

INSPECTION REPORT

DEVONSHIRE HILL PRIMARY SCHOOL

London

LEA area: Haringey

Unique reference number: 102087

Headteacher: Ms N Sheikh

Lead inspector: Linda Murgatroyd

Dates of inspection: 22-25 March 2004

Inspection number: 262066

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	459
School address:	Weir Hall Road Tottenham London
Postcode:	N17 8LB
Telephone number:	020 8808 2053
Fax number:	020 8801 4489
Appropriate authority:	The governing body
Name of chair of governors:	Ms Launa Lorde
Date of previous inspection:	February 2002

CHARACTERISTICS OF THE SCHOOL

Devonshire Hill Primary School, Tottenham, is in the London Borough of Haringey. It has 459 pupils aged from three to eleven, much larger than average, and includes a nursery with full-time places for 50 children. The majority of pupils come from the housing estate around the school, in a ward designated the second poorest in Haringey. The percentage of pupils who join or leave the school at times other than the start of the year is above average.

Children's attainment on entering the nursery is well below average compared with what might be found nationally. Approximately one third of pupils enter the nursery in the early stages of learning English as an additional language. Overall, pupils' socio-economic circumstances are adverse, and many pupils face complex difficulties. Almost two thirds of pupils are eligible for free school meals, well above the national average, and this statistic does not include the children of asylum seekers. The school's population is very diverse. Over two thirds of the pupils have a mother tongue other than English, and over one third of the pupils are judged by the school to be in the early stages of learning English. At least thirty languages are spoken by pupils in the school. Turkish, Twi and Somali are the main languages other than English. Approximately seven per cent of pupils come from asylum seeker families, mainly from Eastern Europe. There is a small number of pupils from Traveller families.

The proportion of pupils identified as having special educational needs is about average, as is the proportion of pupils with statements. Pupils' needs include moderate learning difficulties, social, emotional and behavioural problems, speech or communication difficulties and physical difficulties. The school achieved Healthy Schools Award, Charter Mark, and Schools Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21541	Linda Murgatroyd	Lead inspector	Foundation Stage Information and communications technology English as an additional language
13481	Douglas Binfield	Lay inspector	
32254	Robin Taverner	Team inspector	Mathematics Art Design and technology Physical education
32716	Alison Hosford	Team inspector	English Geography History Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Devonshire Hill Primary School is a good school where pupils achieve well. Behaviour is very good; pupils have very positive attitudes to their work and are keen to take responsibility. The standards the oldest pupils are likely to achieve in 2004 when they leave the school in Year 6 are close to average, despite the many adverse circumstances faced by the school. This is an improvement, as in 2003 tests, results were below average, although better than those in similar schools. The quality of teaching is good in the Foundation Stage and Key Stage 2, and satisfactory in Key Stage 1. The school is led satisfactorily by senior management. Governors' involvement is also satisfactory. Parents appreciate the good work the school does. The school provides sound value for money.

The school's main strengths and weaknesses are:

- Good achievement by the time pupils are 11.
- Pupils have very good attitudes to school and they behave very well.
- Almost two thirds of the teaching is either good or very good.
- Planning is not always clear enough about what pupils need to do next.
- Activities to enrich learning, such as sports and additional support for pupils outside the school day, are very good.
- Some subject co-ordinators have too many responsibilities to allow them to manage their subjects effectively enough.
- Systems for managing teachers' performance are not linked well enough with priorities for whole school improvement.
- Links with parents and the community are good.
- Attendance is below the national average, but improving because of the efforts of staff.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All the key issues from the previous inspection have been addressed. The quality of teaching continues to improve, and almost twice the amount of good or very good teaching was seen. The acting headteacher, supported by her staff, has maintained the focus on raising standards. Work to improve the provision in foundation subjects has been successful, and the full statutory curriculum is being covered. Achievement is now more consistent, reflecting a period of stability in 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	D	E	D	A
mathematics	D	E	E	B
science	B	E	E	A

*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.*

By the time they are 11, most pupils have made good progress, and are achieving well compared with their previous attainment. The table shows that in the 2003 national tests for 11 year olds, whilst results in English were below average, pupils did much better than others in schools in similar circumstances. Standards in mathematics and science were well below the national average, but here again, pupils did better in mathematics and much better in science than pupils in similar schools. This represents a considerable achievement.

Overall, pupils achieve well when measured against their levels at entry to the school. Many children enter the nursery with skills well below what might be expected, and although they do well in the Foundation Stage, they are still below the national expectations when they enter Year 1. By the time they are 11, boys and girls of all abilities and backgrounds achieve well, partly because of the good teaching, and improve their standards. Evidence from the inspection indicates that the work of many pupils in the current Year 6 is close to average. There are no significant differences in the performance of boys and girls, or pupils from different minority ethnic groups.

Behaviour is very good. Children make very positive relationships with each other and with adults. They understand the school's expectations and try hard to live up to them, and are very keen to take on responsibilities. Pupils from all backgrounds get on well with one another, and there is very little bullying. **Pupils' personal development is good overall.** Attendance in the last full year was below average. However, the school does all it can to promote good attendance and punctuality, and recently attendance figures have improved.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good overall, with some very good teaching, mainly in Year 6. Pupils learn well because most teachers make them work hard and do their best. Staff have high expectations of behaviour, and pupils understand what is required of them. Some pupils would make faster progress if teachers used their assessments to plan the next steps in more detail.

The curriculum is broad and balanced, with good strategies for teaching literacy and numeracy. It is enriched with a good range of activities outside the school day. The good guidance and support given to pupils mean that they are safe and well looked-after. The school is successful at working with parents, and links with other schools and the community are good, encouraging pupils to succeed.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The clear purpose of the acting headteacher has kept a focus on raising standards and improving behaviour through a time of uncertainty. Most curriculum co-ordinators carry out their responsibilities thoroughly and enthusiastically, but some have too many responsibilities to carry them all out equally well. Governors take their responsibilities seriously, and have a good knowledge of the school. Financial management is satisfactory. Targets for staff development are not clearly linked to the school's priorities for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and express confidence in it. They appreciate the efforts of the school staff to work with them in supporting their children's education. Nine tenths of parents are pleased with the progress their children are making, and believe that teaching is good.

Pupils also appreciate the school. Over four fifths of pupils feel that teaching is interesting and challenging, and that they are helped to improve their work. They are also confident that they are listened to by staff, and could approach an adult in school if there was a problem.

IMPROVEMENTS NEEDED

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

- Continue the work to raise standards in core subjects;
- Ensure that teachers make greater use of their assessment of pupils' attainment to improve planning what pupils need to learn next, particularly for pupils with special educational needs, and those in the early stages of learning English as an additional language;
- Ensure that staff with additional responsibilities have the time and resources needed to carry these out effectively;

- Further develop performance management systems as part of the strategy for improvement, so that all staff are working to achieve the school's priorities.
- and, to meet statutory requirements:
- Ensure that the school prospectus and annual report to parents include all the required details about test results and financial information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the time they are 11, most pupils have made good progress, and are achieving well against their previous attainment. Whilst results in national tests are below average, pupils are doing better than others in schools in similar circumstances in both key stages.

Main strengths and weaknesses

- Good achievement by the time pupils are 11.
- High standards in English and science at Key Stage 2 when compared with pupils in similar schools.
- When measured against their levels at the end of Key Stage 1, the Year 6 pupils sitting national tests in 2003 showed much better improvement than the national average. The pace of improvement increases in Key Stage 2.
- Despite making good progress in the Foundation Stage, children are not reaching the expected levels by the time they enter Year 1.

Commentary

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

Standards in:	School results	National results
reading	15 (15.1)	15.7 (15.8)
writing	13.4 (14)	14.6 (14.4)
mathematics	15.2 (16.2)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	26.5 (25.3)	26.8 (27)
mathematics	24.3 (25)	27.8 (26.7)
science	27.2 (26.8)	28.6 (28.3)

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

1. Many children enter the nursery with skills well below what might be expected for children of their age. Over one third of children enter the school in the early stages of learning English as an additional language. Children make good progress in the Foundation Stage, and start to close the gap between themselves and the average, but despite this, are still well below average when measured against most of the national expectations on entry to Year 1.
2. Overall, test results show standards are below average throughout, but that when compared with schools in similar circumstances, pupils at Devonshire Hill do well. In the 2003 Key Stage 1 national tests, standards were below the national average in reading, and well below in writing and mathematics. The proportion of pupils reaching the higher levels in all three subjects was close to the national average, and well above the national average in teacher assessments in science. When compared with the results in schools with similar proportions of pupils eligible for free school meals, results were well above average in reading, and above

average in writing and mathematics. In these comparisons, the proportion of pupils reaching the higher levels was well above average in reading, writing and mathematics, and very high in science.

3. In the Key Stage 2 national tests in 2003, standards in English were below the national average, and well below average in mathematics and science. The proportions of pupils reaching the higher level followed the same pattern compared to national averages. However, comparisons with the results in similar schools show results to be well above average in English, above average in science and average in mathematics.
4. Over four fifths of pupils taking the national tests for 11 year olds in 2003 had been in the school since they were 7. The improvement of these pupils is very good compared with that in other schools, showing that the school has made a significant contribution to raising their standards in the past four years.
5. The school has a well-developed system for predicting and monitoring pupils' attainment at the end of each year, and this is shown clearly how well each year group is doing. The inspection team found that pupils who will take the national tests for 11 year olds in 2004 are likely to reach standards that are closer to average than those in 2003 in all three subjects, mainly because of good teaching, particularly in Year 6.
6. Overall, pupils from all ability groups and from all ethnic backgrounds achieve well, and school and local education authority analyses show no significant differences in the standards between pupils from these different groups. Despite some differences between the performance of boys and girls during the 2003 national tests, the inspection team found no significant differences in the current standards of boys and girls. Overall, the progress of pupils with special educational needs and those in the early stages of learning English is satisfactory, although they could make faster progress if work was planned in more detail to meet their needs. The school makes some provision for gifted and talented pupils, and their achievement is also satisfactory. They are given the opportunity to participate in musical and artistic extra-curricular activities, as well as, in some classes, being given work which stretches and challenges them.
7. Pupils in Year 6 show good understanding of the uses of information and communications technology, and have used a range of computer programs. However, they do not always have sufficient opportunities to use the skills they learn in meaningful ways in other subjects. As the majority of other subjects were sampled, it is difficult to make sound judgements on the standards pupils achieve. What was seen in these subjects indicates that standards are what might be expected for pupils' ages, but this is based on limited evidence.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good throughout the school. The school is successful in promoting personal development.

Main strengths and weaknesses

- The school has high expectations of good conduct. Pupils can clearly distinguish between right and wrong, are confident and considerate of each other.
- There are very good relationships throughout the school. Pupils work and play in an environment free from bullying, racism and other forms of harassment.
- Pupils have positive attitudes towards their work and have high interest in the range of activities provided.
- Although over time, attendance is below average, rigorous systems to promote good attendance and punctuality are resulting in improvements.

Commentary

8. Standards of behaviour are generally very good. The school is an orderly community where pupils listen, take turns well and move about the school sensibly. They are polite, respectful and pleasant to visitors. There is a clear structure for behaviour management and all classes have behaviour books to record incidents, monitored regularly by senior staff and learning mentors. Year 6 pupils were able to explain the system very clearly with examples of rewards and sanctions, and believed that there were far fewer “naughty children” in the school since the books were introduced. Pupils who find it hard to behave co-operatively have behaviour targets and try hard to achieve them. They have extra support and a “listening ear” from the learning mentors who provide individual and group sessions to develop self-esteem, co-operation and anger management. A Year 3 group worked well together to prepare sandwiches. They took turns and co-operated. They listened carefully to each other and were very effectively encouraged to express feelings and opinions by the learning mentor. The pupils greatly appreciate and value this work and feel well supported. In some classes however, where there have been changes of teacher and where relationships are less well developed, some challenging behaviour was observed. In some cases this adversely affected the quality of teaching and learning. This minority of challenging behaviour highlighted the good work in the school, as it showed the potential for difficulties if good systems were not established.
9. Relationships throughout the school are very good. The school is a racially harmonious community where the diversity of pupils and staff is valued. During breaks, pupils were observed playing and chatting pleasantly in groupings of boys and girls, with varied ethnic backgrounds and in different age groups. The school deals quickly with any problems that arise.
10. Most pupils have very good attitudes to their work and to all aspects of school life. They participate well in the range of opportunities offered to them during the school day, and before and after school. These include sports and physical activities, breakfast club to promote good attendance and punctuality, lunchtime homework, information and communications technology and discussion groups. All clubs and groups are well attended and popular. Teachers give good opportunities for pupils to take responsibility as class and corridor monitors and pupils are keen to help. Monitors explained their roles and responsibilities with enthusiasm, describing the different types of necklet worn by pupils inside the building during breaks. Two pupils from each class are elected members of the school council. They take this role seriously and enjoy representing their classmates in decision making.
11. The school develops pupils morally, socially and culturally very effectively. All classes and shared areas display the “Golden Rules” code of conduct alongside motivational posters and displays which highlight and reinforce the high expectations of staff, pupils and parents. There are very good links with Business Enterprise which promote effective citizenship programmes. Advisers come into school to develop a variety of themes connected with community issues, working with all classes to extend understanding of personal development alongside gender issues, health and safety and employment potential. Teachers plan good opportunities for discussion during “circle time” to promote social skills. Less confident pupils benefit from sessions with learning mentors. The school prepares pupils well for life in a culturally diverse society. Pupils understand that all cultures have similarities and differences. In a Year 2 religious education lesson on celebrations, pupils dressed in clothes worn at home on special occasions. They proudly explained the costume names and purposes while the class listened carefully and contributed their own ideas. The school meets the statutory requirements in the respect of a daily act of collective worship; however there is not always enough opportunity for pupils to reflect in assemblies.

12. The successful work of staff in promoting pupils' personal development creates a positive climate for learning. Pupils' confidence is built, and they are able to work quietly free from distraction. This plays a significant part in the good standards that pupils achieve.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.9
National data	5.4	National data	0.4

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

13. In 2003, overall attendance levels were well below the national average. The levels of both authorised and unauthorised absence were above average. The school has introduced effective monitoring and reward systems to improve attendance and punctuality, including early bird, first day contact, breakfast club and weekly prizes and certificates. Monitoring is undertaken by senior staff and mentors in close liaison with education welfare officers, and absences followed up. Recent figures show a marked improvement in attendance, indicating that the high priority placed on this is having a good effect.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	57	1	0
Black or Black British – Caribbean	33	1	0

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

14. The exclusion rate is low, reflecting the effective support to pupils whose behaviour might be challenging.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. This judgement is based on the proportion of good teaching, the effective strategies for raising pupils' standards of work, the good provision for pupils' personal, social and health education, the high level of personal support offered to pupils and the good links with parents and the community.

Teaching and learning

Teaching and learning are good overall, with some examples of very good teaching, particularly in Year 6. Most pupils are interested in their work, and try hard. Assessment gives feedback to pupils, but is not well used to plan work for individual pupils.

Main strengths and weaknesses

- In the 60% of good lessons, teachers have high expectations, and use questions effectively, constantly challenging pupils to achieve high standards of work and behaviour.
- Teaching in the Foundation Stage and in Key Stage 2 is good.

- Pupils learn well, and most try hard to concentrate and do their best.
- In Key Stages 1 and 2, teachers plan work at different levels, but this planning sometimes lacks detail about what pupils need to learn next and how this will be achieved.
- Profiles of children’s progress in the Foundation Stage are an example of very good practice, as they are very well used to plan the next steps in learning.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (9%)	27 (51%)	18 (34%)	3 (6%)	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.

Commentary

15. Overall, this is a picture of good teaching. Teaching in the Foundation Stage is good overall, but stronger in the nursery than in reception, where the strategies for reading are too limited and more attention to the teaching of letter formation is needed. In Key Stage 2 over two thirds of teaching is good, including one in six very good lessons. Teaching in this key stage is characterised by high expectations, good subject knowledge and challenging pace which keeps pupils interested. While satisfactory overall in Key Stage 1, lessons in this key stage lack the brisk pace of those in Key Stage 2, and pupils are more likely to lose concentration. Some support in small groups to the pupils requiring most help is not focussed well enough on their specific needs.
16. Most staff have high expectations of pupils’ behaviour, and they use a range of effective strategies to achieve this. Expectations are made very clear to pupils, who generally try hard to live up to what teachers demand of them; well over four fifths of pupils filling in the questionnaire thought that they worked hard, found out new things in lessons, and got help when they were stuck. Most pupils are keen to learn, especially when they are challenged by work that interests them. This was seen in an art lesson in Year 6, where pupils were asked to look at some of the work of Picasso and note how he had conveyed mood through the use of simple lines. The teacher shared her enthusiasm with pupils, and used samples of their work to demonstrate success and encourage further improvements. Pupils’ confidence was effectively raised, they were engrossed in the task, and the work achieved was of a high standard. Almost nine tenths of parents think that teaching is good, and over four fifths think that staff expect their children to work hard.
17. When lessons are lively and stimulating, pupils respond with enthusiasm and pleasure. Pupils co-operate well and understand the need for working together constructively. This was seen in a number of lessons in the computer suite, where pupils, including pairs mixed in gender, ethnicity and fluency in English shared resources well and supported each other during their learning. In the minority of lessons when teaching is less challenging or the pace is too slow, more often seen in Key Stage 1, some pupils’ behaviour deteriorates, and the pace slows further when the teacher has to focus on managing the behaviour rather than getting on with teaching the lesson.
18. Most teachers have effective strategies to develop pupils’ vocabulary and their ability to express their ideas. They use questions effectively to guide pupils’ thinking, and to help them to explain their ideas. In the best teaching, there is a clear focus on the vocabulary that pupils need in order to make progress in the subject, and the organisation of activities supports them in expressing their ideas. This is of particular help to the pupils who are learning English as an additional language. In a very good literacy lesson, which was a model of strong partnership teaching with the class teacher and co-ordinator for ethnic minority achievement, pupils were

asked to work in groups, with the table captain feeding back, and to discuss their ideas and answers with their partners to ensure that all had the opportunity to speak. There

was very good use of a variety of structures to aid pupils' writing, such as writing frames, sentence starters and key phrases to support pupils at different levels of ability and fluency in English. As a result, all pupils developed their skills in English in this lesson.

19. In the very good lessons where teaching is strong, as in the example above, the needs of pupils learning English as an additional language are catered for well, and they achieve well because of this good teaching. Overall, class teachers give due regard to pupils' levels of competency in speaking and listening, reading and writing, particularly those in Key Stage 2. They provide a classroom environment which is rich in language and provide specific support to aid pupils' understanding of spoken and written English. However, although groupings are identified in most teachers' planning, there is rarely enough detail to make it clear what pupils in the earlier stages of learning English or those with special educational needs need to learn next, nor how this is to be achieved. Extension activities are sometimes planned for the more able pupils, but this is not consistent throughout the school, and lessons do not always allow pupils time to complete these more challenging tasks. In those lessons, pupils in all of these groups could make better progress.
20. Pupils with special educational needs have individual education plans, with targets for improving their learning, but these are often too general to provide clear guidance for teachers and other staff who support them. They are not well enough based on detailed assessment, and this contributes to the lack of clarity about the next steps in learning for these pupils.
21. Teaching is good in mathematics and information and communications technology, mainly because of good subject knowledge and, in mathematics, effective use of questioning. It is satisfactory in English and science, where some lessons are aimed at the average pupils, with a lack of challenge to the more able and those needing most help. There is some very good teaching spread across a range of subjects. Overall, strategies for the teaching of literacy and numeracy are used effectively across the school. This accounts for the good progress that pupils are making. Too few lessons in other subjects were seen to be able to make subject-related judgements about the quality of teaching, but sampling indicates good teaching overall. In some classes, homework is used effectively to support pupils' learning, but not enough pupils are encouraged to read at home.
22. Teachers use a number of strategies to assess pupils' work as they teach and give feedback. Most teachers write comments about pupils' work, some invite responses to these comments, and they let pupils know how they can improve their work. As a result, many pupils know what their targets are, and some are able to assess how successful they are in meeting these. However, in some cases pupils are not given the opportunity to practise what they have been told. Assessment procedures are being developed for foundation subjects, on a rolling programme. Where these are in place, such as in information and communications technology, they are helping to raise standards by ensuring that pupils systematically develop their skills.
23. In the Foundation Stage, staff maintain very detailed profiles of children's progress, with careful assessments relating to the steps in learning that children are expected to take during this period. These are a strong feature of the good provision in the Foundation Stage, and make a significant contribution to the good progress children make.

The curriculum

Curricular provision is satisfactory overall. There is a good range of enrichment activities to extend pupils' learning beyond the classroom. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision for extra-curricular activities adds to pupils' learning and enhances their development.
- Opportunities to promote literacy across the curriculum are used effectively.
- The school works hard to ensure that the diversity of pupils is celebrated, and that all pupils achieve well.
- Resources in the Foundation Stage are very well used to provide a stimulating environment for children to learn and play.
- The outdoor curriculum in the Foundation Stage is a strong feature.

Commentary

24. The learning opportunities offered outside lessons are very good. Staff give generously of their time to provide for pupils outside of the school day. Many pupils from both key stages are supported by the variety of choice available including additional literacy and numeracy sessions, information and communications technology activities, and a good range of sporting activities such as Brazilian football training. Some activities are planned for particular groups, such as football training for girls and pupils from Key Stage 1. All activities are well attended by pupils. The school makes good use of the wider community to improve pupils' learning by, for example, inviting theatre companies and artists to work alongside pupils developing their language skills. Pupils who have shown a particular talent or strength were able to take part in a writers' workshop sponsored by Tottenham Football Association. The pupils studied a particular poet and then wrote their own poetry in a similar style.
25. The school provides a broad and balanced curriculum, an improvement since the last inspection. Pupils are encouraged to take a full and active part in the whole curriculum. Pupils' languages and backgrounds are recognised in displays and labelling all around the school. Some lessons are planned to encourage pupils to share their ideas and experiences. As a result, pupils mix well with each other and respect each other's views. The provision for pupils learning English as an additional language is satisfactory, as is that for those with special educational needs. Support to both these groups is targeted to develop literacy and numeracy skills. However, the differing learning needs of the two groups are not always clearly identified, and this slows the progress of both groups. Pupils with special educational needs are satisfactorily supported but would make more progress if time spent out of class was reduced and support in class was extended.
26. All subjects of the National Curriculum are provided for, including citizenship and personal, social and health education. The school has appropriate sex and relationships education and drugs education policies. The school has adopted the Locally Agreed Syllabus for religious education. There is an act of collective worship every day.
27. There are sufficient teachers to meet curricular demands and a high proportion of support staff. Teachers have appropriate access to training. Staff at all levels broadly reflect the school and wider community and present good role models for pupils. All staff are very committed and want to improve their skills. The support staff are not always deployed effectively in supporting pupils' learning or sharing the workload of staff. For example, some less experienced teachers do not have classroom support, while strong effective teachers do. In some lessons, unsettled behaviour might have been averted with additional classroom support.
28. Literacy skills are effectively developed across the curriculum, especially in history and geography, where pupils are given the opportunity to write at length. The use of mathematics across the curriculum is satisfactory, with links being made in design and technology, physical education, science and information and communications technology. However, although there are strengths in the curriculum for information and communications technology, it is not

always carried through into other subjects in a meaningful way. For example, the use of spreadsheets is taught in isolation, rather than alongside a subject where their practical use might be demonstrated and practised.

29. There are dedicated outdoor areas for both the nursery and reception classes. Foundation Stage staff have recently developed the planning for the outdoor curriculum, and purchased resources to enhance the provision. As a result, there is a good range of activities in all areas of learning outside as well as inside in both the nursery and reception classes. There are particularly good opportunities for physical development. All activities have learning objectives, so that staff are clear what children will learn from them. Some are led by staff and targeted at particular children, while others allow children to make choices. These outdoor areas are stimulating and add significantly to the achievement of children in the Foundation Stage.
30. Overall, the school's accommodation allows the curriculum to be taught effectively, and is well maintained. There are several specialist teaching areas such as a music room and a computer suite which allow teachers to focus on pupils' specific skills. The library has been identified as a priority for refurbishment. Teaching space in classrooms is limited although staff make good use of it. The hard playground areas support outdoor activities well.
31. There are sufficient teachers to meet curricular demands. The support staff levels are generally appropriate, and good in the Foundation Stage. Resources have improved since the last inspection and support the teaching of the whole curriculum. The nursery is very well resourced, and recent expenditure on the reception classes has resulted in them too providing a very good range of resources to support learning.

Care, guidance and support

Good provision is made for pupils' welfare and guidance. The friendly and supportive environment promotes pupils' learning and enables them to feel valued and secure.

Main strengths and weaknesses

- A caring approach by all staff promotes pupils' well-being and self-esteem.
- Effective health and safety arrangements are in place.
- Pupils' learning and personal development are closely monitored.
- The successful breakfast club provides a very important service.

Commentary

32. A strong priority is given to the health education programme including advice on personal hygiene, drugs awareness and sex education. The school's work in this area has been recognised by a Healthy Schools Award. Accidents and illness are dealt with by staff trained in first aid. Good supervision by midday staff contributes to the well-being of pupils during lunch breaks. Regular safety inspections and risk assessments are undertaken. The experienced site manager has contributed well to a number of safety improvements that have been undertaken in recent years. Child protection arrangements are dealt with in a sensitive manner including close co-operation with social services and other specialist agencies.
33. Class teachers and support staff know pupils well. They are readily available to give guidance to pupils from all backgrounds about any individual concerns that arise. Pupils with special educational needs and those for whom English is not the first language are well supported. Learning mentors provide invaluable assistance to pupils with learning difficulties and to those with difficult home circumstances. About 50 pupils attend the breakfast club each day and go on to make an enthusiastic start to lessons. Pupils' academic progress and personal development is carefully recorded on assessment records as they move up through the school. This information is used well to inform parents about their child's progress.

34. Children entering the nursery and those joining classes during the year are made most welcome. The new co-ordinator for ethnic minority achievement has provided all staff with guidance on how to help pupils in the early stages of learning English and who may be new to the country when they first arrive. The careful induction arrangements enable them to settle quickly into the life of the school. Year 6 pupils are well prepared for transfer at age 11 and all have the opportunity to experience a day in the White Hart Lane Secondary School. Pupils are encouraged to put forward views during class discussions including aspects such as behaviour rules and school activities. The school council undertakes a helpful role in putting forward pupils' views and suggestions made are given careful consideration.

Partnership with parents, other schools and the community

The involvement and support of parents in the work of the school have improved and are now good. Pupils' learning and development are enhanced by the good links with other schools and the local community.

Main strengths and weaknesses

- Parents are well informed about their child's progress and school activities.
- Helpful guidance is offered to parents with little or no experience of schools in this country.
- The school's facilities are used extensively to support parents from diverse backgrounds.
- The prospectus and governors' annual report do not fully meet legal requirements.

Commentary

35. A welcoming atmosphere and strong commitment to parental involvement are strong features of the school's ethos. Good use is made of the parents' room in the school for meetings, including those for the development of adult learning skills. Several parents provide voluntary help such as with the breakfast club, nursery, reading and school visits. School concerts and other special events are well supported. The Friends of Devonshire Hill organise a successful programme of social and fund raising events. Donations of about £3,000 a year from the Friends is used to improve learning resources such as the provision of multi-media projectors in classrooms. A high quality home/school agreement is in place and most parents support work that pupils undertake at home, although there are not enough opportunities for pupils to take books home for reading practice. A thriving 'SHARE' parents' project has been introduced for those unfamiliar with the English education system. This enables parents to attend courses in school about the work that their children are doing in class and how learning can be supported at home.
36. Good information about pupils' standards and progress is given at termly meetings with class teachers and specialist staff. Regular newsletters are issued about school events and parents are advised about the main areas of work to be studied in the forthcoming period. The annual written reports provide clear information on pupils' personal development. They describe good features of the pupils' work in all subjects but do not identify the main areas for further development. The school prospectus and the governors' annual report provide helpful information about the school and its achievements. However, they do not include all the required details about test results. The financial statement in the governors' report does not give information on the expenditure and income for the year and the level of fund balances.
37. Work in the curriculum is helped by the good liaison with the White Hart Lane Secondary School, especially in supporting sport and other physical education activities. Staff work closely with colleagues in nearby comprehensive schools to ensure that pupils are well prepared for transfer at age 11. Each year over 20 students from secondary schools are given the opportunity to undertake work experience at this school. Two members of staff are leading borough mathematics teachers and give demonstration lessons in other schools. A

nearby primary school has benefited from a study of this school's successful learning mentors project. As part of the strong links with the London Metropolitan University about 12 trainee teachers undertake extensive practical experience during the year.

38. Courses are held in the school to enable parents who speak other languages to learn English. Up to 30 people take advantage of this scheme each day and are also able to use the crèche facility provided. The cost of this project is funded under the Sure Start scheme organised by the North London Consortium. The school's computer suite and crèche are also used for a parental course on information and communications technology organised by Haringey Further Education College. A Turkish outreach worker provides a translation service at meetings for parents. Pupils benefit from the school's membership of the Haringey School's Sporting Partnership and from the good support received from Arsenal and Tottenham Hotspur football clubs.
39. The close partnership with parents and very good educational and community links make a significant contribution to the life and work of the school.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are satisfactory overall with some good features.

Main strengths and weaknesses

- The acting headteacher and senior management team have been successful in maintaining the focus upon raising standards and in creating a calm and purposeful atmosphere in the school.
- The senior management team demonstrates a clear commitment to the care and inclusion of all pupils.
- The governors have a good understanding of the strengths and weaknesses of the school.
- The distribution of curriculum management responsibilities means that not all subjects are managed effectively.
- Leadership of the Foundation Stage is good, and the ethnic minority achievement co-ordinator has made a positive impact in her short time in post.
- Governors have strengthened financial control arrangements and taken appropriate action to deal with the large revenue surplus.
- Performance management systems do not effectively support whole school improvement and staff development.

Commentary

40. Due to the good leadership of the acting headteacher the school has managed to remain focussed upon maintaining improvements in teaching and learning in order to raise standards during a long period of uncertainty regarding the headship of the school. The acting headteacher and senior management team have also improved the behaviour and attitudes of the pupils. They have given this a high priority, believing that these are the foundations upon which a successful school is built. School leaders have ensured that diversity is celebrated and the needs of all pupils are addressed effectively. The achievements of different groups of pupils within the school are closely monitored and the positive way in which all pupils work and play together is a strong aspect of the school's ethos.
41. A number of curriculum areas are either being managed on a temporary basis, or co-ordinators are relatively new in post. The quality of leadership in most subjects and areas of responsibility is effective. These subject and phase leaders have combined great enthusiasm and commitment with good analysis of pupils' work to identify and promote ways to improve provision. However, the management of music and religious education is less effective,

meaning that teachers have less support in these areas of the curriculum. This is because some teachers have a large number of responsibilities, while other teachers have no responsibilities beyond the teaching of their own classes.

42. Leadership of the Foundation Stage is good. There have been significant improvements in nursery provision during the current school year, and improvements in teaching in the reception classes. General resources have improved, and the recent development of planning and resourcing for the outdoor curriculum are very good. The acting special needs co-ordinator has worked hard to maintain the work of her predecessor. She has followed the action plan and ensured its implementation. The newly appointed co-ordinator for ethnic minority achievement has made a very effective start in promoting this area of the school's work, although there are still some improvements needed.
43. Management of the school is satisfactory. Most teachers have been observed and their teaching evaluated. However, the system needs further development to ensure that all teachers and support staff have objectives based upon whole school priorities for improvement as well as individual needs. A team of governors and staff has been set up to consider issues of workload and deployment.
44. Management of performance data and standards is satisfactory with analysis being fed into plans for improvement. There are signs that this area of management is improving with the recent monitoring and tracking of individuals and groups of pupils by the ethnic minority achievement co-ordinator.
45. The governance of the school is satisfactory. The governors are very committed to the improvement of the school and have a good understanding of its strengths and weaknesses. The school has worked hard with some success to ensure that the governors are representative of the community the school serves. Governors have been concerned to recruit and retain good teachers and support staff. Recently they have appointed a new headteacher who takes up her position in April. Although governors are active in obtaining the information which enables them to make decisions about the school, the governing body does not have well-established protocols to ensure that they are clear about their roles as individuals and as a corporate body. Governors have not held a formal meeting to review the performance of the acting headteacher and agree objectives in the current performance management cycle.
46. The school is well placed to continue its drive for improvement and the raising of standards. It is increasingly popular with parents and is over-subscribed. The school has a strong staff team who are energetic and skilled.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,734,103
Total expenditure	1,566,620
Expenditure per pupil	3,305

Balances (£)	
Balance from previous year	50,063
Balance carried forward to the next	217,546

47. The school resumed direct responsibility for its financial affairs in February 2002. Governors decided to utilise the local education authority's computerised accounting system and financial advice service. The surplus at March 2003 is much higher than the usual maximum of 5 per cent recommended for primary schools. This mainly arose due to unexpected changes in grant income and expenditure levels compared to the approved budget. The situation was the subject of detailed discussions with local authority officers led by the chair of the resources committee. In July 2003 governors authorised £20,000 of the surplus to be used to meet

urgent priorities and to embark on a consultation exercise to ensure that a further £80,000 was earmarked to meet the most appropriate educational priorities. Whilst good progress has been made with the consultations, the resultant expenditure will occur in 2004/05 financial year.

48. The governing body has agreed a clear scheme for budget management and delegation. A full-time finance officer post has been established to provide a high quality financial control service. The annual budget is set having due regard to the priorities in the school's improvement plan. Progress against budget headings is closely monitored each month by the chair of resources committee and the headteacher. Quarterly progress statements are submitted to and approved by the resources committee. There are good internal control arrangements in place including those relating to the placement of orders and approving invoices for payment. Tenders or quotations are obtained for work and supplies to ensure good value for money. The school is successful in securing grants to meet its challenging circumstances and such funds are effectively applied.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Provision for children in the Foundation Stage is good overall, although there is a higher proportion of good teaching in the nursery than in the reception classes. In the nursery, staff use every opportunity to promote children's spoken language, and use a lively and engaging style to keep their interest and develop their self-esteem. In reception, although there is some good teaching, there are some gaps in subject knowledge, and staff are not as effective in keeping children's interest.

Although children enter the nursery with a range of skills and experience, on average these are well below those expected. Over one third of children entering the nursery are in the early stages of learning English as an additional language. Children achieve well, but by the time they transfer to Year 1, standards are still below the expected level in all areas except personal social and emotional development. Pupils achieve well because of the good teaching. The assessment profiles are of a high standard, with detailed observations, referenced to the "stepping stones" for learning. These help staff to plan carefully and to target activities and experiences at particular children, including those with special educational needs and those learning English as an additional language, and are instrumental in the good progress children make. The curriculum is well planned to provide interesting and challenging activities. The outdoor curriculum has recently been a focus for development, and is a strong feature, providing stimulating activities across all the areas of learning. Adults have a good understanding of the needs of young children, particularly in the nursery. They work effectively in their teams, and provide very good role models for the children, constantly encouraging and praising them. This boosts children's self-confidence, so that they are willing to take on new tasks with enthusiasm. Accommodation is spacious, and there are good outdoor play areas for both nursery and reception classes, to which children have constant access. Resources are good and well used.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve well from a starting point well below expectations.
- The care and encouragement of all adults boost children's self-esteem.
- Good teaching sets clear routines and supports growing independence.

Commentary

49. This area of learning is a high priority for staff, as they know most children enter the nursery with underdeveloped skills. They make rapid progress because work is well planned to be interesting, and clear routines are set from the start. Children are given early responsibility, and encouraged to take an active part in their own learning. When they are free to choose the order in which they do activities, most children do so sensibly, and learn to persevere even when the task is challenging. In the reception classes, children know routines well. They organise their activities, getting aprons for painting and then carefully placing their work to dry on racks, before washing their own hands. Children generally show consideration for others, and work with concentration and purpose. All classes make good use of time, and lessons have a vibrant pace. Children are on course to meet the early learning goals in this area by the time they enter Year 1.

50. Teaching is good. Adults use plenty of encouragement and praise to build strong, caring relationships, resulting in children who are happy, secure and developing in self-confidence. Opportunities are well planned. For example, a lesson in the nursery asked children to make an encouraging remark to cheer up a sad puppet. This session not only helped children with expressing kind thoughts, but also helped them to develop their speaking and listening skills. Adults are clear about their expectations for behaviour, and spend time explaining to children why they expect these things. The teacher in one of the reception classes skilfully dealt with a child who was building a tower and demanding her attention when she was working with another group. Her calm approach had a positive result when another child stepped in to help when the tower began to fall. Many instances of children working and playing together well were seen during the inspection, across gender and ethnic groups.

Communication, language and literacy

Provision in communication, language and literacy is **good** in the nursery and **satisfactory** in reception.

Main strengths and weaknesses

- Teachers and support staff use language sensitively to develop children's speaking and listening skills.
- Teaching of phonics is good, but there is an over-reliance on these to the exclusion of other strategies for reading.
- Children need more guidance in forming letters.

Commentary

51. Although children achieve well, only the highest attaining children are on course to meet the expectations in this area of learning by the end of the reception year. All adults take every opportunity to use language in a stimulating way, to ask questions and demonstrate structures that children can use to develop their own language skills, and this focus on language development is woven throughout the teaching. This is of particular value to children in the earliest stages of learning English, but also helps the language development of all children. Children listen well. By the end of the reception year, most can talk about their experiences and describe what they are doing, but there are some, mainly in the early stages of English, who are not yet able to do so in English.
52. Phonics are thoroughly taught, particularly in the reception classes, and writing corners have a range of materials to stimulate interest in writing for different purposes. Associated follow-up activities allow pupils to practise what they have learned. As a result, by the time they enter Year 1, most children are able to write a simple sentence, spelling common words with some accuracy, and to make sensible suggestions about words they know less well. The highest attaining children can write a sequence of three or four sentences to tell a story. However, many children do not form letters correctly, and need more practice to ensure that they build good foundations for their future writing.
53. Reception children take books home to read. All classes are well supplied with stimulating story books, and good use was made of the story of "The Big, Bad Wolf" in a writing lesson, where children suggested adjectives to describe the wolf. However, too few children have a bank of common words that they recognise easily when reading and they rely too much on sounding the word out, even when this is not practical. Because of this, children's reading is rarely fluent enough to allow them to enjoy the story. Most chose books from the reading scheme to read to the inspector, and only a minority talked with pleasure about the books they brought to read.

Mathematical development

Provision in mathematical development is **satisfactory**. Although only two specific sessions were observed, both in reception, indications from planning, from observing the range of activities, and from observing teaching in other areas of learning would support this judgement.

Main strengths and weaknesses

- Children achieve well.

Commentary

54. Children's assessment profiles show that they achieve well, but that the majority do not reach the expected standards by the time they enter Year 1. Children in the nursery count together, make repetitive patterns and sort objects. More able reception children are beginning to carry out simple addition and subtraction. Some count on accurately from a number under ten up to twenty, but others are still learning to recognise numbers.
55. Teaching was good in one lesson seen, and satisfactory in the other. In these lessons, the task was carefully matched to children's prior learning, and pupils were encouraged to help each other. In one lesson, the teacher effectively taught counting on to a group of children, who enjoyed the lesson and achieved well. From planning and assessment documents, as well as from a scrutiny of children's work and observing the range of activities on offer, it appears that the mathematical curriculum is well covered. Teachers' planning shows a good range of interesting activities to promote mathematical understanding, making effective use of the outdoor areas as well as the classrooms.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **satisfactory**. This judgement has been made from observing two sessions focussed on this area of learning and during a general nursery session, as well as from planning documents.

Main strengths and weaknesses

- Children's natural curiosity is promoted through exposure to interesting experiences.

Commentary

56. Many children enter the nursery with very few skills in this area, and despite achieving well, the majority are unlikely to reach the early learning goals by the time they enter Year 1. This area of learning is closely linked by staff to language development. Activities are well planned to be stimulating and fun, and games and repetition are well used to promote children's speaking skills as well as their knowledge of the world. Staff make good use of resources, and seize opportunities for learning as they arise. Sensitive questioning challenges children to express their ideas, especially for children beginning to learn English. Despite this good teaching, some nursery children found it difficult to describe what they had done in a cookery session, even with a great deal of prompting from their teacher.
57. By the end of a good nursery session on animals and their babies, all children in the group could match the parent and young of a selection of animals, and knew the names. They showed interest in the activity, and were keen to discuss the pictures. The teacher's effective questioning and positive modelling of appropriate language resulted in all children being confident to participate, even those who were very quiet at first. Children in one reception class discussed a large wall display connected to their topic on homes, and recognised the

symbols representing roads, trees, houses and flats. The same group could talk about events in their lives, but with little detail. From observing interactions between children as well as displays, it is evident that they are encouraged to respect the feelings and beliefs of others.

Creative and physical development

58. Only limited judgements can be made on provision or standards in these areas of learning. During the inspection, children were observed in a range of creative and physical activities, but not in sufficient detail to make judgements about their standards. From the planning documents and the range of activities set out in both the nursery and reception classes, it is evident that staff provide a rich and stimulating curriculum in both areas. Activities in the outdoor areas are well integrated with those inside, and both are carefully planned.
59. In **creative development**, nursery children were observed mixing paint to achieve the desired colour for their elephant paintings, as well carrying out a variety of other activities including construction, dressing up, collage, printing and drawing. In reception, good quality prints made from children's drawings on screen board were on display. Children in nursery and reception have opportunities to make music and sing. Musical instruments are available outside and inside, and children were observed experimenting with these. Staff use repetitive songs to help children's language development.
60. In **physical development**, nursery children swung on the climbing frame with confidence. In both nursery and reception, children ride wheeled toys, and park them in identified spaces with care. Reception children trying to hit a ball with hockey sticks showed developing control and confidence in movement, and a growing awareness of space. When using small tools such as brushes and pencils, children work carefully, but the degree of control varies from child to child. The very good planning of the outdoor curriculum ensures not only that a wide range of opportunities is provided in this area of learning, but also that these have clear learning objectives, so that staff are clear about the purpose of the activity. The inviting outdoor areas make a significant contribution to what children can achieve in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is satisfactory and improving.

Main strengths and weaknesses

- Pupils achieve well by the end of Year 6.
- Standards are below average at the end of Years 2 and 6.
- Pupils' writing skills are effectively developed in other subjects.
- Some lessons need to follow a more coherent format so that those pupils who need most help can follow what is being taught.

Commentary

61. The school has strengthened its provision for English satisfactorily since the last inspection and standards are improving. Although 2003 national test results were below national averages, when the school's results are compared with schools that are similar to themselves, the results are very good. The findings of the inspection were that the standards in the current Year 6 are approaching the national average.
62. Pupils develop their speaking and listening skills in several areas of the curriculum, including presentations in assembly. The recent introduction and good use of speaking partners have improved pupils' speaking and listening skills. The teachers provide good models of spoken

English but do not correct pupils' speech patterns consistently. Opportunities for debate are increasing, for example on the arguments for and against fox hunting, and these support skills well. In lessons, pupils speak confidently and use good vocabulary, although in some lessons not enough time is given for pupils to explore their thoughts and ideas fully. Good partnership teaching for pupils learning English as an additional language was seen between one Year 6 teacher and the co-ordinator for ethnic minority achievement, and pupils made good gains in learning in this lesson.

63. Writing is mainly sound and pupils write in a variety of styles. There is an emphasis on writing in English lessons and there is much evidence of writing across the curriculum, especially in the humanities and religious education. In good lessons, teachers write with and for pupils, providing clear guidance for them to develop their skills. In one lesson seen, the teacher led an interesting session on character portraits which then led to pupils expanding their skills in summarising by reducing the number of words used whilst maintaining the sense. Pupils were attentive and worked very well in pairs, building on the guidance they had been given. In weaker lessons more time is given to exercises on grammar with less time for pupils to apply these skills, so that understanding is limited.
64. Standards in handwriting are satisfactory. Younger pupils practise forming their letters correctly and older pupils develop their own style. However, teachers do not demonstrate enough to pupils how to form or join their letters early or often enough, and there is not consistent practice across the school.
65. Standards in reading are below average overall in Year 2 and Year 6, although there is a wide range in all years. By Year 6 reading achievement is sound overall and sometimes good. As in the last inspection there are still a significant number of pupils who read well but do not completely understand what they have read. The highest attainers in Year 2 read simple texts fluently with expression and have skills close to those of the majority of children of their age. They recount the plot of stories they have read with increasing detail and use clues from the pictures and letter sounds to work out new words. Other pupils know most letter sounds but are not yet confident enough to apply their knowledge to enable them to try out new words. Some young pupils have a very limited number of words that they recognise, slowing down the fluency of their reading. Pupils are not given enough time to read at length or for pleasure, and some younger pupils were unusually uninterested in reading. However, this was not the case with older pupils. The school's home reading policy does not support most pupils well enough in encouraging reading at home with members of the family.
66. Teaching of English is satisfactory overall, with teaching in almost half of the lessons seen being good. One very good lesson was seen in Year 6. Teachers have high expectations of behaviour and a subtle insistence on maintaining the good standard set. The most effective teaching is well planned. Teachers ensure that pupils know what is going to be learned, and the lesson flows smoothly. Pupils are set group targets in writing; most pupils know their targets but do not always have the understanding to use this to improve their work. Where teaching is less effective lessons tend to jump from one activity to another and can be disjointed. When this happens, pupils with special educational needs and those in the early stages of learning English are disadvantaged because they do not follow what is being taught.
67. The school has developed its assessment techniques in English satisfactorily and for most pupils the use of assessment is sound. It identifies pupils who need additional support but is not specific enough about pupils' strengths and weaknesses so that the next steps can be carefully planned and the outcomes more easily measured. In some classes teachers' marking has developed sufficiently to guide pupils to know what and how to improve, but this is not always consistent, and pupils need time to follow up on the advice. The good use of praise across the school promotes pupils' positive attitudes to their work, and encourages all pupils to contribute in lessons.

68. The co-ordinator has worked hard to develop this subject. She is committed to raising standards across the school still further. In order to support the school she has attended training, ensured she has a realistic grasp of all pupils' attainment and ways of improving pupils' skills.

Language and literacy across the curriculum

69. There are good opportunities to develop pupils' literacy skills, particularly in humanities. Speaking skills are practised in assemblies and other presentations. Many teachers provide key phrases and vocabulary in other subject lessons, and offer writing formats which help pupils to structure their work. These strategies are of particular help to pupils learning English as an additional language, but effectively support others.

MATHEMATICS

Provision for mathematics is **good overall**.

Main strengths and weaknesses

- Pupils in Key Stages 1 and 2 make good progress in relation to their attainment on entry into Key Stage 1.
- The quality of teaching and learning is good overall.
- Teachers have good subject knowledge, and lessons are delivered at a good pace.
- Teachers make good use of lesson objectives to ensure clear expectations of pupils.
- The lack of investigational work limits mathematical understanding.
- Pupils do not have enough opportunities to discuss their work, explain their methods of calculation and collaborate when carrying out mathematics activities.

Commentary

70. The percentage of pupils attaining level 2 or above at end of Key Stage 1 in the 2003 national tests was below the national average but compared well with similar schools. The percentage of pupils who attained level 3 was in line with the national average but well above that achieved by similar schools. At the end of Key Stage 2 in 2003, the percentages of pupils achieving national expectations and the higher level were well below those of schools nationally and also schools in the same free school meal group. However, data indicates that pupils make good progress in Key Stage 2, and inspection findings support this. School analysis discovered that a large number of pupils came within one or two marks of achieving level 4 in the 2003 test.
71. Targets for 2004 are very challenging for the school, particularly for those expected to achieve level 5, especially since as the current Year 6 cohort has a large percentage of pupils with special educational needs. However, as in most year groups, the pupils are receiving good teaching and should achieve in line with their capabilities. One of the Year 6 teachers is a leading mathematics teacher for the local authority, and acts as a model of good practice.
72. Pupils' attainment on entry to Year 1 is low. However, they make good progress and the work in their exercise books indicates that most pupils in Year 2 are currently attaining in line with national expectations. Higher ability pupils in Year 2 can add and subtract using hundreds, tens and units and apply these skills to money calculations involving pounds and pence. They understand simple multiplication and division, can recognise two- and three-dimensional shapes and can work with simple fractions.
73. At Key Stage 2 pupils make good progress. In Year 6, observation of work in exercise books and lessons indicates that the majority of pupils are working close to national expectations for pupils of their age. A small number of pupils are working at the higher level 5. Pupils can measure and draw angles accurately, and understand equivalent fractions, percentages and

decimals. Pupils can carry out long multiplication and can work with numbers up to three decimal places. There are no significant differences in the achievement of pupils from different ethnic groups in either key stage.

74. Improvement since the previous inspection is satisfactory. The previous inspection report indicated a wide variation of standards across year groups as a result of high turn over of teaching staff. Standards are now more uniform across year groups due to good teaching and a more stable staff.
75. Overall the quality of teaching is good. Both satisfactory and good lessons were seen in both key stages. Teachers deliver lessons at a good pace to ensure that the whole time is used productively, their subject knowledge is good and this is a significant factor in the school's improving standards. Lessons have a clear focus and pupils are reminded of the lesson objective at various times to help reinforce the learning which should be taking place. Homework is used to good effect to support the learning which happens in the classroom. Pupils show good attitudes towards mathematics and generally behave well in lessons. A good range of work was seen in all year groups indicating thorough coverage of the curriculum. Pupils had been encouraged to record independently rather than complete work sheets.
76. In independent work the match of tasks to pupils' abilities is satisfactory. However, in some lessons observed, the teachers introduced extra elements which did not support the lesson objective well and caused a little uncertainty amongst pupils. For example, in a Year 1 lesson on adding two numbers, coins were used as counters, confusing pupils about whether the number of coins or the value was the correct answer.
77. Opportunities for language development and thinking skills within lessons could be improved by allowing pupils to work together to discuss and justify their findings. Pupils do not have enough opportunities to explain their methods to each other or the teacher, and there are insufficient opportunities for pupils to investigate numbers and solve open ended mathematical problems to raise standards further.
78. Curriculum leadership is satisfactory. The current mathematics co-ordinator is a temporary appointment. However, with the help of the acting headteacher, she has carried out some valuable monitoring and evaluation throughout the school. A new co-ordinator is due to start in April.

Mathematics across the curriculum

79. The use of mathematics across the curriculum is satisfactory. Links have been made with design and technology through the study of solid shapes to make packages. Computer spreadsheets are used to analyse data and produce line graphs, bar graphs and pie charts connected with various subjects. Pupils have studied the points of a compass and followed this theme through into a physical education lesson.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are improving.
- The focus on investigations has had a positive impact on both teaching and learning.
- Very good subject leadership ensures that teachers are well supported and resourced.
- Pupils are enthusiastic and enjoy their science lessons.
- Some pupils, particularly the most able, are not sufficiently challenged in lessons.
- Assessment is satisfactory but the use of information to plan learning is inconsistent.

Commentary

80. There is good achievement in this subject as children enter the nursery with limited knowledge and understanding of the world. By the end of Year 2, standards are in line with national expectations and good when compared with similar schools, particularly at the higher level. By the end of Year 6, in 2003, pupils achieved below average results when compared to schools nationally but achieved well when compared to similar schools.
81. The quality of teaching is satisfactory overall, with some good lessons observed. Teachers enjoy using an investigative approach and have appropriate subject knowledge. Resources are good, well organised and maintained and teachers benefit from good quality support from the subject leader in terms of planning and display work. As a result, pupils are enthusiastic about their science lessons and are keen to learn.
82. Well planned investigative work is helping to raise standards in science. In a good Year 3 lesson, information and communications technology was used effectively to teach pupils about how soil is made from rocks. The visual images stimulated the class and the good pace of the lesson ensured that all pupils were fully engaged throughout. They investigated which types of soil allowed water through most quickly and were able to confidently describe what they had learned. Year 2 pupils investigated electrical circuits, testing out the properties of crocodile clips, batteries and wires in order to light the bulbs. They recorded their findings well, using writing frames and key words prompt cards. They were keen to talk about their work and used scientific vocabulary confidently. Year 6 pupils researched scientific websites during an information and communications technology lesson, evaluating information and reinforcing learning from their science lessons. Pupils' work shows a wide range of recording systems including charts, graphs, labelled diagrams and tables, alongside written accounts and descriptions.
83. Pupils work in mixed ability groups in all classes for science. This effectively supports the less able pupils, but does not challenge those with higher ability. Extension activities are available for the more able but there is seldom time to use these in lessons. Learning would be more effective if pupils were grouped by ability for some sessions, particularly in the higher age groups, to ensure that all pupils achieve well in lessons. Although in most lessons good teaching ensures that pupils learning English as an additional language achieve well, planning does not make it clear how the understanding of those in the earlier stages of English acquisition is to be developed.
84. Pupils' knowledge and understanding are regularly assessed at the end of each topic. The science co-ordinator looks at the results of tests in Years 2 and 6 to analyse strengths and weaknesses in teaching and planning, and to monitor the achievement of different groups of pupils. Some teachers use very effective marking strategies in which developmental points for improvement are included but this is not consistent across the school. These good systems have been established fairly recently and will be further developed in the future to ensure consistency in all classes and to enable teachers to plan work to respond to the different needs of the pupils.
85. The science co-ordinator is very enthusiastic and has good subject knowledge. She has established good systems in her leadership and monitors progress very effectively in classroom observations and by analysing pupils' work. She has a clear idea of what else needs to be done to continue the improvement in her subject and has a comprehensive subject development plan to make sure that it is achieved.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Provision in information and communications technology (ICT) is **satisfactory** overall. This is because of the good quality of work seen in the specialist suite, although this is not always followed up enough in classrooms. Only one lesson was seen in Key Stage I, and there was insufficient evidence to make a judgement on standards in that key stage.

Main strengths and weaknesses

- There is good teaching in the specialist ICT suite.
- This work is not followed up enough in some classes, so that pupils do not get enough opportunity to use their skills in a meaningful way.

Commentary

86. By the time they are 11, most pupils' understanding and skills in the subject are what might be expected for their age. There are no significant differences between girls and boys, or between different ethnic groups. Pupils can demonstrate a range of skills on the computer, and understand the many uses of information and communications technology. Year 6 pupils work with a wide range of programs, and are able to demonstrate their use. They know the benefits, and in some cases the disadvantages, of various programs, and can explain the types of activities for which they are appropriate. Pupils confidently create a web page, search the internet using a search engine, and use images and text to create their own document. They can describe the uses of spreadsheets and simple formulae, and have used databases to classify and sort information. In one very good lesson, pupils were challenged to use spreadsheets to calculate the costs of supplies for a party, within a given budget, and worked with interest and concentration on a very practical task.
87. All classes have lessons timetabled in the specialist suite. Five lessons were observed during the inspection, four in this suite. The quality of teaching was good overall in the lessons in the suite, with teachers demonstrating good subject knowledge and confidence in what they were teaching. They made good use of the equipment, such as the digital projector, to hold pupils' attention and support them to learn new techniques. Opportunities were then provided for pupils to practise in pairs. Pupils helped each other well. However, this good teaching is not consistently followed up in classrooms, and there was little evidence of pupils' use of information and communications technology across the curriculum in the corridor displays, although there was some in classrooms.
88. The subject is enthusiastically led by the co-ordinator, who supports colleagues well in their planning. He has ensured that the hardware is in working order, and is aware that not enough use is made of computers and other equipment outside the computer suite. Assessment is well used to track the skills pupils have acquired, and to plan further work. Improvement since the last inspection is satisfactory. Teachers' subject knowledge and confidence have increased, they are well supported by the new co-ordinator and standards have improved. There are still missed opportunities to use information and communications technology across the curriculum, as in the previous inspection. Long-term planning is satisfactory, and ensures curriculum coverage, but would be improved by developing closer links with other subject areas, so that the skills pupils learn in specialist lessons could be more consistently used in meaningful ways.

Information and communication technology across the curriculum

89. The use of information and communications technology across the curriculum is developing, and is not yet consistently used. Some good examples were seen during the inspection, such as in an effective science lesson where it was used to demonstrate how soil is formed from rocks, and another where pupils researched websites with science content, and evaluated the

usefulness of these for their classmates. There is use of word-processing for drafting and redrafting as well as for good presentation of work. However, work on computers in the classroom was rarely seen during the inspection.

HUMANITIES

History and geography

As only one lesson was seen in each of geography and history it is not possible to make sound judgements about provision in either subject. Talking with pupils and teachers and scrutiny of pupils' work and the teachers' and pupil records provide the basis for the judgements made here.

Main strengths and weaknesses

- Good use is made of these subjects to reinforce literacy skills.
- Religious education lessons play an effective role in supporting pupils' personal development, and pupils demonstrate good understanding of other cultures and beliefs.
- The humanities co-ordinator monitors the subject effectively, and provides good support for colleagues, although this is not the case for religious education.

Commentary

90. Scrutiny of pupils' work in **history and geography** and discussions with pupils reveal that their achievement is as might be expected for their age at the end of each key stage. Good use is made of these subjects to develop pupils' literacy skills.
91. The lesson seen in **geography** was well taught, not only making good links between geography and science but also the week's assembly theme of world water resources. Pupils were presented with samples of water and had to decide which was fresh and which was not. This led smoothly into pupils being asked to consider the implications for communities abroad which have little or no access to drinking water. Pupils made sound and sensible contributions to this discussion.
92. The Year 2 **history** lesson on the Fire of London using extracts from Samuel Pepys' diary was taught at a good pace, with skilful questions keeping pupils focussed on the text. This was followed up by writing in different styles, for a diary or newspaper, on what they had seen, providing a positive contribution to their literacy skills as well as to their historical knowledge.
93. The humanities co-ordinator has worked hard, is very enthusiastic and has good subject knowledge in history and satisfactory knowledge in geography. To develop her own skills and knowledge she has attended training in her own time. She has devised development plans for these subjects. Planning is good, based on the Qualifications and Curriculum Authority schemes of work, and both areas appear well resourced. The overview of these subjects is effective and the co-ordinator has raised the profile of the humanities through assemblies, an Ancient Greek day where Year 6 pupils explored the daily life of Greeks through role play and the organisation of trips to museums and exhibitions. The co-ordinator has presented senior staff with proposals for assessment, monitoring and evaluation for both subjects.
94. Provision for **religious education** is **satisfactory**, and standards of work are what might be expected in both key stages. Teaching was good in all of the lessons observed. Teachers found interesting stories to illustrate their learning objectives and were skilled in leading class discussions where all pupils had the opportunity to contribute. In a Year 4 lesson, pupils discussed peaceful environments, referring their ideas to visits to the mosque and local church. They developed their ideas into concepts of inner calm and created artwork to reflect this. A Year 6 lesson involved pupil discussion about war and peace. The class were looking at the life of Jesus as a peacemaker. The discussion groups demonstrated good listening

skills, tolerance and a good understanding of other cultures and values. Pupils understand that religious beliefs often influence the way people live. Year 2 pupils were able to compare celebrations in different religions, discussed with examples from their own religions. They listened carefully to each other and were interested in both similarities and differences.

95. The new Locally Agreed Syllabus has been introduced and teachers are becoming familiar with the guidelines. Units of work have been distributed to year groups so that teachers can plan lessons but further developments are necessary to ensure full coverage of the curriculum. Not all classes have religious education books for pupils' work but displays were seen in all classes, in corridors and halls. These showed learning about Christianity, Sikhism, Hinduism and Judaism alongside festivals, religious symbols and a variety of artefacts. The quality of display is good and shows a range of teaching styles and recording systems.
96. Leadership of the subject is not effectively developed. The subject co-ordinator has three areas of responsibility and has insufficient time to monitor or develop the curriculum, with the result that there is too little guidance for staff, or monitoring to ensure that teaching is consistent.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There is insufficient evidence from the inspection to make overall judgements about the provision for art and design, design and technology or music. Provision for games in physical education is good, although this was the only aspect of the subject observed.

Main strengths and weaknesses

- Effective displays of art and design and technology show work of a good standard.
- Teaching and learning are good in the games aspect of physical education, and good use is made of specialist sports instructors in lesson time.
- There are a considerable number of opportunities for pupils to participate in taught physical activities and team games outside of lesson time.
- Leadership and management of these subjects vary from very good to unsatisfactory.

Commentary

97. Only physical education among these subjects was a particular focus for the inspection. One lesson in art and design was observed, but none in design and technology or music. Four physical education lessons were seen, all of aspects of games. Pupils' work was scrutinised where available, and discussions were held with all co-ordinators.
98. Good quality **art and design** displays were seen in all classrooms and corridors and a portfolio of work was provided by the art co-ordinator. Pupils throughout the school study the work of well known artists and incorporate the techniques into their own work. In Year 6 the pupils had studied a history of portraits culminating in the work of Picasso. The work produced from this study was of a high standard. Pupils were very proud of their work and it was clear that this subject had been used in part to boost their self-esteem. There is evidence that pupils across the school use a range of media and produce a good standard of two- and three-dimensional work. The subject is well led and managed by an energetic and enthusiastic co-ordinator. She has delivered staff training, encouraged the use of art as a cross curricular teaching technique and has organised creative arts focus weeks. The co-ordinator has also worked with groups of pupils to produce very effective murals around the school.
99. In **design and technology**, displays of work were seen around the school and a portfolio of work was provided by the co-ordinator. The evidence observed indicates that design and technology is taught well in the school. Good quality work was observed from all year groups including aspects of food technology. Work has been designed, made from a variety of materials and also evaluated. Good progression of skills was evident. The subject is well led

and managed. Training has been given to staff and the policy has been reviewed and updated. Photographic evidence is collected for assessment purposes.

100. In **physical education**, judgements have been made only about games, since only lessons in this aspect of the subject were observed. Teaching and learning in games are good overall. In a very good lesson the teacher worked in partnership with a specialist cricket coach. Pupils listened attentively whilst the skill of bowling was taught and then exhibited great control and restraint as they tried their hardest to improve their bowling skills. Other lessons observed were taught at a good pace and included a variety of approaches within the lesson to improve the pupils' skills. The lessons were well resourced. However, very poor acoustics in the hall make communication with pupils difficult.
101. The co-ordinator provides very good leadership and management of the subject. He has evaluated the strengths and weaknesses of provision and teachers' skill levels and has taken action to provide support and training where this has been required. His introduction of a new scheme has promoted the teaching of a progression of skills throughout the school.
102. The provision for out of school hours competitive sport is very good, thanks to the hard work of the co-ordinator. The school achieved football charter status in October 2003 due to the football initiatives in the school which are inclusive and involve boys and girls. One of these initiatives is the Brazilian football club which teaches advanced skills to the pupils. Other out of school hours opportunities include athletics, netball and table tennis. The school makes good use of specialist instructors through links with the Haringey Sports Development department. Pupils receive specialist instruction in cricket, rugby league and basketball. The co-ordinator and acting headteacher have been successful in obtaining very substantial funding through various partnerships to acquire a field next to the school for the use of school sports teaching and community links.
103. No **music** lessons were observed during the inspection, although the pupils were heard singing in whole school assembly. Pupils joined in the singing with enthusiasm, accompanied by the music co-ordinator on guitar and a group of pupils with a variety of musical instruments. Lessons are timetabled for all classes, supported by a scheme of work but not all teachers are fully confident about teaching this subject. The co-ordinator is aware of staff development needs and would welcome the opportunity to raise the profile of music within the curriculum. At present, however, with subject leadership responsibility for three curriculum areas, he has insufficient time and opportunity to develop his role and fully implement his music action plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. Only two specific lessons in this area were observed, not enough to make a sound judgement. However, the indications are that the school makes good provision for the teaching of personal, social and health education and citizenship. There are timetabled lessons for the subject and themes are integrated into other subject areas, such as science and religious education. The benefits and outcomes of this can be seen in the good behaviour, attitudes and values shown by the pupils. The school teaches appropriate messages about drugs, sex, healthy eating and hygiene and supports the development of personal and social skills during "circle time". Equal opportunity and the promotion of multi-ethnic values are highlighted through display of pupils' work, motivational posters and "Golden Rules" expectations, evident in all classrooms and shared areas.
105. The recently formed school council encourages members to act as good citizens and provides opportunity for pupils to contribute their views on social and moral issues. The work of the learning mentors is very effective in supporting and extending school provision in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

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

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

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