

INSPECTION REPORT

WOLFSON HILLEL PRIMARY SCHOOL

Southgate, London

LEA area: Enfield

Unique reference number: 102042

Headteacher: Mrs S Margolis

Lead inspector: Mrs P Silcock

Dates of inspection: 21st – 23rd June 2004

Inspection number: 258468

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	471
School address:	154 Chase Road Southgate London
Postcode:	N14 4LG
Telephone number:	(020) 8882 6487
Fax number:	(020) 8882 7965
Appropriate authority:	The governing body
Name of chair of governors:	Mrs H Rosen
Date of previous inspection:	26 th April 1998

CHARACTERISTICS OF THE SCHOOL

Wolfson Hillel Primary School is bigger than others of its kind, with 471 pupils on roll. It is popular and oversubscribed. As a denominational school it is homogenous, serving Jewish communities in its own and neighbouring boroughs. A full range of ability is present when children start Nursery but they are assessed as generally average in attainment for their age. Children attend Nursery classes in the mornings only, although the school has a private arrangement with parents wishing for additional provision for their children in the afternoons. Children start in September of the year when they will be four, transferring to Reception classes in the year they will be five. A few children from other pre-school providers start in the Reception Year. There are almost equal numbers of boys and girls in the school but gender imbalances are notable in some year groups, especially Year 3. Approximately 1.5 per cent of pupils are known to be eligible for free school meals, a figure well below the national average. About 3.8 per cent of all pupils are at a relatively early stage of learning English, more than in most schools. The school lists Hebrew as the main language other than English. This is a medium for teaching all pupils for some parts of the school day. Around 10.6 per cent of pupils are on the Code of Practice register of special needs, below the national average. 3.4 per cent have a statement of special needs, above the average. In the last school year, a relatively low proportion of pupils joined outside the normal period for starting (three per cent) and a similarly low figure left (four per cent). The school's Investor in People status was confirmed again in 2003. The school runs adult education classes for parents. It is involved in a number of initial teacher training programmes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21261	Pauline Silcock	Lead inspector	Foundation Stage History Personal, social and health education with citizenship English as an additional language
9092	Ron Elam	Lay inspector	
19817	Judith Dowsett	Team inspector	Science Design and technology Physical education
31233	Liz Slater	Team inspector	English Geography Music Special educational needs
28200	Paul Stevens	Team inspector	Mathematics Art and design Information and communication technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. The headteacher gives **very good** leadership, supported by a strong team of senior managers. With other staff and governors, their work is guided by an educational vision focused on meeting all pupils' needs. The school's ethos, underpinned by values central to the Jewish faith, is **very good**. The school gives **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils reach better than expected standards in many subjects because of real strengths in teaching found throughout the school, including from skilled support staff.
- Children across the Foundation Stage develop very good independent learning skills.
- Pupils' very good behaviour and attitudes are pleasing features of many lessons.
- The school is inclusive. It pays very good attention to ensuring all pupils have equal access to all aspects of the curriculum, from Nursery upwards.
- Provision for special educational needs is very good.
- Very good provision for pupils' spiritual, moral and social development underpins excellent relationships found from Nursery to Year 6.
- Insufficient time is allocated to some subjects, adversely affecting planning and standards, most especially in art and design and design and technology.
- Very good provision enriches learning in and out of classrooms.
- Pupils' cultural development is generally good but insufficient stress is placed on the diverse nature of British society.
- The school takes very good account of pupils' views in its decision making.
- The leadership, management and governance of the school are very good.
- Financial management is excellent and well geared to meeting the school's priorities.

The school has made **very good** improvement since its last inspection in 1998. It has successfully tackled curricular provision, teaching, and assessment matters in Nursery classes. Reception children will soon move into exciting, purpose-built accommodation, while other improvements to accommodation already benefit school life; provision for information and communication technology is much better and so is teaching throughout the school.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' **achievement** across the age range is **good**. As seen in the table, 11-year-olds reached well-above-average standards in English and mathematics and above-average standards in science compared to pupils in all schools in statutory tests in 2003. The trend over time is in line with the national trend but results are consistently above results nationally.

By the end of Reception, most children are likely to reach relevant goals in each area of learning, with some children doing even better. Strengths are in personal, social and emotional development with almost all children likely to exceed their goals. Children also develop very good speaking and listening skills, strongly featured in classrooms throughout the school.

By Year 2, pupils reach above-average standards in reading, writing and mathematics. At 11, the good picture seen above is confirmed. Even so, insufficient emphasis is placed on enabling pupils to apply mathematical skills practically and extend their understanding of scientific principles through enquiry-based activities. At seven, pupils reach above-average standards in games. In Years 2 and 6, standards in music and information and communication technology are also above average, as they are in geography and history at 11. Standards in art and design and design and technology are below expectations at both ages because of a 'squeeze' on time.

From the Nursery upwards, pupils' personal development is **very good**. It is supported by the **very good** provision overall for their spiritual, moral, social and cultural development. Pupils like to help others. School Council representatives are articulate advocates for their class. Most pupils arrive promptly and **attendance** is **very good**.

QUALITY OF EDUCATION

The quality of education is **very good** because most teaching is good or better, pupils are cared for and their views highly valued. In spite of weaknesses linked to time allocation for some subjects, curricular provision is strong, with a very good range of events and club activities to enhance learning. Only one unsatisfactory lesson was seen. Teachers are most frequently skilled at planning for the needs of *all* learners. Pupils with special educational needs learn successfully alongside their peers because they are very well supported. Specialist teaching has a good impact on learning in music, science and information and communication technology. The school's partnership with parents and the local community is good.

LEADERSHIP AND MANAGEMENT

The **very good** leadership, management and governance of the school are guided by the headteacher's high expectations of what everyone, child and adult, can achieve. Senior staff bring real expertise to the pursuit of shared goals. Governors perform a vital role in school development. They are proud of what it does. Some statutory requirements are not fully met (for example, some information that should be available to parents is not in the school prospectus).

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are pleased with the school and hold it in high regard. They believe that teaching is good, children make good progress and are treated fairly. The school is very inclusive. A few parents believe they are not well informed about childrens' progress and that the school does not seek their views. They are concerned about homework. Some believe children are bullied. Inspectors find that parents receive good information about progress and that their views are sought in many ways. The school wants to improve the guidance for homework further. Bullying and harassment are dealt with promptly and instances recorded. No such instances were seen by inspectors. Children are almost universally enthusiastic about school. They value being consulted about its daily life; they like their teachers and frequently describe activities in lessons as "fun".

IMPROVEMENTS NEEDED

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

- Review the allocation of time given to subjects.
- Further improve provision for teaching about diversity in British society.

and, to meet statutory requirements:

- Make sure all these requirements are fully met.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement across the age-range is **good**. They make **good** progress. By the end of the Reception Year, children reach at least broadly **average** standards in all areas. By Year 2, standards are **above average** in English, mathematics and science and they are **well above average** by Year 6.

Main strengths and weaknesses

- All pupils do well relative to their age and capability because of strengths in teaching. Input from support staff is also of good quality in many lessons.
- Good provision in Nursery and Reception classes means most children are on track to reach relevant early learning goals in all areas by transfer to Year 1. Some are likely to do even better.
- Years 2 and 6 pupils reach above-average standards in most subjects, especially in English and mathematics at Year 6.
- Nevertheless, skills in applying mathematics, and in enquiry-based, investigative learning for science, are underdeveloped.
- Across classes, real strengths are seen in pupils' speaking and listening skills.
- Pupils apply a good competence in information and communication technology really well to subjects across the curriculum.
- Standards in art and design and design and technology are below expectation at Year 2 and Year 6 because of insufficient time allocated to these subjects.
- The school's 'value added' score is above average for gains made by pupils moving from Years 2 to 6.

Commentary

1. Most children should exceed relevant early learning goals in personal, social and emotional development by their transfer to Year 1 because of very good emphasis on helping them settle happily into school and on crucial independent learning skills. Most children are likely at least to reach goals set for all other areas, with more able children doing better. These areas are communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. As well as learning very good independence, children do especially well with speaking and listening. Nursery children listen attentively to one another and to adults, making contributions to a discussion in light of what they hear. For example, in response to a teacher's questions, children helped one another sort out a number problem when counting out pebbles to match numbered cards. Other children made helpful suggestions about the sequence. By Reception, children show a very good capacity to listen and adjust their ideas, as when the events in a story were being discussed as to whether these were real or imaginary. Success is owed to care taken in monitoring children's progress and ensuring planning meets known needs, including for those children with special educational needs and a statement of special need. However, problems with accommodation limit some aspects of provision. For example, children (especially but not solely in Reception classes) do not have ready access to suitable outside areas for growing plants and for exploring the natural world. Space considerations also affect provision for challenging the physical capabilities of all children. A move to new accommodation at the start of the next school year will solve these and similar problems for children now in the Nursery (discussed in more detail later). The school knows it needs to continue developing provision for new children until all Foundation Stage classes can move into very exciting purpose-built accommodation.

2. In the 2003 statutory assessment tests, the table below shows that seven-year-olds performed below the average of pupils in all schools in reading, writing and mathematics when average points scores are calculated. They performed well below the average of pupils in similar schools. Points scores are calculated by adding together all pupils' scores for each test and averaging them out. Teachers found pupils scoring below the national average in science at the expected Level 2 and above this average at Level 3. They were assessed as broadly in line with the average in speaking and listening at expected levels and above average at the higher level. Over three years, girls do better than boys in reading and writing and not quite as well as boys in mathematics, echoing the national trend. The 2003 results are stated to be unusual compared to previous years. The latest tests (2004) show that pupils have reached levels closer to those seen prior to 2003; but national comparisons are not, yet, available. The school explains its poorer results in terms of an unusually high number of pupils with special educational needs and of pupils assessed as immature. Teachers' own assessments were close to what pupils actually achieved. Measures taken to put matters right have been successful. These include close analysis of test data and additional teaching support being targeted at the weaknesses identified. Inspection evidence suggests pupils in Year 3 (last year's test cohort), including those with special educational needs, have made good progress in all three core subjects.

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

Standards in:	School results	National results
reading	15.4 (18.1)	15.7 (15.8)
writing	14.0 (15.3)	14.6 (14.4)
mathematics	15.6 (18.9)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 statutory tests at Year 6, the table below shows that pupils reached well-above-average standards in English and mathematics compared to pupils in all schools. They were above average in science when average points scores are calculated. They reached above average in English, well above average in mathematics and were close to the average when comparisons are made with pupils in similar schools (using prior attainment criteria). Over three years, boys do better than girls in all tests – somewhat against the national trend in English (where girls generally do better) and in science (where performance is usually on a par). The trend over time when results for all tests are aggregated is close to the national trend, although the school's results stay consistently above those attained nationally. The school exceeded targets for English at Level 4 and Level 5. It just missed the target for Level 4 in mathematics but far exceeded that for Level 5. Indications for the latest tests (2004) show a strong picture, with almost all pupils reaching expected levels and a significant number doing better in each test. Figures for national comparisons are not yet available.

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

Standards in:	School results	National results
English	29.0 (28.7)	26.8 (27.0)
mathematics	29.6 (29.8)	26.8 (26.7)
science	29.9 (30.4)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

4. Inspection evidence supports the good picture usually seen at seven. It shows pupils reach better-than-expected standards in English, mathematics and science. Speaking and listening skills are particularly strong and pupils use these to very good effect for many purposes across subjects. They read confidently for different purposes, too, not only in their literacy lessons. They can write accounts of things they have done or imaginatively for story writing, structuring ideas in sequence, and have a good grasp of spelling conventions. Handwriting practice, however, does not transfer to more extended work and presentation often detracts from

content. The frequent use of worksheets does not help. It precludes pupils setting down ideas in their own way, reflecting personal understanding of work done. In mathematics, almost all pupils work within levels expected, with most working in the upper range. For instance, pupils add and subtract to 100 and estimate and measure using standard units such as grams. In science, more able pupils and those of average ability note key facts about animals that they research independently (such as how amphibians can live in water and on land). Differences in performance between boys and girls were not seen.

5. A very strong picture supporting test results is seen at 11, especially in English and mathematics. These oldest pupils have a very good capacity for talking about their experiences, listening to others and taking account of differing points of view. This was seen, for example, during rehearsals for a performance later in the term, when pupils negotiated content and commented on one another's efforts. They worked productively with the adults involved. They write at length, matching the format of what they do to tasks in hand. In mathematics, all pupils work really well in ways stretching their capabilities. For example, more able pupils choose shares as part of a budgeting exercise; they calculate the angles needed to construct pie charts of data. Pupils often show they are good at answering knowledge-based questions in science but are not so sure of themselves when asked about scientific processes. They know elements of a fair test but need much prompting to explain how they would carry out investigations. As with younger pupils, differences in performance between boys and girls were not seen.
6. Above-average standards are seen across the school in information and communication technology, not least because pupils have good knowledge and understanding of how to apply skills to tasks across subjects, and have very good opportunities to do so. Pupils in all classes also reach better-than-expected standards in music, benefiting from specialist teaching. Standards in a games lesson in Year 2 were also above average, but judgements beyond this are not made since other elements of physical education were not seen and neither were lessons in Year 6. By seven, pupils reach average standards in geography and history. In these subjects, standards are above average by 11. Limited work seen in art and design and design and technology suggests standards at both seven and 11 are below those expected. They are adversely affected by an insufficient allocation of time.
7. Pupils with special educational needs, including those with a statement of special need, make good progress and achieve well because of quality support both from teachers and support staff. At times, they do much better than expected. For example, excellent progress was seen in a Year 5 mathematics lesson where pupils reached standards in line with expectations because of the way challenging tasks were presented and supported. Pupils in Year 1 getting additional literacy support through a catch-up programme also make good progress. Their general learning benefits.
8. Pupils with English as an additional language are in a somewhat unique situation. They all speak Hebrew, used daily from the Nursery upward for Jewish Studies, for daily prayers in classrooms and in assemblies. It may also be used in classrooms at other times where teachers and/or support staff are fluent speakers of Hebrew, switching codes to suit their purposes. This is especially true for those (relatively few) pupils at an early stage of English language acquisition, who have an advantage seldom seen. Indeed, except in very few instances, it was not possible to assess which pupils were still at a relatively early stage of English language acquisition. In the few instances, pupils were very well supported by strategies adopted by class teachers to monitor progress and include them in all activities. Strategies involved a bilingual support assistant making sure a pupil understood classroom events. She used ways sympathetic to needs identified at an early stage of settling into a new school. For these reasons, the report does not keep referring to provision for, and progress made by, pupils learning English as an additional language. Reference to *all* pupils throughout the text subsumes this group.

9. Indications are that high standards noted in English and mathematics have been maintained since the previous inspection. They have generally risen in all other subjects (especially although not solely at 11) with the exception of art and design and design and technology, where it appears they have deteriorated. As already noted, insufficient time is given to these subjects – a change incurred since the previous inspection because of pressures from national initiatives. The school is aware of the need to tackle this matter.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are **very good**. Their spiritual, moral, social and cultural development is **very good** overall. Their attendance is also **very good** and punctuality is **good**.

Main strengths and weaknesses

- The promoting of pupils' spiritual, moral and social development underpins the excellent relationships found in all classes, from the Nursery to Year 6.
- While pupils' cultural development is generally good, insufficient stress is placed on the diversity found in British society.
- Children in the Nursery and Reception classes develop very good independent learning skills.
- Across the age-range, behaviour is very good. Pupils have very positive attitudes to their work and play. They enjoy being at school.
- Attendance is much better than in similar schools.

Commentary

10. Pupils have very good opportunities to develop social skills by interacting with classmates and adults in whole-class, group and paired activities. Their interest is consistently stimulated, making them want to learn. For example, some Nursery children were intrigued when a teacher asked them to name a box-like object taken from a bag as they sat together on the carpet. No-one knew what it was until the teacher explained it was a portable gramophone, placing a disc on the turntable to demonstrate so they could hear the music and a voice telling a story. They listened attentively and with a sense of excitement at this unexpected outcome. Year 6 pupils enjoy undertaking a range of responsibilities. They appreciate the contributions they are expected to make to school life as the oldest pupils. For example, they like acting as 'buddies' and helping younger peers in the playground. Class councils are excellent forums where pupils from Year 1 to Year 6 learn to deal with agreed agendas and take turns to raise points in class discussions. The School Council enhances such skills, enabling representatives from all classes to work at improving school life together. Pupils' awareness of the wider world is extended through activities such as visits to a community centre and by visitors coming to school. At the centre, they talk to older people and (for example) learn about life in the 1940s connected to history studies. They listen to visitors who talk about their work with different charities. Pupils enjoy joining peers from other schools in inter-school sports matches. Throughout the school, they form excellent relationships with one another and with adults in and out of classrooms. These add considerably to the quality of lessons and the good progress frequently seen. Good humoured, harmonious relationships are also notable in outdoor activities in Nursery and Reception classes and in the playground when pupils in Years 1 to 6 enjoy playtimes.
11. Pupils have very good opportunities to gain insight into fundamental values and beliefs, increasing their spiritual awareness. Necessarily, matters linked to the Jewish faith are treated as of first importance but pupils are also helped to grasp spirituality embodied in the natural world, in the unique talents of individuals and even in the excitement of learning. Nursery children were thrilled when a ladybird was found and a boy carried it gently on his finger for everyone to wonder at and count its spots. Assemblies are time for reflecting on a theme for the week. The quality of singing linked to prayers adds to the spiritual dimension. Assemblies also help pupils feel they belong to a whole-school community in ways showing how individuals matter and are valued. Personal achievement is acknowledged and celebrated and pupils are

helped to understand that success can take many forms. For example, house points might be awarded for kindness or because success has been achieved through persistence and determination. In a number of lessons, teachers made learning an exciting experience. This was seen in Year 5 when pupils began to realise how mathematics is a powerful tool in life, exploring number patterns and how to calculate multiples.

12. Pupils respond very well to moral guidance that consistently underpins interactions between adults and pupils in and out of classrooms. Adults are very good role models in the way they work together and are courteous towards one another as well as towards pupils. Pupils learn to tell right from wrong and how their behaviour affects others, with very good understanding. Often, many show well-developed self-discipline when letting others ‘take a turn first’, even though they are eager to participate in an activity. This was seen in a Year 5 history lesson when pairs of pupils worked on a ‘fun’ task and a number encouraged their partners to have ‘first go.’ Pupils are open, well mannered and polite to adults and to each other, and are welcoming to visitors. They wish visitors “a good day, to-day” and to “enjoy being in our school.” Adults consistently use a range of positive strategies to stimulate good behaviour, such as praising individuals who are sitting quietly waiting for a lesson to begin or thanking someone who persists with tidying up. Pupils say that bullying and aggressive behaviour are rare. They know they must report an incident when it has not been seen by an adult and are confident about doing so. They say that matters are quickly dealt with in ways they understand. No instances of bullying were seen during the inspection. Last year the number of exclusions was just one, as shown in the table below.

Ethnic background of pupils Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	397	1	0
White - other	35	0	0
Mixed - White and Black African	1	0	0
Mixed - other	11	0	0
Other	3	0	0
Not obtained or provided	24	0	0

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

13. Pupils’ cultural development is good. They are introduced to different musical traditions to increase aesthetic awareness. They are helped to appreciate western cultural traditions stemming from the influence of the Greeks and the Romans in their history studies as well as learning about more recent times and events such as ‘the Victorians’ and 1930s Britain. They learn about other countries in geography and compare different ways of life to their own lives. A study of famous people includes, for example, Nelson Mandela in Year 6. A particularly good example of learning about other cultural practices and beliefs was seen in a Year 5 classroom where a class reading book formed the basis for finding out more about life in India and in Britain for people of Indian origin. A classroom assistant with first-hand experience to offer brought the lesson alive, as seen in a photographic record. Assembly themes have included reference to Muslim practices for Ramadan and the festival of Eid, and Hindu beliefs linked to the festival of Diwali. Chinese New Year was celebrated through the school. Chinese food was served at lunchtime with chopsticks used, while Chinese artefacts were brought in to school. Notwithstanding these good practices, both pupils and parents have expressed a wish for further teaching about other faiths and cultures, despite the school necessarily giving precedence to the Jewish faith. Inspection evidence reveals that, while the school has improved its approach since the last inspection, there is scope for further work extending pupils’ knowledge about and understanding of the rich diversity of faiths, cultures and languages in the wider community.

14. Pupils are very interested in what happens in school and have lively opinions about all aspects of school life. Parents confirm this positive picture, endorsing inspection evidence. Pupils enjoy their work and want to do well – as one said (summing up feelings often evident), "lessons are fun". Across the age range, they listen attentively and follow instructions well, settling quickly to group or individual work. Pupils maintain concentration even when not directly supported by adults. This was seen to an excellent extent in a Year 2 English lesson when pupils were involved with tasks linked to poetry. Independent learning skills are a very strong feature in Nursery and Reception classes, where children are commonly absorbed in activities for considerable periods of time without adult support. As with their older peers, these youngest children are confident of their abilities and eagerly contribute to discussions.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data:	4.5	School data:	0.0
National data:	5.4	National data:	0.4

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

15. The table above shows attendance figures. Attendance has improved since the last inspection. Absence is mainly for medical reasons, although a number of families insist on taking holidays during term time in spite of the school's best efforts. Punctuality is generally good but a few pupils are persistently late in the mornings.
16. Overall, the picture is similar to that at the last inspection, with improvements in pupils' cultural development and attendance, as well as in the incidence of exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school's educational provision is **very good** as a result of the good or better teaching most often seen, and the way pupils are supported and guided and their views about school life taken into account. The curriculum also has many strengths, with **very good** provision to extend pupils' learning beyond the classroom.

Teaching and learning

Teaching is **very good** overall, leading to **very good** learning. In the Foundation Stage, assessment is **very good** and **good** in Years 1 to 6.

Main strengths and weaknesses

- Teaching across the school and in many subjects is strong, stimulating the very good learning often seen in lessons.
- Teachers most frequently take very good account of the needs of *all* learners in their planning. Support staff are deployed effectively to meet planned goals.
- Pupils with special educational needs are very well supported. They learn successfully alongside their peers.
- Pupils are enthusiastic learners. They often show very good application because they find work stimulating and want to meet adults' generally high expectations.
- Teachers in the Foundation Stage build up detailed and informative records about individual strengths and where problems occur, through carefully planned assessment activities.
- In Years 1 to 6, assessment information is well used for planning. Information is particularly helpful in English, mathematics, information and communication technology and music.

Commentary

17. The table below shows quality of provision across the school. There are strengths in the Foundation Stage, where no teaching is less than satisfactory and most is good or (in the Reception classes) even better. This positive picture is replicated in Years 1 and 2, with most lessons again judged good or better, and some excellent teaching seen. In Years 3 to 6, almost all lessons reached a high standard (88 per cent), with a number deemed excellent. Particular strengths are seen in Years 5 and 6. Only one lesson was found less than satisfactory. A time-consuming task in a Year 4 geography lesson did not really match planned objectives and took too long, while other work was not covered as anticipated. Overall, however, the picture is very positive. It shows very good improvement since the previous inspection when, although teaching was judged good in the main, significant weaknesses were also identified. The school has worked hard and successfully to overcome these.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (9%)	15 (33%)	18 (39%)	8 (17%)	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.

18. There is insufficient evidence to judge teaching and learning in art and design and design and technology. Lessons were not seen in personal, social and health education but excellent teaching and learning were observed in citizenship when the school was preparing for School Council elections. Teaching in English, mathematics and information and communication technology was very good, with some excellent teaching in each subject. The quality of learning in these subjects too was mostly very good or better. Teaching in all other subjects was most often good and sometimes better, resulting in good or better learning. Specialist teaching has a good impact on pupils' acquisition of relevant concepts and skills in science and information and communication technology; it also bolsters achievement in music, both in class lessons and in sessions of instrumental teaching by visiting teachers.

Example of outstanding practice

Excellent teaching in a Year 2 class on rhyming patterns, where pupils wrote animal riddles with rhyming clues, enabled them to achieve very well indeed.

Planning ensured pupils' success. Strategies built on previous experience, using an introductory game to teach letter sounds in a lively and interesting way. Group and paired talk was well exploited. There was an ethos of praise and high expectation, backed up by shared resources and carefully deployed staff. Pupils were encouraged to make independent decisions. They pored over animal books and were deeply engaged in a challenging task. They wrote with a sense of purpose while considering their target audience. Tasks for the more able and those with special educational needs were well matched to abilities. These pupils participated fully in sharing work with the class, proud like their peers of what they had achieved. Pupils' knowledge and understanding of language and its use were advanced in fun ways. They thought about animals' different attributes, learned new rhymes and realised that words can sound the same although spelt differently and with quite different meanings. Throughout the session, pupils showed very good independent thinking and writing skills, applying themselves to a challenge with a deep sense of enjoyment and satisfaction. It was an empowering experience for learners.

19. A feature of these good and better lessons is the way teachers get everyone wanting to take part. For example, in another excellent lesson, a Year 4 teacher's introduction of new work in the computer suite was skilfully designed to help pupils make progress in small steps. Pupils again benefited greatly from working with a partner and sharing ideas. They were spurred on by wanting to be chosen to display their successful work to the class. Learning was linked well to 'shape' in mathematics, adding purpose to the skills taught. In a good Year 1 mathematics lesson, a teacher kept a brisk pace as she checked pupils' understanding of "more" and "less than", preparing for work on capacity. Skilled questioning involved all pupils, with a good focus on relevant mathematical vocabulary. Follow-up tasks were matched to differing levels of ability and pupils once more enjoyed partnership work, helping them sustain concentration with

a consequent impact on learning. Those with special educational needs were helped by a well-prepared teaching assistant. She made sure focus pupils stayed on task and could work alongside peers. At times, even in these better lessons, opportunities for pupils to learn from working together are missed. In a good Year 3 English lesson, for example, the use of 'talk partners' would have further expedited learning if more opportunities for pupils to be actively involved in contributing ideas had been arranged.

20. Where teaching is only satisfactory, pupils are not always sufficiently challenged. In a Year 1 science lesson, for example, all pupils consolidated learning about forces and whether a 'push' or a 'pull' was needed to move an object, by doing the same task. Most pupils quickly completed worksheets and just as quickly finished the exploratory work with objects around the classroom. At times, a lesson starts later than planned, affecting progress generally. On rare occasions, and uncharacteristically, pupils fidget and find it hard to concentrate. Inappropriate behaviour holds up progress. For example, a Year 4 class arrived late for a music lesson and proved restless and very fussy in settling down. Such behaviour punctuated the lesson and, in managing this, house points were given out rather too readily, distracting from the main purpose. The strategy did not really solve the problem. In spite of difficulties, very good planning and subject expertise enabled progress to be made in reaching the main objectives.
21. In the Foundation Stage, extensive ongoing assessment information is used well for planning purposes. Teachers within each year work closely with one another and support staff to plan, taking good account of children's own interests as these are observed in the course of daily work, making sure that 'next steps' are known to all involved. Planning also extends usefully across classes, with Nursery and Reception teachers meeting regularly to compare notes, ensuring everyone has a clear picture of how children's learning progresses.
22. In Years 1 to 6, planning commonly refers to what will be assessed in relation to a lesson's aims and support available. Teachers make effective use of ongoing assessments, as seen in the way needs generally are catered for. Support staff are often deployed to maximum benefit. A very good example was seen in a Year 2 geography lesson when a teaching assistant made notes on pupils' listening and responding during whole-class work. In a Year 5 drama lesson, a teacher gave pupils an excellent opportunity to assess their own work by videoing their performance. At times, pupils are encouraged to evaluate drama and spoken presentations during a lesson, gaining a very good insight into what works and can be improved, but this does not appear to be common practice. Teachers compare notes informally with colleagues in parallel classes and at regular year group meetings, helping decide 'next steps' in all subjects. They draw on information gathered through structured tests in English and mathematics and through assessments at the end of science units of work. Very good information is also gained from regular assessments in information and communication technology and music. Pupils build successively on what they know and can do. Teachers know the targets set in individual education plans of pupils with special educational needs and take very good account of these in lessons. Skilfully deployed support staff aid the learning of these pupils very well.
23. Pupils' work is marked regularly. Teachers' comments are most often positive and encouraging, although they do not always link to lesson objectives to show whether these have been met, or how work could be improved. Targets set for individuals are also seldom mentioned so it is not clear how much progress is being made towards these. The best marking, seen in Years 3 to 6 and particularly in Years 5 and 6, picks out an aspect of work a teacher finds interesting. It often poses a question. In some instances, a dialogue develops between pupil and teacher, giving an interesting insight into the attention being paid to adult comment. At times, a brief exchange shows humour and keen appreciation of an adult's perspective and support.
24. Homework is set in line with school policy, emphasising reading skills in Years 1 and 2. Other tasks linked to literacy reveal overuse of uninspiring worksheets in the same classes, missing opportunities to develop pupils' creativity. Provision in Years 3 to 6 is good. A scrutiny of work

and discussions with pupils, as well as evidence from lessons, shows homework tasks frequently complement classroom learning. Year 6 pupils, for example, thoroughly enjoyed researching family histories linked to geography studies, and this made a related geography lesson more stimulating.

The curriculum

The school's curriculum for children in the Foundation Stage and in Years 1 to 6 is **good** overall. Opportunities for enrichment are **very good**. Staffing is also **very good** and accommodation and learning resources are **good** overall.

Main strengths and weaknesses

- Planning in the Foundation Stage takes good account of outdoor as well as indoor classroom spaces, with strengths seen in outside provision for Nursery children.
- A very good range of events and activities outside lessons enhances the curriculum for pupils in Years 1 to 6.
- While curricular provision is good overall in Years 1 to 6, there is a lack of balance in the way time is allocated to some subjects, affecting planning and standards adversely.
- Provision for pupils with special educational needs is very good.
- Provision for equality of access to all aspects of the curriculum is also very good.
- Pupils are well prepared for the next phase of their education but particular strengths are seen in preparing children to move stages within the school.
- The match of teachers and support staff to curricular demands is very good.
- While accommodation for Foundation Stage children is unsatisfactory, new classrooms and an exciting outdoor area will be available in September for those moving to Reception classes.
- Resources for art and design and design and technology are unsatisfactory.

Commentary

25. The school curriculum is a good one, exploring all subjects of the National Curriculum, together with personal, social and health education with citizenship, and all areas of learning in the Foundation Stage. However, teaching time devoted directly to the National Curriculum is below national averages. Moreover, the allocation of time to subjects generally lacks balance. Most notably, time given to science, art and design, design and technology and physical education is below national guidelines. In spite of strengths in science and physical education, such time shortages have a negative impact on standards reached in some elements. The impact on art and design and design and technology is especially marked.
26. The school has worked hard to make meaningful links between subjects of the National Curriculum and Jewish Studies, which are clearly of central importance. Indeed, it has pioneered work of this kind. Links allow positive and often practical reinforcement for Jewish Studies while serving National Curriculum demands well, particularly in music and literacy, although history, geography and dance in physical education also benefit. However, at times, planned tasks do not take sufficient account of the need for pupils to build progressively on skills, knowledge and understanding in ways meeting the requirements of the National Curriculum. For example, design and technology is often matched to goals set for Jewish Studies, as when pupils make cards to celebrate festivals throughout the year. But pupils of all ages complete very similar tasks. Evidence suggests that they do not extend their skills beyond a quite simple level as they move through the school.
27. Teachers and support staff in Nursery and Reception classes work closely together in teams to ensure planning takes proper account of all areas of learning, both indoors and outside. Strengths are seen in provision for the latter in Nursery classes, where children have easy access to a good range of outdoor activities complementing those inside. In Reception, such access is difficult for one class and outdoor space is, in any case, confined. Nevertheless,

planning makes the most of available space and children have reasonable opportunities to extend their learning beyond the classroom. New accommodation, including an imaginative outdoor play area, will be ready by the start of the next school year, and children currently in the Nursery will be the first to benefit from this. Reception children are very well prepared for their move to Year 1 and, at this point in the school year, have already embarked on aspects of the National Curriculum in line with guidance for their age. The school has ambitious plans to make such transition even easier, with a curriculum better matched to the Early Years' curriculum for Year 1 pupils. Building work to this end is imminent. The transition of Year 2 pupils to Year 3 is also very good. Year 6 pupils gain good literacy and numeracy skills and do regular homework, helping equip them for the next stage of their education. However, liaison arrangements for transfer to secondary school are under-developed, although secondary teachers do come to meet pupils 'in situ'.

28. The curriculum for the Foundation Stage has undergone major improvements since the last inspection, thereby fully addressing identified weaknesses. Although provision in art and design and design and technology is judged unsatisfactory, real strengths are seen in many subjects. For example, provision for English, mathematics, information and communication technology and music is very good and it is good in science, history, physical education and personal, social and health education with citizenship. A useful curriculum 'map' and schemes of work based mainly on national guidelines underpin planning. Extra teachers are deployed to very good effect in English, mathematics and science and for setting arrangements in mathematics in Years 3 to 6. This deployment positively affects standards and the progress pupils make, as seen, for example, in mathematics in Year 2 where standards have improved following last year's relatively poor statutory test results. While provision for personal, social and health education is good, the implementation of the scheme of work is inconsistent across classes. This inconsistency is an area marked out for improvement and plans are well in hand to rectify matters.
29. Provision for pupils with special educational needs is very good. Teachers and members of the special educational needs team pick out pupils experiencing learning difficulties early. The co-ordinator for special needs supports staff in developing individual action plans matched well to pupils' identified needs. These are used effectively to inform curricular planning, particularly for literacy and numeracy. The school now identifies pupils deemed gifted and talented or of exceptional ability, and monitors their progress regularly. Indeed, strategies such as grouping, setting, adaptation of planned work and specialist teaching take account of pupils across the ability range, ensuring very good access to the curriculum for all pupils, including those with physical disabilities. Resources are very good for this area of the school's work, including the use of information and communication technology.
30. The school organises a very good range of interesting and stimulating visits and events to support classroom learning. These include events such as Science Week, Book Week and Design and Technology Week, visits to art galleries and museums such as the British Museum, and history workshops for pupils in Years 3 to 6 matched to themes being studied in each year group. An exciting and very comprehensive programme of activities for Year 6 covering many areas of the curriculum follows statutory tests and assessments in the summer term. For example, a practising artist talked to pupils about his work during the inspection week. Residential visits for pupils in Years 4, 5 and 6 support their spiritual, personal and social development well, and are much enjoyed. Year 4 pupils, for example, go away for a weekend to focus on spiritual matters linked to Judaism. There is a very good range of activities outside lessons, with well-attended clubs for all pupils, including clubs for sport, music activities, producing the school newspaper, instrumental tuition, science and chess. Participation in sport is good and the school has enjoyed success in local events. The school's participation in the arts and other activities is very good. Musical productions, drama, dance and festivals all ensure the very good enrichment of the curriculum.
31. There is a very good number of well-qualified teachers with a range of experience and qualifications to support the curriculum, including one teacher with overseas qualifications.

Although teachers in Nursery classes do not have qualified teacher status, they do have relevant qualifications for working with this age and a wealth of experience. There is a very good number of teaching assistants who are well deployed. The library is well managed by a part-time librarian and a volunteer using computerised records.

32. Accommodation is good overall. A very pleasant, spacious room serves as the school library. The school also benefits from a hall, gymnasium and information and communication technology suite, which are timetabled for use throughout the day. Whilst classrooms are relatively small, they are used effectively for most lessons and interconnecting resource rooms between classes in each year group are used well for small group and practical work. Buildings are well maintained, clean and bright, and enhanced by attractive displays, providing a pleasant learning environment. Because of the extensive building programme, Year 2 classes are currently housed in de-mountable classrooms, but this is a temporary measure. When the building programme is finished, the school will gain from additional classrooms, high quality accommodation for children in the Foundation Stage, specialist teaching rooms and improved administration areas. Access and facilities for those with disabilities will also be better. The playground area is currently restricted because of building works but it is used well for physical education as well as at playtimes. Markings such as snakes and ladders and areas for quiet play are limited, however. In fact, improving playground provision for pupils in Years 1 to 6 is part of planned building developments when everything else is in place.
33. Resources are good in the main. However, there are gaps in provision for art and design and design and technology, where resources are unsatisfactory. In geography, they are satisfactory. They are very good in music and good in all other subjects. The library is well above average in terms of the quality and quantity of books available, but some stock is in need of review since it is well out of date.

Care, guidance and support

Arrangements for the care, welfare, health and safety of pupils are **satisfactory**, with some good features. Provision for their support, advice and guidance is **good**. The way teachers involve pupils in the school's work through seeking, valuing and acting on pupil views is **very good**.

Main strengths and weaknesses

- Children in Nursery and Reception classes become confident learners, guided by adults whom they trust and enjoy working with.
- Similarly, pupils in Years 1 to 6 form trusting relationships with adults. They feel valued and know there is always someone to turn to with concerns.
- Teachers and support staff know pupils well and look after their wellbeing at all times.
- The close, systematic monitoring of pupils on the Code of Practice register of special needs, allied to very good individual education plans, support pupils very well.
- In Years 1 to 6, assessment procedures are good overall, with strengths seen in some subjects. They are very good in Nursery and Reception classes across all areas of learning.
- Pupils' views about school life are highly valued. Class and school councils, especially, involve pupils in decision-making in ways they appreciate and enjoy.
- In some instances, health and safety and risk assessment procedures are very good but practices are not consistent, especially with regard to written records.

Commentary

34. As noted at the previous inspection, staff members have a high regard for pupils' care and welfare. They are concerned to make sure that all pupils' needs are met in ways beneficial to their learning and personal development. Adults are consistently good role models. Almost all parents are pleased with the school's level of support they see as well targeted at children with particular needs, often identified through routine assessment of their progress. For example,

at the meeting prior to inspection, a parent said how pleased she was at the extra help given to her child for reading in Year 1, which she had not realised was needed, and which had made a real difference to the child's confidence and progress. Others concurred with this view.

35. Almost all parents see the school as a caring community where staff can be approached if there are any problems. They agree that their children are well supported when they first come into school either into Nursery or Reception classes, or when they arrive in other years. Pupils, too, realise they are supported very well by staff at all levels and know who to go to if they need help. They value the way they are consulted about school matters. They are proud of how they can influence events through class and school councils. They like being involved in decision-making in such matters as which charities will be supported when money is collected for charitable purposes. In some classes, pupils appreciate being allowed to help devise rules governing classroom behaviour, although this good practice is not consistent.
36. In Nursery and Reception classes, assessment information is collected systematically in all areas, both formally and informally, as part of daily classroom life. Records show what children can do and understand and where they have difficulties. Adult-initiated and child-chosen activities are closely observed, in line with teachers' planning, and 'significant' learning outcomes are recorded. 'Next steps' in learning are well thought through and planned for. In addition to the close analysis of information from statutory tests and assessments at seven and 11, rigorous systems ensure the regular assessment of pupils' progress in English, mathematics and information and communication technology. Assessment procedures in science are currently being refined to give more detailed information. Information is used to group pupils and to set targets. Pupils know their individual targets, reviewed very regularly against work done and changed as appropriate. At times, pupils are set targets for developing their general learning skills, with parents involved as necessary. The assessment of personal development is informal, although staff in Years 1 and 2 keep useful notes on areas such as concentration or social skills, to help them judge where to give additional support. Pupils' self-esteem is raised to good effect through rewards such as praise or receiving a certificate showing success at something they find hard. An information and communication technology 'tracking' program for the core subjects is very recently 'up and running', marking a further advance in this aspect of the school's work. It gives a clear picture of progress over time and will allow the performance of particular groups to be monitored. The program will be fully in use at the start of the next academic year, following staff training.
37. The close monitoring of pupils on the Code of Practice register of special educational needs, including those with a statement of special need, makes sure that their support is well matched to needs identified. Individual education plans make these explicit and are very well used for planning. Very good provision is made for pupils with behavioural and emotional problems through a programme of support targeted carefully at their difficulties so that they can work better in group and whole-class situations. Learning support assistants are suitably trained for the literacy and numeracy 'catch-up' programmes as well as for specific aspects of special educational needs. There is very good liaison with external support agencies and specialists. Very good attention is paid to staff staying updated about relevant issues and making sure information is disseminated widely. Inspectors found no evidence to support the concerns expressed by a very small number of parents about provision for special educational needs.
38. Procedures for child protection are good and follow local practice. Staff have received relevant guidance on how to deal with concerns that may arise and a new round of training is starting imminently to make everybody familiar with the latest requirements. The school is aware that induction arrangements for new staff have to include such matters. Arrangements for first aid are also good, with several trained staff. An incident book is kept and records show that good practices are followed. Inspection evidence does not support concerns expressed by a few parents about first aid, although there are some occasions when parents have seemed reluctant to collect a child from school after being properly informed that he or she was unwell.

39. Arrangements for ensuring a safe school are satisfactory. Governors are properly involved overseeing these. The site manager regularly tours the school to identify hazards and these are dealt with promptly, as in instances linked to unsafe flooring. Risk assessments are in place for study visits and for specific events linked to classroom work (such as the history workshop held during the inspection week). The bursar is liaising with the local education authority for guidance on ensuring that all necessary procedures are in place, including written risk assessments, to cover relevant activities throughout the school. Very good practice is seen for risk assessment in physical education, where a teacher has undertaken training. However this is not consistent, although teachers take care that pupils become aware of health and safety issues in practical science and design and technology activities, for example. The school sees that a further strengthening of liaison between the two senior members of staff with responsibility for this aspect of the school's work is needed.

Partnership with parents, other schools and the community

Links with parents are **good** overall, with some strong features. Links with the local community are also **good** and with other schools they are **satisfactory**.

Main strengths and weaknesses

- Parents hold the school in high regard. Their support at home and in school makes a very good contribution to pupils' achievement.
- The school provides good opportunities for parents to be informed about its work and daily life.
- The involvement of a range of organisations in the life of the school extends experiences for pupils' personal, social and academic development.
- Although links with other schools and colleges are satisfactory overall, the school benefits from its excellent links with initial teacher education providers.

Commentary

40. In their response to the pre-inspection questionnaire and at the meeting prior to the inspection, almost all parents admitted they that they are very pleased with the school. As well as opinions already discussed, parents say children like school, that staff expect children to work hard and help them mature. They judge teaching to be good. Children make good progress and are well behaved. Pupils are treated fairly and the school does its utmost to make sure all are included in planned activities. A small number (around 20 per cent) believes they are not well informed about their children's progress, think the school does not seek their views and have concerns about homework. A smaller proportion believes children are bullied and harassed unacceptably. Inspectors found that the school gives parents good information about its work in some very imaginative ways. It also makes good provision for them to put forward their views. As noted earlier, incidents of bullying are stated as rare by pupils and are dealt with promptly. Records are kept and no such instances were seen during the inspection. The school intends to review how it can guide parents better on how to help children at home. Opinion at the pre-inspection meeting was divided, with a number of parents giving examples of high quality advice when they had raised a concern. Overall, evidence reveals that the school's relationship with parents has improved since the previous inspection.
41. The school sends home regular news and other letters about general matters and, at the beginning of the year, outlines what is to be taught to each class. In Nursery and Reception classes and Years 1 and 2, teachers often send extra information home each week. As well as the formal timetabled consultation meetings with teachers during the school year, parents come into the classroom at the start of the year to talk to staff. They have very good access to classrooms at the start of every half-term when their children show them work, so they can see what has been done in each subject. During this time, teachers happily have brief 'chats' if a parent has any queries. In addition, teachers take their class to the playground at the end of the day and are readily available for informal, if brief, consultation. From the relaxed, informal conversations seen to take place at such times during the inspection, it is apparent

that parents are comfortable talking to staff. Longer discussions are easily arranged by appointment. Annual reports on pupil progress in the summer term have a good summary of what pupils know and can do in each subject. Reports include targets for improving achievement in English and mathematics, explained in easily accessible terms.

42. Parents are very keen to support their children. All attend the formal consultation evenings with class teachers and come to half-termly 'open classroom' events (see above) to see their children's work. Some help regularly in classrooms and many more accompany their child's class on study visits or help with such things as the Year 3 'Roman Day' history workshop organised during the inspection. Some help run sporting activities such as after-school clubs. The Parent Teacher Association works hard to organise very successful fund raising and social events. Its work is much appreciated by staff and governors. It donates money generously for school improvement, such as recent improvements to provision for information and communication technology. Every term, the headteacher holds open meetings for parents in each year group with the express purpose of discussing anything parents want to raise. All classes have a parent representative to link home and school, and representatives also meet regularly with the headteacher. Last year, the school sent out questionnaires to identify strengths and areas for improvement, and another such survey is under consideration. The school values its links with parents and sees this relationship as vital to the success of its work.
43. Parents of pupils on the Code of Practice register of special needs have good regular opportunities to meet their children's teachers and the co-ordinator for special needs as well as relevant specialists, to review progress. In light of this, targets set in individual education plans are suitably adjusted. The co-ordinator and the governor with responsibility for this aspect of the school's work are also available for informal contact. Parents are advised carefully about the nature of the support that would be helpful to give at home.
44. Strong links with the local synagogues and other major organisations enhance the Jewish ethos of the school and help make sure pupils understand and follow the community's ideals. Pupils benefit from a great number of visitors linked to classroom learning and from study visits both locally and further afield. Extended study visits give pupils in Years 5 and 6 very good opportunities to exercise their independence as well as use skills linked to academic subjects and physical education. The local education authority's support services are used advantageously to extend pupils' learning in music and sport. A toddlers' club meets one afternoon a week and a family learning programme helps parents improve parenting skills. Links with other schools support inter-school sporting events and contacts with secondary schools smooth the transfer of pupils at the end of Year 6. The main receiving secondary school, however, is some distance away, a barrier to developing closer links. There is some joint training with other schools but opportunities for curriculum co-ordinators to meet their opposite numbers and share practice are limited. The school has excellent links with a number of teacher education providers. It is intent on extending these in light of a very successful programme for supporting student teachers in ways benefiting teaching and learning throughout the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school and its governance are **very good**.

Main strengths and weaknesses

- The headteacher is a very good leader. Her vision centres on maintaining a comprehensive cycle of school improvement involving all members of the school community.
- Other key staff give very good leadership, through a well-developed structure of responsibilities targeted effectively at supporting and guiding teachers.
- Very good school governance plays a vital role in the school's development.
- Very good school management is well aimed at ensuring systems and procedures benefit pupils and adults to an optimum degree.
- A middle management structure is not yet fully developed but is already adding to the smooth running of the school and affects school improvement.
- Financial management is excellent. Spending decisions are consistently geared to 'best value' principles in pursuit of important goals.
- Good improvements to the leadership and the management of the school have been made since the previous inspection.

Commentary

45. While it is not part of this inspection, it is relevant to acknowledge the way the Jewish Studies department is integral to school life. Strong links are forged at senior management level whereby the co-ordinator for Jewish Studies has some deputy head responsibilities. She works closely with the deputy head more directly responsible for day-to-day running of the school and with other senior managers.
46. The governing body is fully aware of the school's strengths and points for development. Governors work very closely with the headteacher and her staff in realising plans for continuous improvement. They have curricular responsibilities and monitor work in their areas effectively. They make regular visits and use what they learn to support and challenge positively. Governors have good expertise, using their knowledge to establish priorities for school development. They recognise, however, that their contributions should occur earlier in the planning cycle. They systematically monitor the school's work at reaching its targets very thoroughly. Statutory requirements are not fully met. For example, some information in the school prospectus and in Governors' Annual Report to Parents is omitted (such as the success of the school's work with pupils identified as having special educational needs and the comparative national data for statutory test results). The school is fully aware of these and matters are well in hand.
47. The headteacher liaises very closely with all staff and governors to update her comprehensive overview of how the school is operating and progressing. Pupils' achievements are due in no small measure to her very strong leadership. Also, staff members often mention the opportunities they are given to extend their expertise into school life in stimulating and exciting ways. For example, a deputy head oversees the programme for student teachers that significantly enhances school life, while the mathematics co-ordinator has developed a program for 'tracking' pupils' progress to fit the school's needs and well aimed at improving assessment systems. The deputy head also gives excellent leadership and management to the Foundation Stage where substantial problems were identified by the last inspection. Because of this, and through the work of the headteacher, senior colleagues, staff and governors, all inspection issues have been successfully dealt with. Through such strategies as keeping a 'watching brief' over the school and promoting staff members' capacity to take on substantial responsibilities, the headteacher fulfils very well the governors' remit that she fashion and see through an educational vision for the school. The management structure enables all members of staff to have a part in making sure that provision benefits pupils'

learning. Senior managers (including the headteacher) collaborate very well and, together, provide the guidance and support that other teachers and non-teaching staff need. Every member of staff as well as every pupil is highly valued. There is a school ethos where high expectations complement a very strong element of care. Pupils feel included and are happy, as evident in their very positive attitudes to learning and towards one another.

48. A part-time co-ordinator provides very good leadership and management of special educational needs. She is well qualified and experienced, and manages and leads a large team effectively. Her skills and the priority given to this aspect of the school's work are embodied in her position as an assistant headteacher on the senior management team. She has a thorough grasp of all aspects of provision, guiding all work towards set targets and properly involving all those concerned (for example, taking account of pupil reviews). The team is very well supported indeed by a committed and experienced governor who monitors provision regularly. Work has extended recently to include pupils believed gifted and talented as well as exceptionally able. This aspect is developing successfully under separate leadership and management from another experienced and committed senior manager (also an assistant head).
49. Very good management tools ensure the smooth day-to-day running of the school, while implementing long-term plans. The school improvement plan is comprehensive. It includes thorough reviews of both successes and priorities for the future. Its cyclical nature involves a continuing programme of activities matched to particular goals. Governors work with the school to make sure these are realised in ways that give value for money. For example, the plan clarifies who is responsible for initiating and monitoring progress with each priority while setting target dates and deciding cost. The bursar and other administrators have excellent systems for using the school's finances to deploy human and financial resources to the full. The bursar also helps identify all possible sources of funding to support planning objectives. The large carry-forward figures in the chart below are due to the ongoing programme of building works, which is set to continue until December, 2005. Currently, the outdoor space for the new purpose-built Foundation Stage classrooms is being completed and another cycle of building is about to begin. This cycle includes extending classroom and outdoor provision for Year 1 pupils, in line with the headteacher's view that transfer from Reception to Year 1 should be smoother with regard to teaching and learning practices across the year groups. Playground space for pupils in Years 1 to 6 is also set for improvement, with consequent implications for funding.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,144,337
Total expenditure	1,059,027
Expenditure per pupil	2,253

Balances (£)	
Balance from previous year	98,838
Balance carried forward to the next year	85,310

50. The headteacher places a premium on continuing professional development for all staff. She started managing staff performance long before it was common practice and is now looking to include non-teaching staff more formally than at present. As noted above, a deputy head is in charge of working with teacher trainees. However, in addition to her work with very able pupils (outlined above), an assistant headteacher also plays a key role in supporting teaching colleagues, including newly qualified teachers and those new to the school. New teachers get in-house training as well as the external training they need. Such staff benefit, too, from senior colleagues' excellent mentoring to help them develop their roles. Rigorous but also supportive systems for the professional development of teaching and non-teaching staff means pupils benefit from the knowledge and skills gained from the extensive programme of in-service training.
51. The school has had difficulty appointing qualified teaching staff for the Nursery but this has not proved a barrier to school improvement since staff appointed are well experienced in teaching

this age. Crucially, the co-ordinator for the Foundation Stage gives excellent support to all staff through a programme planned carefully to meet training needs. She closely oversees work throughout Nursery and Reception and gains a very good insight into practices through her monitoring. Strategies advantageously involve the local education authority's Early Years' advisory service as well as exploiting other expertise. The school's confident approach is built on overcoming its previously recognised weaknesses. Indeed, the building of new classrooms and outdoor spaces helps curriculum organisation and practices evolve continuously in ways beneficial to children. The school does acknowledge itself as tentative in working with pupils having complex needs such as those arising from emotional and behavioural problems. The school believes that it would benefit from more input by outside specialists, working with pupils and helping with staff training.

52. In view of the standards reached in statutory tests (especially at 11), the good and better quality of most teaching, the way pupils feel valued and cared for and are involved in decision making, and taking account of the way the school works as a 'learning community' for everyone, it gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in Nursery and Reception classes is **good**, with some notable strengths.

Main strengths and weaknesses

- Teachers have a very good understanding of how young children learn. They plan stimulating activities in all areas. They pay very good attention to ensuring that all children are included.
- Teachers and support staff work closely together as effective teams. They plan and organise a good balance of teacher-directed and child-initiated activities.
- Planning ensures that children of the same age can experience the same activities, but this arrangement can lead to an inefficient use of staff time and resources.
- Outdoor as well as indoor spaces are used to stimulate very effective learning across the curriculum, although the accommodation places constraints on planning.
- Classrooms are lively and attractive learning environments with much to stimulate and interest children. Play resources from which they choose are readily accessible.
- There has been very good improvement since the last inspection.

Commentary

53. Teachers carefully make sure all areas of learning are suitably included in planning, both indoors and outdoors. This is commendable, given the unsympathetic nature of the accommodation currently in use. The school is aware that the enclosed nature of classrooms and their location relative to each other militate against efficient staff deployment by not encouraging an easy 'flow' within each age group. Consequently, identical activities are repeated in each of the three Nursery classes and in the two Reception classes. Often, in the Nursery, activities run concurrently, which appears wasteful in terms of adults' time and resources. Nor does it necessarily mean all children have the same experience as intended. At times, the tight organisation of activities leads to an interruption in events that is unfortunate. This was seen when some Nursery children listened intently to a record played on a portable gramophone that really caught their attention and interest. Suddenly, the activity had to stop because it was time for work planned in concert with other classes. However, very good measures are taken to help these youngest children decide whether to opt into an activity or do something of their own choosing. Sometimes, adults accept that a planned activity has not 'taken off' in ways imagined and children dictate how something will develop. This was seen when a small group of Nursery children worked outside with an adult on large-scale constructions from 'junk' materials. Planning linked this activity to the theme of undersea creatures but children looked at the cardboard boxes and tubes and thought 'robots'. So robots it was.
54. The school knows that curriculum organisation and teaching and learning practices will be affected dramatically by the new accommodation because of its open nature and the way it connects to a large outdoor space. However, the change will only involve Reception children since Nursery children will be remaining in existing classrooms for a further year. The school accepts it should ensure that new Nursery children gain access to the enlarged and much more stimulating outside space, and has plans to make such access possible.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Most children are set to reach relevant goals by the end of the Reception Year. Some already do.
- In all classes, children develop very good independent learning skills because adults promote these whenever they can.
- Children do really well relative to their abilities because of very good teaching.
- They enjoy learning and have fun because of warm and trusting relationships with adults and the stimulating activities available.

Commentary

55. Children love coming to school. In Nursery classes, they settle happily to a self-chosen task at the start of each day. In all classes, children listen politely to adults and to one another for the register. They quickly appreciate a joke when a teacher explains work for the day: for example, Nursery children loved correcting a teacher who talked about a fish with eight legs. “No! it’s an octopus” a number called out. Adults support children in encouraging ways permeating all aspects of provision, aimed well at fostering very good social, personal and independent skills. Children become used to organizing activities for themselves and co-operating together in their work and play. For example, in a Reception class, a group of boys and girls settled quickly to a task companionably. When a minor dispute broke out about what to do, a first impulse was to consult the teacher but, since she was busy with another group, a girl took matters in hand and a brief discussion soon resulted in a peaceful solution and an agreed way of proceeding. These oldest children get ready for a physical education lesson in the hall very quickly, ‘as quiet as mice’ and without adult help. They show very good skills in putting forward their own wishes. For example, a teacher explained activities for the afternoon and a boy asked if the big blocks could be used on the carpet. The teacher thought space was too restricted on this occasion because she would be working there with a group, but someone else pointed out there was room if the boy kept to one part of the area. This compromise was accepted as reasonable and the boy settled happily to make a construction. All children show a very good capacity to remain engaged in activities for considerable lengths of time, both when working with an adult and independently. They also tidy up at the end of sessions very well. In the Nursery, children enjoy sweeping dirt from the tarmac back onto a garden patch after an energetic time digging. They take care to make the surface as clean as possible. Reception children put things back where they belong very efficiently and with little prompting.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children achieve very well. Most are likely to reach the relevant early learning goals by the end of the Reception Year, with some doing better.
- Children’s very good speaking and listening skills in all classes are especially noteworthy.
- Teachers plan activities carefully so that links are made across areas and every opportunity is taken to develop important skills.
- Adults are good role models. They focus on activities in ways helping children extend their vocabulary. They are good active listeners, responding positively to children’s ideas.

Commentary

56. Children achieve well in relation to their prior attainment because basic skills are well taught. In Nursery classes, children enjoy listening to stories and poems. They are developing secure knowledge and understanding of the letter/sound system. A list of words beginning with the 'letter of the week' (the letter 'r') made by children showed their very good ability to pick out words the teacher asked about at the end of a session. Children generally know that "robot" begins with 'r', while a boy points out the model has "round eyes" and that begins with the letter 'r' as well. Almost all children attempt to write their names and the more able do this legibly. These children label their pictures correctly without adult help, as when a girl wrote "Angel Fish" without reference to a book. In Reception, children enjoy the repetition of favourite stories such as "The Hungry Caterpillar". They recall the sequence of events in the story and the food the caterpillar eats in great detail. More able children write simple sentences independently, with good understanding of letter shapes and how to space words. Simple words are spelt correctly and a good sense of matching sounds to letters is evident in others. Children of average ability write confidently, displaying good skills in their 'emergent' writing. Recognisable letter shapes occur with increasing frequency.
57. Across the age range, children have a very good capacity to listen to adults and to one another. Adults place a very good stress on insisting children take turns when they speak and do listen to others' views, taking into account their age and capabilities. For example, Nursery children enjoy a class discussion on the date and the weather when the daily calendar is being completed. They build on one another's contributions, demonstrating that such good listening is well established. They vote to do the register "from the bottom up" and listen very intently so as not to miss their name, responding either in English or Hebrew according to the teacher's greeting. Reception children are intrigued by a question about whether events in a story are 'real'. They listen to each other's ideas and a number begin to see that perhaps a boy is right when he says "the boy was dreaming and they didn't really happen." Some, though, can justify why the story might be real in ways that satisfy their imagination: "They were his toys sitting on a shelf and they came alive while he was asleep. It might happen"!

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Most children are set to reach relevant goals by the end of the Reception Year with more able children likely to exceed these.
- In addition to teacher-directed tasks, many opportunities to reinforce and extend mathematical understanding are made possible by a range of practical activities children enjoy.
- Children are eager to learn and have very positive attitudes to mathematics.

Commentary

58. Children in the Nursery know that an octopus has eight 'legs' and almost all can count in sequence as they point to each one. Many count out a correct number of objects to match written numbers between one and eight, putting these in order. Some can record recognisable numbers to match the circles they have coloured on the sea creature's legs. Outside, two boys realise that there is a problem when counting pebbles out on to cards and moving from six to eight. They know the missing number is seven and can find it from a set a teacher offers. More able children can recite numbers to 20 and beyond. One girl counted to 50, needing help as she came to each 10, showing an increasing grasp of the sequence between each 10 and the next, and enjoying the repetition. Children recognise common shapes such as squares, rectangles and circles in the objects they play with. They talk about having "a lot of things" when putting packets into a basket for 'shop' play. They handle a number of containers in the water tray, filling and emptying different sized bottles, although they are more interested in the pleasure of pouring water than answering an adult's questions about "full" and

“empty”! Children match the correct number of plates, cups, saucers and pieces of cutlery to a number eating in the play house.

59. Because of timetabling, no lessons with a mathematics focus were seen in Reception classes. However, a scrutiny of children’s work and teachers’ planning and assessment files, as well as discussion with teachers, finds most children secure in their mathematical knowledge and understanding. They build well on the good achievement seen in Nursery classes. Reception children were observed finding ‘buried treasure’ during a self-initiated activity linked to a topic on mini-beasts. They used a bucket balance to compare weights, showing a sound grasp of which ‘treasure’ was the ‘heaviest’ and which the ‘lightest’.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Most children are likely to reach the early learning goals by the end of the Reception Year.
- Teachers work hard to arrange a good range of activities for children to investigate the natural world, helping compensate for limited outdoor facilities.
- Children’s curiosity is fostered by adults’ positive attitudes and pleasure expressed in what the children find out and can do.

Commentary

60. Nursery children know the strawberry plants in the small garden area outside need water to grow. Some boys enjoy making “mud pools”, happy that this takes quite a lot of water to soften the hard ground! They take an interest in changes caused by their ‘puddling’ the mud around with their spades until it liquefies. Children know that plants also need food. They have planted seeds in pots indoors and record their growth. The discovery of a ladybird causes general excitement. A boy who makes sure everyone sees it explains it is “six years old because it has six spots”. Reception children have very good knowledge and understanding of the habitats of mini-beasts. They show where different creatures can be found on a large picture of part of a garden they look at. They know that bees collect nectar from flowers, spiders and ants hide in walls and that ants might also live in the ground, like worms. A boy can name woodlice but can’t remember “what those things are, sticking out of its head”. Others know they are antennae.
61. Children across the age range use books as a resource to find out about things that interest them. An intriguing discussion arose in a Nursery class when a teacher showed pictures in a poetry book. A girl volunteered that baby octopi must be girls because they were pink. As the teacher explored this idea, a boy pointed out the whale babies were boys as they were blue. Most seemed to agree but were puzzled when a boy and girl stood up and the teacher asked all the children about their skin colour. It was agreed this was the same. Further discussion about the illustrations showed some children beginning to waver but still uncertain. The teacher sensibly said “We’ll think again about this and find more books to help us.” Children use computer programs to make a picture. In a Reception class, a girl paints her own idea of a ladybird on the screen, using the mouse adeptly to control the brush and place legs, antennae and black spots on the red body. Older children have good opportunities for role-play in their class post office, where they can write and handle money. Nursery children were seen laying out “lunch” in their playhouse and two girls later took their ‘babies’ for a walk around the playground in pushchairs. Staff agree that gender differences are marked, especially in the Nursery. They survey boys’ and girls’ choices of activities, and work at addressing imbalances through the way these are set up. For example, they monitor children signing up in the ‘traffic area’ and choosing which vehicle to ride or whether to sell the petrol or work in the ‘car wash’.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Most children are set to reach the early learning goals by the end of the Reception Year.
- Children have suitable opportunities to develop physical skills using a range of tools and some large equipment such as wheeled vehicles.
- Limited outdoor space constrains the extending of children's skills in challenging ways.
- The school hall is used well for children in Reception classes, helping overcome the problem of limited space for physical activity.

Commentary

62. All children show good skills when manoeuvring wheeled toys such as scooters and tricycles in outdoor spaces allocated for the purpose. Nursery children negotiate a 'road' layout well, although they also enjoy bumping into one another when they think adults are not watching. A limited range of climbing equipment is set up at times outside for Nursery children but easy access each day is not possible because of space. During a rainy session, children were seen indoors balancing on or around layouts of large plastic blocks and climbing up steps to jump from a barrel onto a mat. They managed the steps and jumped confidently, most of them bending their knees as they land. They found balancing along the blocks hard, however. In fact, they were impeded by unsuitable footwear for the activity. One girl eventually overcame the problem by stepping sideways very carefully along a wavy line of blocks. No one managed the circle. Activities were limited by adult concerns to keep children to a time limit so that others could 'have a go'. This seemed to prevent the proper focus on developing relevant skills. Reception children are sometimes taken to climbing equipment in the playground for older pupils. They also have regular access to the school hall. In a physical education lesson, they used skills better than might be expected for their age during warm-up exercises and when balancing balls on a bat. More able pupils and those of average ability began to develop a good skill for keeping a bouncing ball under control.
63. Children mostly develop good control of a range of tools such as pencils, paintbrushes, glue spatulas and scissors by the end of Reception. Some Nursery children already show very good control when writing their names, for instance. Most can cut along straight lines without too much difficulty and some cut round curved shapes accurately. They know how to handle potentially harmful tools such as scissors with care. Children can handle malleable materials to roll shapes with a rolling pin, to cut out or model with their fingers, as seen when Reception children made mini-beasts. A Reception teacher reported that a boy seen building with blocks earlier had used them all and made a complicated, tall structure. He was very skilled at placing one shape on another to achieve a desired effect.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Most children are likely to reach the relevant goals by the time they transfer to Year 1.
- Activities are often linked to themes, with resources set out invitingly, including books for reference purposes.
- Adults working with children involved with drawing were not always sufficiently well focused on helping them improve their efforts.
- Children thoroughly enjoy opportunities to sing and make music.

Commentary

64. A very pleasant registration session was seen in one Nursery class when a teacher sang greetings to children in Hebrew and English, ending with a tuneful "It's a nice sunny day. Shall we go out to play?" and the children sang an enthusiastic "Yes!" In another class, these youngest children were very quick to pick up a beat as a teacher used a finger for "a metronome" in time to music on a record. They swayed their arms to match the movement. Across the classes, children learn a good number of songs by heart, including Hebrew songs and prayers sung at snack time. Reception children quickly judge whether to do 'thumbs up' or 'down' as they decide whether the sound a teacher makes inside a box comes from a musical instrument or an object. They can decide which object or instrument matches a word in the song. For example, plastic wrapping rustles effectively for "munch, munch" and a scraper and stick make a satisfying "spin, spin". Children have good understanding of 'coming in' on time and keep to the beat. Others watch a teacher carefully and copy her arm and body movements accurately to keep rhythm when they are singing.
65. When making collages, Nursery children select from different kinds of coloured papers and various glittery materials for their sea creatures and, in one instance, for an imaginary "garden picture." Most children at such activities used templates to draw round and then fill in. Some drew their pictures freely, and several more able girls chose pastels, controlling them well when drawing and colouring in their fish, paying attention to detail and remembering pictures seen in books. Elsewhere, adults working with children also drawing sea animals focused on links with literacy, recording what children were doing at the expense of actually engaging with them to ensure close observation of the shapes they drew. In a Reception class, four children revealed a good grasp of the features of different mini-beasts, exchanging ideas as they moulded their creations in dough with modelling tools. Role-play was not seen in Reception classes, although designated areas are available. The boy building with blocks informed his teacher he had made "a palace". As already noted, some Nursery children engaged imaginatively in role-play in their playhouse and outside. This showed a good knowledge and understanding of domestic situations, not least in the housekeeping skills of those involved (mostly girls)! Children in the 'traffic' area also showed a good understanding of how to act as drivers, petrol station attendants and car-washing personnel.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6. Pupils' speaking and listening skills are a notable strength in other subjects as well as English.
- Leadership and management are very good.
- Pupils achieve well because of predominantly very good teaching and high expectations.
- Pupils with special educational needs make consistently good progress. Their good achievement is due to the way support staff are deployed to help them.
- The marking policy has not yet had a general impact and approaches to marking are variable.
- Handwriting skills are taught consistently but they are not applied to other work in Year 1 and 2.
- Display enriches the curriculum to good advantage and celebrates pupils' achievements.

Commentary

66. Since the last inspection, the school has introduced the National Literacy Strategy, and teaching approaches reflect this. So it is hard to make direct comparisons with prior provision and not particularly helpful since like is not being compared with like. Evidence suggests that, overall, good improvements have been made. However, the picture with regard to marking and handwriting appears similar to that given in the previous report.
67. As noted earlier, standards in national tests at seven in 2003 were below average in both reading and writing. The school has worked hard to tackle areas such as these needing improvement. Written work in the current Year 3 shows good progress since last year when this cohort took the statutory tests. Evidence finds standards generally at seven are above average. By 11, pupils reach well-above-average standards in English. The achievement of all pupils relative to their abilities is good. Pupils with special educational needs are supported effectively by very good planning and by the very good deployment of classroom support assistants.
68. Standards in speaking and listening are above average in Year 2 and well above average in Year 6. Year 2 pupils contribute confidently in whole-class and group situations, able to justify choices and explain their work. Year 6 pupils talk knowledgeably about their work and life in school. A range of dramatic rehearsals and presentations was observed in Years 4 to 6. In a very good lesson in Year 5, pupils rehearsed and performed poems for more than one voice in groups and pairs, showing above-average standards for drama and presentation. Their evaluations of their own and others' presentations were well above average. The school is working on such strategies for developing speaking and listening skills, since it is aware that their use is variable. As seen in lessons across subjects, opportunities for pupils to engage in purposeful talk are sometimes missed.
69. Most pupils like reading. Achievement is good in Years 1 to 3 where pupils work through published schemes and other books, reading individually and in groups, but also borrow books of their choice from the school library. By Year 2, pupils have a sound knowledge of a few authors, but there is little evidence of extensive work on different authors. They understand how to use an information book. Achievement is very good in Years 4 to 6. Year 6 pupils are knowledgeable about authors. Across Years 3 to 6, pupils use the Internet for research purposes confidently. Throughout the school, teachers strongly encourage pupils to read with parents and carers at home and this continual practice supports pupils' reading development well. Some classrooms have limited space for reading areas, but some have good book displays focusing on information books for a topic being taught.
70. Pupils' achievement in writing by Year 2 is good and by Year 6 it is very good. New approaches to writing are effectively raising standards, with many examples of creative, imaginative work. For example, Year 1 pupils looked carefully at a reproduction of Van Gogh's painting *The Starry Night* and wrote descriptive phrases of it, before extending their writing while listening to Don McLean's *Starry Night* (the orchestral prelude to his work, *Vincent*). As a result, pupils wrote sensitive stories, poems and reports, using vocabulary and poetic turns of phrase effectively and achieving very well indeed. At Year 6, pupils' writing is committed and lively when writing journals – recently introduced: many pupils engage in a purposeful dialogue with their teachers about an entry. More able pupils have been exploring different styles of writing in depth. The teaching of handwriting in Years 1 and 2 does not yet transfer securely into pupils' recorded work, negatively affecting presentation, as does the overuse of worksheets. Presentation in Years 3 to 6 is good overall, with a more consistent approach to the use of joined script. Work throughout the school is displayed for all to see in corridors, adding an extra dimension to the curriculum. Pupils learn spellings regularly and are grouped according to assessed needs. Spelling, however, is not reinforced via handwriting patterns or sound patterns for letters in ways that help younger pupils, especially, when applying skills.

71. Teaching and learning range from good to excellent and are very good overall. Strengths are seen in Years 3 to 6. Better lessons have good opportunities for pupils to evaluate their own and others' spoken presentations (as in a Year 5 lesson, discussed above). In these lessons, teachers keep a good pace and adhere to time limits. They make good links with pupils' own experience and other subjects in ways making tasks meaningful. Pupils across the ability range are included in whole-class activities very productively, stimulating their interest and involvement. While the picture arising from inspection is very strong overall, it is noted that targets set for pupils are not always readily accessible in their workbooks and are seldom referred to.
72. Assessment is good overall, with regular formal assessments through the year, giving a clear picture of individual progress and informing planning effectively. However, the marking of pupils' work varies in quality. Generally, it does not indicate whether learning objectives have been met, rarely refers to pupils' own targets and often does not help pupils see what they have to do next to improve their writing. There are few opportunities for pupils to review and evaluate their own writing.
73. Leadership and management are very good. Since taking up the post in September, the co-ordinator has updated the policy, adapted planning, introduced a writing project, introduced new resources for reading, re-organised guided reading and reviewed handwriting practices. These changes are reflected in a clear, detailed action plan. He is currently undertaking a Master's degree in language and has excellent subject knowledge. He has built on the good work of the previous co-ordinator and has established effective partnerships with staff teams to implement changes for further improvement, focusing particularly on a monitoring programme and an assessment programme which are both part of whole-school curriculum programmes. An experienced governor with responsibility for literacy visits the school often, giving very good support. A thorough monitoring of planning, teaching and pupils' work, as well as a close look at assessment outcomes, has given the literacy team a very clear view of the school's needs. This has already significantly affected Year 3 (as noted above) and influenced writing more generally. Training undertaken by the co-ordinator and other staff is disseminated well to colleagues.

Language and literacy across the curriculum

74. Pupils use their language and literacy skills well in other subjects. Opportunities for such links consistently inform planning. For example, Year 3 pupils devised comic strips to tell the story of Romulus and Remus in history, and Year 4 pupils used 'persuasive writing' for travel brochures in geography lessons on Kenya. However, these links are not exploited as a means of using time efficiently. For example, very good report writing in Year 6 geography could have been taught as part of literacy learning. The application of basic literacy skills across the curriculum, especially in the younger classes, is variable, where, as noted, too much use of worksheets is seen.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average at Year 2 and well above average at Year 6.
- Teaching is very good, leading to very good learning and positive attitudes towards the subject.
- Leadership and management are excellent. Teachers are supported and guided towards evaluating learning outcomes so as to continue improving provision.
- There has been good improvement since the previous inspection.

Commentary

75. Although national comparisons are not yet available, indications in the latest statutory test results (2004) at seven are that pupils have done well, in contrast to the 2003 results. This suggests that standards are again more closely allied to the good picture seen prior to 2003. Inspection evidence confirms this to be true, showing above-average standards at seven. By 11, pupils are judged to reach standards well above those expected. The school tackled weaknesses identified by the 2003 statutory test results at seven successfully by, for example, deploying extra teaching and support staff. In Years 1 and 2, pupils do well relative to their capabilities, including pupils with special educational needs and those with a statement of special need. Achievement in Years 3 to 6 across the ability range is very good.
76. By seven, most pupils add and subtract to 100 and estimate and measure using standard units such as grams. They draw rotated shapes and make simple block graphs to record, for example, favourite colours. Almost all are working within levels expected at this age (Level 2) with most working in the upper range. Less able pupils have nearly reached Level 2, with a high proportion (around 37 per cent) already reaching the higher Level 3. These pupils work to 1000, and solve problems involving multiples and convert time from analogue to digital.
77. By 11, pupils considered to be in a middle range of ability mostly work at a higher level than expected of pupils with average capability. They calculate equivalent fractions, decimals, percentages and ratios. They translate shapes using co-ordinates in all four quadrants. They know the properties of different types of triangle and relate a train's speed to the time it takes to travel a journey. They make scale drawings. Those relatively less able nevertheless work at an average level. More able pupils also work at a level that stretches their capability. They can, for example, select shares as part of a budgeting exercise and calculate the angles needed to construct pie charts of data.
78. Teaching ranges from good to excellent and is mostly very good. Lessons capture pupils' interest through imaginative teaching. For example, in a very good Year 4 lesson, pupils developed their mathematical vocabulary by describing the properties of shapes hidden in a bag so that others could guess which one it was. Pupils learn by enjoying a challenge. This was seen in an excellent Year 5 lesson where pupils explored ways of finding the total of three consecutive numbers using multiplication. Teachers include all pupils in lessons by adjusting the work they set to match different learning needs and asking questions that pupils will understand. The setting arrangement whereby pupils are grouped according to capability brings great benefits to pupils' learning, especially to those with special educational needs. In a Year 5 group, for example, pupils exuded self-confidence as they set themselves progressively difficult problems. Teachers make very good use of resources for learning and balance lessons well so that input leads to interesting collaborative activities. Pupils respond with very good attitudes and behaviour, concentrating hard on tasks and working at a good pace.
79. The co-ordinator gives excellent support and guidance to staff so that pupils benefit from teachers being kept up to date. She monitors teaching and learning carefully and ensures there is rigorous assessment of pupils' attainment and progress. Assessment is used to set individual pupil targets and targets for school performance. She has recognised the need to broaden the curriculum to include more opportunities for open-ended, investigative work, which is the weakest element of the curriculum.

Mathematics across the curriculum

80. Teachers make satisfactory use of mathematics in other subjects. Scientific experiments sometimes involve measurements, and graphs are reproduced on computer spreadsheets. Pupils also enjoy using computers to make commands producing two-dimensional shapes. Younger ones enjoy making symmetrical shapes in their artwork.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above national expectations at Year 2 and Year 6 but pupils have insecure knowledge and understanding of experimental and investigative science.
- Pupils generally do well relative to their abilities because teaching is good. Teachers make lessons interesting and are secure in their subject knowledge.
- Independent and extended writing in science is underdeveloped.
- A very good range of visits and events in school supports pupils' science learning really well.
- Resources are good, well organised, and used effectively in lessons.

Commentary

81. As already noted, results in last year's teacher assessments at seven and statutory tests at 11 were below those usually seen in the school, especially at seven and in spite of the oldest pupils doing better than their peers in all schools. Inspection evidence shows that Year 2 pupils have improved on last year's teacher-assessed performance and reach above-average standards overall. Year 6 pupils are also judged to reach standards at least above those expected at this age. Notwithstanding this good picture, pupils' experimental and investigative skills are considered insecure. A work scrutiny, coupled with observing and talking to Year 6 pupils in a lesson and scrutinising planning, shows that the teaching of enquiry-based and investigative skills through regular and systematic practical experience is not consistently embedded in practice during a school year. This was a weakness found by the previous inspection. Pupils frequently reveal that they are good at answering knowledge-based questions but do not answer questions about scientific processes and underlying principles so confidently.
82. Year 2 pupils identify key facts about chosen animals from research materials and use this to create a 'Who am I?' game. Year 6 pupils make circuits involving switches in a burglar alarm. They know elements of a fair test but need much prompting when explaining how they would carry out investigations. Discussion finds that pupils have few chances to plan their own experimental and investigative work and are uncertain when talking about how they would approach such work. Those with special educational needs make the same progress as other pupils. Boys and girls achieve equally in lessons.
83. Specialist teaching in Years 4, 5 and 6 means pupils are taught in slightly smaller groups. Consequently, less able pupils make very good progress. They benefit from very good teaching at times, as seen in Year 5 lessons. Indeed, teaching and learning are good overall and result in generally good achievement by all pupils. Nevertheless, the less able are sometimes set work that is too challenging while the more able are not sufficiently extended by tasks, especially in Years 1 and 2. Teachers plan well in teams thereby giving consistency to content taught to pupils of the same age. Learning objectives for each lesson are explicit: pupils know what they are going to learn. Teachers have good subject knowledge, are confident and question pupils very well to extend scientific learning. They make good use of relevant subject vocabulary (such as in a Year 4 lesson when pupils learned about "soil particles"). Activities are well organised, with good resources to hand, and time is used appropriately. Teachers manage pupils very well, which helps the smooth progress of lessons.
84. The curriculum keeps a balance between knowledge-based aspects of science. However, and as already noted, planning for experimental and investigative science is not consistently or explicitly identified in plans, especially in Years 3 to 6. Teaching time is below the national average overall for the age range taught. Both of these factors contribute to lower standards found in experimental and investigative work. The school addresses this in part through

experimental homework for pupils in Years 3 to 6, but the prescribed approach to these activities does not fully compensate for the teaching of practical skills. While the quantity of written work is good throughout the school, it lacks consistency, and is overly reliant on worksheets and teacher-directed writing in some classes. Opportunities for extended writing to support literacy are limited. Visits and events add considerable interest to the subject (for example: Science Week, Science Club, theatre workshops linked to science and visits to the Science Museum). Classrooms have adequate space for the number of pupils carrying out practical work in lessons.

85. Leadership and management are satisfactory overall. The part-time co-ordinator has facilitated an improvement in test results by emphasising pupils' acquiring knowledge and understanding of science, planning lessons for teachers (especially in Years 3 to 6) that can be built on successively (although this does not address problems linked to experimental and investigative strands of the subject). She has successfully introduced assessment sheets to increase information about pupil progress and has plans for further developments of this sort. She has also monitored teaching and learning in lessons to good effect and given teachers feedback on their strengths and where improvements might be made. All teachers have been usefully involved in work scrutiny to help fix standards for different ages against level descriptors for the subject. However, an overall picture of provision outlining strengths found by these various means, and what can be done to make further improvements, is lacking.
86. Overall, satisfactory progress has been made since the last inspection. There has been good raising of standards in tests and teaching in particular but other matters remain outstanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average at the age of seven and 11.
- Teaching is very good, leading to very good learning and positive attitudes.
- The curriculum is very good and pupils learn to apply information and communication technology in a wide variety of ways.
- Leadership and management are excellent.
- Good improvements to provision have been made since the previous inspection.

Commentary

87. By seven, pupils' level of independence when using the keyboard is above expectations. They regularly use computers to record their stories and poems, choosing from a number of fonts and colours to gain a desired effect. In art and design, they design imaginary portraits with a graphics program. One very good example was a pupil's depiction of 'Wild Wendy'. Through the clever use of line and fill-in, Wild Wendy looked very wind-swept and bedraggled. Pupils also use CD-ROMs to access information for research purposes. By Year 6, pupils' independence is very good. They use spreadsheets to record, for example, their decisions when budgeting to a limit of £300 for a party, using the program's calculating facilities. They make very effective PowerPoint presentations in science and create pie charts as part of their mathematics. One Year 6 class collaborated on a PowerPoint presentation for assembly, explaining to pupils in Years 3 to 6 the nature of democracy and why they should use their vote in the coming School Council elections.
88. Teaching ranges from good to excellent and is very good overall. In the computer suite, pupils settle down very quickly to work because they have been very well organised and prepared in the classroom beforehand. Teachers skilfully balance very knowledgeable input with opportunities for pupils to practise what they learn. Pupils thoroughly enjoy the time they are

given to be imaginative. They willingly stretch themselves to meet new challenges. In a Year 2 lesson, for example, pupils placed people in different environments and altered their facial expressions to show how the people were responding to these environments. Pupils collaborate when necessary and very skilful teaching assistants ensure that pupils with special educational needs are fully included. In an excellent Year 4 lesson, a teacher encouraged pupils to demonstrate their control skills to one another to create a rectangle. She tutored pupils having difficulties very closely.

89. The co-ordinator provides a very detailed and supportive framework for teachers. She monitors teaching and learning thoroughly in a very broad and exciting curriculum for every year group. There are very rigorous systems for assessing pupils' attainment, used for planning. The co-ordinator's action plan for the next three years totally focuses on developing resources and training to meet pupils' learning needs. A portfolio of pupils' work is an excellent resource for teachers as well as a means of assessing the school's performance.

Information and communication technology across the curriculum

90. Teachers make very good use of information and communication technology in many subjects. As well as English, mathematics, science and art, their work contributes to personal, social and health education and citizenship when pupils are asked to consider how environments affect people's emotions. Pupils design shields based on their historical knowledge using a computer program.

HUMANITIES

Geography

Provision in geography is **sound**.

Main strengths and weaknesses

- Good links are made with other subjects.
- Standards are above average in Year 6 and have risen since the last inspection.
- Standards at Year 2, although secure, are not as high as at the last inspection.
- The contribution to pupils' social, moral and cultural development is good.
- The recently appointed co-ordinator has a clear plan of action based on monitoring activities already undertaken.
- Although little monitoring of lessons is undertaken, there is now a programme set up for this.

Commentary

91. From work examined and lessons observed, pupils' achievement is judged in line with what can be expected at seven and above average at 11. In Year 2, pupils explain the differences between the Scottish island of Col and the locality of the school. In Year 6, literacy skills support geographical understanding well. In preparation for meeting a refugee from an African country, pupils discuss in a remarkably mature way the experience of moving to a new home in the British Isles. They show very good insight into the kinds of problems they might meet when settling into a different way of life, with a new language. Pupils with special educational needs achieve at least in line with their prior attainment because they are well supported in lessons.
92. Of the three lessons seen, teaching and learning were good in two (in Year 2 and 6) and unsatisfactory in another (Year 4). Where teaching was good, strong features included planning with activities that built well on prior learning, good support for pupils with special educational needs and very good strategies for writing which encouraged independence. Videos were also used well to support learning and, in one lesson, good modelling of direction

- work with maps was effective. Where teaching was unsatisfactory, the lesson pace slowed when too much time was spent explaining what was, in fact, an insufficiently challenging task.
93. The new co-ordinator is currently developing her role and leadership and management are sound. She has overseen training in framing geography teaching with that of history, liaised with some teachers on their topic choices, and monitors planning to make sure it meets curriculum requirements. The monitoring of teaching and learning in classrooms is not yet developed although there is now a programme in place for this. The co-ordinator has identified priorities for an action plan, which include the closer monitoring of work, developing subject creativity, increasing the amount of investigative work and developing assessment procedures to inform planning. There has been satisfactory progress overall since the last inspection. Standards have risen in Year 6 and information and communication technology is now better integrated into teaching and learning activities. A subject policy has also been produced.
94. Links with literacy are strong. Pupils have good opportunities to apply their literacy skills to geography as well as to extend their knowledge and understanding of such skills through the work they do. The subject also makes a good contribution to pupils' social and moral development during residential visits for Years 5 and 6, when there is a geography focus. It similarly contributes to pupils' cultural development, since themes in each year group extend pupils' horizons beyond the school and its immediate environment. For example, Year 1 pupils follow Barnaby Bear's travels around the globe, Year 3 pupils study Kenya and Israel and, this term, Year 6 pupils are studying refugees during Refugee Week. The study of water in Year 5 was linked to Jewish Studies through 'Tu Bishvat'.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils reach standards better than expected by Year 6, suggesting good improvement since the previous inspection.
- Stimulating opportunities to participate in history workshops extend provision in Years 3 to 6 in ways pupils find exciting.
- Pupils develop very positive attitudes towards the subject and talk enthusiastically about what they do.
- Assessment worksheets in Years 1 and 2 give limited information about work covered. They do not really test out what pupils know, understand and can do.

Commentary

95. Standards are in line with expectations by seven and above expectations by 11. All pupils clearly enjoy history and make good progress in understanding historical time and how people lived during different periods in the past.
96. In discussion, a small group of Year 2 pupils were very good at recalling work on the Victorians. They remembered schools had strict teachers. The idea that children worked (for example, in factories or in coal mines) exercised their imaginations. They talked knowledgeably about Florence Nightingale and her ambitions to become a nurse. They knew about her work in the Crimea. When prompted, they also recalled Mary Seacole and her equally valuable nursing work with soldiers. They volunteered that she had suffered because she was black and was not remembered as well. They could set these events around 1880. Not unexpectedly, their oral knowledge and understanding is better than that found in their writing, which is somewhat limited in that it consists mainly of rather uninformative worksheets.
97. A Year 5 lesson provided pupils with a very good opportunity to recall prior learning as they answered a teacher's questions and engaged in activities about significant technological, social and medical advances during Victorian times, the changes these brought about and how

their impact is still being felt. For example, pupils knew that trains made an enormous difference to life, opening up the country and leading to people taking seaside holidays. They did not quite tie this mode of transport up with establishing standard time but knew that, before the development of the railways, time could be different in different places. They listed the 'pros' and 'cons' of an invention of their choice, showing good insight into its value. They could place inventions into one of the three categories put forward by the teacher, or place them between categories when they overlapped (for example, toilets can be classified as a social and medical advance). In discussion, Year 6 pupils were very secure in their knowledge and understanding of recent work (World War II), explaining in detail what they had done and how work on the 1930s preceded this. They recalled topics from previous years, ordering different periods correctly along a time-line from the Egyptians to World War II, talking about the workshops they had taken and museum visits. They discussed "primary" and "secondary" sources and the importance of each. Pupils had greatly enjoyed researching their own family histories, connected to work in geography for Refugee Week, and sharing theirs with their class.

98. Very good opportunities are organised for pupils in Years 3 to 6 to be actively involved in improving their understanding of past times. They talk at length about history workshops. A Year 3 'Roman Day' occurring during the inspection was an exciting opportunity for pupils, staff and parent helpers to dress up and act 'in role'. Pupils learned about the kinds of jobs people did in Roman times through, for example, making bread with herbs, beeswax candles, ink for writing, wax tablets for use with a stylus and beauty products. They participated in a 'Roman feast', sitting and eating as rich people and being served by slaves. Pupils took their roles seriously and worked hard at them. Visits to museums also benefit learning. Year 3 were to visit Verulamium at St Albans on another day and Year 6 pupils vividly recalled a visit to a 1930s house. These oldest pupils also enjoy "being involved". They explain involvement in terms of acting out a situation and as 'hot seating', where someone takes on a role and is questioned about his or her life. They said they find such work "creative". They like writing imaginatively about past times based on factual information they research. They enjoy the new experience of working with talk partners. A Year 2 pupil also said work was more interesting now because they did things "in more detail" than they had in Year 1, and found out more things. Pupils at seven and 11 know it is important to learn about the past. A Year 2 girl said "what happens before your time is important (because) life includes before and after".
99. Leadership and management of the subject are very good. The co-ordinator is experienced at such work, although she has only recently taken on history. Already, she has reviewed the scheme of work against latest guidance, looked at lesson plans and some pupils' work, audited resources and augmented these where gaps have been identified. She is sorting a very good array of artefacts into boxes to match themes of work. She sees a need to enliven teaching and learning across classes through, for example, arranging more activities linked to drama. She is especially keen to extend learning for pupils in Years 1 and 2, where provision equivalent to the Year 3 workshop is lacking. In addition, she recognises the limitations of assessment currently in place for all years and wants to develop more helpful systems for teachers and pupils. The use of information and communication technology as a research tool is developing really well and the co-ordinator is keen to extend this usage.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

100. There was too little evidence to make a secure judgement on provision for art and design. On the evidence available, indications are that it is unsatisfactory overall. Because of timetabling arrangements, only one lesson was observed, although the co-ordinator was interviewed and a scrutiny made of teachers' planning and pupils' work. The observation and scrutiny together suggest that standards are below expectations at seven and 11. There appears to be a strong connection between these standards and the very limited range of experiences and resources given to pupils. There is a 'squeeze' on time, evident in timetabling arrangements, whereby

insufficient emphasis is placed on art and design because of the school's response to outside pressures and priorities placed on teaching and learning linked to literacy and numeracy.

Design and technology

Provision in design and technology is **unsatisfactory**.

Main strengths and weaknesses

- Time allocated to teaching is well below national guidelines.
- In the little work seen, standards at Years 2 and 6 are judged below those expected.
- Resources are unsatisfactory.
- The co-ordinator is new to this area but is enthusiastic and already developing ideas to raise standards and the subject's profile.
- The school is well aware of problems identified and is seeking to extend cross-curricular links more productively.

Commentary

101. Design and technology alternates with art and design, but the school accepts that the subject is generally 'squeezed' with regard to time. In fact, because of timetabling, only part of a lesson was seen, although selected work was scrutinised and discussions held with Year 6 pupils and the co-ordinator. Also, a file of photographs of past work was seen. Overall, there is insufficient evidence to make a judgement on the quality of teaching and learning. Vehicles by Year 2 pupils are made from pre-cut components and identical designs, the only differences being in the finishing pattern. By Year 6, pupils have had few opportunities to work through the full design, make and evaluation process or to use a full range of tools and materials. Overall, the available work suggests standards are below those expected at the two ages.
102. In an exciting cross-curricular project to design and make a burglar alarm (linked to science), Year 6 pupils' design and make skills were certainly judged below expectations. However, they were very motivated by the practical nature of the work and enjoyed applying themselves enthusiastically to the task. They look forward to lessons; and the limited time available for these is sometimes addressed through homework, especially in Year 6. This does not support the progressive teaching of practical skills sufficiently. There are some examples of better work. For example, Year 4 pupils made 'Tsedakah' boxes in connection with Jewish Studies. Their designs show individual ideas and generally satisfactory skills.
103. The scheme of work for design and technology is suitably based on national guidelines but implementation is inconsistent in practice, with some units being squeezed out. The school is very aware of this and is beginning to make cross-curricular links more effective and efficient (for example, by further extending the kinds of links with Jewish Studies outlined above for Year 4). Resources for design and technology are unsatisfactory. There are insufficient tools and materials. Classrooms are adequate for carrying out activities with regard to health and safety issues, including food technology. The co-ordinator is relatively new to the post but has already discovered that teachers need to develop confidence in the area. He has an appropriate but informal action plan to lift teaching and standards as well as the subject's profile. A design and technology week planned before the end of this school year will help. Indeed, during the inspection teachers were involved in a twilight in-service session for this purpose and notices around the school reminded staff and pupils that "The design and technology week is coming"!
104. The picture outlined above is not as positive as at the last inspection.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- Teaching and learning are good overall.
- Leadership and management are very good.
- Resources are also very good.
- Good improvement has been made since the last inspection.
- The contribution to spiritual, social, and cultural development is good.
- Non-specialist teachers would benefit from further professional development.
- Additional support for pupils with special educational needs is not always available in lessons.

Commentary

105. Standards are above average throughout the school. At Year 2, pupils sing well although their best singing tone is heard with the higher notes. They play pitched and unpitched percussion instruments skilfully and respond to rhythm and beat. They successfully sustain vocal and instrumental ostinati (where patterns of sound are repeated). At Year 6, pupils perform with enjoyment and gusto, integrating music and movement for a performance and singing with feeling. Pupils across the age range generally achieve well relative to their abilities, including those who learn solo instruments. A wide range of instrumental teaching is available from visiting specialists. Pupils also have good opportunities to join orchestra, choir and singing clubs. By the end of Year 6, pupils will have performed at many concerts in and out of school. Music permeates the life of the school and contributes very well to its Jewish ethos.
106. The outcome of good teaching and learning throughout the school bears fruit in assemblies and in performances. One good and one satisfactory lesson were seen. Good singing was also heard in a Year 6 drama rehearsal for a performance later in the term. Pupils from Years 3 and 4 played piano, guitar, xylophone and trumpet at least competently in assembly, with some showing good levels of skill. Pupils sang confidently in assemblies. Strong features in lessons included good use of percussion instruments: pupils showed discipline and control in their use. There was also good modelling of singing and rhythm so pupils were clear about what they had to do to improve. A good pace kept pupils on task and there were opportunities for pupils to work in groups on simple compositions. Although teaching is inclusive and enables all pupils to take part, support for pupils with special educational needs was limited in some sessions, leading to reduced opportunities to assess and record their progress in ways beneficial to their learning.
107. Resources are very good. New percussion instruments have been added since the last inspection and include instruments from different countries. The school is also able to borrow larger instruments from the local education authority's resource centre. Each classroom has a small collection of untuned percussion instruments.
108. Music contributes well to pupils' social and moral development through group interactions involved in many activities. Spiritual development is well supported via the music used for Jewish festivals throughout the year. Musical traditions from other cultures are also carefully planned to integrate with pupils' skills, knowledge and understanding in ways matched to curriculum requirements. For example, cyclic patterns in Asian music are studied in Year 5 and Kenyan rhythmic patterns relate to geography studies in Year 4.
109. Leadership and management are very good. The committed, enthusiastic co-ordinator is a music specialist and has very good subject knowledge. While supporting non-specialists who teach younger pupils in the school, helping them plan effectively, she teaches music across Years 2 to 6. As teachers of these pupils rarely stay in lessons, however, their own professional development in music is not strong. Music is linked very well to Jewish Studies. Good use is made of national guidance and a commercial music programme, helping non-

specialists especially. Pupils are assessed regularly. As part of her work, the co-ordinator manages the timetable for visiting instrumentalists who teach pupils from Years 3 to 6. This teaching influences pupils' general musical development very well through choirs and orchestral groups, which the co-ordinator takes. She gives basic guidance for all school musical activities and drama productions. She liaises very closely with class teachers for performances in and out of school, giving her a very good grasp of work done. She has forged strong links with the secondary school where most pupils transfer and regularly liaises with the local education authority's music adviser.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Leadership and management are good.
- Standards of games' skills are above those expected of Year 2.
- Teaching of games is most frequently good, leading to good learning and progress.
- A range of sporting events and clubs provides good enrichment.
- Teaching time is below national guidelines.

Commentary

110. Because of timetabling arrangements, no lessons were seen in Year 6. Planning for this term covers the teaching of games' skills and athletics. So the full range of physical education skills was not seen. Judgements are made in light of this and from documentary evidence on curriculum provision.
111. By seven, pupils have skills better than might be expected for their age. Year 2 pupils throw, catch and bounce a ball correctly both individually and with a partner. Older pupils in Year 3 and 4 use skills suited to their age during games and athletics lessons. For instance, Year 3 pupils use a bat to send a ball to a partner so it can be caught most of the time. Year 4 pupils develop their stamina in a number of jumping and skipping activities. Teaching ranged from satisfactory to very good and was most frequently good, so pupils make good progress. This includes pupils with special educational needs, who receive good support. Teachers plan well, involve pupils fully in activities and use resources well. They give clear instructions and generally demonstrate skills and techniques appropriately. In a very good Year 2 lesson, feedback to individual pupils was very precise. They made very good progress in practising and acquiring relevant skills. All Year 5 pupils attend swimming lessons. Pupils enjoy their lessons greatly.
112. The curriculum covers all aspects of the subject and there is a good scheme of work encouraging pupils to build on skills, knowledge and understanding progressively. Dance often supports the Jewish Studies programme. Physical education is enriched by a number of clubs and activities. Residential study visits are valuable opportunities for older pupils to take part in adventurous activities that also aid their social and personal development. After-school clubs such as football and netball are popular, and the school has enjoyed considerable success in local tournaments.
113. Leadership and management are good. An enthusiastic and knowledgeable co-ordinator works hard to initiate and monitor improvements. For example, comprehensive risk assessments have been carried out for all physical education lessons. Equipment has been purchased to ensure full access to the curriculum, a good scheme of work supports teachers' planning, training to increase teacher confidence has taken place and good support has been given to improve teaching. Assessment is developing from a school-based system. There is an action plan for the subject that identifies gymnastics as an area for development. The co-ordinator

hopes to completely refurbish the gym, which contains old but well maintained wall equipment. It is a rather dull room with poor acoustics. She knows that teaching time is below the current national guideline of two hours a week and is seeking appropriate ways to improve pupils' access to physical activity and raise standards.

114. The picture is similar to that given in the last inspection. The subject has been well maintained since then, despite the insufficient time allocated to it.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A revised scheme of work gives a very thorough overview of provision for personal, social and health education.
- The programme for citizenship studies is now mapped out, from the Foundation Stage to Year 6. It is becoming more securely embedded in teachers' planning.
- Work on citizenship is enhanced by pupils' participation in class and school councils in Years 1 to 6, to excellent effect.
- A senior manager is developing very good leadership and management of this aspect of the school's work. High quality input from other senior colleagues is also valued.
- Good links are made with outside agencies to extend work in classrooms.

Commentary

115. As introduced, work pertinent to pupils' personal and social development is seen to advantage in the daily life of the school. It permeates teaching and learning at all levels. No lessons in personal, social and health education were seen as these commonly happen on Fridays, alternating with class council meetings. Because the present structured programme is not judged by the school to sufficiently meet its needs (nor is it well monitored), a revised scheme of work and programme of structured monitoring activities are being put in place. The scheme takes very good account of latest guidance, including activities suggested in local education authority guidelines. Previously, parents were consulted and a working party formed to ensure such matters as sex, drugs and relationship education were properly considered, having regard for the denominational status of the school and teachings important to the Jewish faith. Governors have also been fully consulted.

116. Well-established practices help pupils learn about their responsibilities as community members. Class councils feed agenda items into the regular meetings of the School Council across Years 1 and 6, showing a very good grasp of the process and its purpose. During the inspection, elections for class representatives to the School Council were in full swing. A notice board gave helpful hints on speech making to pupils putting themselves forward as candidates. Voting sessions took place in the course of two mornings for all classes from Reception (voting for their representatives when they move to Year 1) to Year 5. As it happens, a Year 4 class was observed voting.

117. The session seen was excellent. A deputy head checked pupils' knowledge about and understanding of voting procedures and three candidates made speeches. Skilled questioning elicited responses showing pupils can name the Prime Minister and leader of the opposition, prominent world leaders (such as the Presidents of France and America) and a number of member states for the European Union. They explained what it means to live in a democracy. They know "you are free to vote for any candidate" and that voting is done secretly, without people being harassed. They know ballot papers are marked, folded and put in a ballot box. They were given good prompts by being in the hall when voting booths were set up ready for use, replicating those seen at adult elections. They were also well prepared because such matters are discussed in classrooms as well as in assemblies, as seen earlier in the week. It

is obvious in these circumstances that a number of pupils draw on experiences accompanying parents to their local station for elections such as recent local and European elections. The three candidates (two girls and a boy) made very good speeches (the boy focused most on how he would “serve people” by listening to their views and making sure these were put forward strongly). Pupils observed the rules set out for voting meticulously, keeping silent at all times. Pride in collecting a ballot paper and going in to a booth was very clear. The session was impressive not only for what it showed about pupils’ learning but also because it was conducted with utmost seriousness and concentration. Pupils knew that voting is “a privilege and you should not waste it”.

118. As an assistant head, the co-ordinator has a very good overview of the school. She shares responsibility for personal, social and health education matters very effectively with a deputy head who also oversees provision for Jewish Studies. The two have worked together productively on the revised scheme of work. The co-ordinator is very committed to ensuring pupils learn about the wider world and their roles as citizens, and enjoys taking Year 6 for this purpose. In putting together the post-statutory test programme for these oldest pupils, she organises events meant to broaden their horizons, taking advantage, for instance, of opportunities provided during Refugee Week. Good liaison with charitable organisations is invaluable. A visit to meet the local MP at the Houses of Parliament is also arranged later in the term. The co-ordinator has produced ‘packs’ of ideas for teachers in Years 1 to 6 to support links across subjects. Teachers’ planning now incorporates space for spelling out how these links are to be made. She has a well-thought-out action plan, incorporating making sure that relevant resources are available and teachers can use them confidently.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

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

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

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

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