and 39-33, while four pupils with SEN who were supported effectively by a teaching assistant were working confidently with simpler sums such as 18-15 and 24-22. Work in the books of pupils in Year 6 shows that they are reasonably confident in multiplying numbers by tens, hundreds and thousands and use a multiplication grid effectively to solve multiplication problems. In the books of higher-attaining pupils, there is some very good work on long multiplication and division, whilst most pupils have produced some impressive work on percentages, fractions, handling data and probability. However, work in their books suggests it is not extended enough and higher-attaining pupils could be challenged more. In a good lesson, pupils showed standards appropriate for their age when they used partitioning and a multiplication grid to solve real-life problems such as 'If there are five classes in each year group, and 30 pupils in each class, how many pupils are in the school?'
52. Four lessons were observed and the quality of teaching and learning was good in all. Common features in these good lessons include teachers' good command of the National Numeracy Strategy, very good relationships with their pupils and good class management. In Year 2, lesson planning was very good and in the introductory warm-up session, the teacher used good questioning such as, "I have to add 10 to her number to make 100 - what is her number?". This teacher has high expectations of her pupils and they are learning well. She emphasised technical vocabulary well such as 'subtract', 'difference', and 'smallest'. Pupils were attentive and interested in the tasks set and made good progress. In Year 3, the teacher was quietly confident and, when giving work to extend her pupils' understanding of addition, matched it well to their needs with an appropriate level of challenge. Pupils responded well to this challenge and were learning effectively. In Year 5, the teacher used a very imaginative approach when teaching about measurement and, as a result all the class was fully absorbed in estimating in metres, centimetres and millimetres. In Year 6, the teacher adopted a quick, snappy approach that caught his pupils' attention as they learned to solve number problems, and he set challenging but realistic tasks matched to pupils' needs as they worked in groups. The quality of teachers' marking is variable. Some of it is encouraging and helpful, showing pupils how to improve their work: "I am really pleased you have understood all the fractions work we have covered this week. Well done". However, some of it is rather cursory and not helpful in moving pupils forward, even in the same class where some of the marking is good.
53. The well-trained teaching assistants work well with the class teachers and provide patient and sensitive support for pupils with SEN. This good quality support results in these pupils learning well and they make good progress. They are achieving well in relation to their prior attainment and, because of the good relationships with the teaching assistants and their class teachers,

they are confident and integrated well into their classes. Support generally takes place in the classrooms.

54. Although pupils' standards are broadly typical of those expected for pupils' ages, this judgement does not extend to the standard of pupils' presentation and the quality of their handwriting. Whilst the presentation of some pupils' work is good, their handwriting is often untidy and their letters are not well formed. Much of their work suggests that pupils do not take enough care with how they present it. The co-ordinator has not had time to monitor the quality of pupils' work to ensure consistency throughout the school. The headteacher, however, has monitored the quality of teaching.

Mathematics across the curriculum

55. Satisfactory use is made of mathematics across the curriculum. There are appropriate examples of pupils using their mathematical skills in science, where pupils made graphs to show the relationship between speed and gradient. The subject is also used effectively in geography, history and music.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By Year 6, pupils are achieving satisfactorily, and are taught and learn well.
- Tasks are not consistently matched to pupils' ability, especially the more able pupils, as effective systems to check on pupils' progress are not fully in place.
- Handwriting and presentation of recorded work is not as good as it could be.

Commentary

56. In the latest teacher assessments in the national test results, pupils in Year 2 achieved standards below those expected of pupils of a similar age, whereas pupils in Year 6 achieved standards expected of their age. Inspection confirms standards are in line with those expected in Year 6 and have improved in Year 2 and are typical of those expected of these pupils. Standards are similar to those reported at the last inspection.
57. Teaching and learning are good in most lessons seen and pupils achieve satisfactorily. Pupils with SEN achieve well but higher-attaining pupils could be pressed harder. Effective teaching contributes to pupils' developing ability to plan and record their own investigations. Their ability to discuss and give reasons for their results is less well developed. The use of scientific vocabulary is well developed in Year 2 because the teacher challenges the pupils to explain the meaning of words such as 'appliance'. In a good lesson in Year 5, pupils designed a fair test well to identify conditions that affect germination. Effective planning and good use of questions ensured pupils enjoyed the lesson and were keen to learn. Time was used effectively and this contributed to pupils acquiring new knowledge, and enhanced their understanding of germination. In Year 3, pupils produced their own investigations to compare the effectiveness of absorbent materials. Pupils suggested a good range of ideas to test the hardness of an assortment of different rocks in order to identify those most appropriate to make a gravestone. In the better lessons, systematic scientific procedures are developed well. The majority of pupils found marble was the hardest rock and good teaching ensured they compared their results to their predictions. During the inspection, pupils' learning was poor in Year 4 and reflected poor teaching. This was mainly because of insecure class management.
58. Not enough attention is given to the standard of presentation of recorded work throughout the school and some of it is carelessly written. There are also missed opportunities to encourage pupils to explain reasons for their conclusions and so extend their scientific knowledge and

understanding. The lack of effective systems to track pupils' progress means teachers do not consistently match work to the needs of more able pupils. Mathematics is used well throughout the school to enhance scientific learning, but ICT is used less well in science.

59. Leadership and management are satisfactory. The co-ordinator has only been responsible for science for two terms and has made a good start. For example, she has introduced a science club for Year 3 and 4 and this is helping to create a positive attitude to investigating and exploring scientific aspects. She has not been able to monitor teachers' planning or the standards of pupils' work and not very much monitoring of teaching has taken place.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is good.
- There are good links with other subjects.
- There are gaps in the National Curriculum programme of study, and statutory requirements are not met fully.

Commentary

60. No lessons were observed in Years 1 and 2 and therefore it is not possible to judge teaching in Key Stage 1. In the classes for older pupils, two lessons were observed in Years 5 and 6, where pupils were learning well. In these good lessons, pupils were taught to use the Internet to research their topics in history and geography respectively. In Year 5, pupils use well terms associated with ICT, such as 'site', 'search', 'cut and paste', and 'Google'. The teacher is confident and has high expectations of her pupils and when they answer a question, she challenges them to "*explain that further*". These high expectations are also reflected in the strict time limits she gives the class, saying, "*I want a good collection of meanings for your glossary*". Pupils respond well and settle quickly with a partner to research meanings related to aspects of the Second World War. They work well in pairs, with one pupil using the Internet and the other writing details for the glossary and also finding information in books. They make good progress and are working at broadly expected standards. In Year 6, the teacher has good relationships with his pupils and is confident in using a projector and large screen to demonstrate how to use the Internet to obtain information about a country of their choice in Africa. He expects them to work hard and provides a realistic level of challenge. Pupils are confident in using the computers and show standards broadly typical for their ages. All pupils, including four pupils with SEN, make good progress and are achieving well.
61. Whilst work in lessons and on display matches the standards expected for pupils' ages, there is no scheme of work to guide teachers in their planning. The result is that there is repetition in the curriculum and no consistent emphasis on the development of pupils' skills, controlling and modelling, although these aspects take place spasmodically. In Year 5, for example, part of a lesson was observed in which pupils were being taught how to use e-mail. As a result, statutory requirements are not met in full. A consultant works with the co-ordinator, and their priorities have been to ensure that all the hardware is in working order and reliable. They are aware that immediate attention now needs to be paid to the curriculum and to put in place a scheme of work to meet fully the needs of the school.
62. Standards are not quite as high as those reported at the last inspection, but they have kept pace with the national rise in standards in those aspects of the technology that are consistently taught.

Information and communication technology across the curriculum

63. Work on the walls in classrooms and around the school indicates that there are good links with other subjects of the curriculum, such as literacy, art and design, design and technology and history. In Year 1, for example, pupils have designed attractive posters about safety in the adventure playground, using 'clip-art' with the help of their teacher. In Year 2, pupils used the computers to design their impressive puppets. In Year 4, there are good links with literacy, where pupils are using computers to learn about headings, paragraphs and bulleted lists and have designed information booklets. The technology is under-used in science.

HUMANITIES

Geography and history were sampled and insufficient evidence was available to make an overall judgement on provision. Religious education was subject to a section 23 inspection.

64. Two **geography** lessons were observed. Work in these lessons, together with that from pupils' previous work, suggest that standards are broadly typical of those expected for pupils' ages. In a good lesson in Year 6, pupils showed a satisfactory use of their mapping skills. The teacher had good subject knowledge and built effectively on pupils' skills already acquired. They used four-figure co-ordinates and keys appropriately to extract information from maps of Africa. The use of the annual residential visit for pupils in Year 6 enhances the curriculum, with a beach study and the use of maps for orienteering. In this class, ICT is used appropriately in pupils' research to find out more about Africa. In Year 1, pupils used photographs that they had taken previously of the locality as a starting point for a later lesson. Procedures to check on and track pupils' progress are unsatisfactory and the policy and scheme of work need to be reviewed.
65. Only one **history** lesson, in Year 2, was observed and in Year 5, an ICT lesson contributed to pupils' use of their research skills to find out more about World War II. Pupils in Year 2 were keen to discuss their observations of Florence Nightingale. They compared the clothes she wore with those worn by a nurse today. These pupils are developing an understanding of the contribution of famous people, as they also studied the contribution of Mary Seacole during Black History Week. The backgrounds of some pupils in the school are represented, as they study the contribution of famous Black people, such as Nelson Mandela and the inventor, Garrett Augustus Morgan. Visits enhance the subject effectively, such as to St. Albans, when pupils studied the lives of the Romans and wrote about their visit, linking well with literacy. There is a satisfactory use of numeracy in history. Throughout the school, timelines are used, such as that for the Victorians in Year 5 and in Year 2, when a Venn diagram was used to illustrate the similarities and differences of the uniforms nurses wore in the past and those worn today.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In these subjects in this area of learning, there was insufficient evidence to make an overall judgement on provision. One lesson was seen in art and design, and design and technology, and a limited amount of work was sampled. Two lessons were observed in music and a number of assemblies were attended when singing took place. Three lessons were observed in physical education.

66. In **art and design** there is no scheme of work or policy and consequently, progression in the development of skills in all aspects of art is inconsistent. An analysis of work around the school reveals some good work in Year 5 and 6, and bold use of pastels in self-portraits in Year 1. There is an appropriate range of work in Year 6. Here, pupils produce attractive landscape pastel drawings and more able children create effective perspective in their pictures. They use paint well to create portraits in the style of Picasso. In Year 6, pupils were learning how to use clay to produce African masks. These pupils enjoy this activity and all pupils can explain how to use simple tools and water to shape the clay. Computers are used well to research information about different styles of African masks, and literacy skills are put

to good use to evaluate the use of ceramic paints to create tiles. In Year 5, pupils have sketch-books and learn to use shading effectively in their still-life drawings. In the one lesson observed in Year 1, teaching was poor and the teacher spent more time managing behaviour than teaching skills; as a result, in this lesson, standards were below average.

67. In **design and technology**, an analysis of work indicates pupils have appropriate learning experiences. Pupils in Year 2 achieve standards that are typical for their age. They design and make an impressive owl-glove puppet. Finished products show pupils are able to cut out fabric, following a simple paper pattern and join material using basic running stitches. There are good links with ICT and literacy. Pupils use the computer to draw their initial designs and they use their literacy skills in evaluating their puppet and identify how to improve it. Pupils in Year 5 make good progress in understanding how a cam mechanism works, and are able to evaluate the prototype model they have made.
68. In **music**, the school mainly follows a commercial scheme of work, to ensure there is a reasonable balance of opportunities to develop pupils' key musical skills. However, this is not consistently followed as in Year 3, for example, a scheme devised by an outside consultant is taught. It is not clear, therefore, how progression in the music syllabus throughout the school is assured. In both lessons observed, teaching was satisfactory. In Year 1, pupils made steady progress, clapping in time to pre-recorded music, and improved their skills in beating in time, using both tuned and un-tuned musical instruments. In Year 3, pupils made satisfactory progress in their listening and critical skills as they listened to a CD of various arrangements and renditions of George Gershwin's 'Summertime', such as the differences in interpretation and orchestration in versions by Sarah Vaughan and George Benson.
69. In the assemblies, although the general standard in singing was broadly typical for pupils' ages, there was not much enthusiasm or passion shown for this activity. The exception was in the assembly of high quality given by pupils in Year 6, when the singing, led by these pupils but with other pupils joining in, was enthusiastic and full of enjoyment.
70. In the lessons observed in **physical education**, teaching and learning ranged from satisfactory to excellent. In a very good lesson in Year 6, standards were above those expected and pupils achieved well. The teacher's specialist knowledge ensured pupils were challenged, and the lesson built successfully on their previously developed skill and knowledge. In this lesson, pupils showed higher than usual skills in striking and placing a ball using a rounders bat. Their skills in fielding and their ability to catch and throw a ball to a specific target are well developed and the majority of pupils demonstrate accuracy and control. Pupils compete against other larger schools, successfully winning competitions for athletics, rounders and football. The rounders club is well attended and the standards observed were good. Pupils in Year 6 pupils are able to take part in outdoor adventurous activities such as abseiling and rock climbing, in the annual trip to Dorset.

Example of outstanding practice

A lesson of outstanding quality in which the teacher successfully transfused her enthusiasm for dance to her pupils.

Excellent teaching in a dance lesson in Year 2 contributed to high levels of achievement and standards in dance that are well above what you would expect for pupils of this age. This is because the teacher has expert subject knowledge and is an inspiring role model. Lessons are enjoyable and challenging for all abilities. There is a sense of excitement and anticipation as her pupils rhythmically gyrate to lively music as they get changed for the lesson. She made exceptionally good use of resources, such as excerpts from a video of professional dancers, to identify movement of high quality. Pupils gazed transfixed, as their teacher identified jumping, turning and small hand movements. The teacher used language skilfully to develop her pupils' awareness of the qualities of movement, such as gesture, line and level. Pupils learned and repeated set patterns of movement in the same order and created sequences with a partner, showing low, medium and high levels in their 'space dance'. Their teacher is consistently challenging them to improve and gives continual feedback on their work. As a result, her pupils learn to perform at a high level, such as creating movements in unison and in contrast to their partners, when holding balanced positions and stillness.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled, but available evidence suggests provision is **satisfactory**.

71. There is a satisfactory programme of work to develop pupils' personal, social and health education. The approach that the school takes is appropriate because it encompasses an inclusive view of the subject. Some lessons are timetabled but teachers also use circle time (when the teacher and pupils discuss issues relating to personal, social and health education) and other opportunities as they arise to support this aspect of the curriculum. The danger of drugs, alcohol and cigarettes are included within the established science curriculum, and this is supported well by visits from outside agencies. In addition, sex education is appropriately taught through the science curriculum and visits from the school nurse. Pupils develop their social skills during both daytime and residential visits. They willingly act as monitors for a variety of tasks, including organising equipment at break times. The School Council contributes to school-based issues effectively and members of the EEAZ Council meet with other schools. Teachers are good role-models and stress the importance of pupils listening to the views of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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