

# INSPECTION REPORT

## **RAGLAN JUNIOR SCHOOL**

Enfield, Middlesex

LEA area: Enfield

Unique reference number: 102003

Headteacher: Mr Rob Highsted

Lead inspector: Mr Andy Bond

Dates of inspection: 29 November – 1 December 2004

Inspection number: 267536

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	505
School address:	Raglan Road Enfield Middlesex
Postcode:	EN1 2RG
Telephone number:	0208 360 3731
Fax number:	0208 360 5435
Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Colette Edwards
Date of previous inspection:	30 November 1998

## **CHARACTERISTICS OF THE SCHOOL**

Raglan School is a larger than average community junior school with 505 pupils on roll; it caters for pupils aged 7 to 11. The school is located in Bush Hill Park, a suburban area in the London borough of Enfield. Free school meals entitlement is currently at 9.6 per cent, which is below the national average, but the percentage is increasing steadily. Overall, social and economic factors are judged to be above average. Pupils generally enter Year 3 with above average levels of attainment.

The ethnic background of pupils is mostly White UK heritage. There is a small number of pupils from Turkish, Greek, Cypriot, Asian and African Caribbean backgrounds. Approximately thirty-three per cent of pupils are believed to have English as an additional language; five of these are at an early stage of learning to communicate in English. Eighteen per cent of pupils have special educational needs, which is broadly the national average; eight of these pupils have statements (1.5 per cent). The school population is fairly stable; few pupils leave or join the school part way through their education.

The staff is well established, but there have been a number of changes at senior management level. There is a new headteacher and an acting deputy headteacher, both appointed in September 2004. The school received awards in 2003 for Healthy Schools and is part of the Leadership Development Strategies in Primary Schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17263	Mr Andy Bond	Lead inspector	Mathematics Physical education
9561	Mr Husain Akhtar	Lay inspector	
22778	Mrs Anne Shannon	Team inspector	English Music Personal, social and health education
19765	Mrs Pauleen Shannon	Team inspector	Special educational needs English as an additional language Religious education Art and design Design and technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Raglan Junior school is an effective<sup>1</sup> school**, which gives good value for money. Standards are above average by the end of Year 6 and pupils achieve well. Teaching and learning are good throughout the school and there is a very rich curriculum. The leadership of the school is good and the management is satisfactory.

The school's main strengths and weaknesses are:

- Standards are generally above average and pupils achieve well.
- The quality of teaching and learning is good, but teachers could match the work set more closely to pupils' capability.
- The school is well led by the recently appointed headteacher, governors and senior managers; however, the management role of subject co-ordinators is not sufficiently developed.
- The curriculum is very rich and provides a very good range of learning opportunities, but pupils' education can be disrupted by withdrawal from lessons for other activities.
- The provision for pupils with special educational needs and English as an additional language is good and they achieve well.
- Pupils' personal development is fostered well and there is a very positive ethos towards learning in the school.
- Assessment procedures are satisfactory, but the school does not give pupils a clear enough guide as to how they can improve further.

The school was last inspected in November 1998. Since then, there has been a good level of improvement. The key issues have been addressed well. Standards and achievement in many subjects have improved. The curriculum has been strengthened through the introduction of schemes of work<sup>2</sup>. The quality of teaching is better and the provision for information and communication technology has been enhanced. Arrangements for the management of teachers' performance are now judged to be good. The role of co-ordinators in monitoring their subjects still needs to be addressed fully and although assessment has improved, a system for setting clear targets for pupils is not in place.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	A	A	B	D
mathematics	B	B	B	D
science	C	B	C	E

*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.*

**Overall, pupils' achievement is good.** Standards are above average. The preliminary 2004 test results show that pupils in Year 6 reached above average standards in English and mathematics and average standards in science. Compared with similar schools, using the prior attainment method, standards are below average; this is because the school has recently been placed in the highest benchmark band for pupils entering school in Year 3. A fairer comparison is the free school meals indicator, which evaluates the pupils' performance as above average. This matches inspection

<sup>1</sup> Effective: good, above average

<sup>2</sup> Schemes of work - plans for delivering the required programme of work for each subject

judgements much more closely. Over the last five years standards have improved faster than the national average, but 2004 results fell slightly. In the present Year 6 classes, standards in English are well above average. In mathematics, science, religious education and art and design, they are above average. In information and communication technology (ICT) they are average. Pupils achieve well in English, science, ICT, and religious education and satisfactorily in mathematics.

There was an insufficient inspection focus on other subjects to make a valid judgment on standards and achievement. Pupils with special educational needs and those with English as an additional language are supported well and this enables them to make good progress.

**Pupils' personal qualities, including their moral, social and cultural development is good and spiritual development is satisfactory.** Pupils' attitudes and behaviour are very good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good throughout the school.** Teachers have a good command of the subjects they teach and ensure that pupils make good gains in their knowledge, skills and understanding. They manage classes well and encourage pupils to apply themselves and work hard. Effective teaching methods are used, such as good questioning techniques and the use of new technologies. Although lessons are well planned, insufficient account is taken of the range of abilities within classes when matching the work set. Assessment procedures are satisfactory and pupils' achievement is tracked properly. However, teachers do not give pupils enough guidance on what they have to do next in order to improve, either in marking or by setting precise targets in English and mathematics.

The curriculum is very good and provides pupils with a rich variety of learning activities across a range of subjects. There are also very good enrichment opportunities, such as visits to places of interest, after-school clubs and specially focused weeks. These make a valuable contribution to enhancing pupils' achievement. However, a number of pupils are withdrawn from some lessons for additional tuition and this disrupts the continuity of their learning. Accommodation is good and learning resources are satisfactory. Pupils are well cared for and are given satisfactory advice and guidance. The school works effectively with parents, the community and local education establishments to extend pupils' learning experiences.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is good and the management is satisfactory.** The recently appointed headteacher provides good, positive leadership and has a clear vision for school improvement. He is supported well by the acting deputy headteacher and senior staff. The subject co-ordinators fulfil their leadership roles well, but their management, although satisfactory, is not sufficiently developed. The governance of the school is good. Governors have a good understanding of the school's strengths and weaknesses but are not yet involved enough in strategic planning. There are some minor omissions from the Governors' Annual Report to Parents.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents express a high level of satisfaction with the work of the school. Pupils also have positive views of the school. They believe teachers are fair and trust them to do things on their own.

## **IMPROVEMENTS NEEDED**

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

- Plan lessons more carefully so that tasks are matched to the range of ability within each class.
- Make clear to pupils the next step of learning through setting precise targets for improvement and by giving better guidance in marking.
- Provide subject co-ordinators with more opportunities to monitor and develop their subjects.



- Evaluate the systems of withdrawal of pupils from lessons and minimise the disruption to the continuity of their education.

and, to meet statutory requirements:

- Ensure that the Governors' Annual Report to Parents fully meets statutory requirements.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

Standards are above average by the end of Year 6 and achievement is good throughout the school.

#### **Main strengths and weaknesses**

- Pupils achieve well and standards are generally above average. In English they are well above average.
- Those pupils with English as an additional language and pupils with special educational needs achieve well.

#### **Commentary**

1. The preliminary test results for 2004 show that pupils attained above average standards in English and mathematics and average standards in science. Standards fell slightly in English and science from the previous year, but this was expected by the school as this particular group of pupils had been assessed as being weaker. Compared with similar schools, using the prior attainment method of average points score<sup>3</sup> from Year 2 to Year 6, the 2004 results were below average for English, mathematics and well below average in science. In 2004, the school results were placed in the highest comparative band because Year 2 results in the neighbouring infant school had improved and crept into the next benchmark category. The results from the previous year, 2003, had been judged to be well above average in English and above average in mathematics and science. A fairer reflection of the school's performance compared with similar schools is by using the free school meals comparison for 2004, which was above average for English, mathematics and average for science. This fits more closely with inspection evidence. The present Year 6 pupils are judged to be attaining well above average standards in English and above average standards in mathematics and science. The range of ability in the year group is quite wide. There is a larger percentage of pupils operating at well above average levels, but an increased percentage of pupils with special educational needs with below average standards.
2. After a disappointing set of results in English in 2004, the school has focused strongly on pupils' writing and this has had a positive effect on raising standards. Additional resources have been purchased and the monitoring of teaching and learning given a higher priority. Realistic targets are set each year for national tests in English and mathematics. Pupils' achievement is good in English and science and satisfactory in mathematics. Although teaching is good in all three subjects the evidence gained from the scrutiny of pupils' work in mathematics indicates that pupils' progress is not as fast as in the other two core subjects<sup>4</sup>. There is no significant difference between the performance of boys and girls. School assessment indicates that pupils of Turkish descent do not achieve as well as others. However, the number of pupils in school is quite small and it is difficult to identify a consistent trend.

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<sup>3</sup> Average Points Scores: The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

<sup>4</sup> Core subjects: English, mathematics and science

## ***Standards in national tests at the end of Year 6 – average point scores in 2003-2004***

Standards in:	School results	National results
English	27.6 (28.6)	26.9 (26.8)
mathematics	27.9 (27.9)	27.0 (26.8)
science	29.2 (29.4)	28.6 (28.6)

*There were 148 pupils in the year group. Figures in brackets are for the previous year.*

3. In other subjects where there was an inspection focus, attainment is above average in religious education and art and design. Achievement is judged to be good in religious education but in the other subjects examined, insufficient evidence was gathered in order to make a judgement on achievement. In history, geography, physical education, music and design and technology, no overall judgement was made on standards and achievement. In information and communication technology (ICT) it is clear from the evidence gained, that the recently improved provision has had a significant impact on standards and achievement. Although standards are average in Year 6, they are above average in Years 3 to 5 and achievement is good. The younger pupils in the school have gained greater benefit from the new ICT facilities. The use of ICT in other subjects is also improving achievement in the subject.
4. Pupils with special educational needs achieve well with their targets. The records show that a few pupils achieve very well, especially in their literacy skills. Pupils with emotional needs also make good progress towards their targets. Attainment for pupils whose first language is not English is broadly comparable with their classmates. Most pupils achieve well. The school tracks and identifies pupils who are underperforming and provides additional support.
5. Although 2004 results slipped back in English and science, standards have improved quite significantly since the last inspection, when attainment in many subjects was judged as average and achievement in mathematics, science and ICT was judged to be unsatisfactory. This improvement over the last six years should also be set in the context of an increase in pupils with special educational needs: the percentage has doubled since the last inspection. The percentage of pupils with English as an additional language has also increased. The improved standards and achievement are attributed to better teaching and learning and a stronger curriculum provision.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. Their moral, social and cultural development is good and their spiritual development is satisfactory. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils behave very well as a result of the high expectations set by adults.
- Relationships are very good and respect for others is well developed.
- Pupils participate enthusiastically in all available activities.
- Pupils' moral, social and cultural development is good; spiritual development is satisfactory.

### **Commentary**

6. Overall, pupils' personal qualities and development, evident in all groups of pupils, are better than they were at the time of the previous inspection. Most pupils concentrate very well in

lessons and think things through. They respond enthusiastically to responsibility, for example, by monitoring pupils circulation at lunch-time and working as 'buddies' for younger pupils. Those who represent their fellows on the school council are proud of the role and keen to talk about it. Pupils are keen to attend extra-curricular activities.

7. Pupils with special educational needs have positive attitudes to their learning. They respond very well to the teaching assistants during their targeted withdrawal group time and work hard in lessons. Pupils whose first language is not English show the same positive attitudes as their classmates. They enjoy contributing their views in lessons and are keen to share their ideas.
8. The school, with the help of the school council, is reviewing its ethos and behaviour policy. Personal, social and health education is another developing area which enables pupils to focus on rights and wrongs. Initiatives like the 'happy hour' provide good opportunities for pupils concerned to improve their behaviour and manage their anger. Teachers' good management of pupils' behaviour ensures that lessons are not disrupted. A little challenging behaviour occasionally occurs in the playground, but it is quickly noted and appropriate action is taken. Most pupils behave very sensibly and make good use of the playground but they tend to be noisy in the canteen at lunch-time. Pupils show respect for the building and learning resources. Although there was a small number of fixed-term exclusions during the sample period, exclusion is not a common feature of the school.

## 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	232	0	0
White – Irish	5	0	0
White – any other White background	103	2	0
Mixed – White and Black Caribbean	17	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	52	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – Caribbean	29	0	0
Black or Black British – African	11	1	0
Black or Black British – any other Black background	4	0	0
Chinese	2	0	0

Any other ethnic group	15	0	0
No ethnic group recorded	5	0	0

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

9. Pupils work well together in class and look after one another outside. Pupils have a clear idea of social responsibility and have a good sense of community. Fund-raising for charities is well supported. Through the school council activities pupils are learning about democratic processes. Good use is made of activities like dramatic and musical productions, faith assemblies and a variety of outside visits, which enrich pupils' socio-cultural experiences. Visiting groups and celebrations, such as the recent Black History focus, and subjects like art and design and history, promote pupils' cultural development effectively. In religious education, pupils recognise and respect faiths and the spiritual elements. Visits to places of worship further support this. However, spirituality is not sufficiently embedded in curriculum planning and in acts of collective worship.
10. Unauthorised absences are well above the national average and this is due to unauthorised family holidays during term-time and unexplained absences. The administrative staff take an active part in maintaining attendance records and follow up absences by contacting parents. In cases that concern the school, the education welfare officer is used appropriately. Most pupils arrive on time in the morning.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.4	School data	1.4
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum, including enrichment activities is very good. There is a very positive atmosphere in the school, which promotes good learning. The welfare, care and support given to pupils is good.

### Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment procedures are satisfactory but pupils are not given clear guidance as to what they need to do next to improve.

### Main strengths and weaknesses

- Pupils with special educational needs and those with English as an additional language achieve well because of the good quality of teaching and learning.
- Teachers manage their classes effectively and pupils apply themselves well to tasks.
- In lessons, teachers use effective methods that stimulate and interest pupils.
- Pupils build up their skills, knowledge and understanding well because teachers have a good command of the subjects they teach.

- Teachers do not take sufficient account of the range of ability within their class when planning lessons.

**Summary of teaching observed during the inspection in 46 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (9%)	31 (67%)	11 (24%)	0 (0%)	0 (0%)	0 (0%)

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

**Commentary**

- The quality of teaching and learning is good throughout the school, with just over three quarters of lessons being judged good or better. Twenty-four per cent of lessons were satisfactory and 9 per cent very good. There were no lessons judged to be unsatisfactory. In English, mathematics, science, ICT and religious education, teaching and learning is good. In the remaining subjects insufficient evidence was gathered during the inspection to form an accurate view. The basic skills of literacy, numeracy and in ICT are taught well and used successfully in other subjects to boost pupils' performance. Pupils' achievement is good and a key factor is the good quality of teaching and learning throughout the school. Compared with the last inspection, much more good teaching was observed.
- The quality of teaching of pupils for whom English is not their first language is good. A strength is the focus on developing pupils' vocabulary in different subjects and in providing time to discuss ideas in small groups. The few early users of English make rapid gains with their English skills and are well supported by the school's very able teaching assistant. Teachers' planning, however, does not take into account sufficiently the various language needs of particular pupils, especially those at an early stage of English acquisition. The quality of teaching for pupils with special educational needs is good. Effective use is made of the knowledgeable and capable teaching assistants, both in and out of lessons. There is good liaison between the support staff and teachers. While the teaching pupils receive in small withdrawal groups is very effective in developing pupils' skills it is not fully integrated into the curriculum delivered within lessons.
- Teachers establish a good working atmosphere in their classrooms by building up good relationships with pupils. There are usually well-established routines so that pupils know clearly what is expected of them. Pupils listen carefully during the introduction to lessons and apply themselves well to tasks, showing good levels of concentration. Teachers use praise effectively to promote good learning.
- Effective methods are used by teachers to stimulate pupils' interest. They pose well-structured questions that make pupils think and reply using well-rounded answers that enhance their speaking skills. Teachers attempt to draw all pupils into the introductory part of lessons. Boys and girls and pupils from different ethnic groups are selected to answer questions or demonstrate their methods on the board. The recently installed interactive whiteboards have helped to make lessons more visual and exciting. This was demonstrated well in a Year 6 English lesson when it was used to show news of the 1984 Band Aid programme. The stark pictures caught pupils' attention immediately. Partner discussion is also used successfully in many lessons to stimulate interest and clarify pupils' thinking on a range of topics.
- Pupils achieve well in lessons because they make good gains in their skills, knowledge and understanding. Teachers have a good grasp of the subjects they are teaching and usually show confidence when handling the information to be conveyed to pupils. They use technical

vocabulary well; for example, in a Year 6 mathematics lesson, related to plotting coordinates on the four quadrants of a graph, the teacher confidently described the origin and the 'x' and 'y' axes. As a result, the pupils gained a clear understanding about how to plot the points of the coordinates.

16. Lessons are planned thoroughly, with projected outcomes shared with pupils. Introductory explanations are often clear. However, teachers could do more to ensure that the tasks planned are suited to the complete range of ability within the class. Most lower-attaining pupils, and those with special educational needs, cope adequately with the tasks because they receive the support of teaching assistants. Average-attaining pupils, often working independently, find the tasks sufficiently challenging, but there are occasions when the higher-attaining pupils are not stretched by the task. This is particularly the case in mathematics lessons.
17. The school's assessment procedures are satisfactory, overall. Key learning targets are identified, which match the National Curriculum Programmes of Study and achievement is tracked satisfactorily in each year group. The diagnosis of weaknesses in reading is well developed and provides a strong basis for modifying teachers' support for each pupil. There is also evidence of the teachers' planning being altered as a result of good evaluation of previous lessons. However, weaknesses lie in not making it clear to pupils what they need to do next in order to improve. Marking approaches are not always consistent throughout the school, although improvements have been made, especially in English. There are too few comments in pupils' exercise books to make it clear how improvement can be made. Although pupils know what they are expected to learn in class it is not broken down into individual or group targets so that pupils can concentrate on specific areas where improvement is required and achievement enhanced.

## **The curriculum**

The overall quality of the curriculum provides very good learning opportunities for all pupils. The curriculum is enhanced by a very good range of clubs and visits. Accommodation and resources are good.

### **Main strengths and weaknesses**

- Links between subjects are good.
- The school provides a wide variety of activities outside the school day.
- The provision for pupils with special educational needs and English as an additional language is good.
- The use of information and communication technology (ICT) is being developed well in all subjects.
- Participation in sport and the arts is good.
- Because of withdrawal from lessons for literacy support some pupils miss part of lessons in other subjects.

### **Commentary**

18. The curriculum covers the National Curriculum in full, includes religious education and provides a satisfactory programme of personal, social and health education that takes account of drugs awareness and sex education. All subjects now have a scheme of work. Careful thought has gone into planning the curriculum to ensure that there is a cohesive approach throughout the school. Links between subjects are strong and there is planned use of ICT to support work in all areas of the curriculum.

19. The National Literacy and Numeracy Strategies are well established. Pupils are grouped according to ability for mathematics in all year groups and this is proving effective. The planning of cross-curricular links is a strength of the curriculum. Literacy is supported and extended through links with other subjects. For example, when learning about Rosh Hashanah and Yom Kippur, pupils use this information to practise letter-writing skills in English lessons. There is extra provision in literacy for pupils who are behind in their reading and writing skills.
20. Provision for pupils with special educational needs is good. The school has increased its provision to accommodate the significant rise in pupils identified as having special educational needs. A good range of intervention programmes and the use of ICT programmes helps to improve pupils' skills. However, most of the additional literacy support is provided outside the classroom. Consequently, while the pupils achieve well in their literacy skills they regularly miss parts of other lessons. Provision for pupils for whom English is not their first language is also good. It is mainly through teaching within lessons. The extra support for the few pupils who are early users of English is good. However, as it takes place during the afternoon sessions, pupils regularly miss parts of other subjects. There has been a significant increase in the number of pupils for whom English is not their first language. Consequently, the school is moving towards more integrated support within lessons. Gifted and talented pupils are identified and there is a lunch-time talented mathematics club, which meets weekly.
21. Teachers work hard to make learning stimulating for pupils. The regular focus weeks, such as Arts Week and Black History Week, engage pupils' interest and extend their experience and understanding. There are strong links with the local secondary school that support the learning of pupils in mathematics and sports. Pupils' experience is also broadened through the participation in projects such as Enfield Sings and the Enfield Science and Technology Challenge.
22. There are very good opportunities for enrichment of the curriculum through visits and visitors and many clubs run outside of the school day. Visits to places of interest include churches, a synagogue and a Hindu Temple as well as theatre and museum visits. Year 6 pupils have the opportunity to take part in a residential trip to the Isle of Wight, which is part of their personal and social education. Year 6 pupils also enjoyed taking part in a Shakespeare Workshop studying *The Tempest* or *Romeo and Juliet*. Music features prominently in the curriculum and there is a thriving school orchestra and a small choir. The school takes part in many musical activities, which includes performing at music festivals as well as singing for the residents of care homes
23. Induction arrangements ensure that new pupils settle quickly into the Year 3 classes. Similarly, pupils are well prepared for transfer to the senior school through a programme of pupil visits to the secondary school and visits from teachers of the secondary school to Raglan School. Educational inclusion is generally good. However, there is withdrawal from lessons for instrumental music tuition and for extra literacy support, which necessitates some pupils missing substantial parts of other lessons.
24. Staffing and accommodation match the needs of the curriculum well. The recent addition of a large library, an ICT suite and interactive whiteboards in each classroom has enhanced the delivery of the curriculum. There has been good improvement since the last inspection.

### **Care, guidance and support**

The overall care, welfare and support given to pupils is good. Advice and guidance for pupils to improve their work are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.



## **Main strengths and weaknesses**

- Teachers make good arrangements for pupils' welfare.
- Child protection and health and safety procedures are in place and, as a result, vulnerable pupils are well looked after.

### **Commentary**

25. This area of the school's work has improved since the last inspection. Pupils trust their class teachers, who provide the first point of pastoral contact and give good care, guidance and support. Health and safety provision is good. This includes the initiatives to promote 'healthy living', the several trained first aid staff and good risk assessment procedures. A caring welfare assistant looks after pupils effectively. The teachers responsible for child protection are knowledgeable and keep others informed of issues. The personal, social and health education lessons provide time for children to discuss areas of their well-being and development. Relationships with other agencies are used well to ensure that individual problems are dealt with effectively. The special educational needs co-ordinator is well aware of, and caters for, pupils' particular needs; for example, she holds counselling and behavioural improvement sessions.
26. There is a satisfactory system for recording and keeping track of pupils' progress, but the setting of individual targets for improvement (in core subjects) is not properly in place. Pupils are not really sure what they need to do in order to achieve the next level. Exchange of pastoral information amongst staff provides an effective means to check pupils' personal development. This, along with the system of logging concern, provides a deterrent for any oppressive behaviour, like bullying.
27. The school is always ready to listen to pupils' views and there are many informal opportunities for this, while the school council provides more formal structures to which children can contribute their ideas.

## **Partnership with parents, other schools and the community**

Partnership with parents is good and supports their children's learning effectively. Links with the community and other schools are effective and helpfully enhance learning experiences for pupils.

## **Main strengths and weaknesses**

- Parents trust the school and readily support their children's learning.
- Links with other schools and the wider community are productive and result in educational benefits.
- Parents are consulted through questionnaires and their views are considered seriously.

### **Commentary**

28. Links with parents and the community have improved since the last inspection, when they were satisfactory. Most parents are pleased with the education their children are receiving. Regular newsletters and other correspondence keep parents updated about school life and underline changes that are being made. Parents are consulted through questionnaires and their views are considered seriously. The headteacher is working towards forming a parents council. The Governors' Annual Report to Parents fails to give all required statutory information.
29. There are helpful meetings with parents to discuss pupils' progress. Reports to parents tend to be descriptive and do not always provide adequately clear information as to what pupils

should be achieving, nor guidance on ways that pupils may be helped to improve. Parents show good support for parents' evenings, school activities and fund-raising events organised by the parents' association.

30. The visiting groups from the wider community support the curriculum and visiting specialists such as the police and fire service, helpfully raise pupils' awareness of matters related to their well-being. The school reaches out to the community through its charitable fund-raising. The choir visits old people's care homes and harvest festival gifts are donated to the Salvation Army.
31. Close links with the infant and secondary schools support arrangements for transition. The school makes good use of the expertise from its partner secondary schools in order to support several areas of the curriculum, including art and design and physical education. The school is a training partner with a number of teacher training institutions.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is good and the management is satisfactory. The recently appointed headteacher provides good, positive leadership and has a clear vision for improvement. He is supported well by the acting deputy headteacher and senior staff. Overall, the governance of the school is good. There are no significant barriers to pupils' learning, but the number of pupils on roll is declining, which is having an impact on financial resources.

## Main strengths and weaknesses

- The headteacher has gained the respect and confidence of governors, staff and parents.
- Recently introduced management systems have not had sufficient time to take root and the subject co-ordinators' monitoring role is not developed enough.
- The governors have a good understanding of the school's strengths and weaknesses but are not involved enough in strategic planning. A few minor statutory requirements are not met.
- The senior staff create a very good ethos for learning.

### Commentary

32. The recently appointed headteacher has brought a fresh, new impetus to the leadership of the school. In a short time he has gained the respect and confidence of staff, governors and parents. A more open, collegiate style of leadership and management is being developed. However, new initiatives take time to be embedded into school management systems and produce the improved outcomes that they are designed to achieve. The acting deputy headteacher gives the headteacher good support, especially in the key areas of curriculum and assessment. The organisation of year groups, under the leadership of the year group leaders, is also successful because it ensures that there is a consistent approach to planning and assessment. The subject co-ordinators also provide good leadership. They are knowledgeable and provide staff with well-structured subject curriculum plans, which build systematically on pupils' skills, knowledge and understanding. However, monitoring and review procedures are not sufficiently organised to enable co-ordinators to gain a clear view of the standards and achievement of pupils throughout the school. Without this overview, co-ordinators' plans for the future development of their subjects are weakened and targets are not securely based on accurate information or analysis.
33. The membership of the governing body of the school has changed quite considerably in the last year, although there are key governors who have a good level of expertise in the role. They are knowledgeable about school priorities and know how they are expected to be achieved. Information is gained through visits to school, discussion with senior staff, as well as through the usual channels of headteacher reports. Relationships with the headteacher are open and frank. They feel confident enough to challenge decisions and request the reasons behind decisions that effect school policies. There is a strong commitment to supporting the school and they are prepared to give up their own time in order to fulfil their role thoroughly. However, there are some weaknesses in the governance of the school. By their own admission governors feel that they should be more involved in setting the priorities for school improvement and there are minor omissions from the Governors' Annual Report to Parents: an address where the clerk and chair of governors can be reached and progress towards completing the post-OFSTED action plan have not been included.
34. There is a very good climate for learning in the school, which has been created by the senior staff. Pupils are supported well. Those pupils with special educational needs and English as an additional language are given good specialist support in order to ensure that they make good progress. The pupils are drawn from diverse ethnic backgrounds but work together harmoniously in lessons. They are encouraged to collaborate and share their views. Teachers are conscious of the need to include all pupils in activities, but the policy of withdrawing pupils for additional literacy and numeracy support does disrupt the continuity of some lessons.
35. Systems for the appraisal of teachers are well established and provision for continuing professional development is incorporated well into school development planning. Strategic planning is satisfactory. An interim school improvement plan has been produced, which gives a broad outline of the key issues to be tackled, but this lacks some fine detail, particularly the matching of finance and success criteria to school priorities. There are sound systems for the evaluation of teaching and learning, although these are at an early stage of development and

points for improvement are not specific enough. Financial management is efficient and the recommendations of the most recent audit report of 2002 have been met. The school has a clear statement on best value principles and this is being applied well to the decision-making processes. Proper procedures are in place to induct newly qualified teachers and their full entitlement to training and release from classroom duties is honoured.

36. The school has made good progress since the last inspection in 1998. Standards and achievement have improved in English, mathematics, science, ICT, religious education and art and design quite significantly. Although, in the last two years, there appears to have been a levelling out of standards in the core subjects at the end of Year 6, the curriculum is much better planned and the quality of teaching and learning has improved. Some areas that were identified for improvement, such as assessment and the development of the role of co-ordinators, still need a stronger focus if they are to make a valuable contribution to raising standards and achievement.
37. Expenditure per pupil is slightly above average for a junior school in national terms, but below average for a London borough school. Educational provision is good, especially the curriculum and teaching and learning. Pupils' achieve well and standards are above average. Taking these combined factors into account, the school gives good value for money.

### Financial information

#### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	1,540,935	Balance from previous year	54,567
Total expenditure	1,505,319	Balance carried forward to the next	35,616
Expenditure per pupil	2,835		

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Attainment is very good in reading and writing.
- Development of speaking and listening skills is good.
- Effective support is provided for pupils with special educational needs.
- Achievement is good.
- Leadership and management are good.

#### **Commentary**

38. Pupils enter Year 3 with above average standards in reading and writing and speaking and listening skills and by the end of Year 6 achievement has been good and pupils are attaining well above the national average. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening in all areas of the curriculum. Pupils are attentive and listen well in class. Many lessons include a time for pupils to discuss work with a partner or a time for a whole-class discussion. This builds confidence and, as a result, most pupils are articulate speakers by the end of Year 6. This is evident in their ability to ask and answer questions and in the quality of discussion. They talk expressively about their work and things that interest them, with one another and with adults.
39. Standards in reading are well above national averages by the end of Year 6. The reading programme, daily opportunities to read to themselves and the Guided Reading session, where a small group of pupils work with an adult studying the same text, has been well implemented across the school. The adults responsible for these sessions are keeping secure records that track individual's progress. The resources in classrooms are used well and the recently installed interactive whiteboards contribute well to pupils' enjoyment of learning. The new library is in a central position in the school and is a most attractive place for both individuals and whole classes to work, although at present it is only used for exchanging library books.
40. Attainment in writing by the end of Year 6 is well above the national average. Standards have fluctuated in national tests since 1999 but they have remained high in the last three years. Areas for development have been identified and staff have received training in order to boost pupils' performance. New whole-school targets have been set for the coming year. By the end of Year 6, pupils have acquired very good skills in writing. They have many opportunities for using these skills in extended writing, such as in history lessons. Information and communication technology is used to further develop pupils' literacy skills. Pupils listen to stories on CD-Roms, use word-processing packages to present their work and have Internet access for research.
41. Teaching is good. The teaching of English has recently been the focus of intensive development in the school. The resulting marking policy, which aims to correct work according to the learning objectives of the lesson, has raised standards. Marking is now consistent across the school in English. It shows pupils how well they have achieved the task set. However, there are no consistent target-setting procedures for pupils, so that they know exactly what they need to achieve next. Pupils with special educational needs, and those with English as an additional language, are given clear well-focused targets that help them to

improve. They are well supported in lessons by experienced teaching assistants. This raises their achievement. The subject contributes well to pupils' spiritual, moral, social and cultural development through the study of well-chosen texts and through visits and visitors that enhance the English curriculum. For example, Year 6 pupils enjoyed a visit from a Shakespeare Workshop and based some of their writing around this experience.

42. At the time of the previous inspection, the role of the English co-ordinator was not developed sufficiently. There has been good improvement in this respect. There are now two co-ordinators who have an overview of the whole school and have used the available data to identify where there are weaknesses in teaching and learning. They are both new to the post and are continuing to develop the subject.

### **Language and literacy across the curriculum**

43. The use of literacy skills in other subjects is good but it is still an area for development. The importance the school attaches to the use of language across the curriculum is a contributory factor in the very good standard achieved by the pupils.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils achieve satisfactorily.
- Teaching and learning are generally good.
- The curriculum provides pupils with a good range of learning opportunities.
- Assessment procedures are satisfactory, but teachers do not give pupils enough guidance as to how they can improve their work.
- The leadership of the subjects is good, but monitoring systems are not sufficiently developed.

### **Commentary**

44. Standards are above average by the end of Year 6 and have improved significantly since the last inspection, six years ago. This is despite a considerable increase in the number of pupils with special educational needs and those with English as an additional language. However, the National Curriculum test results for the last two years have remained fairly similar, which indicates that standards are levelling out.
45. The quality of teaching and learning, as observed in the inspection, is good. Teachers have a good command of the subject and teach the basic skills of numeracy well. The introduction of interactive whiteboards this term has had a positive impact on pupil learning; it provides a clearer, more visual approach to lessons. Classes are well managed and there are good relationships between staff and pupils. Generally, pupils apply themselves well to tasks, show good levels of interest and work well together. Although teachers plan lessons thoroughly, with clear learning objectives in mind, they do not always match the work appropriately to all abilities within the class. Too often, the tasks set are appropriate for average-attaining pupils, but do not challenge the higher-attaining pupils sufficiently within the class so that tasks match their capability. Evidence from lessons observed during the inspection indicates that pupils' achievement is good, but this is not supported by evidence from pupils' books. Achievement over time is satisfactory. The volume of work produced is only adequate and the presentation of work is often untidy and not laid out systematically. The quality of marking is variable across the year groups, with many teachers not giving pupils sufficient guidance as to how to improve their work.

46. The arrangements the school has made for grouping pupils in mathematics across the year groups is proving successful. Pupils are taught in smaller groups and receive a greater degree of attention in lessons. The school has identified weaknesses in pupils' problem-solving skills and this has become a whole-school focus in mathematics teaching, so that standards can be raised.
47. Assessment procedures are satisfactory. Teachers match pupils' performance against learning objectives and keep appropriate records of achievement. Standardised tests in each year group monitor progress carefully and school predictions for Year 6 results are largely accurate. However, pupils are not given enough guidance as to how they can improve their work further by the use of clear and precise targets.
48. The leadership of the subject is good. The co-ordinator is experienced, knowledgeable and well qualified. She has led the subject effectively over a period of rising standards and improving achievement by pupils. In recent times, she has not had the opportunity to monitor the subject in sufficient depth. Monitoring procedures have been superficial and not focused enough on evaluating the quality of teaching and learning and implementing new strategies for further improvement.

### **Mathematics across the curriculum**

49. The curriculum is well planned and applied consistently throughout the school. There are many opportunities for pupils to improve their mathematical skills in other subjects. In science and information communication technology in particular, mathematics is used well to record information and explore patterns in graphs and pie charts.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average and achievement is good.
- Pupils cover a broad range of scientific topics.
- The quality of teaching and learning is good, particularly of investigative skills.
- Very good use is made of ICT to support pupils' work in the subject.
- Assessment is not used effectively.

### **Commentary**

50. Science is an improving subject in the school. The standard of work seen during the inspection was above that expected at the end of Year 6 for the majority of pupils. Achievement is good and this is brought about by good teaching and learning and access to good learning experiences. The pupils study a full range of topics, and imaginative planning allows access to a wide range of scientific experiences. From their experience of investigations, pupils are usually able to explain their findings in appropriate scientific language by relating them to prior knowledge. They advance reasoned arguments both in oral responses to teachers' challenges and in their written recording. In discussion with pupils, they show a good understanding of the need to ensure fairness in investigations by altering just one variable at a time.
51. Very good use is made of ICT to support pupils' learning in science. In a Year 6 lesson, pupils use a data-logger to measure the brightness of the bulb in their investigation. In Year 5, pupils interpret data produced by sensors over a 24-hour period. Pupils record their work using a word processor and use spreadsheets and databases to create graphs and charts.

52. Teaching and learning are good, overall. Teachers' planning is thorough and based on appropriate learning outcomes, but too little consideration is given to different ability groups within the class. The same tasks are given to all pupils in the class regardless of their capability. Teachers do, however, challenge more able pupils by effective questioning and support slower learners by working alongside them as they carry out their tasks. Pupils with special needs are given appropriate support and help is given to those for whom English is an additional language, which ensures that they make good progress, although they sometimes struggle with the use of technical vocabulary. Teachers are generally knowledgeable about the subject; however, there are few opportunities for teaching assistants to become involved in pupils' learning. Recording of work features the use of highly structured planning and recording sheets in Year 3, progressing to Year 6 when these sheets simply contain challenging prompts and much of the work is recorded in the pupils' own words. Assessment of pupils' work in science is carried out on a regular basis, but the use of assessment data to plan for their future learning has yet to have a significant impact.
53. The subject is well led by the subject co-ordinator and is managed satisfactorily. Since her appointment, she has carried out a review of the subject but has had limited opportunity to monitor the work of other staff by the observation of lessons. The school has invested substantially in resources to support all areas of the science curriculum; this is having a positive impact on learning. Improvement since the last inspection has been good, as both standards and achievement have risen.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Pupils achieve well and attain above average standards.
- The quality of teaching and learning is good.
- Very good use is made of ICT in other curriculum areas.
- There is effective leadership and sound management of the subject.
- Computers in classrooms are underused.
- Recent expenditure on ICT equipment is having a positive impact on raising standards.

### **Commentary**

54. Pupils' standards of attainment are average at the end of Year 6 and they make satisfactory progress. However, pupils in Years 3 to 5 achieve well and attain above average standards because these pupils have gained greater access to up-to-date ICT equipment over a longer period of time. Pupils now show higher than expected levels of skills in the use of a wide range of applications. They are very confident in carrying out operations such as inserting images, resizing and positioning images relative to text.
55. Pupils enjoy using computers and other devices and work productively. In Year 3, pupils use a word processor for descriptive writing and are able to select appropriate fonts, sizes, colours and images. They use a floor turtle and an on-screen program to learn about simple control and a painting package to create images. In Year 4, pupils create newspaper reports as part of their work in history and in mathematics use packages to support numeracy. They produce graphs and pie charts using data about their journeys to school. In Year 5, pupils use the Internet to find information and take part in online quizzes. They enter data into a database and produce tables and charts. All pupils save their own work into a filing system on the network and are able to reload it for subsequent editing.



56. Teaching and learning are good in ICT. Teachers have good levels of expertise and manage pupils very well. The ICT suite is timetabled to allow all classes a one hour session each week and teachers often use the classroom interactive whiteboards for demonstration prior to pupils completing their tasks in the suite.
57. The subject is well led and managed soundly by a conscientious subject leader, who is well qualified and brings enthusiasm to the subject. She has revised the scheme of work<sup>5</sup> for ICT and provides an overview of opportunities for other staff to incorporate ICT into their subject teaching. Recent investment in a well-equipped ICT suite and the installation of interactive whiteboards for almost all classrooms has led to a rapid increase in pupils' access to appropriate opportunities to use ICT and this is being reflected in higher standards. The interactive whiteboards in particular have created a culture in which ICT is an integral part of learning. However, the small number of computers in some classrooms do not allow teachers to plan effectively for group use and, as a consequence, this resource is under-utilised.
58. An assessment system is being trialled, which should enable class teachers to use the results to plan for pupils' future learning, but the impact of this was not apparent during the inspection. Provision for ICT has shown a good level of improvement since the last inspection, when standards and achievement were unsatisfactory.

### **Information and communication technology across the curriculum**

59. There is very effective use of ICT in other subjects of the curriculum, examples being seen in literacy, numeracy, science, art and design, geography, history and design technology. Appropriate packages for use in control technology are available, but no evidence of their use was observed.

### **HUMANITIES**

60. Insufficient evidence was gathered to judge the quality of teaching and learning in **history** and **geography**. A sound scheme of work is used to deliver the full National Curriculum and in each subject is taught in half-term blocks. Teachers have sound subject knowledge and use good questioning skills to encourage pupils to seek out evidence and look for reasons behind events. In discussions, pupils showed a good understanding of historical and geographical issues, such as the need to recycle to protect the environment as well as knowledge of basic facts, such as the position of towns on the South Coast of England or the names of King Henry VIII's wives. During one history lesson a visitor to the school was interviewed by pupils about her experiences of evacuation, with the pupils being able to construct appropriate questions based on the good teaching previously received. Visits to local fieldwork centres and a residential visit to the Isle of Wight are used effectively.
61. Good use is made of ICT to support teaching in these subjects, with pupils using a word processor to create historical newspapers, spreadsheet to create graphs, a graphics package to demonstrate the water cycle and the Internet to download map extracts. Appropriate resources are provided for the subject. There have been few opportunities to monitor the quality of teaching and learning. Although assessment data is collected, it is not being used to aid planning in either subject.

### **Religious education**

Provision in religious education is **good**.

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<sup>5</sup> Scheme of work: plans for delivering required programmes of work

## Main strengths and weaknesses

- Teaching and learning are good and consequently, pupils achieve well, with attainment above the expectation of the Locally Agreed Syllabus.
- The subject makes a very good contribution to pupils' understanding of respect and stimulates interest in different faiths and beliefs.
- Pupils have good opportunities to use their speaking skills.
- A few higher-attaining pupils do not have sufficient opportunity to record their work in depth.
- A few pupils miss parts of their lessons when they are withdrawn for other work.
- Leadership is satisfactory. However, the co-ordinator does not have enough opportunities to monitor teaching and learning.
- There is no formal assessment of pupils' work.

### Commentary

62. The place of religious education within the overall curriculum is good. There is an interesting curriculum in place that focuses on both *learning about* and *learning from* religion. Over the four years in the junior school, pupils study major religions in depth. Attainment is higher than at the time of the previous inspection.
63. Teaching and learning are good and this ensures that pupils reach above average standards. Teachers have good subject knowledge and teach in a way that stimulates pupils' interest and involvement. Most teachers make good use of the new interactive whiteboards to show images and reinforce key concepts. This particularly helps make the subject accessible for the few pupils who are early users of English. Pupils enjoy their lessons; they listen well and contribute with enthusiasm. A key feature across the school is the emphasis on using correct vocabulary. Consequently, pupils express their ideas confidently and fluently. While there are good opportunities for reflection and discussion, there is less emphasis on recording work. A few very able pupils would benefit from more opportunities to record their ideas in depth. Occasionally, pupils miss parts of their lessons when they are withdrawn for small group work.
64. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils have many opportunities to discuss and reflect on intangible aspects of life, such as injustice, poverty, sadness and death. They reflect on the impact of their actions on others. Pupils are helped to discover the meaning behind religions as well as facts and to respect the values of different religions. Discussion with pupils shows that they are able to link religious teaching with everyday life. They know that that the Ten Commandments or the teachings of Buddha can provide rules for life. They understand that stories from different religions can tell us important messages about how we live. From discussion with Year 6 pupils they have a clear understanding of what it means to belong to a religious community. They understand the significance of symbolism and festivals to various religions.
65. The leadership of the subject is satisfactory. The co-ordinator monitors planning and gives informal support to staff. However, there is no formal assessment system throughout the school and the co-ordinator does not have regular opportunities to monitor and therefore influence the quality of teaching and learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Too few lessons were observed in each of the following subjects; art and design, design and technology, music and physical education to make judgments about provision. Inspectors held discussions with the subject co-ordinators and spoke to pupils about what they had learned. Two lessons were seen in art and design, which were sufficient to make a judgement on standards at the end of Year 6, and one in design and technology.

67. In **art and design**, the wide range of work seen indicates that the curriculum is good and that in Year 6 standards are above average. Pupils have regular opportunities to draw, paint, print and use a range of textiles. They have slightly less opportunity to produce three-dimensional works of art. From the time they start in Year 3, care is taken to develop both their skills and their creativity. This is a strong feature throughout the school. The school shows pupils that their work is valued by the attractive way their artwork is displayed. In Year 6, all classes are taught by one teacher in a dedicated art room. This is very effective, as the teacher has high expectations and delivers the subject in a lively and interesting way. Art makes a good contribution to pupils' cultural development. Pupils study a wide range of artists from across the world. They have regular opportunities to visit art galleries such as The Tate Modern and The National Gallery and to participate in events such as *The Big Draw*. The subject co-ordinator does not have regular opportunities to monitor teaching and learning within classes. The weaknesses identified at the time of the previous inspection have been fully addressed.
68. In **design and technology**, evidence supplied by the school shows that coverage of the National Curriculum is satisfactory. The weaknesses related to planning, identified at the time of the previous inspection, have been fully addressed. Pupils' skills are systematically built on. Sketch-books are regularly used by pupils to design, modify and evaluate their designs. From the evidence supplied, pupils are encouraged to be creative. Good enrichment activities, such as pupils' participation in the *science and technology week* enliven the curriculum. Pupils have good opportunities to use their drawing, writing and mathematical skills whilst extending their design and technology skills. There are good, planned links between subjects. For example, in a well taught lesson, Year 6 pupils further developed their understanding of food groups and health issues whilst learning about bread. This is effective in boosting pupils' achievement and improving their standard of work. The new subject co-ordinator does not have regular opportunities to monitor teaching and learning within classes.
69. The school benefits from having a specialist **music** teacher who co-ordinates and manages the subject. She teaches all the classes. A scheme of work is now in place and a good system of assessment and recording of pupils' attainment and progress has been implemented. There is a school choir and an orchestra. The co-ordinator organises many visits and the participation in local music festivals. For the last two years, as part of their music programme, Year 6 pupils have composed songs which have then been recorded professionally.
70. In **physical education**, evidence from discussions with teachers and pupils indicate that the curriculum provision is good. A wide range of learning activities are provided for pupils, which include dance, games, gymnastics, athletics, swimming and outdoor and adventurous activities. In Year 6, pupils attend a residential centre to undertake challenging outdoor activities, which promote personal development as well as enhancing pupils' physical skills and knowledge. Swimming standards are generally average because most pupils in Year 6 can swim 25 metres, which is regarded as the national benchmark. A good range of after-school activities are also provided by the school. The co-ordinator is new to the school but has begun to develop teachers' expertise through in-service training. There have been few opportunities, at this early stage, to monitor the quality of teaching and learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

71. No overall judgement can be made on the provision for **personal, social and health education** because only two brief PSHE sessions were observed during the inspection. In one session, pupils shared their personal experiences whilst in the other session, pupils had discussions on the topic of fairness. Activities have a positive impact on pupils' understanding of social and moral attitudes and they also enhance pupils' speaking and listening skills. All classes have these opportunities and they are usually referred to as Circle Time, because

pupils sit in a circle and discuss subjects of interest. Personal and social development is supported very well by the good school ethos.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*