

INSPECTION REPORT

STROUD GREEN PRIMARY SCHOOL

Finsbury Park, London

LEA area: London Borough of Haringey

Unique reference number: 131096

Headteacher: Ms Denise Sewell

Lead inspector: John William Paull

Dates of inspection: 15th - 17th September 2003

Inspection number: 258055

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 418

School address: Woodstock Road
Finsbury Park
London

Postcode: N4 3EX

Telephone number: (0207) 272 4539

Fax number: (0207) 281 5479

Appropriate authority: The governing body

Name of chair of governors: Ms Elizabeth Denver

Date of previous inspection: 29th June 1998

CHARACTERISTICS OF THE SCHOOL

- Stroud Green Primary is a large, inner-city school.
- Its pupils reflect the area's rich ethnic and cultural diversity, as well as white and mixed backgrounds, many other groups are represented, including pupils from families with origins in:
 - Africa or the Caribbean islands;
 - The Asian sub-continent;
 - Turkey; and
 - many others
- The proportion of pupils for whom English is not the home language is very high (nearly 45 per cent), and languages spoken at home include:
 - Turkish;
 - Yoruba; and
 - Twi
- The neighbourhood has families in a wide range of socio-economic circumstances, including:
 - refugees and asylum-seekers, and
 - a well above average proportion of children who qualify for free school meals (44 per cent).
- The school is a base for various services that offer care for pupils before and after school.
- The proportion of pupils with special educational needs (mainly pupils with learning difficulties or social, emotional and/or behavioural difficulties) is above average (over 25 per cent).
- Pupils' attainment on entry varies from a few who are well above what is usually found, to many who are well below, especially in language skills in English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22028	John William Paull	Lead inspector	Science, art and music.
19798	Jane O'Keefe	Lay inspector	
27426	Terry Aldridge	Team inspector	Mathematics, citizenship, physical education and special educational needs.
16773	Raminder Arora	Team inspector	English, design and technology, geography and English as an additional language.
1395	Pauline Hoey	Team inspector	Areas of learning in the foundation stage, information and communication technology, history and religious education.
25342	Maria Hanna	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stroud Green Primary is an effective school at which nearly all pupils achieve well in comparison with their starting points, based on good overall teaching and learning. It gives good value for money.

The school's main strengths and weaknesses are:

- good planning of lessons and teachers' awareness of and care for their pupils' needs;
- links with many parents and the community, including available services outside school time that are extensive;
- overall attainment in the core subjects of English, mathematics and science is below average; and
- poor attendance interrupts learning for a significant number of pupils.

The school has improved significantly since its last inspection. The quality of education has risen owing to a lot less unsatisfactory teaching than was previously reported and a better curriculum, both of which were key issues in the 1998 report. However, the sharpness and use of monitoring have not yet improved enough.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low
Similar schools are those with a broadly similar proportion of pupils eligible for free school meals.*

By Year 6, nearly all pupils achieve well compared with their starting points. However, in 2002, the Year 6 results were the lowest for several years and, in science, were in the bottom five per cent nationally. As more pupils than usual were identified with special educational needs that year, this disappointing result was not unexpected. 2003 comparisons are not yet available. However, the school's performance looks stronger again, with more pupils attaining at levels higher than normally expected for their age, and a big improvement in science especially. In current work in Year 6, standards in these subjects are below, rather than well below average. In most other subjects, including information and communication technology, standards are as expected nationally. The school has a strongly inclusive climate for learning and has noticed that Turkish pupils seem to do less well than other groups. It has responded by using a Turkish community worker and its learning mentors to target these pupils' progress. Lower down the school, standards in reading, writing and mathematics are currently below, rather than well below, average. Compared with the goals that they are expected to reach at the end of reception, children do well in personal and social development, although many are well below what is expected in communication, language and literacy and mathematical development, which reflects the low overall levels of many of them on entry to the nursery. Pupils' personal development, including their awareness of spiritual, moral, social and cultural factors, is good and they behave well in school. Attendance, however, is well below average.

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and is based on teaching of overall good quality. While it is satisfactory overall, teaching across Years 1 and 2 is not quite as strong as that in older age groups. Nevertheless, teaching is consistently good in mathematics and science, so pupils acquire solid knowledge and skills, contributing to the strong improvements in performance in these subjects. Other significant strengths include teachers' strong guidance and care of pupils, skilful classroom assistants, very good contributions by learning mentors, a Turkish community worker and nursery officers and links with parents.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher has a very clear view of how the school can be improved and communicates this vision well to the staff and to governors, who share it fully. Governors are very committed and supportive, although less clear about the extent to which they should be involved in checking and monitoring the quality of education. Management is effective overall although, as at the time of the last inspection, there is inconsistency in subject management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all parents at the meeting and in their responses to questionnaires were pleased with the school. They feel that teaching is good and that their children make good progress and receive good levels of care and guidance. A significant number of parents stated that although behaviour in lessons is good, it is not always so at lunchtimes and also that an emphasis on literacy and numeracy has reduced the range of activities that are taught. The school is seeking to address these matters with the appointment of a senior midday supervisor and with the introduction of cross-curricular planning such as its *Literacy goes M.A.D.D.* project, which emphasises music, art, dance and drama.

Pupils who were asked were very supportive of the school and its teachers, demonstrating considerable loyalty and stating their appreciation of what is provided for them.

IMPROVEMENTS NEEDED

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

- develop further the focus on subjects across the curriculum, using them as vehicles for the improvement of pupils' use of standard forms of spoken and written English, mathematics and general knowledge;
- raise levels of attendance, so as to lessen interruptions to pupils' learning;
- improve the gathering and impact of information gained from monitoring performance, on:
 - targeting for pupils with special educational needs;
 - inconsistencies in the practice of different subject managers; and
 - how groups of children are formed and taught in the foundation stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Compared with their knowledge and skills when they first join the school, pupils generally achieve well as they move on through each class. Turkish pupils do less well than other groups and with the involvement of a Turkish community worker, ways of improving their attainment are being pursued. Overall, standards in English, mathematics and science are below average, while the results of the 2002 National Curriculum tests were well below average for pupils in Year 6.

Main strengths and weaknesses

- Pupils of different groups, such as those for whom English is not the home language and those with special educational needs, make good progress because of good teaching.
- National Curriculum test results at the end of Years 2 and 6 have risen since the inspection of 1998 although, in 2002, results in Year 6 fell sharply compared with 2001.
- Pupils throughout the school are good at listening to their teachers and each other.

Commentary

1. Many children enter the nursery from homes in which English is not the home language. Understandably, these children's skills in English are often limited. Several other children join the nursery with spoken language that is characterised by short sentences or a single word in response to questions and overall attainment on entry is well below what is usually found. Nevertheless, a few children are very articulate for their age. Children's mathematical development is a little higher on entry than their language, literacy and communication.
2. Teaching is consistently good in nursery and reception classes, so children's learning and progress are good and bearing their starting points in mind, their present achievement is generally good. However, they do not have enough time to reach normally expected standards by the end of the reception year. When they begin work on the National Curriculum, their overall attainment has risen a little to a point that is below, rather than well below, what is usually found. In communication, language and literacy, however, attainment remains well below the goals that children are normally expected to reach, except in the quality of their listening. Whenever their teachers speak or adults and children talk together in a group, they settle quickly and are always willing to listen.
3. In Years 1 and 2, pupils' knowledge and skills develop satisfactorily. Currently, overall standards in English are well below average, but higher in mathematics, which reflects the 2002 results of National Curriculum tests in reading, writing and mathematics at the end of Year 2. Results in mathematics, for example, were well above those of similar schools. Pupils acquire good skills in number, including mental arithmetic, which supports comments made by several parents at the pre-inspection meeting.

Results of the 2002 national tests at the end of Year 2 – average points score

Standards in:	School results	National results
reading	14.3 (14.7)	15.8 (15.7)
writing	13.3 (10.9)	14.4 (14.3)
mathematics	17.0 (15.5)	16.5 (16.2)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

4. In Year 2, standards in science are currently below average. For similar reasons to those given above, pupils are nonetheless doing well, given their capabilities. Standards are also higher than those indicated in the 2002 teachers' assessments. Pupils take care with scientific

observations when they work with, for example, a range of materials, including metal, stone, plastic and wood, and describe properties such as “hard”, “soft”, “smooth” and “bendy”.

5. A relatively high proportion of pupils have access to a computer at home and, in school, nearly all of them have sound skills with a mouse and keyboard and are confident in using a good range of programs to support their work. Their other work across the curriculum generally matches what is normally expected for their age groups.
6. Owing to relatively high numbers of pupils who leave and join the school other than at normal entry and transfer times, comparisons of the results of whole classes with their results in previous years are unreliable. However, performance data shows that, compared with their standards three years ago, pupils who were in Year 6 in 2002 made good progress and achieved well. Similar figures for the present Year 6 class reflect this picture. Recent results are better than those of 1998 and the school received an achievement award for progress based on its Year 6 test results of 2001. Overall results then dropped sharply in 2002 to well below average in English, mathematics and science and were the school’s lowest for several years. Although these results were disappointing, they were not unexpected as more pupils than usual were identified with special educational needs. This group of pupils achieved satisfactorily but, understandably, their standards were lower than those normally expected for their age, which adversely affected results overall.

Results of the 2002 national tests at the end of Year 6 – average points score

Standards in:	School results	National results
English	25.5 (26.5)	27.0 (27.0)
mathematics	24.6 (27.4)	26.7 (26.6)
science	24.2 (28.6)	28.3 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

7. Figures for comparing schools’ results are not yet available for 2003. However, early indications are that Year 6 scores in 2003 have reversed the drop, especially in science. The main factor is that the number of pupils attaining at higher than normally expected levels has increased.
8. The school has well developed strategies for promoting literacy, numeracy and competence in information and communication technology. For example, in younger age groups, reading is developed with the use of a scheme that tailors the difficulty of vocabulary very closely to pupils’ levels of skills. As a result, nearly all of them read texts that they cope with fluently, which builds confidence and enjoyment. In information and communication technology, pupils have their own files from an early age, so they soon learn about menus and toolbars that control applications.
9. Current work in Year 6 indicates that standards in English, mathematics and science are holding at the improved (though still below average levels) indicated by the 2003 national tests, rather than the well below average levels of 2002. Usually, in other subjects, including information and communication technology and religious education, standards are around those expected, which represents good overall achievement. More able pupils also achieve well, with several pupils exceeding levels that are normally expected for their age. Parents expressed concerns about standards in the arts, feeling that subjects such as art and music were possibly not receiving the attention that they should, owing to national projects in literacy and numeracy. Inspectors found that the school’s involvement in *Literacy goes M.A.D.D.* was doing a lot to meet needs in, for example, art and music. This scheme raises the profile and awareness of such subjects by using them as the starting point and means through which literacy skills are taught. Displays of work in art and design and design and technology, representing nearly all ages, indicated standards at least in line with those normally expected.

Geography was a weaker subject. In a conversation with an inspector, pupils found it hard to recall knowledge and skills from previous work.

10. Pupils with special educational needs usually make progress at rates similar to those of other pupils. However, targets in these pupils' individual education plans are not consistently sharp, precise and measurable. This relative weakness means that their progress is not as consistently rapid as it might otherwise be. Overall, their achievements are satisfactory rather than good. Amongst pupils with English as an additional language, those who speak Turkish at home do not do as well as others. Contributory factors include rates of absence that are often higher than that of other pupils and difficulties with explaining how their parents can help at home. The school has a very strong inclusive climate for learning and it is working hard to overcome these barriers. For example, learning mentors are working with pupils to raise self-esteem and to impress upon them the importance of good attendance. A Turkish community worker has also been involved and he works hard with parents, conveying information to them, holding meetings, visiting and explaining the school's styles and methods of teaching. The co-ordinator for the achievement of pupils from ethnic minorities has also contributed much advice and support to teachers in their planning. Little overall difference was seen in the standards that are achieved in other ethnic groups. All pupils are treated with equal regard with respect to analysing their performance and meeting their learning needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards school and their behaviour in lessons are good, often very good, and their behaviour around the school is good overall. The personal, social and emotional development of children in the nursery and reception is a strength and pupils' personal development, including spiritual, moral, social and cultural development, is also generally good through the school. Attendance, however, is a weakness.

Main strengths and weaknesses

- Pupils generally enjoy school and they are nearly always attentive in lessons.
- Pupils respect each other's backgrounds and cultures.
- Awards that promote pupils' behaviour and attitudes are used effectively.
- Unauthorised absences are considerably higher than the national figure.
- Exclusions are only used as a last resort and none was needed in the last year.

Commentary

11. Parents at the pre-inspection meeting commented that the school's arrangements for promoting pupils' personal development are strong. Inspectors agree with them. For example, moral values are powerfully promoted in assemblies, contributing to pupils' thoughts and feelings about the world and their part in it. This teaching also includes understanding of right and wrong. Lessons often introduce thinking beyond the facts of subjects and lead pupils to make judgements about the possible motives of the main characters in, for example, stories or historical situations. Planning in religious education displayed similar features about what could be learnt from religions. However, possibly the strongest feature, and an example of very good practice, is that pupils are involved in explaining why behaviour and sociability are important. They know the rules by which their classrooms will operate, including issues of personal morality. Pupils from the youngest to the oldest are frequently involved in conversations about how other people would like to be treated. Such ideas include respect for their own and each other's cultural heritage. Pupils are responding well to this teaching and their chosen groups are frequently of mixed gender and ethnicity. A group of pupils explained to an inspector that they had not experienced any racist behaviour at school and they were totally certain that it would not be tolerated. This provision also offers good cross-curricular links with speaking, listening and literacy, as pupils discuss and write down their views. The resulting social learning is also good and ideas such as wanting to learn from each other and from their teachers; to be safe; and to enjoy being at school emerged during the same discussion. Pupils around the school were friendly and often confident, offering help and answering questions in an open manner. Even children in the youngest classes are often willing to respond to visitors

in this friendly, confident manner. In their classrooms, they have a good knowledge of the behaviour that is expected and respond well. At their meeting, parents were concerned that behaviour at lunchtime is not as good as at other times of the day. To the extent that playgrounds, at times, are rather boisterous, inspectors agree with them. However, the school is working hard to establish areas for different types of activity, such as an area for ball games and areas for less vigorous activity. Senior staff also acknowledge that the application of its behaviour policy is not as rigorous at this time of day. However, a new senior supervisor is beginning to work very effectively with other lunchtime staff to ensure a consistent approach.

12. Pupils relate well to each other and to their teachers. They generally show respect to each other and appreciate that differences between people and groups of people are positive and interesting. Those asked explained that occasional incidents of name-calling and similar hurtfulness occur, but that their teachers act quickly and sort out such rare incidents effectively. Overt bullying is also rare. Again, pupils asked were clear that it is taken seriously and they would expect their teachers to inform their parents and involve them in solutions.
13. The school also has a good system of rewards and sanctions. Rewards are given for good work, attitudes and behaviour. In a conversation with an inspector, pupils understood that rewards might sometimes be given to pupils who "...find things difficult", when someone else would not be "...praised for the same thing". This type of thinking demonstrates a mature understanding of values such as fairness and treatment of individuals according to need.
14. As a result of strong provision, pupils' attitudes, behaviour, personal development and relationships are good overall. These standards make a similar good contribution to the climate for learning and the work of the school generally. Attitudes and behaviour were never less than satisfactory in lessons and, in many, were good or very good, increasing in frequency as pupils get older. This finding suggests that as pupils grow older and experience it more, the impact of the school's provision strengthens. Pupils themselves said that they enjoy school and are proud of it.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	3.2
National data	0.5

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

15. The table shows that the school is acting properly in not authorising absence unless it is sure that reasons are given and that they are good enough. In fact, its rate of authorised absence is lower than the national figure. However, despite the school's best efforts, its overall attendance levels are well below those of other primary schools nationally, owing to its high rate of unauthorised absence. Low attendance has a negative effect on pupils' attainment. Punctuality is also a problem with a few families. The school is using many initiatives to counter poor attendance, including the use of learning mentors, and a community officer who liaises well with Turkish families for whom English is an additional language. Weekly contact has been established between the school and the education welfare officer for the area. Concerns are therefore raised quickly and followed up and as a result, a small but steady improvement is occurring. Nevertheless, a significant minority of parents are still not taking the education of their children seriously enough.

Exclusions

16. It is the governors' policy to use exclusions only as a last resort. Governors understand the need to apply principles of natural justice on occasions when exclusions are used, either for a fixed term or permanently. It has not been necessary to use this sanction in the last year, which reflects pupils' generally good behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is good. Teaching and learning have improved well since the last inspection. It is a very caring school, which offers an inclusive education for pupils from a variety of backgrounds and ethnicity. What is taught meets statutory requirements and is adapted well for pupils of different prior attainments.

Teaching and learning

The overall quality of teaching and learning is good. Teachers plan effectively and adapt their teaching to meet the learning needs of all pupils, who therefore acquire knowledge and skills effectively. Although assessment procedures are generally used satisfactorily to establish overall targets and to track pupils' progress, they are not always used well enough to set specific targets for pupils with special educational needs. As a result, opportunities to group pupils with similar needs and to teach them together are missed, especially when they are in different classes.

Main strengths and weaknesses

- Teachers have good knowledge of what they teach.
- Teachers insist on high standards of pupils' behaviour and, as a result, pupils' behaviour and attitudes in lessons support learning well.
- Work is well planned and usually matches pupils' needs well.
- The partnership between specialists, such as the co-ordinator for English as an additional language, class teachers and teaching assistants is strong, especially in their use of visual clues, lists of key vocabulary and dual language materials.
- Teachers encourage pupils well, helping them to feel comfortable in school and to put in a good effort.
- Insufficient emphasis on standard forms of spoken English is sometimes given. As a result, colloquial and short answers to questions are too easily accepted.
- Information and Communication Technology (ICT) is not always used enough in lessons.

Commentary

17. Although it is good overall, more very good teaching was observed in Years 3 to 6 than in Years 1 and 2, and more of the satisfactory teaching occurred in Years 1 and 2. The main reasons for the differences were that lessons often moved at a faster pace in classes for older pupils, and teachers used a wider range of appropriate strategies to ensure that pupils remained on task. Adaptations of work for pupils with special educational needs were sufficient to help them make sound progress. Support for pupils with English as an additional language is generally good. Teachers often keep wordlists on pupils' tables to help them with spelling and to remind them of the correct vocabulary. Teachers also use pictures and resources well, pointing to them, holding them up and drawing pupils' attention to them. The co-ordinator for English as an additional language often assists with the planning of such teaching aids, which are useful in supporting the learning of all other pupils. The special educational needs co-ordinator also offers support and advice. As a matter of routine, planning is shared between the teachers of the two classes in each year group. These uses of teamwork lead to good planning and strong teaching partnerships, which result in a strongly inclusive emphasis on meeting the requirements of all pupils. Teaching assistants, learning mentors and a Turkish community officer all provide extra expertise in helping pupils to make the most of what is offered and to remove any barriers to their learning that are identified.

18. Examples of very good teaching are found in a range of subjects, including the core subjects of English, mathematics and science. Throughout the school, teachers insist on high standards of behaviour and their methods of achieving it are often very good, especially in nursery and reception classes and in most classes in Years 3 to 6. Teachers also take every opportunity to encourage pupils and to praise them whenever they deserve it. As a result, teachers establish good relationships with pupils in all classes. Pupils respond with good co-operation and collaborate well with each other. Good behaviour in lessons is also achieved, which contributes strongly to learning. Another outcome is that pupils are confident in wanting to answer when teachers ask questions. However, occasions were observed when teachers accepted pupils' first responses too readily. As a result, colloquial or very short answers are not sufficiently followed up with further questioning. Opportunities to teach standard forms of spoken English are thus missed.
19. Information and communication technology is largely taught well and relevant programs that support pupils' work are available and understood by teachers and their assistants in each age group. However, computers in classrooms were not used frequently enough in lessons that were observed during the inspection. Literacy and numeracy are frequently taught and used in lessons across the curriculum. Links between subjects, especially featuring literacy, music, art and design, dance and drama, are currently being focused as a means to raising the profile of subjects across the curriculum. This recent initiative is a direct result of findings from the school's own process of self-evaluation that identified a lessening of provision in other subjects, while the introduction of the National Literacy and Numeracy Strategies had rightly been the main priority. These strategies have clearly influenced the quality of teaching strongly since the last inspection. Proportions of very good teaching have risen since then and unsatisfactory teaching has almost been eradicated. The leadership of co-ordinators for these subjects has been an important factor in this positive picture, as well as that of the headteacher and support from the local authority.
20. Teachers' skills of ongoing assessment, featuring their marking of work and information given to pupils about what to do to improve it, are good. Teachers are specific with their requirements and talk to pupils in language that is easily understood. Teaching assistants also know pupils well and make a good contribution to their work, helping individuals and small groups to understand what to do to make progress. Assessment is used satisfactorily in English and mathematics to track pupils' progress, set clear targets of work and thus improve the quality of education. However, uses of assessment and the impact of direct monitoring of teaching to establish those teachers who are the best practitioners are inconsistent in other subjects. As a result, its impact on sharing methods and ideas amongst all staff and thereby raising the overall quality of learning in these subjects, is not consistent across the curriculum.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (24%)	21 (47%)	12 (27%)	1 (2%)	0 (0%)	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.

The curriculum

The school provides a broad and balanced curriculum that meets statutory requirements, including those of providing personal, social and health education, and sex education. The relevant locally agreed syllabus is used successfully to plan religious education and resources and accommodation permit the National Curriculum to be taught effectively.

Main strengths and weaknesses

- Literacy and numeracy are planned effectively.

- Subject co-ordinators are beginning to build cross-curricular links as a means to raising the profile of subjects such as art and design, music, history and geography.
- The school is successfully providing an inclusive curriculum that meets a wide range of needs for different groups of pupils.

Commentary

21. Since the last inspection, planning has been improved by the adoption of nationally recommended guidelines in a range of subjects. Programmes for the delivery of literacy and numeracy follow the national strategies and their effective implementation has ensured a positive contribution to raising standards. Now that National Curriculum planning is secure – an improvement since the last inspection – the school is beginning to explore cross-curricular links between subjects as a means to providing more extensive opportunities in foundation subjects such as art and design, music, design and technology, and others. Parents at the meeting and in responses to questionnaires expressed concern that the national focus on literacy and numeracy had reduced the range of experiences in these other subjects. A good example of how senior staff and co-ordinators are starting to address this issue was seen in the planning of the *Literacy goes M.A.D.D. Project*, which uses art, drama and dance as points of reference in the planning process. This project is providing good opportunities for pupils to develop the confidence to express ideas in a variety of ways. Pupils for whom English is an additional language and those native speakers with restricted language skills benefit particularly from the role-play opportunities that take place. The headteacher and staff acknowledge that this process can be taken further with other subjects. Inspectors agree with this approach. Owing to their cultural backgrounds, many pupils entering the school have understandable weaknesses in general knowledge of England and of standard forms of spoken English. A curriculum with a strong emphasis on history, geography and other subjects is therefore required, so as to improve such knowledge. Planned improvements also include opportunities to enrich vocabulary and to increase pupils' understanding of how to structure factual and descriptive writing for particular purposes within these subjects.
22. The school provides different work to help different groups of pupils, including, for example, those who fall short of national standards for their age group. Additional help from trained adults is often given to enable them to understand ideas and to complete activities. This extra help is frequently made available to pupils with special educational needs, who are identified and supported successfully. Those pupils who achieve normally expected standards with ease are identified and benefit from enrichment and extension programmes, sometimes with the support of secondary schools.
23. The school has appropriate sex education and drug education policies in place. Lessons known as *Circle Time* make a positive contribution to pupils' personal development and contribute to good overall provision of this aspect that helps build relationships between pupils and between pupils and adults.
24. The range of extra-curricular opportunities offered is satisfactory and includes sporting activities. Good use is made of the wider community to support teaching and learning. The use of visitors enhances the curriculum in many fields. Good examples have been visits from a nationally known puppeteer and an opera group. The resulting work in design and technology, art and design and music was clearly of a high standard. Educational visits are well linked to learning targets and therefore make a useful contribution to extending pupils' academic knowledge, as well as providing valuable social benefits. Several parents also make valuable contributions, visiting lessons to talk about their backgrounds and to share activities that introduce pupils to the rich cultural diversity in the neighbourhood around the school.
25. Pupils for whom English is an additional language are encouraged and enabled to take a full and active part in the whole curriculum. The curriculum is being adapted sufficiently by teachers to enable pupils with special educational needs to make sufficient progress.

26. The school's accommodation has a number of strengths that allow the curriculum to be taught effectively. These include two fully networked information and communication technology suites, dedicated music and art rooms and good-sized halls.

Care, guidance and support

Senior staff set high standards of care and all the staff accept their duty of care very seriously. Procedures for child protection are well understood.

Main strengths and weaknesses

- Good procedures for ensuring child protection and pupils' general welfare.
- Very good care taken of children in the Foundation Stage.
- Relationships between staff and pupils are very good.
- Good opportunities are provided for pupils to express their views about the school.
- The learning mentors provide very good support to pupils in need.
- "Wrap-around" care is of a high quality.
- The playgrounds are in poor repair.

Commentary

27. This is a very caring school where staff get to know pupils and their families well. Pupils say that they feel well supported and would know whom to see if ever they feel worried, hurt or unwell. They said they would recommend their school to others because it is "...friendly and you feel safe". They feel that they have opportunities to talk about their ideas and concerns. In a meeting with pupils that took place before the inspection, pupils explained that the school council is a place where they can speak freely about what is provided for them and they were confident that their views are taken seriously. The schools' learning mentors are also part of this provision for taking pupils' feelings into account. Pupils with emotional difficulties are encouraged to talk through their worries and concerns, so as to stop such difficulties from becoming a barrier to their learning.
28. In the nursery and reception classes, children's personal and social development is very carefully promoted. During the inspection, several newcomers were being inducted into their class in a very caring way, helping them to settle securely into school. There are efficient procedures for the protection of children. The deputy head is designated to deal with pastoral concerns and child protection and other staff are trained and experienced in dealing with this sensitive area. Very good relationships exist between staff and pupils in the school. Through these relationships staff are able to provide support and advice to pupils who may be experiencing problems. Other valuable contributions from the learning mentors entail initiatives such as a breakfast club and an informal counselling service. In addition to its own strong provision, the school is also the base for high quality "wrap-around" care at the beginning and end of the day and during the school holidays. This service provides support for working families who might otherwise not receive it. Parents at the meeting spoke highly of this provision, explaining that the only drawback is that it is often oversubscribed.
29. The premises are appropriately maintained and are basically a safe environment for pupils and staff. However, senior staff and governors are aware that some areas of the playgrounds are in a poor condition.

Partnership with parents, other schools and the community

Partnerships are generally good and include useful information that is presented well.

Main strengths and weaknesses

- The school seeks close links with all of its parents.
- Parents are generally very happy with the care and education that their children receive.
- Good links exist with other schools and the local community.

- Stroud Green is a popular, often over-subscribed school, that parents want their children to attend.
- Parents receive good information about their children's progress, although a few annual written reports are difficult to follow.
- The school has strong links with services that extend care of children beyond the school day.
- Links with the wider community are good.

Commentary

30. Teachers, teaching assistants, learning mentors, community workers and senior staff all work hard to build up successful relationships with parents. At the pre-inspection meeting, nearly all parents expressed support for the education and care that the school provides. In the nursery, parents are made very welcome, which helps the children to settle into school life. Pupils are drawn from a wide range of social, ethnic and cultural backgrounds and all of their families are made welcome. Monthly newsletters, detailing events, achievements and general matters about the school are used to keep parents well informed of what is going on. Parents' consultation meetings about their children's progress are held termly with written reports issued in the summer term. These reports give good information on how children are progressing and what they need to aim for next. Occasionally this information is written in language that is too technical. A few parents wrote on questionnaires that, when this is the case, the reports are daunting and difficult to read. Inspectors agree with this comment, but found that it was applicable on only rare occasions. Broad written information is also given on what children will be learning and how parents can help at home. Meetings have also been held from time to time to explain areas of the curriculum. A large majority of parents who were asked reported that staff are accessible and that parental concerns are taken seriously. Those parents for whom English is an additional language are supported well and the use of the Turkish outreach worker, alongside the Ethnic Minority Achievement Co-ordinator, has been particularly beneficial to Turkish speaking parents. An active Friends' Association (also known as a PTA) arranges events to raise money. Its activities are well supported both by parents and members of the local community.
31. The site is a base for a wide range of extended services, some provided directly by the school and others by outside agencies. These services include a mother and toddler group and several groups where children can be cared for at times that extend beyond normal school hours. For example, *Treetops* offers extended provision for younger pupils. It employs nursery officers in common with the school, which provides a very good practical link, such that children's daily needs are continued smoothly into the school day. A breakfast club is also provided and well attended by several pupils and *Hideaway* provides after-school care. When asked, a pupil graphically and succinctly explained this group's purpose: "If our mummies and our daddies are at work, we can come here to eat and drink and play".
32. Links with secondary schools are good and include pupils' visits and exchanges of information. The wider community is also involved in what is provided. A group of American teachers paid a very successful visit recently as part of an international initiative, focusing on literacy. These teachers took ideas and impressions back to the United States with them, and in return left their ideas and feedback with staff at Stroud Green. It is intended to use some of these ideas in future planning. For adults, a range of courses in information and communication technology is planned in a second, new generation computer suite that has been installed. Again, pupils will benefit, as this suite will be available to the school during the day. Other examples include a range of visits off-site and visitors to the school, who support work in different areas of the curriculum.

LEADERSHIP AND MANAGEMENT

Governors understand their role well and are supportive and effective. The headteacher is a very good leader who communicates her vision well to the staff. Management is largely effective, although delegation and uses of co-ordinators to monitor the school's performance are not consistent across all subjects.

Main strengths and weaknesses

- Governors work closely with the school and are fully involved in its development.
- Strong leadership ensures a shared commitment to improvement and good ideas for taking the school forward.
- Some subject co-ordinators are very recent to their posts and in these cases, direct monitoring of teaching is not in place.

Commentary

33. A well-qualified and experienced chair leads the governing body ably. Governors are well organised, very committed to the school and bring together a wide range of expertise and experience. They contribute these qualities to give effective support across many areas. Governors take a keen interest in the school's activities and standards. Many of them have children attending the school and so want the school to provide the best. Good use is made of training opportunities to improve their knowledge and understanding. The governing body clearly influences performance through its regular half-termly meetings. These meetings include key discussions and decisions that are clearly recorded. Governors have a good grasp of the strengths and weaknesses of the school and have been prepared to make difficult decisions over financial matters. Governors take an active role in leading the school through their involvement in producing the annual school development plan, setting targets and monitoring test results. Specific governors accept responsibility for child protection, literacy, numeracy, information and communication technology, children in the nursery and reception and special educational needs. These governors regularly meet with staff to discuss issues and report their findings to the full governing body. However, procedures for evaluating performance directly, for example, through observations of work in classrooms or shadowing senior staff for a particular, or previously agreed reason are limited. Nevertheless, the governing body fulfils its statutory responsibilities effectively, working with the staff to produce well-considered policies and questioning whether such policies are put into practice. The governing body appraises the work of the headteacher and sets appropriate performance targets. The school's development plan indicates that governors are aware of their weaker areas. It shows their future intentions to develop representation from a wider cross section of the community; to evaluate their own performance more fully, and to develop monitoring and evaluation procedures to provide sharper, more useful information about the school's performance.
34. Leadership of the school is good overall, and the vision shown by the headteacher is very good. Since her appointment two years ago, she has faced many challenges and difficult decisions, not the least of which revolved around an overspent budget. Nevertheless, financial management is now good. The headteacher and governors have successfully eradicated a deficit that accrued when the present school was amalgamated from separate infant and junior schools. Careful planning, close checks of expenditure and monitoring through the governors' finance committee are now fully applied and a surplus has now been achieved. At the same time, the school has effectively absorbed the principles of best value into its practice. The headteacher and chair of finance display a very clear sense of purpose, related to the use of finance to raise standards and provision. For example, the use of grants and national and local initiatives has produced an inclusive school with strong extended day care, such as *Treetops*, *Hideaway* and a breakfast club. The headteacher is realistic about workload and the rate at which changes can be tackled. This sense of purpose allied to a regard for other staff has resulted in good support from an effective senior leadership team and committed teachers and teaching assistants who work well together as a team. Senior leaders have clear responsibilities that are known to all staff. The leadership team meets regularly and has a key role in strategic areas such as collecting and analysing data, systems for performance management and professional development. Effective arrangements exist for regular staff training and business meetings. All staff have full involvement in meetings, taking turns in leading sessions and recording the minutes, which adds to their professional development and provides full involvement. A positive atmosphere amongst the staff is evident and it promotes mutual respect, equality and inclusion. Teaching and support staff thereby provide good role models for pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,475,023
Total expenditure	1,444,248
Expenditure per pupil	3,455

Balances (£)	
Balance from previous year	28,604
Balance carried forward to the next	30,775

35. The school improvement plan focuses clearly on raising pupils' attainment, based on an analysis of performance and the needs of both pupils and staff. It is a well-prepared document, which clearly indicates what needs to be done, including the time span, responsibilities and resources required. The plan is effectively shared with staff and stakeholders and monitored regularly.
36. Management is effective. Management and co-ordination of literacy, numeracy and science are strong, involving thorough analysis and evaluation of assessment and performance data. This analysis is then used effectively to identify strengths and weaknesses and to set future work and targets. Performance management procedures are well established for all teaching staff and this is helping to raise standards and identify areas for focused development. Support staff are not yet included in performance management procedures. However, procedures for inducting new staff are good, ensuring that they are quickly assimilated and the school is recognised by local colleges and institutes as a good placement for trainee teachers. The headteacher, members of the senior leadership team and officers of the local authority carry out classroom observations and offer feedback to teachers. However, one or two subjects do not have subject managers or co-ordinators and a few others that do are very recently in place. As a result, subject co-ordinators are not consistently involved in the monitoring and management of teaching, learning and standards in their own subjects, which is therefore an area for improvement. The co-ordinator of special educational needs manages this area satisfactorily overall, establishing links with services and accurately identifying pupils who require extra help. However, pupils' targets in their individual education plans are not always specific enough and require closer monitoring to ensure that they are being implemented in the most efficient way.

PROVISION FOR AND ACHIEVEMENTS OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Provision for pupils with English as an additional language is generally **good** and they achieve **well** in English, compared with their starting points.

Main strengths and weaknesses

- Pupils' needs in speaking English are identified effectively.
- Teachers funded by the Ethnic Minority Achievement Service work closely in partnership with classroom teachers to the benefit of all pupils.

Commentary

37. The overall achievement of most pupils with English as an additional language is good and is generally in line with that of other pupils. By the time they leave the school in Year 6, those who have been at the school for three years or more attain at similar levels to those of other pupils. Standards in reading are often particularly good. This achievement is partly due to a range of methods, which support pupils whose vocabulary is restricted, so they can cope with the language demands of learning to read English, as well as with other subjects.
38. The overall quality of support for pupils at early stages of acquiring English is good. Pupils are suitably assessed to establish their needs, and specialised support is then allocated in blocks of time to each class or Year group. In-class support during literacy sessions is allocated where it is most needed. Other pupils at early stages elsewhere in the school are supported

adequately by class teachers. Partnership teaching means that suitable wordlists are suggested by the specialist staff. However, a few teachers, perhaps because they have not experienced such high numbers of pupils for whom English is not the home language, are not so fully aware of the range of language needs of the identified pupils. In these circumstances, pupils' progress is slower, as specialist time is at a premium and is not always available to support sufficiently in these cases. Nevertheless, good general support is provided and as far as possible, specialists pass on their expertise well. Resources such as story-liners and tapes in different languages are available, although not plentiful. The quality of focused support by the specialist staff is generally of good quality. Good records of pupils' progress and work are kept and shared in partnership with pupils' class teachers.

39. Pupils' attitudes are consistently positive in all lessons. They behave well, listen with interest and are enthusiastic about learning English and all other subjects.
40. Parental support is effectively sought. Translators and translations are arranged if and when needed. The on-going interaction between school and home in supporting pupils' learning is well developed. The school has a strongly inclusive climate and when a particular need amongst Turkish families was identified, an outreach worker was introduced to hold meetings and explanations. This arrangement is working well owing to his conscientious approach. During the week of inspection, for example, he came back to an evening meeting and has been invited to assist in meetings and explanations for parents, discussing arrangements for secondary transfer.
41. The co-ordinator is very experienced in equipping teachers to provide specific support in lessons. The main barriers to even more effective support for pupils are shortages of time and funding to increase monitoring of teaching and learning and to replace ageing resources with more exciting dual-text books and dictionaries in different languages. Similarly, the co-ordinator has too little time away from direct teaching responsibilities, which reduces occasions when she can lead in-service training, passing on her expertise to other staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Children are admitted to the nursery class on a full time basis in the year when they reach four years old. On entry, a wide span of ability is apparent. The majority of children enter with usual standards in personal, social, and emotional development, which is supported well by the extended services that are provided at the school. The areas of physical and creative development are also about average, whereas skills in communication, language and literacy and mathematical development are well below what is usually found when children enter nurseries. The main reason is that a large number of children speak little or no English at this stage.
43. At the time of the inspection, not all children of nursery age had been inducted into the school. Many judgements are therefore based on discussions with staff, scrutiny of planning, parents' views and other similar evidence, rather than direct observations. Children generally achieve well during their time in the nursery and reception classes. Those who remain at the school throughout the nursery and reception classes progress well in all areas of learning.
44. The quality of teaching and learning is good in all areas and on occasions, very good. The staff have a clear understanding of the needs of young children and good knowledge of what should be taught. A further strength is the way that staff work very effectively as a team. They are very good role models of co-operation, kindness, and care for the children. The deployment of staff is effective with each adult being responsible at times for specific areas of learning. A variety of appropriate strategies are employed to ensure that children feel confident and valued, enabling them to work with purpose and develop a sense of achievement. Very good relationships are established between the children and staff who know and understand individual children well. Thoughtful and relevant questioning techniques are used to extend thinking and probe understanding. Teachers are always aware of the need to plan relevant and imaginative learning programmes for children with special educational needs and for children with English as an additional language. As a result, they make good progress and become self assured and confident members of the community.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**. All staff are very caring and emphasise attributes such as co-operation and sharing. Nearly all children thrive in this climate.

Main strengths and weaknesses

- Induction procedures at the beginning of the year are strong.
- Teachers, nursery officers and teaching assistants establish a caring, thoughtful environment that sets a standard from which children learn to co-operate and help each other.

Commentary

45. The programme for personal, social, and emotional development very strongly underpins all aspects of teaching and learning. The children give every impression of feeling secure in both nursery and reception age groups. Planning and teaching are good. The inspection took place at the beginning of the year and parents and carers were invited and encouraged to join their children on their first mornings at school. These occasions were friendly and full of enjoyment, helping children to see school positively. Several parents also commented on how enjoyable the process of induction was and that their children were feeling secure and settled.
46. In all classes, positive relationships between teachers and children are sought and ensured. Teachers emphasise working together, planning activities that require children to co-operate with each other. Considerable praise is then used when children comply. As a result, they

learn to be kind and to share effectively. Snack times are used effectively to develop children's independence.

47. Skills that are acquired in the nursery are continued and built on further in reception classes. The children are taught to be polite and not simply to share, but to take positive steps to help others. The importance of care is made explicit through the good examples set by staff in their relationships and attitudes to children. Other elements of good teaching are seen in careful management of children's behaviour, coupled to interesting activities. The result is that children remain absorbed on tasks, so their attitudes and behaviour is good, sometimes very good for their age. When necessary, teachers intervene calmly and quickly. This very good provision ensures children learn how to share, resolve conflict, and negotiate with each other. Adults help children to make choices and give them scope to follow through their chosen activities at their own pace.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good overall**. In nursery and reception classes, situations are carefully planned to encourage skills that match individuals' needs.

Main strengths and weaknesses

- Teachers, nursery officers and teaching assistants all employ skilful questioning skills and, as a result, children are confident to reply and to share their thoughts, thereby acquiring speaking and listening skills steadily.
- Good planning ensures that what is taught in reception classes builds well on what pupils learn in the nursery.
- Role-play is a strong element in what is provided.
- Children are frequently given opportunities to handle books carefully; to follow stories, and to make up their own.
- For understandable reasons, many children struggle to reach the goals that are expected at the end of the reception year.

Commentary

48. Appropriate emphasis is given to the development of children's speaking and listening skills. Teaching is good and adults in both nursery and reception classes create lively and often real contexts for children to enjoy and participate in conversation, asking questions and listening. All children benefit from the staff's sensitive questioning techniques and thoughtful responses to encourage them to be confident. Different environments for role-play are planned carefully. For example, in the home corner, children in the nursery learnt about pancakes, talking about ingredients and acting out how to make them. Such activities support the learning of English as an additional language, as they hear English words and relate them to the actions of those around them. All children develop confidence in these situations. A very good feature of the nursery is how the exterior area matches activities that children undertake inside. Planning demonstrates that as the year progresses, children are introduced to the full range of activities that are described in *The Curriculum for the Foundation Stage* (a nationally required scheme that children are expected to follow in nursery and reception classes).
49. As children move on through the nursery and enter the reception classes, teachers provide a variety of books to encourage them to browse purposefully and to appreciate the importance of learning to read. Children are taught to recognise words in favourite stories and to relate sounds to letters. Sharing books with individuals and groups of children is an important part of what is taught. Writing materials are freely available throughout all sessions and in the reception, children are given more focused opportunities to experiment with marks on paper and to make the shapes of familiar letters and words. Records show a wide range of attainment at the end of subsequent reception years. A few higher attaining children succeed at these reading and writing tasks easily and go beyond them, producing recognisable words and sentences that are strung together creatively and often at length. While many pupils reach the goals that are expected at the end of reception, many others including, understandably,

several of those for whom English is not the home language, do not. Overall attainment when pupils begin the National Curriculum in Year 1 is therefore well below average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Children learn simple ideas about numbers and how to count. They are taught to recognise simple shapes in the world around them.

Main strengths and weaknesses

- In the nursery, as opportunities arise, adults frequently involve children in counting objects, toys and other resources.
- Children enjoy counting.
- In reception classes, previous learning is used well to develop understanding further.

Commentary

50. Good planning in the nursery shows how children's understanding of number is developed in real situations. Opportunities to count toys and to match objects into groups of different shapes and colours, are frequently used to help children understand the nature of numbers and counting. Shapes of objects in the environment are pointed out and named.
51. In reception classes, ideas such as "one more", "one less", "smaller" and "larger" are introduced. Higher attaining children go further. They are taught how to make simple calculations up to ten, adding and taking away, and sometimes going further still. Most children recognise written numbers and numbers in text, at least as far as ten and they know the names of simple regular shapes. Records show that the majority of children attain the goals that are expected by the end of the reception year, although a significant minority do not. Overall, standards are below what is usually found when children enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities stimulate children's interest in the world, so as to increase their general knowledge.

Commentary

52. In nursery and reception classes alike, a stimulating range of activities is provided to develop children's natural curiosity and enthusiasm. A high standard of enriching and varied experiences and good teaching enable children to achieve well. Through the use of toys, such as road layouts, simple construction kits and similar items, children learn about historical and geographical ideas, such as "far off", "long ago", "the locality" and suchlike.
53. Planning of good quality shows that in the reception classes, what is taught becomes more focused. As they grow older, for example, children hear stories about famous people of the past or important religious or community leaders. Opportunities are provided for children to develop their skills of prediction and scientific enquiry as they experiment with sand and water. Computers are always available and children make good progress in using them confidently, moving the mouse to control a cursor on a range of apt programs.
54. As in other areas of learning, attainment is very wide-ranging. Many children begin with little general knowledge and, although teaching is good, they do not have enough time to make up the difference by the time they reach the end of reception. Overall attainment is therefore below the goals normally expected for this age. Nevertheless, a few children are very inquisitive and articulate for their age and demonstrate a wide general knowledge and good skills of enquiry.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Many children are likely to meet the national goals for physical development.
- Challenging activities help children to exercise skills in running, jumping and balancing.
- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and many others.

Commentary

55. In all classes for children of nursery and reception ages, teachers provide activities that develop skills and improve co-ordination. In safe, exterior spaces, children have daily opportunities to run, jump, practise their balance and to use moving toys. Teachers, nursery officers and assistants encourage children to use their initiative and imagination. During a good session, based on careful planning, it was clear that nearly all children enjoyed activities in the outdoor area. They explored the space confidently, moving in a variety of ways. Children experiment with different ways of using the apparatus. Teachers effectively teach them skills and strategies to improve their performance. Health and safety issues are always at the forefront of teachers' minds as they challenge and support children as they use the equipment. Planning shows clear development from activities in the nursery to what is expected in reception classes.
56. The outdoor provision is very good and provides an exciting learning environment where children can explore its features and initiate new ideas of their own. Children develop in confidence as they try out their ideas, with adults working alongside them. A very good feature of teaching is that adults see the time as a further opportunity to talk to the children about what they are doing, extending their language and vocabulary. This practice has a particularly good impact on children for whom English is not the mother tongue and those with less well developed patterns of speech.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good planning ensures that achievement is good and many children are likely to meet the nationally set goals for creative development.
- Good use is made of role-play.

Commentary

57. Children's creativity is developed well in all nursery and reception classes. Planning shows that through the use of art, role-play, songs, rhymes and stories, children develop creative skills and imagination successfully. Teachers give children scope to select materials for themselves; time for them to experiment, and intervene to teach specific skills.
58. Role-play is a strength of the provision because of the enthusiasm and skill of the staff who intervene with challenging ideas and are willing to enter into play at appropriate times. For example, on one occasion, children climbed on the "train" and travelled excitedly to the seaside, using a sandpit as their destination. Adults then introduced language such as "sand-pies", "castles" and "cakes" and the associated skills to make them were then encouraged.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good overall** and especially so in reading. Pupils are taught to read systematically, with considerable encouragement to take books home.

Main strengths and weaknesses

- The good quality of teaching ensures that pupils of a wide range of different needs and attainments on entry learn and achieve well.
- Support for pupils with English as an additional language is apt, meeting their requirements.
- Leadership and management of the subject co-ordinators ensure that developments and improvements in provision are maintained well.
- More consistency in teachers' expectations of pupils and uses of assessment are required.
- Opportunities to use links between subjects across the curriculum, so as to provide a greater range of experiences for speaking and writing, are not sufficiently explored.

Commentary

59. Standards at the end of Year 2 and Year 6 are below average overall, in speaking, reading and writing. In all year groups, pupils' listening skills are broadly around expected levels. Given their previous low attainment, pupils' achievement is good. The 2003 National Curriculum test results indicate significant improvement compared with 2002, including a greater proportion of pupils attaining a higher level than normally expected for their age. This improvement reflects the concentrated efforts that the school has made in the past year or so to raise standards in English.
60. Throughout the school, pupils' listening skills are often better than their speaking skills. At least in part, this good listening stems from strong relationships between pupils and teachers, which is based on good care of pupils and often very good management of behaviour. Speaking skills are not as advanced because so many pupils enter from backgrounds where English is not the mother tongue. Even some of the native speakers of English lack a wide vocabulary and use patterns of speech that are characterised by short sentences with few embedded phrases. In a sound lesson in Year 2, for example, pupils were learning to read and write instructions. They needed a great deal of prompting during initial discussion to find the appropriate language, but listened well to questions about why instructions need to be written in a particular sequence. Pupils also enjoy listening to stories and listen well to each other's explanations and ideas whether or not a teacher is directly involved. The literacy co-ordinator and class teachers recognise the need to plan situations for pupils to develop their spoken language. An interesting innovation known as *Literacy goes M.A.D.D.* is already underway. This project places an emphasis on the use of drama and role-play across the curriculum.
61. By the end of Year 2, pupils' standards of attainment in reading are below expectations for their age. Nevertheless, pupils confidently read aloud from texts that match their levels of understanding. They use workable strategies to approach words that they do not recognise. However, their skills in decoding such words are often in advance of their understanding. Several pupils of higher attainment are fluent and expressive when they read. The curriculum has been well adapted to their needs, taking them on at a faster rate than other pupils, so they notice punctuation in the text, pausing and inflecting their voices. They make sensible attempts to explain the meaning of words and why the author might have used them. Understandably, less able pupils, those with special educational needs and those at an early stage of learning English are more confident with texts that repeat words and phrases, and where pictures give useful clues. It is evident that teachers adopt inclusive policies in these cases, ensuring that pupils are provided with texts that help and support them. By the end of Year 6, overall attainment remains below average. One reason that good teaching does not have greater impact is that several pupils leave the school and are replaced with newcomers. Often, incoming pupils are from overseas or from ethnic groups where English is not the language spoken at home. Nevertheless, compared with their starting points, these pupils achieve well. Several pupils who have been at the school for three years or more read complicated texts fluently and expressively. By Year 5 and 6, pupils' reading is a little stronger than their writing.

They discuss plots and characters and know about different genres, like fantasy, adventure, school-stories and others. However, weaknesses in their speaking skills mean that many are not skilled at explaining their opinions about what they have read. As in other aspects of the subject, however, the range of attainment is very wide and a nucleus of higher attaining pupils are very articulate and capable of speaking in depth about characters, favourite types of story and plot and preferred authors. A strength is that lower attainers demonstrate knowledge of a good range of strategies to read unfamiliar words.

62. By the end of Year 2, overall attainment in writing is below average, although a few pupils are attaining above expected levels. By Year 6, overall standards remain below expected levels, although several pupils attain at expected levels for their age, with a few others working at a level higher than that normally expected. Handwriting through the school is generally legible. However, not all teachers insist sufficiently that skills learned in handwriting practices are used at other times. Spelling is developing well from the early use of phonetic strategies to the understanding of regular patterns in complex words. However, owing to the high proportions with English as an additional language and with special educational needs, many pupils' progress with these ideas is slow at first, even though support is often of high quality. By Year 6, pupils write for a good range of different reasons. However, the main weakness is their lack of adventurous uses of vocabulary.
63. The overall quality of teaching and learning is good, although it is stronger in classes for older age groups than lower down the school. Nevertheless, this good teaching is raising both the standard of pupils' responses to their lessons and the quality of their learning. Over half the lessons seen during the inspection were good or better. The most noticeable feature was the focus on using descriptive language to improve writing, thus addressing the main weakness in pupils' work. Where teaching is not as strong, it is when expectations of speaking and writing are too low and pupils' first responses are not challenged further. This feature was evident, for example, in an isolated unsatisfactory lesson, when too few opportunities were taken to urge pupils to speak at length and to initiate ideas.
64. Overall, co-ordination and management of English and literacy are good. Effective analysis and monitoring of results establishes trends and ascertains whether teaching is ensuring the progress of different groups of pupils. Procedures for assessing pupils' work and progress are good, although not all teachers use them enough to adapt targets and plans. Planning and teaching are monitored regularly and the subject leaders give very clear educational direction and take necessary action, assisted by subject development plans that are clearly prioritised.

Language and literacy across the curriculum

65. Teachers are beginning to use subjects such as history and geography to promote literacy. For example, when making investigations of Victorian England, they are taught to write factually and in design and technology, opportunities are taken to write about designs and to evaluate models and products. However, in order that subjects across the curriculum retain a strong profile, such links need to be explored further, as recognised in the school's own self-evaluation, and more time allocated to facilitate it. *Literacy goes M.A.D.D.* has made a good start with developments in art, music and drama. Based on the sample of work that was seen, pupils are not sufficiently guided to use word processing and desktop publishing techniques to record their poems and stories and to illustrate these with pictures collected from art files or imaging programs.

MATHEMATICS

Provision in mathematics is **good**. The school has adopted the National Numeracy Strategy and it is well embedded in the school's practice.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Results of National Curriculum tests and assessments as pupils move through the school are thoroughly analysed to identify strengths and weaknesses.
- Pupils are keen to learn and behave well in mathematics, which helps them to learn.
- Subject co-ordinators are not sufficiently involved in the direct monitoring of teaching and learning.
- Information and communication technology is not used frequently enough in lessons.

Commentary

66. Improvements since the last inspection have been good. The National Numeracy Strategy has been successfully adopted and implemented. Improvements in resources have been made to support the strategy and the two co-ordinators have become much more involved in managing the subject, especially in the area of analysing performance data. The quality of teaching and learning has improved and there is clear evidence that standards have risen.
67. In Year 6, standards of work seen during the inspection were below average, which is an improvement on the well below average results indicated in National Curriculum tests at the time of the last inspection. Standards in Year 2 are also below average. The school's procedures for recording and tracking pupils' progress are good and analysis indicates that pupils who have attended the school for three years or more achieve well. Comparisons of 2003 results, with those of 2002, suggest that by the time pupils leave the school in Year 6, standards are slowly rising.
68. The school's predicted targets for pupils' results at the end of both Years 2 and 6 indicate that standards by then may be much closer to the national average, with a significant number achieving at levels higher than those normally expected. Such an improvement is not unrealistic as the quality of teaching and learning in lessons is good overall and sometimes very good. Planning is very clear and thorough, based on national guidance and indicates appropriately challenging activities for different ability groups. In mathematics, little difference was apparent in the standards achieved by groups of different ethnicity or background. The school's inclusive climate for learning promotes good attitudes towards the subject in all pupils, which contributes well to overall learning and achievement. Pupils with flair in mathematics are encouraged well and several pupils in 2003 gained higher than expected levels in National Curriculum tests.
69. Lessons are brisk and learning intentions are shared well with pupils, which raises their interest and provides good motivation. Sessions at the beginning of lessons consist of thorough explanations of mental strategies and oral questioning that requires these strategies to be used. High levels of interest and good behaviour contribute to effective learning. Good use is made of teachers' expertise in Years 5 and 6, where those who plan and prepare each session teach both of the parallel classes, ensuring continuity and equality of opportunity. For example, in Year 6, good teaching resulted in thorough understanding of how multiplication and division are inverse operations. By the end of the lesson, owing to good questioning and carefully chosen examples, nearly all pupils understood how they could use inverse operations to assist with calculations. However, although it was apparent that pupils achieved well in the lesson, several found it quite difficult to explain what they knew. Part of the reason was weaknesses in their knowledge of standard forms of spoken English. A related feature is a heavy reliance on the use of worksheets, which limits opportunities for pupils to use their own language and ideas to explain tasks. Homework is used well to extend learning beyond the school day. Classroom assistants, when available, are used well to support groups of pupils, especially during those parts of lessons when pupils work in groups. During the inspection, information and communication technology was not used sufficiently to support learning needs. Group and individual targets have been put in place and these are helping to raise standards.

Mathematics across the curriculum

70. Pupils use knowledge of graphs, charts and tables to display information and results of experiments and tests in science. In geography, they use number successfully to compare, for example, distances and temperatures. Links between mathematics and subjects such as art and design and history are not so strongly developed, although pupils understand symmetry in their drawing and in the community.

SCIENCE

Provision in science is **good overall**. Good planning ensures that what is taught matches requirements in the National Curriculum and that pupils learn what they should.

Main strengths and weaknesses

- Improvement since the last inspection has been good.
- Teaching is good through the school and results in good achievement compared with pupils' starting points.
- The subject is well managed.
- Pupils enjoy science and it contributes to their personal development, especially in the area of health and safety.

Commentary

71. Although below average, standards are generally higher now than at the time of the last inspection and compared with their starting points, nearly all pupils achieve well. Results of Year 6 National Curriculum tests were higher in 2002 than those that were published in the last inspection report, although they were not as good as those of 2001. National comparisons are not yet available for 2003, but it is clear that these results are an improvement on those of 2002. Furthermore, several pupils achieved a level higher than that normally expected for their age. The school's records show that pupils in the present Year 6 are likely to maintain these improved performances.
72. One of the main reasons for higher standards is that strong management of the subject has emphasised thorough planning and used analysis of results to establish and address weaknesses. As a result, good teaching has been ensured. Several examples were seen during the inspection in a range of year groups. In Year 2, for example, pupils used their previous knowledge of "pushes" and "pulls" to decide whether "squeezing" and "twisting" are also types of forces and, if so, how they are related to "pushes" and "pulls". Pupils were given opportunities to use materials such as *playdough* to make decisions for themselves. Very good uses were made of wordlists, which supported pupils with English as an additional language. At the same time, these lists provided strong help for all pupils, including those with special educational needs, ensuring their understanding of the necessary vocabulary to make progress. These wordlists were typical of the provision in many lessons and represent very good practice, addressing the learning needs of many pupils. Pupils' overall understanding in this lesson was close to average levels nationally. Other work that was seen was a little below average but, overall, attainment is improving over time and pupils' achievements are good.
73. In 2002, in both Years 2 and 6, results dropped compared with those of the previous few years. The co-ordinator took prompt action, analysing results and showing considerable commitment to ensuring that everything was done to prevent these reverses from becoming trends. The co-ordinator of English as an additional language provided strong support. Weaknesses in pupils' performances were carefully established and what was taught was carefully checked to ensure that any gaps that had occurred were not repeated in the subsequent year. This strategy appears to have met with success, with much improved attainment. It has also had an impact on the quality of teaching, which was good in all lessons that were observed, except for one in Year 5 that was very good. Management of pupils, the use of resources and contributions from teaching assistants, supporting groups for particular reasons, are good elements in teaching that help pupils to enjoy the subject. Pupils' attitudes and behaviour are

therefore good and they work well together in groups and pairs, collaborating on scientific observations or carrying out tests and experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **sound** and in some respects **good**.

Main strengths and weaknesses

- Pupils are keen to use new technology to support their work.
- Links with the community are helping to improve resources.
- Classroom computers are not always used enough.

Commentary

74. Since the previous inspection, the installation of a computer suite so that whole classes can be taught together and can practise simultaneously has been beneficial. The generous level of provision allows pupils more "hands on" experience than was previously possible. These improved resources together with lessons on the acquisition of specific skills are having a positive impact on standards of attainment that have risen close to those expected nationally in both Years 2 and 6. In a short time, another computer suite, provided through strong links with the local community to run courses for adults, will be operational. The school will have the use of this further provision during the day. The subject co-ordinator plans to promote its use for developing other subjects across the curriculum.
75. By the end of Year 2, many pupils are adept in choosing and changing font styles, colours and sizes to create good effects in text. Pupils know how to control and use several applications within word processing, including cutting, pasting, and printing. They have a growing confidence with computers as tools to aid their learning. Their explanations of uses of ICT in the wider world are less well developed. As pupils progress through the school, they master increasingly complex tasks. By the end of Year 6, they enter data independently and use information well to produce charts and graphs. They can download information to support their work in other subjects, using CD-ROM and the Internet. Understanding of the importance of technology in the modern world has moved on now, several can offer good examples of how it affects their lives.
76. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make progress at a satisfactory rate. This is a result of a well-structured curriculum that builds steadily on what pupils already know and can do. The school's strong climate of co-operation and inclusivity helps pupils to work well together. Pupils are willing to make joint decisions; to share, and to help each other. They enjoy their lessons. Equipment is treated well and routines, such as logging on, saving and retrieving work are carried out smoothly and efficiently. Pupils show perseverance when trying to solve problems and several are sufficiently confident to experiment with different buttons on toolbars, seeking solutions of their own.
77. The quality of teaching was never less than satisfactory during the inspection and sometimes it was good. In all the lessons that were observed, teachers supported pupils well, giving individuals sufficient attention whenever they hit a snag. Teaching strikes a good balance between allowing pupils the opportunity to experiment and try out ideas and instructing them to take their learning forward. Tasks are planned that challenge pupils and teachers make good use of available resources. Assessment gives a clear overview of standards in the school and is used to help with planning.
78. The co-ordinator is new in the role this term and has not had the time to carry out any audits or monitoring.

Information and communication technology across the curriculum

79. The school makes good use of technology to support pupils with special educational needs, focusing on difficulties in language and literacy. However, during lessons that were observed in the inspection, little use was made of classroom computers. Even so, pupils recalled examples of uses of CD-ROM and the Internet to find information that supported work in the humanities.

HUMANITIES

History and Geography

Provision in history is generally **good**, whereas in geography it is **satisfactory**.

Main strengths and weaknesses

- What is taught in history is well planned, containing a strong emphasis on skills related to historical research; uses of texts; opinions about past eras and people, and real artefacts.
- Pupils in Year 6 are less enthusiastic about their experiences in geography than about their work in history.
- Co-ordination and management of history are good.
- The co-ordinator for geography has good ideas for future work on the subject. However, the subject has not recently been prioritised for development.

Commentary

80. National guidelines have been adopted as the basis for planning in history and geography. What is taught in history is particularly well structured for each year group and adapted to the particular needs of pupils at the school. Good teaching ensures that good use is made of a wide variety of sources of evidence including books, artefacts and visits to places of historical interest. Research skills have a significant impact on pupils' learning and achievements. As a result of this good provision, standards in history are as expected at the end of Years 2 and 6. Taking pupils' overall starting points into account, their achievements are therefore good. By the end of Year 2, pupils have a growing interest in events of the past and identify differences between then and now. They talk about differences in the toys that they own and those that were used by children years ago. They appreciate some of the reasons for such differences. Year 6 pupils, who were embarking on a detailed study of the Victorian era, showed great sympathy for ordinary people and their struggle for dignity, especially for working children of their own age. Good teaching allowed pupils to reflect on their own lives in comparison and provided powerful opportunities for personal development. Pupils were touched by the images presented. For example, a pupil remarked that she felt fortunate to be living today rather than in those times and others agreed.
81. An overall judgement about attainment in geography has not been made, as most classes including Year 6, had not begun their work in the subject so early in the educational year. The little that was seen involved a lesson in Year 2, which was around expected levels. Pupils watched a video about Barnaby Bear's trip down the River Thames. They demonstrated sound understanding of the geographical content, observing features such as what was on the riverbanks and the flow of water. However, in a discussion with pupils in Year 6, recall of previous work was very limited. Although pupils knew about some human and physical features of their locality and how it is changing, they found it hard to make comparisons with contrasting localities either in the United Kingdom or in another part of the world. In this particular aspect of the subject, attainment was therefore below nationally expected levels. Pupils' recollections of using research skills in geography did not equal their recall of such situations in history. Pupils' enthusiasm for the subject was also not as strong as for history.
82. The overall quality of teaching and learning in history is good, including examples of both very good and satisfactory teaching. It was only possible to observe one geography lesson. In this lesson, teaching was satisfactory. Planning in all these lessons was careful with an emphasis on learning how to be either a "historian" or a "geographer", which helped to make the content interesting. In a very good lesson, for example, pupils worked on "an archaeological dig" in a

sand tray, uncovering artefacts of the Celtic period. This approach stimulated pupils very well and, as a result, they worked hard to produce good quality work. In another example of strong teaching, pupils were put in the “hot seat” and played Romans and Celts, responding very well to the challenge of taking key roles in the conflict for gold and land. In this overall good teaching, research skills are systematically developed as pupils move through the school. By the time they leave, they are well equipped to find out information and to present their findings independently. In the teaching that was satisfactory, such an emphasis was not as strong. In the geography lesson, for example, several pupils spent too much time on copying an opening sentence, “Barnaby Bear went to the River Thames” and on a drawing, instead of recording geographical findings in more innovative and quicker ways.

83. A new co-ordinator is beginning to manage geographical provision well. She has a good vision for its future development, including plans to raise its profile and to establish links with literacy, so as to improve the richness of what is taught. She has already begun to monitor resources and intends to extend this monitoring role into checks of teachers’ planning and pupils’ work. The co-ordinator of history has been responsible for the subject for a longer period. As a result, her role is already securely established and has contributed much to the strong picture presented in this subject. She examines the planning regularly, collects samples of pupils’ work, reviews policy and resources and provides guidance for staff. However, she has not been involved in direct monitoring of classroom practice, which puts a limit on her knowledge of any inconsistencies in teachers’ practices and expectations through the school.

Religious education

Provision in religious education is **satisfactory**. It has improved since the last inspection and is based on the locally agreed syllabus.

Main strengths and weaknesses

- By the time pupils leave the school in Year 6, standards match what is required in the locally agreed syllabus.
- The school’s climate for learning both supports and is supported by the teaching of religious education.
- Management is sound, although the member of staff who is at present co-ordinating the subject is not officially responsible for its development.

Commentary

84. The school's ethos is highly supportive of pupils' personal development and provides a good environment for them to learn about world religions. It establishes a good context for opportunities to learn from religion. The school's aims encourage pupils to recognise and appreciate spiritual and moral values. In religious education, the use of links with music and stories harnesses pupils' imagination and helps them to think more deeply about such issues.
85. By the end of Year 6, nearly all pupils have a sound knowledge of the principles and beliefs of followers of the main religions that are represented in the community. Their recognition of the distinctive traditions and symbols in these religions is good. From religions, pupils learn a sense of respect and consideration for others. In a very good lesson in Year 3, about signs and symbols, the teacher set up an atmosphere and context that encouraged pupils to reflect quietly. During her introduction, she shared stories about some of her most treasured possessions, explaining that it was not their monetary value that was important, but what each object meant to her personally. For example, her worn teddy bear and a pair of baby shoes symbolised feelings about her family, because of the memories that they held. Pupils showed great sensitivity and thought, as they too told about their treasures and spoke of grandparents and friends. Pupils for whom English is an additional language were keen to join in the discussions and tell their stories. This effective teaching strategy helped pupils to gain an understanding of how religious symbols convey meaning far beyond the object itself. Planning shows that this type of teaching is typical and that stories with moral messages are used

frequently. In Year 5, for example, the story of *The Good Samaritan* was successfully linked to contemporary situations.

86. Currently, no-one occupies the co-ordinator's post for religious education. However, a member of staff with an interest in the subject provides effective management. The curriculum is based on the locally agreed syllabus in conjunction with national recommendations. Realistic guidelines have been set up for teaching in each year group and include targets. Monitoring of the subject is confined to a review of planning at the moment, although sampling of *Can Do* statements that are collected from each class provides some indication of pupils' achievements. The subject file provides useful information for staff about places of worship and other sites to visit.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in these subjects is **satisfactory** overall.

Main strengths and weaknesses

- In the past few years, the priority to raise standards in literacy and numeracy has limited available time to develop provision in art and design, design and technology and music.
- The *Literacy goes M.A.D.D.* project has recently prioritised areas in art and design, dance and music as subject matter for literacy hours and is beginning to raise the profile of these subjects.
- What is taught is planned with the use of national guidance to ensure that skills build well over each pupil's time in school.
- A good range of visiting sports coaches supports and extends what is taught and improves teachers' subject knowledge in physical education.
- Equipment for gymnastics is ageing, which limits certain activity.
- Pupils are keen to learn and enjoy their lessons in these subjects.
- Co-ordination does not include sufficient direct monitoring of teaching and learning or standards attained in lessons.

Commentary

87. Owing to timetabling arrangements, it was not possible to focus on these subjects in depth, so separate overall judgements of pupils' attainment have not been made. However, what was seen was broadly in line with what is normally expected in the age groups that were observed. Examples of work on display demonstrate that what is taught follows the particular subject's characteristics.

Art and design

88. Pupils' work in art and design included links with geography and history. For example, in Year 2 an exciting mural on paper, which included elements of collage, depicted Brighton beach. This work demonstrated good brushwork in some of the detailed figures, and an attention to realistic and characteristic colours. Its historical content was cleverly brought out in changes of costume, colour and styles from one side of the painting to the other. Planning for the subject is generally good. An example occurred in a good lesson that was observed in Year 5. Plans of how pupils were to approach their work were very detailed. Again, links with other subjects were explicit, including a computer program, entitled *Model Shop*, and elements of *Literacy goes M.A.D.D.* The lesson focused on skills of mixing and matching colour, with a strong emphasis on getting tones of different colours. The teacher insisted on good uses of proper vocabulary, including "primary" and "secondary" colours and also touched on "compound" in the context of making brown. Good resources included colour wheels, examples of different greens and browns, collections of objects and magazines. These were used to good effect to assist pupils' learning and to engage their interest. Evidence that pupils make good progress from Year 1 to Year 6 is available in their drawings of faces. For example, although good for their age group, the work of those in Year 1 lacked the careful shading, three-dimensional effects and hatching of what was displayed as representative of Year 6.

Design and technology

89. The subject's characteristic features of designing for a purpose; making a product based on designs, and evaluating both the effectiveness of the design and the final product or model are planned effectively. In a Year 2 lesson, for example, pupils worked successfully with wheels and axles, as part of a project on wheeled vehicles. They understood the importance of experimenting as part of their preparation and design, so as to evaluate what works best. Evidence that such knowledge and skills are developed successfully was seen in further displayed work from Years 4 and 5. In Year 4, pupils had designed and made chairs for characters from favourite books or famous people. Transcripts of discussions about how they could have improved their models demonstrated thoughtful evaluation of what could have further improved their models. In Year 5, pupils' musical instruments were closely based on their designs, looking very similar to their original drawings. Towards the end of the last educational year, pupils in Year 6 designed and made a set for a production of *The Pharaoh's Eye* and were involved in making costumes for the same purpose. Displays of the outcomes show that the design and technology component was of good quality, realistically finished and suitable for the purpose. This work entailed strong links with literacy, art, music and history, as pupils researched ancient Egyptian artwork and worked on the production itself.

Music

90. In music, the same emphasis on building links between subjects as a means to raising pupils' interest, and thereby achievements, is evident. In strong teaching in both Years 4 and 5, ideas from *Literacy goes M.A.D.D.* were used. In Year 4, for example, the story *Heart to Head* provided the inspiration. Singing in this lesson was of a good standard and nearly all pupils used hand signals successfully to indicate their understanding of pitch, matching what might usually be expected for their age. Vocabulary was also taught well, including musical terms such as "pentatonic" and "percussion". Further examples of standards that match what are normally expected were apparent in Year 5. Links with literacy produced good uses of vocabulary to describe "...swimming underwater back to shore". Pupils explored their ideas further with uses of their voices and skills of composition. Links with science were also made explicit during a discussion of how sound is made. This good teaching was knowledgeable and maintained a good pace of learning for pupils. Another good feature was the use of a Turkish zil, which reflected the cultural background of a number of pupils in the class, involving them effectively. The teacher summarised the use of this instrument well, referring to its similarity with tambours.
91. Instrumental lessons are available and the quality of teaching in part of a keyboard lesson that was observed was good. The teacher focused well on the pupil's technique and progress was clearly evident.

Physical education

92. Planning indicates that all relevant aspects of the subject that are required in the National Curriculum are taught in all classes during each year.
93. Records show that by the end of Year 6 nearly all pupils swim 25 metres, with many able to go much further. Other records and planning indicate that pupils make good progress in other aspects of the subject. In a lesson in Year 6, for example, a visiting basketball player provided very good instruction in various throwing and catching techniques, resulting in good acquisition of skills in a very good lesson.
94. The school has three large indoor halls and sufficient outdoor hard areas including an enclosed space for games. These spaces provide sufficient accommodation for physical education. Resources are adequate, although the gymnastics equipment is ageing and in some respects, limited. An improvement plan is in place to rectify this weakness. Progress since the last

inspection has been good. The school has improved planning through adopting national guidance supported with materials from the Music, Art, Dance and Drama support materials. Links with other schools for inter-school sporting activities, a weakness at the time of the last inspection, is developing. The use of external sports coaches has improved the subject provision providing expertise and support for teachers.

Management and co-ordination

95. Subject co-ordinators and results of self-evaluation acknowledge that these subjects have had a relatively low priority over the past few years, owing to the school's concentration on literacy and numeracy. However, *Literacy goes M.A.D.D.*, the adoption of national guidelines and in music, a scheme entitled *Music Express* have recently begun to raise their profiles. Links between subjects and the use of visits and visitors are a part of this process, which is clearly beginning to have an impact and is improving provision. Inspectors agree that this process should be continued further. Particularly good examples of the effectiveness of visiting artistes occurred in design and technology and music. For example, a nationally known puppeteer visited the school last year and showed pupils how he developed puppets for television and other purposes. Pupils in Year 2 then made puppets of their own, using a range of techniques that included sewing as a means to join materials. They used templates as part of the design process and then employed them to help with cutting. In music, a group of artists and professionals from *The Pocket Opera Company* worked on *Carmen* and pupils performed the resulting music to audiences drawn from parents and members of the local community. In physical education, a wide range of visiting sports coaches provides expert tuition in basketball, football, rugby and cricket. Some sporting links with other schools have also been established and this area has been identified for further development.
96. Other features of good subject management and co-ordination have been recent audits of subjects. Information gathered has resulted in improved resources and the realisation of the need for more rigorous monitoring, so as to establish whole-school training to eradicate any weaknesses in practice that are indicated.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has a strong climate of co-operation, respect for others and inclusivity, which provides a very good background for teaching personal development and good citizenship.
- Much of the school's provision in these subjects is made across the curriculum.

Commentary

97. Good links with agencies and services outside the school provide specialist teaching and instruction. For example, in a science lesson in Year 6, very good subject knowledge about hazardous substances and misuse of drugs resulted in good learning. Pupils knew that many substances can be used either for good or ill and that many beneficial medicines are also drugs. However, they also knew that these medicines should be used under the supervision of a doctor and, in the case of children, of a responsible adult such as a parent or an adult at school. Planning shows that this type of teaching occurs at appropriate times and levels as pupils move through the school.
98. Planning in many subjects across the curriculum shows that pupils are given frequent opportunities to work together in groups. Good teaching ensures that the importance of successful collaboration is emphasised. Good examples were observed in, for example, situations as diverse as drama and information and communication technology.
99. During the quarter of an hour or so when attendance registers are called and open, good opportunities arise for pupils to talk to adults about aspects of their lives and families that are

important to them. Furthermore, lessons known as *Circle Time* are also set aside for pupils to raise issues of personal, social or other interest or concern to them. At a whole-school level, a school council provides a good opportunity for teaching about democratic principles and for pupils to raise issues of importance about the way in which the school is run. At a meeting prior to the inspection, several pupils who were not members of the council agreed it was just as popular and important to them as to its members. They were very clear about how it could be used to represent their views.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
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	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

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