

INSPECTION REPORT

CUCKOO HALL PRIMARY SCHOOL

Enfield, London

LEA area: Edmonton

Unique reference number: 102018

Headteacher: Mr R. Allen

Reporting inspector: Mr J. Sorsby
14042

Dates of inspection: 15th – 19th January 2001

Inspection number: 196770

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Cuckoo Hall Lane Edmonton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D. Gold
Date of previous inspection:	1 st February 1999

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14066	Gill Hoggard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
18703	Chris Caniff	Team inspector	Information and communication technology Art and design Design and technology Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?
25778	Andrew Hicks	Team inspector	Mathematics Geography Music Equality of opportunity	
2200	Jim Stirrup	Team inspector	English History Religious education Provision for pupils with special educational needs	
23010	Loretta Watson	Team inspector	Science Physical education Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cuckoo Hall is a large primary school with attached nursery in an area of lower and middle income housing in the east of the London Borough of Enfield. There are 477 pupils on roll, compared to the national average of 243. Pupils have a broad range of ethnic backgrounds, with 29 languages spoken. Forty-two per cent of pupils do not have English as their first language, this represents between 35 and 50 per cent of each class. Twenty-six per cent of pupils are on the school's register of special educational needs, and two per cent have statements for their needs, both of which are above the national average. Pupils' attainment on entry to the school is well below expectations.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils enter the school with standards well below expectations and by the end of Year 6, their standards have risen to be at least in line with those in similar schools. Teaching is good and leadership and management are very good. Pupils make good progress. The school is providing good value for money.

What the school does well

- Teaching is good.
- Pupils are well supported in their studies and make good progress.
- The curriculum is good and meets the needs of all its pupils, including those of different ethnic origins and language ability. Provision for pupils' moral, social and cultural development is very good.
- This is a very caring school in which the ethos is good and learning is encouraged.
- The very effective leadership is focused on raising standards while conserving resources.
- Very good use of accommodation and the creation of a good learning environment.
- Very good communications with parents.

What could be improved

- Standards in mathematics at Key Stage 2
- Standards in information and communication technology (ICT) throughout the school.
- The teaching of pupils speaking and listening skills to pupils with low levels of literacy.
- Governors understanding of the strengths and weaknesses of the school and their role in guiding the school's future direction.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in February 1999, at which time it was judged to no longer require special measures. Despite the characteristics of the school having changed, with many more pupils with English as an additional language or special educational needs, standards in English have remained constant. The quality of teaching, monitoring and assessment have improved significantly. The National Literacy and Numeracy Strategies have been successfully implemented, although there has been insufficient time for this to sufficiently raise standards in mathematics at Key Stage 2. Standards in science have improved. The provision of computer hardware and software has improved, but shortness of time since the last inspection has resulted in standards in information and communications technology (ICT) remaining unsatisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	E	D	D	B
Mathematics	E	E	D	C
Science	E	E	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Because of the considerable language difficulties experienced by children, standards in the Foundation Stage are well below national expectations. By the end of Key Stage 1, pupils begin to overcome their language difficulties. However, the improvement is insufficient to impact on test results, and in 2000, reading and mathematics results were well below the average for similar schools, while in writing they were below average. By the end of Key Stage 2, pupils achieved above average results in English and average results in mathematics and science compared to similar schools. A weakness was the below average proportion of pupils who achieved the higher than expected Level 5. However, the trend in results improved over the past year, as did the proportion achieving Level 5. The standards of work performed by the current Year 6 are average in English and science but below average in mathematics. In relation to their attainment on entry to the school, pupils are achieving well.

Throughout the school, standards in ICT are below expectations, while in physical education they are above expectations. In all other subjects where judgements were possible, standards are in line with national expectations.

The school's targets for pupils reaching Level 4 in English and mathematics in 2000 and 2001 are as follows.

YEAR	ENGLISH	MATHEMATICS
2000	65 per cent	63 per cent
2001	70 per cent	66 per cent

In 2000 the school far exceeded its targets in English and mathematics. Targets for the year 2001 are lower than current pupils' ability would indicate, and are likely to be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are keen to learn and to participate in school life.
Behaviour, in and out of classrooms	Good. Pupils act responsibly and there are very few instances of anti-social behaviour or bullying.
Personal development and relationships	This is a harmonious community in which pupils' personal development is very good and relationships are very good.
Attendance	Unsatisfactory because attendance rates are lower than the national norm. However, this is because a small number of non-attending pupils are maintained on role in order to ensure they receive appropriate welfare support.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, teaching is good throughout the school. The teaching of English, literacy, mathematics and numeracy is good throughout the school. Teachers' management of pupils is a particular strength. Teachers' use of time and support staff, their teaching of basic skills, their assessment of pupils, the effectiveness of their planning, their expectations of pupils and their range of teaching methods are all good. All these factors support pupils' learning. The use made of homework is satisfactory.

A total of 69 lessons or parts of lessons were observed. Ninety-four per cent of teaching was satisfactory or better, with 58 per cent being good or better and 20 per cent being very good or better. Two excellent lessons and four unsatisfactory lessons were observed. It should be noted that the four teachers who each taught an unsatisfactory lesson also taught good, very good and in one case an excellent lesson.

Overall, teachers are skilled at meeting the needs of pupils including those with special needs and those for whom English is not their first language. While further improvement is possible, teachers plan satisfactorily to meet the needs of pupils for whom English is not their first language. Planning for the needs of more able pupils is less effective in its implementation, but remains satisfactory. Children's learning in the Foundation Stage is hindered by their poor language skills, but is never the less satisfactory. Pupils' learning in both key stages is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a good range of learning opportunities covering all subjects of the national Curriculum and religious education. The full curriculum for ICT is not being taught. The personal, social and health education program is excellent.
Provision for pupils with special educational needs	Good. The identification of pupils with special needs and planning to meet their needs are good, resulting in good individual educational plans.
Provision for pupils with English as an additional language	Good. Teachers work hard to ensure the inclusion of all pupils in all lessons. However, there are weaknesses in developing individual work programs to enhance pupils' skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is very good. Provision for pupils' spiritual development is mainly restricted to assemblies and religious education and does not feature across the breadth of the school curriculum. It is satisfactory.
How well the school cares for its pupils	Very well. The school is a warm and caring environment that makes a special effort to reach out and include all pupils. Procedures for monitoring pupils' academic and personal development are very good.
How well the school works in partnership with parents	The school has good links with parents and provides them with very good information, particularly about their children's welfare and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the deputy, key stage co-ordinators and the special educational needs co-ordinator provide very good leadership and management. Subject co-ordinators are very effective.
How well the governors fulfil their responsibilities	Satisfactory. Many governors are new, and not all have a sufficiently detailed knowledge of the school to play a full role in decision-making.
The school's evaluation of its performance	The school very effectively considers all available data, including test results, in developing its plans.
The strategic use of resources	Very good. The school carefully targets resources to improve pupils' attainment. There is a sufficient number of support staff to meet the demands of the curriculum and adequate learning resources. The accommodation is good and includes several specialist areas such as a music room. The school rigorously seeks to get the best value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like coming to school• That their children make good progress• That teaching is good• That the school has high expectations of pupils• That the school is approachable with questions or problems	<ul style="list-style-type: none">• The range of activities outside lessons• The amount of homework set• The information they receive about their children's progress

Less than one in five parents responded to the questionnaire, and the views here tabulated cannot therefore be regarded as wholly representative. However, inspectors agree with the positive views expressed, and disagree with the negative views. Inspectors judge that the amount of homework set and the range of activities outside lessons are satisfactory and that parents receive very good information from the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most pupils start school with levels of attainment that are well below average in all areas of learning. By the time they begin the National Curriculum, their literacy, language and mathematical skills are still well below average. Children's knowledge and understanding of the world, their physical and creative development and their personal, social and emotional development all meet expected standards by the time they start the National Curriculum.

2. Despite the good progress made in Key Stage 1, attainment in reading and writing is well below average by the time pupils are seven. It takes many pupils, particularly those with English as an additional language and those with special educational needs, until the beginning of Key Stage 2 to develop basic English skills. Progress in Key Stage 2 is good with most pupils achieving standards in line with national expectations. Few pupils however, go on to achieve the higher than expected Level 5.

3. Below average attainment in English, often because it is a new language for pupils and one that they seldom hear at home, hampers attainment in many other subjects of the curriculum. However, pupils are hard working and learn and achieve well, and by the end of Key Stage 2, their attainment across the curriculum has improved significantly.

4. In mathematics, the school's results in the national tests at the end of each key stage are rising steadily. However, current standards in both key stages are below national averages. This is because, although most seven and eleven-year-olds work at the levels expected for their age, few pupils work at higher levels. Consequently, overall standards are below national averages. Many pupils make calculation errors in number work.

5. Attainment in science is average at the end of both key stages. In 2000, attainment at the end of Key Stage 1, based on teacher assessment, was in line with national averages. The number of pupils achieving Level 3 was well above the national average. The results in the 2000 national tests at the end of Key Stage 2 showed that attainment was in line with national average, with the proportion of pupils achieving the higher than average Level 5 being just below the national average.

6. Standards of attainment in ICT are below expectations at the end of both key stages. Pupils in Key Stage 1 use the computer confidently and have developed basic word processing skills. Older pupils use computers to write stories, edit work and find information. Insufficient use is made of ICT to support work in other subjects, and there are not enough opportunities for pupils to practice their skills. The school not teaching the full curriculum also adversely affects standards.

7. Standards in art and design are in line with expectations in both key stages. Pupils have experience of and practise a good range of art and design skills. Their work shows the influence of the famous artists and other cultures they have studied. The quality of artwork displayed around the school makes an important contribution to the quality of the visual environment and to pupils' cultural development.

8. Standards in design and technology are broadly in line with national expectations by the end of both key stages. There is insufficient evidence to assess pupils' standards in geography.

9. Pupils make satisfactory progress in history and achieve standards in line with expectations for their age. Pupils develop an effective understanding of changes over time and specific periods of history. They study great figures of the past and consider their impact on society.

10. In music, pupils sing unison songs in assemblies and lessons with enthusiasm. Most sing rhythmically and in tune, although older pupils find this difficult when the pitch rises. Overall, singing is satisfactory. There is insufficient evidence to judge standards in other aspects of music.

11. Attainment in physical education is above expectations in both key stages. Pupils have a good understanding of the importance of exercise. They achieve good standards of control and very high levels of stamina for pupils of this age.

12. Pupils make satisfactory progress in religious education and achieve standards in line with the expectations of the locally agreed syllabus. By the time pupils are eleven they have a simple understanding of a number of world religions, their prophets, their holy books, their celebrations and their festivals. Pupils see how different religions impact on the way we live our lives.

13. Pupils identified as having special educational needs in reading, writing and numeracy make good progress in relation to their abilities. Their needs are identified in Year 1 following a number of appropriate tests, and individual education plans (IEPs) are set for pupils on Stage 2 of the Code of Practice. Pupils on Stage 1 are given a Record of Pupils Concern. Targets for improvement are agreed termly. Pupils generally achieve good progress against their individual targets. Pupils with disabilities or behavioural problems are provided with IEPs that match their personal requirements.

14. Pupils with English as an additional language are well integrated into lessons. They quickly build up self-esteem and make the same progress as other pupils. These pupils make good progress in their reading and writing but slower progress in spoken English.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school are almost always positive and enthusiastic. The school has largely maintained the high standards found at the last inspection. Parents report their children are happy to come to school and enjoy the activities. In lessons pupils are eager to learn, for example, in a Year 2 art and design lesson on observational drawing they were keen to get started on drawing the fruit, tried hard and behaved well. Pupils in Year 5 learning about the geography of St. Lucia persevered well, despite the difficulties in writing that some experienced. Year 6 pupils in physical education listened attentively to instructions about different ways of travelling. Even in the nursery, where many are completely new to English and to learning, they are attentive and keen to participate. However, behaviour sometimes lapses when tasks are too long or too complicated; for example a lower ability group in Year 1 lost focus and began playing when they were given no support with their writing tasks. Some children have short attention spans and low levels of literacy, but lack of concentration or silly behaviour is almost always linked to inappropriate tasks being set.

16. As they progress through the school pupils improve dramatically in their ability to work sensibly with each other. In a Year 2 science lesson about recognising seeds, pupils worked well in groups to discuss the criteria and then used their own initiative in cleaning up the soil. Personal and social education has a high profile in the school and its effects are noticeable even in the early years classes. Pupils learn progressively to listen to each other, for example in circle time, and to share ideas, as exemplified in a Year 1 art and design lesson looking at

the patterns found in buildings. In physical education lessons they watch each other's performances with respect, and they applaud one another when they who are given rewards or merits in assembly. Older pupils are beginning to reflect on their experiences, for example in looking at the poetry of Blake in Year 6. Pupils with special educational needs and who speak English as an additional language are fully integrated into the life of the school. This harmonious, inclusive and tolerant atmosphere is a strength and a particular support to newcomers.

17. Behaviour around the school is good and often very good. Pupils move through the long corridors to assembly, playtime and physical education lessons sensibly and quietly, and play happily together in the playground. However, some outside ball games are too boisterous and at times quieter pupils find them intimidating. Pupils are generally courteous and trustworthy, no evidence was seen of damage or graffiti (though the school does suffer from outsiders causing vandalism) and children play sensibly and independently with board games at lunchtimes. They are keen to take on responsibilities, for example in operating tape recorders or song sheets in assembly, acting as librarians, in paired reading and in charity initiatives such as running a stall for the Blue Peter appeal. They also enjoy working independently in the library or on a computer.

18. At 93.9 per cent, with 6.1 per cent authorised absence and no unauthorised absence attendance is below the national average, and therefore unsatisfactory. However, the school keeps a number of longer-term absentees on roll, which artificially depresses the figures. This is done in order to ensure that these pupils receive appropriate welfare services. Pupils generally arrive on time to school and to lessons, though a small minority continue to come in after 9 a.m. There were no exclusions in the last school year, which is in keeping with the school's inclusive ethos.

19. The school sees pupils with special educational needs as an integral part of the school community. Pupils with special educational needs adopt a positive approach to all subject activities, and work with real commitment. They work well independently and collaboratively, with both classroom assistants and other members of the class.

20. There are pleasant working relationships amongst all pupils regardless of ethnicity. Pupils who have a good knowledge of spoken English willingly support those who are less confident.

HOW WELL ARE PUPILS TAUGHT?

21. During the course of the inspection, 69 lessons or parts of lessons were observed. The overall quality of teaching and learning is good in the Foundation Stage and both key stages. In the Foundation Stage, 63 per cent of teaching was good, with the remainder being satisfactory. In Key Stage 1, 36 per cent of teaching was very good or better, 28 per cent was good and 28 per cent was satisfactory. Two lessons were excellent, while two lessons were unsatisfactory. In Key Stage 2, 14 per cent of teaching was very good, 39 per cent was good and 41 per cent was satisfactory. There were two unsatisfactory lessons.

22. These results represent a very significant improvement in the quality of teaching since the last inspection. The quality of teaching in twice as many lessons is now judged to be good or better. In 1999, 20 per cent of teaching was judged as unsatisfactory. This proportion has now fallen to six per cent.

23. The teaching of children in the foundation stage is good. Teachers' medium term

planning ensures a full coverage of the required curriculum. There is a sound system of assessing children on entry and maintaining day-to-day assessments. In personal, social and emotional education, staff encourage children to be independent and develop good relationships with others but some opportunities to develop children's vocabulary are missed for the younger children. The use of imaginative resources is a good way of holding children's attention and getting them to concentrate on developing their speaking and listening. The teaching of mathematics is satisfactory although some children's understanding and use of mathematical language is insufficiently developed. The stimulating environments provided in the nursery and reception classes provide a variety of opportunities for children to develop their knowledge and understanding of the world. Provision for the development of children's creative and physical skills is good.

24. The quality of teaching in English and literacy in both key stages is good. Teachers interpret the National Literacy Strategy in an effective manner and promote good learning in the literacy hour. Lessons are well planned, resourced and managed. Teachers have high expectations of pupils and provide them with a good range of group activities of differing complexity. The final part of each lesson is used well to celebrate learning and to assess pupils' understanding.

25. While the quality of teaching in the mathematics lessons observed was satisfactory overall, other evidence, including the progress being made by pupils and the quality of their written work indicates that over the long term, pupils are learning well in both key stages. The National Numeracy Strategy is well established, and is contributing to rising standards. Teachers have sound knowledge of the subject. They explain work well and engage pupils in effective questioning. Class management is almost always good or very good, and this, coupled with good pupil behaviour and positive attitudes, leads to busy lessons and a productive working atmosphere. Lower attaining pupils are well supported by additional teachers and classroom assistants. There are no overall teaching weaknesses. Two unsatisfactory lessons were observed. In the first, work was set that was too hard for the pupils. In the second, there was muddled teaching of specific techniques.

26. The teaching of science is good. Teachers plan their lessons carefully and use their knowledge of pupils to provide opportunities for them to deepen their understanding of topics. They encourage pupils to use their initiative when organising resources and to develop their ability to work well both independently and within groups. Pupils respond very positively and make good progress as they move up the school.

27. Within the limitations of the school not teaching the full National Curriculum for ICT, the quality of teaching is good. Teachers are secure in their knowledge and understanding of the units of work they are teaching. Careful attention is given to the teaching of skills.

28. The quality of teaching in art and design is good. Lesson planning is good and closely follows the scheme of work. Teachers make good use of the work of artists, demonstration and clear explanations to develop pupil's understanding of the visual elements, such as tone, line and texture.

29. No teaching of design and technology was observed and no judgement can therefore be made on the quality of teaching.

30. In geography, too few lessons were observed to make reliable judgements about the quality of teaching overall. Both lessons observed were satisfactory.

31. In history, too few lessons were observed to make reliable judgements about the quality of teaching overall. The quality of teaching in the single lesson observed, was

satisfactory. The lesson was well planned, resourced and organised. Opportunities were provided for pupils to work in a collaborative manner and to use simple research skills.

32. Only two lessons were observed in music during the inspection. This is insufficient to judge the overall quality of teaching. One lesson was good. It was well planned, resources were prepared before hand and the lesson was conducted at a brisk pace. Consequently, pupils learned well. The other lesson was unsatisfactory, because the teacher was not sufficiently clear about the difference between musical volume and pitch, and as a result gave pupils incorrect information.

33. The teaching of physical education is very good and is a strength of the school. Teachers are confident and lessons are stimulating and challenging. They build on pupils' skills and aptitude and encourage them to reach their full potential.

34. Teaching in religious education is satisfactory. Teachers provide pupils with the opportunity to develop an understanding of a range of world religions and how they impact on our daily lives. Teachers utilise a good range of resources, including pupils' own experiences and promote a reflective environment, where religious issues can be discussed in a respectful manner.

35. Good teaching results in pupils with special educational needs making good progress with their learning in all subjects. Teachers are fully involved with the special educational needs co-ordinator in writing individual educational plans, which clearly outlines the way the curriculum is to be adapted to meet identified needs. Good working relationships exist between teachers and classroom assistants, with assistants making a valuable contribution to pupils' learning.

36. Teachers give careful guidance to pupils with English as an additional language and the support assistants help pupils to understand the language used by the teacher and to learn effectively. However, support assistants are often insufficiently focused on meeting the needs of these pupils, and there is insufficient emphasis on planning individual programs of study for them. Insufficient use is made of visual resources or ICT to support their language development and learning in all subjects of the curriculum.

37. Good support for lower attaining pupils and those with special educational needs in lessons ensures that they make good progress. However, higher attaining pupils do not always receive sufficiently demanding work to enable them to reach their potential. Teachers are good role models for pupils to follow, and lessons proceed in a harmonious atmosphere where all pupils' efforts are appreciated and respected.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

38. The school provides a good range of opportunities for all pupils, which can be seen through the wide range of work displayed throughout the school. The curriculum provides a wide range of learning opportunities in all subjects, while placing appropriate emphasis where required. However, the school is unable to meet statutory requirements in ICT due to insufficient resources and lack of access to the Internet. The school is aware of this and is taking action, as indicated in the school development plan.

39. The curriculum for children in the nursery and reception classes is based on the new Foundation curriculum. It is well planned and gives younger children an appropriate range of

practical learning experiences. The National Literacy and Numeracy Strategies are well managed and there is a strong focus on the development of basic skills. Since the last inspection, schemes of work for all foundation subjects have been completed. These reflect the requirements of curriculum 2000 and have been shaped to the particular needs of the pupils. The schemes are detailed and provide good guidance to help teachers plan lessons. Teachers plan in year group teams, which ensures consistency of coverage across parallel classes.

40. The schools' main focus is rightly on literacy and the amount of time allocated to English is substantially above average. There are planned opportunities for pupils to use their reading and writing skills in all areas of the curriculum; for example, the Year 2 evaluations of their wheelchairs that were made in design and technology. However, not enough attention is given to planning for the development of pupils' speaking skills in order to extend their vocabularies and put into practice what they learn in literacy lessons. Pupils use their numeracy skills in subjects such as ICT and design and technology; for instance Years 5 and 6 were observed applying their number skills when investigating spreadsheets.

41. The school is strongly committed to equal opportunities and works hard to meet the needs of all its pupils. The range of cultural heritages represented in the school is recognised positively within the curriculum. Every pupil, including those with special educational needs or who speak English as an additional language, has equal access to all aspects of the curriculum. The provision for pupils with English as an additional language is good. They receive additional specific guidance from support teachers. Although the procedures for monitoring and tracking these pupils is good, there are no individual programmes of work in place to meet their specific needs.

42. Good support for lower attaining pupils and those with special educational needs in lessons ensures that they make good progress. However, higher attaining pupils do not always receive sufficiently demanding work to enable them to reach their potential. Teachers are good role models for pupils to follow, and lessons proceed in a harmonious atmosphere where all pupils' efforts are appreciated and respected.

43. The quality of the curriculum is enriched by good use of visits and strong links with the community. These make a significant contribution to pupils' personal and social development. The visits provide good opportunities for pupils to learn about aspects of science, art and design, history and religious education at first hand. All pupils make visits outside school; for example Year 2 pupils visit the Science Museum, while Year 5 pupils visit the Globe Theatre. Well-forged links with the local community are established, for example, through participation in the Enfield Sings and River Lea projects. Pupils also enjoy the experience of working with artists and musicians in residence. A number of sports clubs are available for pupils to join and opportunities exist for pupils to take part in outdoor activities and indoor games, such as chess, during the dinner break. Through the links with the local secondary school pupils have opportunities to see various school performances and take part in activities including science and sport.

44. The school makes excellent provision for pupils' personal, social and health education. A formal policy and programme has been drawn up. There are regular opportunities for pupils to discuss a wide range of issues during 'circle time.' The behaviour policy is implemented consistently throughout the school providing a firm basis for social education. School rules are derived from the core concepts of respect for one another and personal responsibility. The very good relationships in the school help to foster pupils' independence; there are frequent opportunities for pupils to use their initiative during the school day. The school council provides a useful and relevant forum for discussing issues related to the school community. This and the Junior Citizen Scheme contribute to pupils'

understanding of citizenship. There are very good programs for sex education and understanding of drug misuse.

45. Provision for pupils' moral, social and cultural development is very good, while that for their spiritual development is satisfactory. This was also the judgement reported at the last inspection. Pupils' spiritual development is fostered through assemblies in which pupils are encouraged to take part in prayer and meaningful reflection. It is underpinned by religious education lessons. During the well-planned 'circle times' pupils also discuss and reflect upon issues important to them. Opportunities to extend pupils' spiritual awareness across other subjects of the curriculum are less well developed.

46. The school makes very good provision for pupils' moral and social development. These aspects are built into the heart of the school, which gives strong emphasis to the teaching of moral values and distinguishing right from wrong. Pupils consider moral and social issues; for instance rules and laws and understanding the consequences of anti-social behaviour. The school has high expectations of pupils' behaviour. Pupils are encouraged to make responsible choices and take responsibility for themselves, each other and the school. Adults in the school are good role models for the pupils. The school council provides pupils with the opportunity to play a more significant role in the school community and enables them to develop a better understanding of the nature of responsibility.

47. The school's overall provision for pupils' cultural development is very good. Pupils are given suitable opportunities to gain an understanding of a wide range of beliefs and practices of different faiths through religious education. Awareness and recognition of the different cultures represented amongst the pupils in the school is increased through assemblies, such as that focusing on journeys and beginnings in which pupils learned how to say 'Happy New Year' in a wide range of languages, and in geography, literature, drama, art and design and music. Visits from theatre groups, musicians and artists enable pupils to take part in drama, dance, singing and art and design workshops making a significant contribution to pupils' cultural development, as does participation in the school productions.

48. The school is successful in adapting the curriculum to ensure that pupils with special educational needs participate fully and make good progress. Work in most classes is planned at three levels of complexity to provide for the needs and abilities of special educational needs pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school has continued to build on the previously reported good procedures for monitoring pupils' academic and personal development. The process begins with the assessment of pupils' early skills, particularly language skills, not long after they enter school. Translators are available for pupils who have little or no English in order to gain an accurate picture of what they know and can do. The information is used to decide on the level of support that is required. Once identified the progress of these pupils is carefully monitored and recorded.

50. The assessment co-ordinator and senior management team have developed a wide range of effective assessment and recording strategies. Assessment in literacy and numeracy is very good. The results of all standardised tests in Key Stage 2 and the end of key stage national tests in both key stages are analysed in great detail by gender, ethnicity and English as an additional language. This enables the school to track pupils' progress from year to year and to identify pupils who are likely to benefit from focused support through initiatives such as the Catch-up Reading Project. In addition individual portfolios containing samples of pupils' work provide another useful source of information about progress. The

samples are marked and levelled against end of key stage descriptions so that teachers are clear about the standards pupils are achieving.

51. Opportunities for assessment are built into the new schemes of work for the foundation subjects. Pupils' attainment is summarised at the end of the year and matched against the level criteria in the national curriculum. The use of day-to-day assessment in lessons is generally good and informs the organisation of ability groups and support within the class.

52. The school is a warm and caring environment where all staff know individual pupils well and encourage them to achieve their best. It has also been very successful in improving assessment and monitoring, an area for development at the last inspection.

53. Good attendance is encouraged and promoted through communications with parents and simple, clear procedures understood by all. Latecomers are directed through the main doorway and their names recorded; persistent lateness or absence is followed up by the deputy headteacher. Registers are completed according to statutory guidelines.

54. Behaviour management is a strength of the school, this being recognised by parents. Recent in-service training has been extremely successful and even pupils new to the school and, in some cases to English, quickly learn routines and procedures. This is particularly important because of the number of pupils joining the school throughout the academic year. Teachers manage behaviour consistently across the year groups by using rules negotiated by each class and a range of rewards and sanctions. Despite the large number of pupils, teachers know them well and monitor their achievements and behaviour closely. There are lunchtime homework sessions for those pupils who need help; 'focus' children are selected for short periods and their behaviour modified through praise and close attention. Pupils with special educational needs and those who speak English as an additional language are well supported in their learning. The whole staff, both teaching and non-teaching, are wholly committed to creating an open, friendly and tolerant community, and in this, they are successful. Recommendation assemblies are particularly effective in celebrating effort and attainment. Good role models, a range of multicultural displays and resources and strong supportive leadership have created a school that celebrates diversity and encourages all its members to work in harmony.

55. Child protection procedures are fully in place and, as required by the local authority, there are three designated persons responsible. Staff are fully conversant with appropriate procedures and in this regard, the induction of new staff is particularly detailed. Welfare and medical arrangements are thorough and well organised by the Welfare Assistants, who, together with the Supervisory Assistants maintain accident books and keep them up to date. Toilets and eating arrangements are clean and pleasant, and the school maintains a high standard of order and cleanliness. The health, safety and welfare of all pupils are given a high priority.

56. The school has effective systems to identify, assess, support and monitor the needs of pupils with special educational needs, whether it be physical, behavioural or learning difficulties. Timely and appropriate help is given to all pupils. The school responds to requirements as outlined in pupils' statements of special educational needs, and fully implements the Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Although only a small number of parents and carers responded to the questionnaire or came to the pre-inspection meeting with the Registered Inspector, the views they expressed were positive. They are very supportive of the school's efforts and feel their children are making good progress and are happy to come to school. They report the school is approachable, well led and managed and the teaching is good. Behaviour is also praised. Inspection findings confirm these views, in particular that recent initiatives on behaviour management have had very positive effects on pupil behaviour.

58. A minority of the small number of parents who responded to the questionnaire felt that the school did not communicate adequately with them and that there were not enough extra-curricular activities. Opinions on homework were somewhat mixed; a minority felt that it was not always set or used consistently, but the inspection found no evidence to support these negative views.

59. The quality of information provided to parents is very good. The prospectus is lively and readable and also available in audio or large-print versions; regular newsletters and curriculum information are sent home. Notice boards and displays contain information for parents, as do a range of leaflets; some information is translated for those parents who have little knowledge of English and some staff speak community languages. Staff from the Foundation Stage make home visits before children join the school. Reading diaries are used to communicate between home and school and there have been a number of curriculum meetings, though these were poorly attended. Annual reports to parents are well presented and contain the information necessary to give parents a full picture of their child's progress; parents also report it is easy to discuss this informally with the class teacher if necessary. Parent consultation evenings, offered twice a year, are very popular and there is a thoughtful home-school agreement. Parents of children with special educational needs are involved appropriately in their children's education. The headteacher and the deputy are very approachable, for example, by being out on the playground each morning and by sending home regular questionnaires. The school works hard to build and maintain its links with parents, both formal and informal.

60. Parents are involved in their children's education in a number of ways and are warmly welcomed by the school. The active Parents' and Friends' Association runs social and fundraising events, such as the Christmas and Summer Fayres and provide refreshments for parents' evenings. Parent-governors are very supportive of the school. A number of parents come into school to help with reading or in classes, such as the Nursery volunteer seen helping with a paper collage. Others help on trips and visits, such as the recent trip to the Globe Theatre. Some parents read stories to younger children in their own language, for example Somali. Concerts and performances are well attended, and some parents also contribute their time and skills, for example, by bringing in a Greek musical instrument to play in school or by painting scenery. Parents of pupils with special educational needs are regularly informed of their child's progress and are fully involved, where appropriate, in the termly review process. Overall, the contribution of parents to their children's learning at school and at home is satisfactory.

61. The school makes every effort to establish links with parents and carers, and the quality of existing links is good. It provides notes and information in the home language, and when needed it arranges interpreters to speak to parents. The bi-lingual support assistant has been instrumental in encouraging a few parents into school to read to pupils in their own language. She has also set up a Turkish and Somali library that is open twice a week after school so that parents and pupils can choose and talk about books together.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. Since the last inspection there has been a significant change in the characteristics of pupils joining the school. The proportion of pupils for whom English is a second language has grown and in some classes, is almost half the pupils. The numbers of pupils with special educational needs has also grown, as has the number of pupils joining the school at times other than the normal times of entry. Despite these changes, pupils' standards of attainment have been maintained and in some subjects, improved. This is as a result of a complex mix of factors, all of which have been driven by very good management.

63. The headteacher and deputy, who form a very effective "headship team" are quietly effective, clear thinking and highly skilled. They are successfully identifying and addressing issues as they arise. The National Literacy and Numeracy Strategies have been successfully introduced, and monitoring and assessment of pupils has been greatly improved. This in turn has resulted in better planning, and improvements in teaching and in pupils' attainment. They have also very effectively undertaken a program of monitoring teaching to help teachers identify their strengths and to improve in areas capable of development. The headship team are well supported by the senior management team, who in turn support the good quality of work undertaken by subject co-ordinators.

64. The school is very successful in using all available data in evaluating its own performance and taking effective action to deal with areas of relative weakness. The school is clear about its educational priorities, and the headship team sets an appropriate educational direction. This is reinforced and consolidated by the careful targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflect the schools aims and values, in particular the valuing of every pupil and the inclusion of all.

65. As a result of its previous weaknesses the school has been fortunate in attracting significantly higher than average funding. All funds have been efficiently used for the purposes for which they were granted. Despite the high level of funding, the progress being made by pupils, most of whom have little or no English language skills on joining the school, the good quality of teaching and the very good leadership and management mean that the school continues to provide good value for money.

66. The chairman and his colleagues on the governing body are hardworking and dedicated, and have stood by the school while it has gone through its most difficult times. Throughout, they have sought to monitor the schools progress and to initiate or support appropriate action. However, a number of the current governors are new to the role and are not yet sufficiently well informed about the school, its strengths and weaknesses. While governors carry out all their statutory responsibilities, the superficiality of their knowledge has not enabled all of them to participate fully in the school's decision-making processes.

67. The headteacher and deputy recognise and build on the strengths of others, and support those with weaknesses. Their commitment to the staff is exemplified by the investment they make in the professional development of the staff.

68. The school's educational priorities are very well supported through meticulous financial planning. The chairman and the headship team have a very good understanding of school finance, and work well together bringing their complementary skills to bear on the financial planning and management aspects of the school's work. The school makes good use of information and communication technology in financial planning and management, and in its general administration. Careful financial planning has resulted in significant funds now being available to enable the school to commence redeveloping its building.

69. The management plan contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to improve pupils' attainment, and the budget is driven by the plan.

70. All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently and appropriately managed and used. There are very good internal systems for the safety of funds, and the checking and balancing of day-to-day transactions, competently managed by the school's administrative officers. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain best value when making purchases of supplies and equipment or employing services.

71. There are enough teachers to teach the curriculum effectively and nearly all have had appropriate training for this phase of education. Staff with management responsibilities have undergone a range of training to enable them to function effectively, for example as subject leaders. Support staff are largely well used. However, support to pupils for whom English is not their first language is not always efficiently targeted or sufficiently skilled. The support and induction of teachers new to the school is very good and is a strength. New teachers are well supported by colleagues, and are able to quickly function as part of the school community.

72. The accommodation is spacious and offers good facilities such as a television room, two halls and specialist rooms for art and design and music. Good use has been made of potentially challenging areas such as very long corridors and a large open playground. However, despite some improvement since the last inspection, there are insufficient clearly defined quiet areas where boisterous games do not dominate. The school is maintained and cleaned to a high standard.

73. Resources for learning are satisfactory overall, with particular strengths in English (good libraries) and history (a good range of artefacts) However, there are insufficient computers or software and no equipment for teaching control and modelling. These deficiencies, for which remedial plans exist, are having a negative effect on attainment in ICT.

74. The provision for pupils with special educational needs is well managed, with liaison and relationships between the comparatively new special educational needs co-ordinator, headship team, senior management team, teachers and classroom assistants being good. Identification, support and monitoring procedures are organised in an effective manner All support for pupils with special educational needs is provided within the classroom, rather than in separate lessons. There is no special accommodation for pupils with special educational needs. Resources for special educational needs are good.

75. The school takes an active approach in ensuring that all pupils have equal access to everything that it provides. Clear policies, support from local advisory services and regular coordinator monitoring of all aspects of the school's work have developed teachers' awareness of the needs of all in the school community. Consequently, the school's aim that "all individuals are valued and respected", made clear in the prospectus, is reflected very well in all of its practices.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to further improve the quality of education, build on the strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

(1) raise pupils' attainment in mathematics by supporting lower attaining pupils while extending the support for higher attaining pupils, by providing them with more challenging work which is closely matched to their ability.
See paragraphs 4, 119 - 122

(2) continue to improve the teaching of pupils with low levels of literacy by

- extending the professional training of all staff in order to better support pupils with English as an additional language, and others with low levels of literacy skills, particularly in the development of pupils' speaking skills. See paragraphs 103 - 106
- ensure more focused use of support staff to pupils with low levels of literacy and develop individual learning programs for those pupils in most need. See paragraph 71
- ensure that all staff display a uniformly high standard in their own use of spelling, grammar and pronunciation. See paragraph 117
- increasing the use of role play and drama. See paragraph 106

(3) as indicated in the school development plan, raise standards in information communications technology (ICT) by (See paragraphs 6, 154 and 159)

- improving the availability of computer hardware and software and other ICT equipment
- implementing the full national curriculum
- broadening the use of ICT in pupils learning of other subjects

(4) continue to strengthen the role of the governing body by (See paragraph 66)

- ensuring all governors have a detailed knowledge of the school, its strengths and weaknesses
- encouraging governors to play a more critical and enquiring role in the school's decision making processes

77. One further weakness identified in this report which should be considered by the school is as follows:

Develop the use of the playground to allow for more quiet areas where pupils can choose not to participate in boisterous activities. See paragraph 72.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	17	38	36	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	414
Number of full-time pupils known to be eligible for free school meals	N/A	126

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	123

English as an additional language

	No of pupils
Number of pupils with English as an additional language	187

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	34	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	33	30	34
	Total	52	50	57
Percentage of pupils at NC level 2 or above	School	84 (78)	81 (74)	92 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	24
	Girls	32	34	34
	Total	51	55	58
Percentage of pupils at NC level 2 or above	School	82 (69)	89 (74)	94 (81)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	34	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	22
	Girls	30	24	27
	Total	47	43	49
Percentage of pupils at NC level 4 or above	School	80 (69)	73 (58)	83 (66)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	20
	Girls	30	28	30
	Total	45	48	50
Percentage of pupils at NC level 4 or above	School	76 (65)	81 (52)	85 (61)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	28
Black – African heritage	23
Black – other	20
Indian	4
Pakistani	0
Bangladeshi	7
Chinese	1
White	251
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	21.1
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	29

Total number of education support staff	2.0
Total aggregate hours worked per week	71.5

Number of pupils per FTE adult	9.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	971 948
Total expenditure	910 610
Expenditure per pupil	2 042
Balance brought forward from previous year	61 083
Balance carried forward to next year	122 421

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	443
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	0	2	0
My child is making good progress in school.	49	47	4	0	0
Behaviour in the school is good.	50	42	4	0	4
My child gets the right amount of work to do at home.	29	53	16	0	2
The teaching is good.	53	39	4	0	4
I am kept well informed about how my child is getting on.	51	37	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	65	27	0	6	2
The school expects my child to work hard and achieve his or her best.	61	33	0	4	2
The school works closely with parents.	43	41	14	2	0
The school is well led and managed.	49	37	8	0	6
The school is helping my child become mature and responsible.	39	55	4	0	2
The school provides an interesting range of activities outside lessons.	27	20	20	12	21

Other issues raised by parents

Only one letter received, commending the headteacher and deputy headteacher on their accessibility in the playground.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. Children attend the nursery part-time for either a morning or afternoon session. On entry to the nursery, standards of attainment are well below national expectations. These standards are lower than those reported after the last inspection. The significant number of children with English as an additional language have appropriate support. Most children make satisfactory progress although attainment, especially in literacy and numeracy skills, is still well below average when compared to national standards by the time they transfer to the reception classes.

79. Children in the reception classes, including those for whom English is an additional language, continue to make satisfactory progress overall. They make good progress developing their knowledge and understanding of the world and their physical and creative skills. However, their language, literacy and mathematical skills develop more slowly and standards in these early learning goals are still well below those expected of children entering Key Stage 1. Given the lower levels of attainment on entry, children's progress is similar to that reported at the time of the last inspection.

80. The curriculum for the foundation stage is satisfactory. It gives children of all abilities appropriate opportunities to learn in a very supportive environment. Curriculum planning provides a cohesive curriculum that includes all the early learning goals for the foundation stage. The work has an emphasis on learning through purposeful play and exploration and developing positive attitudes. Planning indicates regular focuses on literacy and numeracy skills. Assessments are detailed and accomplishments are regularly entered on the children's records and a good range of assessment data is available for teachers. Although children's progress is carefully monitored, the information is not always used to fully guide teachers' future planning.

Personal, social and emotional development

81. By the time they have completed the foundation stage, most children reach national expectations in their personal, social and emotional development.

82. The majority of children are eager to come to the nursery and enjoy play activities. This positive attitude continues to develop well in the reception classes. They do not talk very much to each other, although they play well together and rarely need reminding to take turns. They respond to instructions and questions but do not often initiate conversation. The children are content and secure. All children sustain concentration for significant periods of time when they work at something of their own choice. Children from all ethnic backgrounds play harmoniously together when encouraged by adults. Most children move with enthusiasm and confidence to use all the facilities that are available to them. They make independent choices about which area of learning they would like to experience. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. They know they must wash their hands after painting and sensibly mop the floor when water is spilt. Without being told, they put on their coats when going outside.

83. The quality of teaching personal, social and emotional skills is good. Staff encourage the children to make independent choices and to develop relationships with and sensitivity towards others. There are sound opportunities planned for children to learn to concentrate or to persevere with an adult directed activity, for example in matching numbers to objects or when improving throwing, catching and kicking skills.

Communication, language and literacy

84. By the time they have completed the foundation stage, children do not reach the national expectations in this area of learning, and their ability is well below expectations.

85. Children sit quietly and listen with enthusiasm to a story-book on tape. Most children enjoy sharing a book with an adult. They often do not know the right word for things that they want to explain and cannot easily talk about characters in their story-books. Children are given opportunities to use pencils and crayons to practise writing and are beginning to form letters correctly when writing them independently or copying simple words. They know letters of the alphabet and give a range of simple words beginning with the given initial sounds. Children recognise their own names and understand that writing communicates meaning. They know to turn a page from right to left. Children take their books home to share with and 'read to' their family and many do this regularly. However, the reading skills of most children are under developed.

86. The quality of teaching is satisfactory. The reading areas in classrooms are attractive and inviting and children are encouraged to choose books to look through and to listen to taped stories. Teachers use flash cards showing familiar words to reinforce children's knowledge of initial sounds but there are limited opportunities for children to learn new words beginning with the same letters. Children are regularly given opportunities to develop their writing skills and teachers ensure that their letter formation is correct, rewarding effort and neat work with stickers and stamps.

Mathematical development

87. By the time they have completed the foundation stage, the majority of children's ability is well below national expectations.

88. Children enjoy counting activities and most children accurately count up to and down from ten. They understand the terms 'more than' and 'less than' and correctly match sets of objects up to six. They know the days of the week and try hard to get them in the right order for their calendar. They are beginning to learn the months of the year. Children enjoy playing in the 'greengrocers' and correctly identify amounts of money up to five pence. They understand that money is used to buy things from the shop. Children know and understand terms such as round, flat and long and use them to describe fruit and vegetables.

89. The quality of teaching is satisfactory. Children are given the opportunity to count when the register is taken each day. When taking turns in games, children are encouraged to use terms such as 'next' or 'one more'. Teachers reinforce children's knowledge of number well but do not always extend their knowledge when opportunities present themselves. For example in matching games, capable children are not challenged with larger numbers. The stimulating classrooms and well-organised resources enable children to learn to compare the values of containers when playing with sand and water. They also sensibly discuss terms such as 'empty' and 'full' or 'heavy' and 'light'.

Knowledge and understanding of the world

90. By the end of the foundation stage, most children reach the nationally expected levels of ability in their knowledge and understanding of the world.

91. Children know the names of a very wide range of animals and correctly identify their habitats. They know that sheep and cows live on farms, fish and octopus live in the sea and that snakes and monkeys can be found in the jungle. When playing with a model road system, children correctly name a number of vehicles and move them along the correct side of the road. They know that garages repair cars and sell petrol. Children carefully describe differences between water in the sea, a swimming pool or washing up bowl. Many pupils demonstrate good mouse control when designing pictures and moving figures on the computer monitor.

92. The quality of teaching is good. Children are given a very wide range of experiences that enable them to broaden their knowledge and understanding of the world around them. Activities are well planned and resources are always readily available. Teachers encourage children to make independent choices and discuss these with them each morning. All staff work hard to ensure that children's activities are productive and meaningful. Most children make good progress in developing their knowledge and understanding of the world.

Physical development

93. By the end of the foundation stage, the majority of the children reach the nationally expected levels of ability in their physical development.

94. Outside play is part of the timetable each day and children are eager to join in with this activity. This organisation ensures plenty of time for the children to develop their physical skills. There is enough space for a small range of physical activities to be arranged. Most children move with confidence in their enclosed area. There are appropriate activities such as sit and ride toys, hoops, balls, climbing and building blocks and a tunnel. Children develop well their eye-hand co-ordination when throwing, catching and kicking. They demonstrate a good sense of balance when climbing and walking along wooden planks. Pupils also demonstrate good motor skills when moving apparatus and equipment with care. These skills are again put to good use when cutting and pasting to produce collages of favourite meals. When playing with sand and water, children carefully control their movements in order to transfer contents from one container to another.

95. The quality of teaching is good. Activities are stimulating and varied and all staff support children's development well. Adults encourage children to think about ways in which they can improve their skills and children always respond positively and most persevere for significant periods of time. Good use is made of the outdoor area and additional structured physical education lessons each week, further meet the needs of the children and enable them to develop their physical skills effectively.

Creative development

96. By the time they have completed the foundation stage, children are broadly in line with national expectations.

97. There is a good range of creative materials available in the nursery and reception classes. Children know the names of colours and produce attractive, carefully designed prints using fruits or their hands. They understand that, by using less paint, they produce clearer pictures. Children correctly name the ingredients and implements they use to

successfully make 'toast' pizzas. When making fruit salads, children knowledgeably discuss properties such as small, colour, soft and hard. Children develop their observational skills well. For example pictures of faces show greater maturity as children move through the Foundation Stage. No observations were made of children playing percussion instruments although they sing well and often sing unaccompanied songs and rhymes together.

98. The quality of teaching is good in both the nursery and reception. Evidence shows that teaching is focused sufficiently on developing skills with different media and tools. All activities give children good experiences but more opportunities for children to talk about them and thereby extend their vocabulary would further improve standards.

ENGLISH

99. The large majority of pupils, in particular those for whom English is an additional language, enter the school with well below average skills in all areas of language. Despite the good progress made in Key Stage 1 standards of attainment in reading by the time pupils are seven remain well below average. This is reflected in the 2000 National Curriculum test results where reading was well below average both in comparison with national average and schools with a similar intake.

100. The 2000 National Curriculum test results also demonstrate that standards of attainment in pupils' writing at the age of seven are well below the national average, though below average in comparison to schools with a similar intake.

101. Pupils continue to make good progress in English in Key Stage 2, with the majority of pupils achieving standards of attainment in English in line with national expectations. Few pupils however go on to achieve the higher Level 5 in their National Curriculum assessment tasks. Overall standards in English have improved since the last inspection.

102. Standards achieved by pupils however must be seen in the context of the well above average number of pupils who enter Key Stage 1 with special educational needs and the high proportion for whom English is an additional language. Another important factor when considering standards at the end of Key Stage 2 is the high mobility rate in school with many pupils both arriving at and leaving the school between the ages of seven and eleven.

103. Pupils speaking and listening skills upon entry are low, with many pupils having a limited exposure to the English language at home. This often continues throughout the whole of pupils' education at school, with many pupils only hearing and using their family's language of origin while at home.

104. It takes some time for many pupils to develop appropriate listening skills, with some pupils having low levels of concentration. This improves throughout Key Stage 1 as pupils become more able to understand what their teachers are saying to them, and what is expected of them in their work. Teachers and support staff use good questioning skills, particularly at the beginning and end of lessons to promote oral skills. Though many seven-year olds talk to their teachers and friends in a reasonably confident manner, an equal number of pupils with English as an additional language lack the confidence and ability to talk in clear extended sentences in anything like a formal situation.

105. Whilst many pupils develop satisfactory social oral skills as they move through Key Stage 2, they still lack the ability to organise their thoughts and ideas in a logical and structured manner and to speak on their own to an audience of their friends.

106. Although pupils are provided with the opportunity to discuss their work in pairs and small groups the majority of discussions observed during the inspection came about as a result of pupils' response to teachers' questions. Speaking and listening is insufficiently stressed as an English activity within the English curriculum. There is insufficient role-play and drama to make a significant contribution to the development of speaking and listening skills.

107. Many pupils, in particular those with English as an additional language, arrive at school with a very limited knowledge of books. Although teachers, classroom assistants, and other support staff use a good range of strategies and phonic skills to promote reading, a large majority of pupils take longer than expected to develop the appropriate skills to make them fluent readers and few achieve this by the time they are seven. Even when pupils string words together in order to make sentences, they very often have limited reading comprehension skills and find it difficult to talk about the content of the books they are reading.

108. The school has a good home-school reading scheme with effective support being provided by many parents. An equal number of pupils however read only to themselves with all their reading taking place during the school day. Despite the fact that most pupils make good progress in reading, attainment in reading for most pupils at seven remains below average.

109. Attainment in reading improves as pupils move through Key Stage 2, with most pupils becoming independent readers by the end of Year 4. Guided reading activities are used in an effective manner to promote pupils' reading skills and to improve reading for understanding. All pupils are provided with the opportunity to engage in silent reading, and the school uses a range of strategies to improve the reading of below average ability pupils.

110. Teachers provide pupils with the chance to read a good range of reading materials, including pre-twentieth century poetry, and literature from other countries and traditions. This enables most pupils to acquire a reading age close to, or in line with, their chronological age by the time they are eleven.

111. The standard of writing for seven year olds is below average. Because of many pupils' limited writing experiences prior to entering full time education, a number of pupils take some time in developing appropriate letter formation and writing skills. Although most pupils eventually become independent writers by seven, the quality of written work, including handwriting and presentation, is extremely variable. By the end of Key Stage 1 most pupils have some understanding of the use of capital letters and full stops, though some use them in an inconsistent manner. Few pupils use more complex punctuation skills, and many have yet to develop a clear understanding of common spelling patterns.

112. Opportunities are provided for pupils to make good progress in their writing skills as they move through Key Stage 2. Teachers place appropriate emphasis on the development of basic English skills and the improvement of handwriting and presentation through regular practice. Pupils write for different purposes, in different styles and with a particular audience in mind. They write interesting factual and creative essays, produce their own poetry and plays, create newspaper reports and brochures, examine contemporary issues such as bullying and respond in writing to the works of Shakespeare and educational visits in which they have taken part. Pupils plan and re-draft their work, with the emphasis being on the improvement of their work. Whilst the work of pupils with special education needs and those for whom English is an additional language varies considerably, more able pupils can produce good quality, well-presented pieces of extended written work. Computer and word – processing skills do not make a significant contribution to written work.

113. The large majority of pupils in both key stages approach their work with interest and commitment. Behaviour in classes is good with most pupils wanting to make an active contribution to lessons, and to please their teachers. These are significant factors in the good progress that takes place in most lessons.

114. The quality of teaching in both key stages is good. Teachers in both stages have responded well to the demands of the National Literacy Strategy and use the literacy hour in an effective manner. Lessons are well planned, resourced and organised. Teachers focus on the objectives for the lesson and ensure that pupils have a clear understanding of what they will achieve by the end of the literacy hour. Teachers provide pupils with activities that match their needs and abilities and use the last part of each lesson to share and celebrate what pupils have achieved, and to assess their understanding.

115. Where teaching is good teachers demonstrate a personal enthusiasm for the work in hand, and have high expectations of pupils, immaterial of their ability or language skills. They provide challenging group activities that evolve naturally from the shared reading or writing activity and give good individual support. All this produces an active and rigorous working environment in which pupils work willingly and hard. This was observed on a number of occasions.

116. In the one unsatisfactory lesson observed, work set for pupils did not provide for the needs of all pupils in the class, and more able pupils were not sufficiently challenged.

117. Some teachers, in some subject lessons other than English, are imprecise in their own use of the English language. This does not support the teaching of literacy. However, other teachers use almost every opportunity while teaching other subjects, to introduce new words and support pupils' literacy skills.

118. There is a detailed policy for the subject, and a scheme of work that fully responds to the unique nature of the school. Teachers in parallel classes produce satisfactory medium and short-term plans. This promotes progress across years and key stages. The subject uses a very good range of targeting and assessment procedures to support pupils in their learning. The subject is led by an enthusiastic and well-informed co-ordinator, who along with the headship team and senior management team, is looking to improve strategies in order to raise pupils' attainment in the subject.

MATHEMATICS

119. Standards in mathematics are below national averages at the ends of both key stages. In Key Stage 1 standards observed were broadly in line with national expectations at the last inspection, although school results in national Key Stage 1 tests were below national average levels around that time. Test results have improved slightly since then, but overall school improvement has not kept pace with the national trend since the last inspection. Consequently, the school's test results in 2000 were well below the national average, and also well below the results attained by pupils in similar schools. Most current Year 2 pupils are on target to reach the nationally expected level for seven-year old by the end of the year, but very few are attaining higher levels, and overall standards remain below national expectations.

120. In Key Stage 2, the school's results in the national tests for eleven-year-olds have also improved each year since the last inspection. In 2000, the number of pupils attaining the level expected for eleven-year olds was in line with other schools nationally. However, fewer pupils than expected reached higher levels. Results overall were therefore below national averages, although they were in line with results from similar schools. The 2001 target is for

two thirds of current Year 6 pupils to reach nationally expected standards by the end of the year. This is realistic, but few pupils are expected to attain higher levels, and overall standards remain below national expectations.

121. Pupils start full time education with well-below-average mathematics skills. They make good progress, although by the end of Key Stage 1, they have had insufficient time to reach national average standards. They add and subtract numbers up to 100 using a variety of mental methods. However, most pupils make mistakes at various times, and very few are completely secure in their knowledge and skills. Lower attaining pupils work mainly with numbers up to 20. They use simple drawings and practical apparatus such as counters to help them calculate, and they make good progress over the year. Pupils are beginning to learn some multiplication tables, such as "2 times" and "10 times", but lower attaining pupils do not understand how this relates to repeated addition of equal sized groups. Most pupils use decimals to write amounts of money, but few can reliably total simple bills and write answers in the form of £3.20 for example. Pupils accurately measure common objects such as exercise books in centimetres, but have little understanding of other measures such as metres. Pupils use their knowledge of number in simple problem solving activities, but many pupils find this extremely difficult due to their inability to read and understand the questions. Only higher attaining pupils complete this work satisfactorily.

122. Pupils make good progress throughout Key Stage 2, particularly towards the end of the key stage, because the quality of teaching is good and pupils' improved literacy skills enable them to read, understand and discuss work more readily. By the end of the key stage higher attaining pupils add, subtract and multiply numbers up to 1000, using standard written procedures. Other pupils often make mistakes in calculation, especially with multiplication. All pupils find division difficult, and make frequent calculation errors. Most pupils use and understand a satisfactory range of mathematical vocabulary. For instance, in a lesson on multiplication, pupils used terms such as "factor", "product" and "prime" correctly in discussing and successfully completing work on "prime factor trees". Pupils understand how fractions based on tenths and hundredths and decimals are related. Most pupils convert simple metric measurements from one form to another, such as 12cm 1mm and 121 mm, and they add and subtract decimals correctly, often in the context of money. However, lower attaining pupils sometimes confuse amounts such as £7.09 and £7.90 because they do not fully understand the use of zero as a "place holder". In work on shape, pupils know angle vocabulary such as "acute" and "obtuse", but few use protractors correctly to measure and draw angles. Many pupils make mistakes because they do not work carefully enough and pay attention to which of the two scales they should be using.

123. While the quality of teaching in the mathematics lessons observed was satisfactory overall, other evidence, including the progress being made by pupils and the quality of their written work indicates that over the long term, the quality of learning is good in both key stages. Lessons observed vary from very good to unsatisfactory in both key stages. Many lessons, although only satisfactory overall, contain good features. For example, in most lessons, very good relationships between pupils, teachers and support staff, and effective class management, combine well to produce busy, purposeful lessons where pupils behave well and work hard. Just occasionally, for instance at the end of the day, teachers find it hard to manage pupils effectively, and as a result pupils waste time, do not concentrate and make less progress than they could.

124. Teachers generally have good knowledge of the subject. They explain work well, and engage pupils in effective discussion through good questioning. For example, in a Key Stage 2 problem-solving lesson, close attention to key words in the question, underlined on the board and discussed with the class, enabled pupils to select the correct operation to calculate the answer. This provided particularly good support for the few pupils in the class

with literacy, especially reading, difficulties. However, muddled explanation of the unique factorisation of a number into a product of prime factors led to one unsatisfactory lesson because pupils' work was subsequently incorrect, and their efforts were therefore wasted.

125. Lower attaining pupils and those with special educational needs receive regular additional teacher support in Key Stage 2, and classroom assistants provide further effective learning support in some classes. The close attention they give to individual pupils and small groups helps resolve learning difficulties and keeps pupils well focused on the task in hand. Consequently, the pupils in their care make good progress. The needs of lower attaining pupils are well met by the work set and the effective support systems in place. However, insufficient demands are placed on higher attaining pupils to enable them to attain higher standards, and to raise overall standards in the school.

126. The school has implemented the National Numeracy Strategy well, in line with the action plan developed from the last inspection report, and it is contributing to the gradual improvement in standards throughout the school. The clear structure and planning framework helps teachers to set appropriate work for pupils in all years. Work builds systematically on what pupils have already mastered, and they make good overall progress across the whole school. Where teaching is good or very good, work is particularly challenging, but achievable with effort. For instance, in a Key Stage 1 addition lesson, taxing work on the same topic was set for each of the different ability groups in the class. Pupils rose to the challenge, because the work was interesting and demanding, but not over-demanding. They worked with a clear sense of purpose and made good progress. However, in another lesson, work on adding money and finding change was too demanding and not explained well. The lesson was unsatisfactory because pupils were unable to attempt much of the work and made little progress, despite their best efforts.

127. The coordinator is well qualified and provides good leadership. Lesson monitoring and subsequent professional development have improved teaching standards where teaching weaknesses existed. Assessment and recording procedures are good. Cumulative records of pupils' attainment are completed annually to show each pupil's progress through the National Curriculum. The school uses assessment information well. Teachers set individual pupil targets for improvement that are reviewed regularly and adjusted where necessary. Analysis of test data revealed weaknesses in pupils' problem solving skills, and an increased emphasis is now placed on this aspect of work, although it is too early to judge the effect on standards of work. The school has made new purchases to support the National Numeracy Strategy, and there are sufficient learning resources to support all aspects of the subject. However, insufficient use is made of ICT in lessons.

SCIENCE

128. Standards of attainment are average at the end of Key Stage 1. This is similar to the findings of the last inspection. In 2000, the attainment at the end of Key Stage 1, based on teacher assessment, was above the national average. Standards at the end of Key Stage 2 are average. This is also similar to the findings at the last inspection. The results of the 2000 national tests at the end of Key Stage 2 showed that the numbers of pupils reaching level 4 and above was in line with the national average, while the proportion achieving the higher Level 5 was close to the national average. At the end of Key Stage 2, pupils achieve standards in line with those achieved by pupils from similar schools and nationally.

129. By the end of Key Stage 1, pupils demonstrate very well their knowledge and understanding of a range of light sources, such as candles, the sun, light bulbs and torches. They correctly distinguish between those which need electricity and those which do not. Pupils also give simple explanations of the functions of the human digestive system and

understand the importance of a healthy diet and looking after their teeth. They classify living and non-living things and describe a variety of habitats such as water, woodlands and farms. Pupils have a good knowledge of the basic parts of plants and their functions. They understand that plants grow from seeds and that light, warmth and water are essential for healthy growth. Most pupils sensibly sort a selection of seeds using criteria such as colour, size and shape with some high attainers using a combination of criteria. They confidently justify their groupings and record them appropriately. Pupils enjoy science lessons and many respond well to challenging questions. They work co-operatively and treat resources with great care. Pupils in Key Stage 2 understand the importance of fair testing and many make sensible predictions for example when investigating the waterproof properties of a range of materials. Some pupils record their activities and results appropriately but a significant number have difficulty in explaining or describing what they have done and found out. This is due to underdeveloped linguistic skills rather than lack of understanding of science.

130. Pupils make good progress in developing their knowledge and understanding of the functions of plant parts. They correctly identify these when dissecting a flower and carefully label cross-section diagrams. Pupils recall well the names of human organs. They then correctly indicate those with similar functions to the plant parts they are studying. Pupils have a sound knowledge of the effect of friction and understand that different types of surfaces and the steepness of a slope both affect the speed of movement of an object. Most pupils know that the moon does not produce its own light and are beginning to understand the reason for phases of the moon and eclipses. Pupils respond well in lessons and work hard to increase their knowledge and understanding. Most pupils, including those with special educational needs, make good progress over time.

131. The quality of teaching of science is good. Teachers have a sound knowledge of the subject and provide a good range of experiences for the pupils. Lessons are well organised and teachers make good use of available resources. They know their pupils well and plan activities that are stimulating and enable pupils of all abilities to participate and achieve. Teachers encourage pupils to discuss their work but their questioning techniques do not always provide opportunities for pupils to fully develop their ideas or expand their initial responses. Teachers use the scheme of work well to develop pupils' knowledge and understanding. They encourage their pupils to record their results and findings clearly. Marking is always accompanied by constructive comments. Most lessons are conducted at a brisk pace and teachers manage class and group activities well. As a result, pupils are interested in their work and strive hard to complete their tasks well. Support staff are used appropriately to enhance the learning of lower attaining pupils and are given clear direction by the teacher through their planning. This support enables pupils to approach their work with great confidence and make good progress.

132. There is a good scheme of work in place and the school has a satisfactory range of resources. The quality and quantity of these is planned to be improved in the coming months. In order to raise standards, staff meetings have been held to discuss methods of improving pupils' knowledge, understanding and use of scientific vocabulary. End of year assessments are in place and this means that the progress of individual pupils can be easily tracked. Standards in written science work are planned to be monitored so that identified areas of weakness can be addressed in future planning.

ART AND DESIGN

133. By the end of both key stages standards in art and design are in line with national expectations. As standards in art were not reported at the time of the last inspection, no comparison is possible. Pupils of all abilities, including those with special educational needs and English as an additional language, have similar opportunities to achieve in class work and make satisfactory progress in the development of their art and design skills. At all stages their work shows an increasing control over the media in which they are working and greater attention to detail.

134. Pupils in Key Stage 1 use a range of media, including paint, pastels, pencil and textiles, to explore skills and techniques. Year 1 pupils describe the processes they used when experimenting with fabric dyes. They produced a colourful range of effects. These pupils also work effectively with different coloured wool to weave a God's eye. Each colour represented one year of the pupil's age. Year 2 pupils learn the importance of observation when they paint detailed self-portraits. They practise drawing eyes and mixing skin colour before attempting the final painting. They carefully observe details of shape and colour when working from direct observation. Higher attaining pupils are beginning to experiment with techniques for representing light and shade. Pupils in Key Stage 1 are introduced to a range of famous artists and this is reflected in much of the work displayed around the school. They learn about Kandinsky, Van Gogh and Klee. They also use their art and design skills to enhance work in other subjects; for instance, in history they have painted a scene depicting the Great Fire of London.

135. In Key Stage 2 pupils extend their skills and techniques. They explore ideas and techniques before attempting the main piece of artwork. Pupils learn to make good use of line to record distinctive outlines of shape and to extend their use of shade and tone when working with different media; for example, Year 5 observational drawings of African artefacts. Year 6 pupils, as part of the Lea Valley Project learned how to make a mould in order to make their sculptures to be placed on the banks of the river. These sculptures show careful consideration of patterns and texture that was achieved by the use of man-made and natural objects. The Lea Valley Project provided valuable opportunities for pupils to contribute positively to the life of the local community. Some pupils have good drawing skills and are beginning to apply their understanding of line, tone and texture to their work in painting as was seen in a Year 6 lesson on landscape painting. Pupils learn from the work of well-known artists such as Cézanne and Picasso.

136. The quality of teaching and learning in the lessons observed was good. Teachers plan for the systematic teaching of skills and ensure that pupils are given time to practise the skills and techniques they need to use for their main projects. This enables pupils to make sound and sometimes good progress in their drawing and painting, as can be seen in some examples of high quality work displayed throughout the school; for example, the copies of Kandinsky's Circles by Year 2 pupils, which show good use of colour. Planning and organisation is good and lessons have a clear focus. The development of pupils' knowledge is well integrated with practical art and design activities. Teachers respond directly and positively to pupils' work during lessons. Pupils are encouraged to evaluate their work and identify ways in which it could be improved. This successfully encourages pupils to work purposefully and carefully. Pupils enjoy art and design activities and work with interest, purpose and concentration. They are respectful of each other's efforts and are willing to take advice from their teacher and their peers.

137. The curriculum provides an appropriate range of learning opportunities. The planned use of sketchbooks for practising skills and techniques is underdeveloped. There are well-

planned opportunities for pupils to work with local artists and to visit galleries and museums. These make a valuable contribution to pupils' understanding of art and design and the development of their skills. There are high quality displays of children's artwork and the work of artists throughout the school. These reflect positively the school community and make a good contribution to its ethos and culture. The subject is well managed by the co-ordinator.

DESIGN AND TECHNOLOGY

138. The work seen, and evidence from talking with teachers and from school documentation indicate that standards of attainment are in line with national expectations for pupils aged 7 and 11. As standards in design and technology were not reported at the time of the last inspection, no comparison is possible.

139. Since the last inspection the school has adopted national schemes of work which the co-ordinator has adapted to meet the specific needs of the school. Appropriate curriculum provision is in place for both key stages.

140. Pupils in Key Stage 1 experience a suitable range of practical tasks, materials and techniques. They use pictures and words to explain their ideas and designs and to evaluate their work. Pupils develop skills in cutting and shaping materials and use a variety of ways to assemble the different parts of their projects. Year 1 pupils explored the use of slides and levers before making their moving pictures. They produced interesting designs that successfully incorporated a simple sliding mechanism. For example, ducks swam across a pond and a spider moved around its web. Year 2 pupils have been working on designs for a wheelchair. They have considered aspects such as comfort when drawing up their design. Pupils have developed the basic skills of cutting and assembling and successfully attached the wheels of their chairs so that most turn freely on the axle.

141. The work in Years 4 and 6 has focused on the use of textiles. Year 4 pupils have been taught how to stitch and have put these skills to use when making money holders. They have investigated manufactured products, have incorporated some features of manufactured items into their own designs. Their annotated designs show that careful thought has been given to the type of stitching, fastenings and decoration employed. Year 6 pupils produced a mock-up of their design for slippers using paper, card and various adhesives. Their choice of vibrant colours makes their products very attractive. Those pupils who have started to make the final product from fabric have used sponge and padding to meet their specification of warm, soft slippers.

142. There is no evidence on which to judge the quality of teaching as no teaching was seen during the inspection. However, the curriculum is well planned. The scheme of work provides useful support for teachers. Each unit of work ensures that all pupils are taught the skills needed to carry out the focused practical tasks and the curriculum provides a good range of activities, which extend their knowledge, skills and understanding.

143. The co-ordinator is new to the role. She has a good understanding of the subject within the school and is keen to continue developing the subject.

GEOGRAPHY

144. Due to the school's timetabling arrangements, very little geography has been taught so far this year, and it was possible to see only two lessons during the inspection. There is therefore insufficient evidence to judge standards, progress and the quality of teaching. As standards in geography were not reported at the time of the last inspection, and not judged in this inspection, no comparison is possible.

145. Year 1 pupils have just started a study of their local area. They know their home address and can locate their house on a map of the area. They draw pictures to show their route to school, and note features such as shops and post-boxes on their journey.

146. Year 2 pupils have begun to compare the area round the school with the fictional island of Struay. A satisfactory lesson on this topic was observed. Good questioning about an illustrated story ensured that pupils understood the concept of an island. Pupils make simple comparisons between their own street and that depicted in the story. They note for example that their street has many houses but no fields, whereas on Struay there are fewer houses with fields between. However, because of generally low literacy skills, written work is very superficial. Question responses often consist of one-word answers only.

147. In Year 4, pupils draw simple maps of fictitious islands. They know the main features of villages as settlements, which they illustrate on their maps, and devise their own key for features such as post offices and other buildings. They have begun a study of St Lucia in the Caribbean. In a lesson seen, most pupils distinguished between human and physical features of the island, although none knew what a harbour is or what it is for. Limited spelling, handwriting and speaking skills affect the quality of work that pupils produce. For example, many are not able to describe and explain features of the area because they do not have sufficient command of suitable vocabulary. The lesson seen was satisfactory overall. It was well organised and pupils were clear what they had to do. However, the teacher's own incorrect spelling, although later corrected, was not a good model for the pupils to follow.

148. The coordinator is well qualified and leads the subject well. She has worked hard to rewrite curriculum plans to meet new requirements, and the scheme of work gives a good balance between all aspects of the subject. Assessment procedures are good. They enable teachers to track effectively each pupil's progress through the National Curriculum. Sufficient resources to support teaching and learning are available. They are well organised in topic boxes and central storage. However, the school makes insufficient use of ICT to support geography at present.

HISTORY

149. It was only possible to observe one lesson during the period of the inspection. This lesson, plus teachers' planning documents and a scrutiny of work indicates that pupils in both key stages make satisfactory progress and achieve standards in line with expectations for their age. As standards in history were not reported at the time of the last inspection, no comparison is possible.

150. In Key Stage 1 pupils develop a simple understanding of time and how places change over time. They learn about important people in history and make comparison between homes in the past and their own homes

151. Pupils in Key Stage 2 are given the opportunity to explore all the required topics in the history curriculum. The time devoted to history however often inhibits the depth of work that pupils are involved in, with written work set for pupils often requiring only brief responses. On the occasions when pupils are provided with the opportunity to write in an extended manner, as for example in relation to some work on Tudor architecture, they are capable of producing some more comprehensive work. Occasional opportunities are provided for pupils to engage in personal research, though this remains an area that is underdeveloped.

152. In the one lesson observed, pupils were involved in an interesting activity as they explored the education of young people in Ancient Greece. Whilst it is not possible to make a

secure judgment on the quality of teaching, the lesson observed was well planned, managed and resourced. The teacher used good questioning skills, to extend pupils' knowledge and to assess their understanding, as well as promoting their oral skills.

153. There is a policy which gives direction to the subject, and an effective scheme of work. There are good cross-curricular links, with the subject being used as a stimulus for art and design and English work. Opportunities are provided for pupils to visit a range of places of historical interest to support their learning in history.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

154. Standards in ICT are below expectations in both key stages. The previous inspection reported that the subject was an area of weakness. This is due to insufficient computer hardware and software and because information and technology skills have not been taught systematically in the past. However, the measures now being taken by the school to raise standards are beginning to have a positive affect on pupils' learning. Pupils are making satisfactory progress in the development of their skills although they have too few opportunities to practise and use them to support learning in other areas of the curriculum.

155. Pupils in Key Stage 1 have simple word processing skills. They enter text; for example, a nursery rhyme, and use the space bar to create a space between words, the return key to insert line breaks and the shift key to type capital letters. They know how to use backspace to correct mistakes. Pupils are becoming familiar with a simple graphing program. They enter data about favourite colours and know that the information presented on the pictograph can be used to answer different types of questions.

156. Pupils in Year 6 are developing an understanding of how to use spreadsheets. They understand the layout of a spreadsheet, can give the co-ordinates of cells and know what a formula is. Pupils use CD-ROMS for research, for instance linked to science work on space. Pupils in Year 5 have used geometric tools to create a range of shapes based on those found in the 'Snail' by the artist Matisse. They have learned how to rearrange, resize and change the colour of the shapes. Year 4 pupils have begun experimenting with a computer graphics package. They are familiar with the different painting tools available in the program and know how to select, copy and paste their design to make a repeating pattern to create a design for wrapping paper. These pupils use the mouse correctly to control routine operations such as saving and printing work, and clearing the screen for the next design. All pupils use the computer confidently.

157. Pupils enjoy using the computers and put effort into their learning. They show that they are able to work independently and when working in pairs they help each other and take turns sensibly. In whole class teaching sessions they are generally attentive and watch carefully when the teacher or another pupil demonstrates a procedure.

158. Only four short lessons in ICT were seen during the inspection. These focused on whole class teaching of skills that were then to be practised at other times. Pupils were seen using the computer on a few other occasions. There is insufficient evidence to judge the quality of teaching overall. However, when observed, the teaching of computer skills was generally good. Regular attendance at staff training workshops held by the subject co-ordinator has enabled teachers and classroom assistants to improve their own skills and knowledge of the specific skills their classes are to learn. This has had a positive impact on the quality of teaching. The teaching sessions are well organised and teachers make good use of demonstration to help pupils understand the task and to find their way around the different computer programs. When pupils were observed working with the different programs it was clear that most had understood the directions and were making progress in

their ability to carry out the procedures. Teachers regularly check pupils' progress and offer constructive advice. Teachers make good use of the scheme of work for planning the weekly focus. Learning objectives are clear and supported by appropriate activities. Work is appropriately matched to pupils' previous experience. All teachers schedule time for each pupil to work at the computer to practise the new skills. However, there is little opportunity for pupils to broaden their knowledge and skills by applying them in other subjects. Neither do pupils have access to the Internet for research.

159. The school is aware that standards in ICT need to be higher and has drawn up a detailed action plan for the subject. The school has recently adopted a new scheme of work that makes good provision for the subject to be taught systematically. Since the last inspection the school has improved the quantity and quality of hardware and software but this is still not sufficient for the frequency of access demanded by the curriculum. However, the plans include the installation of a new computer suite and access to the Internet. The co-ordinator has a good understanding of her role and has provided the staff with valuable training, which has raised their confidence and improved their knowledge and skills. The school is taking advantage of Government funding to improve provision and to provide further staff training. The school is failing to meet the demands of the National Curriculum, because of a lack of work in the areas of control and modelling and lack of access to the Internet.

MUSIC

160. Due to timetable arrangements, it was possible to see only two lessons and assemblies. A short tape of pupils' work was also available, but there was no other evidence to support judgements. Insufficient inspection evidence is therefore available to judge pupils' standards in music, the progress they make or the quality of teaching.

161. Pupils sing unison songs such as "You Can Build a Wall" in assembly with enthusiasm and mostly in tune, although older pupils find this difficult when the pitch rises. Pupils follow recorded accompaniments satisfactorily, and sing rhythmically.

162. In a Key Stage 1 lesson seen, pupils were initially unsure of the meaning of the musical terms "dynamics" and "tempo", but good teaching developed their understanding during the lesson. By the end, they identified musical "opposites" such as loud and soft, fast and slow. The teacher made good use of the commercial scheme of work that underpins the school's music teaching programme. She modified the lesson plan to suit her class, she set out appropriate resources beforehand and she made sure at the outset that the class knew the aim of the lesson. She questioned pupils effectively, and changed activities frequently to maintain pupils' interest in the lesson. The lesson ran briskly, and because of all these features the pupils learned well.

163. The other observed lesson, in Key Stage 2, was unsatisfactory because the teacher's own subject knowledge was insecure. The teacher confused increasing and decreasing volume with high and low pitch, with the result that pupils learned incorrectly. She also made insufficient use of the electronic keyboards that were available to increase pupils' active participation in the lesson. Other aspects of the lesson, such as class management, were satisfactory.

164. In a short tape of Year 6 work, pupils performed their own compositions on dances from around the world. For example, they used a mix of tuned and un-tuned percussion instruments to devise short dances based on African and Greek rhythms. They captured the styles well. The work was clearly well rehearsed and confidently performed.

165. The curriculum is good and has recently been revised to meet new national requirements. It is based on a commercial scheme of work that gives good support to non-specialist teachers. Both the curriculum and the wide range of instruments available for class use provide good support for the development of pupils' understanding of aspects of life in other societies. The coordinator is enthusiastic and works hard to promote the subject. A small number of pupils take lessons from visiting teachers in violin and keyboards, and the school supports charity fund raising at Christmas by carol singing in the local shopping centre. All pupils take part in musical performances involving singing and dance at some time during the year. The school's halls and specialist teaching rooms in each key stage area of the school provide good facilities for music making, especially for whole class and larger groups.

PHYSICAL EDUCATION

166. At both key stages, attainment in physical education is above expectations. There were no swimming lessons during the inspection, but teachers' records indicate that in Year 5 most pupils swim distances of 25 metres or more. As standards in physical education were not reported at the time of the last inspection, no comparison is possible.

167. Pupils in Key Stage 1 demonstrate good levels of stamina in prolonged activities such as jumping and jogging. They control their movements well within confined spaces, taking great care when changing direction or speed. Most pupils have well-developed eye-hand co-ordination. They make good use of this when using bats and balls individually and in pairs. Pupils understand the importance of gradually building up the pace of exercise in order to avoid over-exerting their muscles. Pupils make good progress developing their skills.

168. Pupils in Key Stage 2 continue to make good progress in developing skills such as balancing, performing sequences that reflect sounds and words and moving on and around apparatus. They listen very carefully to instructions and persevere to improve the movements they are asked to perform. They move with grace and control when stretching, rolling, sliding and jumping. Most pupils are developing a very good sense of balance and use equipment imaginatively and confidently. They respond well when challenged to improve their performances. Pupils show appreciation of each other's efforts and offer thoughtful, constructive ideas when invited to evaluate individual sequences.

169. The quality of teaching of physical education throughout the school is very good. Teachers have very clear, appropriate objectives and confidently demonstrate the skills they want the pupils to develop. Lessons are challenging and stimulating with all pupils participating enthusiastically. Pupils are encouraged to work co-operatively, learn from each other and perform to the best of their ability. Pupils are taught the importance of safety when organising and using apparatus and pupils of all ages demonstrate a good understanding of this. Teachers' very good knowledge of their pupils is used to develop their individual levels of stamina, confidence and skill. Pupils are provided with a wide range of opportunities to further their physical development.

170. A detailed scheme of work is in place, which includes very helpful guidelines for teachers. An effective in-service training programme has increased teachers' confidence and skills and enables the school to provide a good physical education for all pupils. This was reflected in the good standards of attainment and progress observed during the inspection. Pupils are also offered opportunities to participate in netball, football, rugby and line dancing clubs at lunchtime and after school and to represent the school in District Sports. There is careful monitoring of this subject and further staff training is planned in order to raise the good standards already achieved.

RELIGIOUS EDUCATION

171. Whilst it was only possible to observe a limited number of religious education lessons, these observations, plus a scrutiny of work and teachers' planning documents indicate that pupils in both key stages make satisfactory progress in the subject. Pupils with English as an additional language and those with special educational needs make satisfactory progress relative to their identified needs. As standards in religious education were not reported at the time of the last inspection, no comparison is possible.

172. Pupils in Year 2 display an effective understanding of the festival of Eid, with many Islamic pupils being able to talk about it from a personal point of view.

173. In Year 5, pupils show an understanding of the teachings of Jesus as conveyed in the Bible, and consider how they apply to our daily lives by studying a short story by Tolstoy. Whilst the oral work in the lesson demonstrated that pupils had a simple understanding of the parallels to be drawn from both resources, many pupils, in particular those pupils with English as an additional language and pupils with special educational needs, had problems in expressing their ideas and opinions in a written form.

174. Pupils in Year 6 demonstrate a good understanding of Hajj, the pilgrimage to Mecca for Muslims. Good brainstorming of questions to be answered and the effective use of video taped material ensured that pupils made progress in their knowledge and understanding of this important aspect of the Islamic religion. The lesson was further enhanced by the good use the teacher made of a pupil who had been on the pilgrimage to Mecca.

175. Pupils approach their religious studies in a committed manner. They listen to the teacher and other pupils with interest, and respect each other's opinions.

176. The quality of teaching is satisfactory. Lessons are well planned resourced and organised. Teachers are secure in their subject knowledge, and create an appropriate reflective environment in which ideas and issues can be explored in a respectful manner.

177. Examination of the school's curriculum for the subject indicates that pupils are provided with the opportunity to extend their knowledge and understanding of a number of world faiths. Pupils learn about the prophets, holy books, festivals and stories of these faiths, and come to a simple yet effective understanding of the beliefs shared by these faiths and how they come to impact upon and influence our daily lives.

178. The school's desire to pay due attention to the wide range of faiths practised by pupils in the school and studies more individual religions than many schools. This sometimes means that the study of individual faiths is somewhat superficial, with pupils' work somewhat lacking in depth.