

INSPECTION REPORT

GALLIARD PRIMARY SCHOOL

Edmonton, London

LEA area: 308 Enfield

Unique reference number: 101991

Headteacher: Mrs. R.A. Hopkins

Reporting inspector: Mrs. Mary Summers
25455

Dates of inspection: 21 - 24 January 2002

Inspection number: 222867

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Galliard Road Edmonton London
Postcode:	N9 7PE
Telephone number:	020 8804 1818
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. L. Sless
Date of previous inspection:	24 January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25455	Mary Summers	Registered inspector	Music	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9502	Rosalind Hall	Lay inspector		<p>Pupils' attitudes, values and pupils' achievements</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
25787	Edmond Morris	Team inspector	<p>Mathematics</p> <p>Special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
13246	Michael Edwards	Team inspector	<p>English</p> <p>History</p> <p>Physical education</p>	
18456	Jill Rankin	Team inspector	<p>Science</p> <p>Information technology</p> <p>Design and technology</p>	
20339	Vicky Plotkin	Team inspector	<p>Foundation stage</p> <p>Art and design</p> <p>Religious education</p>	

19774	Maura Docherty	Team inspector	English as an additional language Geography	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Galliard Primary is a very large community school catering for 561 pupils of between three and 11 years of age. There are more boys than girls in the school, in Years 1, 3, 5 and 6. The school roll is growing and more classrooms are being built. Many children come from disadvantaged backgrounds although only 13 per cent claim free school meals. About half of the children are from white UK backgrounds and about one quarter from white European backgrounds. Other pupils represent a wide range of ethnic minority groups. There are 20 pupils from refugee families, mainly Somalian. Nearly one third of the pupils speak English as an additional language, although there are only a few who are not fluent English speakers. The number of pupils identified as having special educational needs is about average, although there are fewer with statements of special educational need than in most schools of this size. Children's levels of attainment are below average when they start school. There has been a high turnover of teachers in the last two years and the school has found it difficult to replace them.

HOW GOOD THE SCHOOL IS

Galliard Primary provides a reasonable standard of education for its pupils. Sound leadership is ensuring that the quality of teaching is getting better and that standards are beginning to improve. Recruiting and retaining good quality teachers has been difficult but the current staff show a firm commitment to the school and to improving standards. The school provides satisfactory value for money.

What the school does well

- Teaching in the nursery, Reception classes, Year 1, 2 and 6 is good and helps pupils to make good progress.
- Year 2 and Year 6 pupils reach above average standards in information and communication technology and physical education; Year 6 pupils reach above average standards in geography.
- The school supports pupils who are learning English as an additional language well and they learn quickly, taking a full part in lessons.
- The school provides very well for pupils' personal development; this helps them develop strong moral values, good relationships with one another and high levels of respect for one another's beliefs and cultural backgrounds.

What could be improved

- Standards are not high enough in English at the end of Years 2 and 6 and in mathematics at the end of Year 6.
- More able pupils often do not make enough progress in lessons and reach high enough standards in national tests.
- The results of assessments are not always used well enough to identify strengths and weaknesses in pupils' performance, particularly in English; the work set does not always help to move pupils on to the next stage of their development.
- The school has been focusing on too many areas for improvement at once and has not concentrated enough on raising standards in English and mathematics.

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 satisfactory improvement since its last inspection in January 2000. Standards in the national tests for seven and 11-year-olds in 2001 were still well below the national average. However, the findings of this inspection show that these are starting to improve. There has been very good improvement in provision for information and communication technology and standards are now above average. However, standards in writing throughout the school are below average and this reflects unsatisfactory improvement since the inspection. Standards in history are

better. Much has been done to help staff with responsibilities to carry out their duties effectively and there is a developing system for monitoring teaching which is showing results. The quality of teaching is much better and this is helping pupils to make more effective progress. This is particularly the case in the nursery, where the quality of teaching has improved from unsatisfactory to good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	D	E
mathematics	D	E	E	E
science	C	E	E	E

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

Standards in the 2001 tests were well below average when compared with those of similar schools and also when compared with schools nationally, particularly in mathematics and science. Targets set for 11-year-olds were not achieved and pupils did not make enough progress between Years 2 and 6. Despite this, analysis of the results over the past four years shows that standards have improved in line with the national trend. The fall in standards in the last two years is due to the high turnover of staff and the disruption this has caused to pupils' learning. Year 6 pupils look unlikely to reach the targets this year, despite the good progress they are making in these classes. The results of the 2001 Year 2 national tests in writing were below average and were well below average in reading and mathematics. Standards in science, based on teachers' assessments, were average last year.

Pupils in the nursery and Reception classes make good progress and by the time they enter Year 1, most children reach average standards in all aspects of their learning. Pupils with special educational needs and those for whom English is an additional language achieve well in these younger classes because of the good range of interesting and useful experiences which teachers prepare for them.

Work seen in lessons confirms that standards in English for pupils in Years 2 and 6 are still below average. They are average in speaking and listening and reading but their work in writing shows significant weaknesses. Pupils currently in Year 2 are reaching average standards this year in mathematics and science. In Year 6 however, standards in mathematics are still below average, as these pupils are not quick enough at mental calculation, including multiplication tables. Year 6 pupils are at average standards in science this year. Standards in other subjects are average, with above average standards seen in information and communication technology and physical education in Years 2 and 6 and in geography in Year 6.

Progress throughout the school depends largely on the quality of teaching. In Years 1 and 2, the pupils are achieving appropriately, except in writing. In Years 3 to 6, progress is uneven, with good progress being seen in some classes, particularly Year 6, but weaker progress in others. Pupils with special educational needs make satisfactory progress in most lessons. Those for whom English is an additional language make good progress because of the many opportunities they have in class to develop their spoken language. The school is not providing well enough, however, for more able and gifted and talented pupils who often do not make enough progress in lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils work hard and enjoy learning.
Behaviour, in and out of classrooms	The vast majority of pupils behave well in and around the school.
Personal development and relationships	Good: there is a high degree of racial harmony. Pupils value and respect one another's feelings and cultural beliefs.
Attendance	Satisfactory. Pupils attend regularly and are punctual for school.

Pupils are keen to accept responsibility but have fewer opportunities to work on their own initiative.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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.

Teaching, including that for pupils with special educational needs, is satisfactory overall. Although teaching is good in the nursery and Reception classes and in Years 1 and 2, it varies in Years 3 to 6. It is good in Year 6 where the teachers are working hard to try to help pupils recover from the disruption caused to their education further down the school and it is good in some other junior classes. The main strengths are:

- effectiveness of teachers' planning in the youngest classes which gives children a good start to school;
- high quality teaching in mathematics, including numeracy, information and communication technology and physical education throughout the school and geography in Years 3 to 6.
- the way in which teachers manage their pupils, maintaining their attention and good behaviour; this helps pupils to work hard and listen carefully in lessons;
- good use of support staff which helps pupils with special educational needs take a full part in lessons;
- how teachers use books and equipment to interest and motivate the pupils;
- brisk question and answer sessions which encourage pupils to come up with their own answers;
- the contribution made by high quality part-time teachers; their enthusiasm and good subject knowledge make lessons lively, informative and interesting for pupils;
- the teaching for pupils learning English as an additional language.

The main weaknesses are:

- the use of ongoing assessments to help teachers plan work which meets the needs of different groups of pupils and individuals, particularly the more able;
- the quality of teaching and learning in some classes in Years 3 to 5 is unsatisfactory; the work does not challenge the pupils and some teachers accept work which is not good enough; reading progress is not tracked well enough in some classes and appropriate advice given to parents in reading diaries;
- teachers' marking does not always provide helpful comments for pupils to improve their work;
- literacy skills are not being used sufficiently in other subjects to help pupils practise their skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for younger classes is well planned and interesting. Pupils in Years 1 to 6 cover all subjects but sometimes too much time is spent on literacy and numeracy and not enough on other subjects. Provision for personal, social and health education is very good.
Provision for pupils with special educational needs	Satisfactory. It is often good when pupils are supported by teaching assistants but teachers do not always take enough notice of the targets set for these pupils to plan suitable activities, especially in English.
Provision for pupils with English as an additional language	These pupils make good progress and achieve well because teachers make sure that pupils understand new vocabulary and give them good opportunities to speak up in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and cultural development is very good and helps pupils respect one another's beliefs and form good relationships. Provision for social development is good and for spiritual development satisfactory.
How well the school cares for its pupils	Arrangements for the care and safety of pupils are good but insufficient use is made of assessments of academic progress to plan useful work.

The school's partnership with parents is satisfactory. The vast majority of parents support the school but a small minority feel unwelcome and have little confidence that any concerns will be addressed effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has led her staff effectively towards improving many of the areas of weakness identified at the last inspection. Most staff with particular responsibilities work hard and are committed towards improving provision for the pupils.
How well the governors fulfil their responsibilities	Governors meet their responsibilities well and have a sound grasp of the school's strengths and weaknesses.
The school's evaluation of its performance	Teaching is now evaluated effectively but information about pupils' performance is not used well enough to identify strengths and areas for improvement.
The strategic use of resources	Budget planning is efficient and targeted around areas for school improvement. Great improvements have been made to the accommodation which have improved provision for Reception classes and for information and communication technology where pupils now reach above average standards.

Staffing levels are satisfactory at present and the current stability is helping to improve the quality of provision for the pupils. This means that the headteacher is now in a good position to move the school forward and improve standards still further. Accommodation and learning resources are satisfactory overall, with a well-equipped library and computer suite, but the nursery classroom is old and in poor condition. The school has begun to apply the principles of best value but it does not involve parents enough in identifying areas for school improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and helps their children to make good progress. • Behaviour is good. • The school expects their children to work hard. • The school is helping their children to become mature and responsible. • The school provides a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • The organisation of homework. • The work for more able children which is not considered challenging enough. • The amount of information they receive about their children's progress. • The relationship that the school has with parents which makes some feel uncomfortable about voicing their concerns. • The leadership and management of the school. • The disruption caused by the frequent changes of teachers.

The inspection team agrees with all the positive views of parents, although there are still some weaknesses in the teaching of English in some junior classes. It finds that the provision of homework is satisfactory overall, although there is some inconsistency in the way that reading homework is set and how home/school diaries are used. The leadership and management of the school is satisfactory and a good amount of information is sent to parents, particularly about their children's progress. The team agrees with parents that more able children are often not set work which is challenging enough and this inhibits their progress. The vast majority of parents feel welcome in the school, but more could be done to improve relationships with the small number of parents who do not feel this is the case.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards at Galliard are lower than the national average and lower than those of similar schools. The results of the National Curriculum tests, taken when pupils leave the school at the end of Year 6, are below average in English and well below average in mathematics and science. When these results are put next to schools who have a similar number of pupils eligible for free school meals, standards are well below average in all three subjects. The targets set for pupils to reach last year were unrealistic and they were not achieved. Over the past four years the school's results have improved at a rate similar to the national picture despite a drop in the last two years. The targets set for this year are again too high and pupils look unlikely to achieve them, despite the good progress they are making in Year 6.

2. The results of the 2001 national tests for Year 2 pupils in reading, writing and mathematics are below the national average in writing and well below average in reading and mathematics. This picture is similar when the results are compared with those of similar schools. In the same year, standards in science for pupils aged seven, based on teachers' assessments, were close to the national average.

3. Results last year showed that too many pupils in Year 2 and Year 6 were failing to reach national expectations for their age and that few reached higher levels in the tests. Standards reached by pupils in national tests for the past two years since the last inspection have fallen, mainly because of disruption caused by the constant changes of staff. Some weaknesses in the teaching also contributed to pupils' unsatisfactory achievement, particularly in English. However, the findings of the current inspection show that standards are improving and pupils are on track to achieve higher results than in last year's tests.

4. When children enter the nursery, their attainment is below average in comparison with that expected for three-year-olds. Children make good progress in the nursery and Reception classes. By the time they enter Year 1, their attainment is average in communication, language and literacy, in mathematics, their knowledge and understanding of the world, creative, physical, personal, social and emotional development. As a consequence of good teaching, they are above average in their work in information and communication technology. Children with special educational needs and those for whom English is an additional language are catered for well and they make good progress.

5. The work seen in English shows that pupils throughout the school are reaching average standards in speaking and listening. This represents good progress for many pupils and is due to the good opportunities which teachers provide for pupils to take part in class discussions and develop their vocabulary. Reading standards are average for pupils aged seven and 11, although there are still too few pupils achieving at higher levels. Good teaching of basic phonics is helping to raise standards in Year 2. Although standards in reading are average in Year 6, the progress made by pupils in the juniors is inconsistent. It is good in Year 6 but in some other classes teachers are not making enough use of assessment information to monitor the progress of individual pupils and provide them with suitable reading experiences to develop their skills progressively. The home/school reading system does not work particularly well as some teachers do not monitor the books pupils are reading and send home suitable material to challenge and interest pupils.

6. The main area of weakness in English is in pupils' writing and the school has recognised this and is trying to improve provision. Standards in Year 2 and Year 6 are still likely to be below average this year, although the pupils in these classes have made good progress from the beginning of the year. In Year 2 the writing of many pupils is too simple; the vocabulary used is dull and the work shows weak punctuation and spelling. In some junior classes, teachers do not have high enough expectations and accept work from pupils which is too short and which is poorly

presented. Handwriting is weak; many pupils still cannot join their letters and letters are often wrongly formed. As with reading, teachers are not making enough use of their assessments to plan suitable work for pupils of different levels of ability to make enough progress during lessons.

7. In mathematics, standards at the end of Year 6 are still likely to be below average. These pupils have not had the advantage of the National Numeracy Strategy all the time they have been at school: as a result they are not confident in basic mental calculations, including their multiplication tables. Year 2 pupils are making good progress and reaching standards similar to those found nationally. The good teaching and the successful implementation of the Numeracy Strategy are having a positive impact on the progress that these younger pupils make.

8. The good teaching in Year 6 is having a considerable impact on pupils' learning. Despite disruption caused by constant changes of staff last year, the pupils are responding well to their teachers, working hard and are likely to reach average standards in science by the end of the year. Pupils in other junior classes are also making good progress in science. This improvement is due to clear planning for the subject, effective setting arrangements and better teaching, supported by the very capable science co-ordinator. The setting arrangements allow the most able pupils to receive appropriately challenging work and more are likely to reach high levels in the tests this year. Year 2 pupils also are on track to reach average standards in science by the end of the year. Again, improved teaching and better planning for the subject are helping pupils to make better progress. However, there are still not enough pupils working at higher levels in Year 2, because they are not challenged enough in their practical and investigative work.

9. Standards in other subjects vary, but none are below average, either in Year 2 or Year 6. They reach expected standards for their ages in art and design, design and technology, history, music and religious education. Standards in history have improved since the last inspection when they were below average, because of better teaching in the subject. They are now average. Whilst Year 2 pupils reach average standards in geography, Year 6 pupils' work is above average for their age because of the very good teaching of the subject in this year group. Standards in physical education are above average both in Years 2 and 6 which represents an improvement since the last inspection for the Year 2 pupils. Again this is because of the high quality teaching of the subject, particularly that of part-time staff. The work the school has done in developing its provision for information and communication technology has been very successful and standards are now above average at both key stages. This was a key issue for improvement at the last inspection, when both provision and standards were unsatisfactory. The new computer suite, the careful timetabling and planning for the subject, and the good teaching, including that of the co-ordinator, have all helped to drive up standards.

10. The school is not using or developing literacy in other subjects well enough to have a real impact on English standards. Written work in other subjects is often short and poorly presented, for example in history and geography; some teachers do not expect enough of their pupils or give them enough time to finish their written reports or descriptions. Numeracy, however, is used and developed effectively in many subjects, for example in information and communication technology, where pupils learn to present their work in graphs and plot points in four quadrants. Work in science and geography also enables pupils to use their numeracy skills when they use a flow meter to measure the speed of a river compared with a canal and record their findings on graphs.

11. Pupils with special educational needs make satisfactory progress as they move through the school. Work in most subjects is usually provided at a suitable level, based on prior attainment, which results in pupils learning effectively. However, the targets set in pupils' individual education plans are not always taken into account when planning work. This results in them making less progress, particularly in English.

12. Pupils for whom English is an additional language make good progress throughout the school and achieve standards which are comparable to those of their classmates. Those children who arrive in the school as newcomers to English often make very good progress, particularly in the younger classes. Teachers ensure that there is a good range of opportunities for them to use

and develop their English through class and paired discussion and often take care to explain new words and their meanings.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are good. They arrive on time and ready for work. They are enthusiastic about their learning and about their extra-curricular activities such as country dancing and golf. Pupils speak with pride about their work and the friendliness of their school.

14. Pupils behave well in lessons and around the school. No pupils were excluded during the last school year. The majority are quick to respond to teachers' instructions and settle down to tasks well. They concentrate well and only become restless if teaching is dull or work is unchallenging. In assemblies they listen and participate appropriately. During an assembly given by a local police officer they were polite and asked very pertinent questions. They move around the school in a careful and orderly way and, as a result, the school has a calm and businesslike atmosphere. In the playground they play together well, although sometimes boisterously, and make full use of the space for a variety of games. There was no evidence of bullying or racism seen during the inspection. Younger pupils often find lunchtime too long and, although their behaviour is satisfactory throughout these sessions, occasionally they become bored and play less constructively together.

15. All staff and pupils have very good relationships. Pupils work well together as was seen in a Year 2 dance session where pupils choreographed part of a dance. They are developing good levels of self-esteem, which is enhanced by the Circle Time programme. In the Year 2 sessions during the week of the inspection pupils paid each other a compliment and were visibly proud when their classmates spoke positively about them. As result of the very good provision for cultural development pupils have a high level of respect for those from different backgrounds. In their religious education lesson Year 6 pupils wrote very imaginatively about how they would feel as they undertook the Hajj pilgrimage. In an assembly for junior pupils all showed great empathy with the plight of Anne Frank.

16. Pupils are confident in speaking to adults and are polite to all members of staff and visitors. They are encouraged to take responsibility for themselves but it was evident that many of the older pupils are less mature than pupils of the same age in other schools. The school is aware of this and has put all Year 6 pupils through a 'Solution Focused' project. One Year 6 girl said that this had had a significant and positive effect on the relationships within her class and that issues were being resolved more maturely between pupils. They undertake roles of responsibility in each classroom and Year 6 pupils can become monitors, carrying out duties such as preparing for assembly. They take these responsibilities seriously. Pupils participate well in an active school council where issues such as playground games are discussed. There is less evidence to show that pupils can work under their own initiative; opportunities are limited for the pupils to develop this aspect of their personal development.

17. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are well supported by teachers, learning support assistants and lunchtime supervisors. The school ensures that they are fully included in the life of the school and that their behaviour is not detrimental to their own learning nor to that of their classmates.

18. Pupils for whom English is an additional language show good attitudes in class. Many are able to draw on their personal experiences to enhance learning, for example in geography where they are able to describe their families' place of origin and the languages they speak. Pupils listen carefully to the models provided by teachers and use new vocabulary successfully. They work well in small groups with a teaching assistant or the specialist language teacher, so that they are ready to contribute to class discussions.

19. Attendance levels are in line with the national average. Very few pupils are late thus enabling lessons to begin punctually. Pupils' attendance levels show that they enjoy coming to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning is satisfactory overall but with significant strengths in some subjects and some year groups. Of the 103 lessons observed, 65 per cent were good or better. Four per cent were unsatisfactory and these were all in Key Stage 2 classes. Thirteen per cent of lessons were very good or excellent and the vast majority of these were in Year 2 and Year 6 classes. Overall, teaching is good in the Foundation Stage and at Key Stage 1 and satisfactory at Key Stage 2.

21. These findings show a distinct improvement since the last inspection, when the quality of teaching was unsatisfactory. The headteacher has introduced a system of observations which has helped teachers to improve their work. Teaching was unsatisfactory in information technology and history at the last inspection. The introduction of a new computer suite, along with good resources and a comprehensive training programme for staff, has improved teaching in information and communication technology from unsatisfactory to good. History is now taught effectively and pupils are now reaching standards which are average for their age. Mathematics teaching was satisfactory but is now good because of careful analysis of test results which has highlighted areas in which pupils were weak. Teachers have then been able, with the support and leadership of the headteacher and local education authority advisors, to develop these aspects through more focused teaching. Numeracy teaching is also good. Better planning has improved the quality of teaching in science from satisfactory to good.

22. The quality of teaching and learning is good in geography and physical education and this means that pupils are making effective progress in these subjects. Teaching in art, design and technology, religious education and music is satisfactory and pupils are reaching appropriate standards for their ages. Music teaching was judged as good at the last inspection but is now judged as satisfactory as the planning for the subject is not detailed enough to ensure that pupils make consistently good progress in lessons.

23. The quality of teaching and learning in English was good at the last inspection. The findings of the current inspection are that teaching and learning in English, including literacy, are good for pupils aged five to seven but unsatisfactory for those aged seven to 11. This is one of the reasons why pupils are not making enough progress in writing, particularly in some classes in Years 3, 4 and 5. Teachers in some of these classes do not have a clear enough understanding of the levels of work which are appropriate to the ages of the pupils. They often set work which is too easy and accept written work from pupils which is not good enough. Consequently pupils are not motivated to do their best in their English work. Guided reading sessions are not always used effectively to provide interesting activities at the appropriate levels for different groups of pupils. Consequently, pupils in some classes become bored and restless during these sessions. Marking also is not always used effectively to give useful feedback to pupils about how they can improve their work. In Year 6 however, the quality of teaching and learning in English is good, but there is too little time left for the pupils to catch up and achieve national standards.

24. Teaching in the nursery and Reception classes is generally good and this is why the children here are making rapid progress in all areas of their learning. This is in contrast to the findings of the last inspection, when teaching in the nursery was a serious weakness of the school. Teachers plan a wide range of activities for the children, based on nationally recommended guidelines. Joint planning and good liaison between classes ensure that pupils in different classes enjoy similarly high quality provision. Changes in teaching staff have contributed to the good improvement made, as have new classrooms for Reception children and improved books and equipment to help children learn. Careful assessment procedures help teachers to plan appropriately for different groups of children, including those with special educational needs and those for whom English is an additional language. Teachers make particularly good use of the

outdoor areas, which are in use throughout the year and the children respond enthusiastically to the activities, showing keen interest and enjoyment. They play well together and chat happily, developing their language and communication skills. This is particularly useful for children who are new to learning English as it helps them practise their new skills within a relaxed and supportive atmosphere.

25. The nursery is housed in an old air-raid shelter and teachers here have to work extremely hard to make the environment bright and stimulating for the children. Vibrant displays on the walls and the good range of activities planned ensure that these young children are happy to come to school and approach new experiences with confidence. Teachers ensure they become increasingly independent, encouraging them to change into coats and wellingtons before they go outside and to wash their hands after painting and craft activities.

26. Generally, teachers throughout the school manage their classes well, within a supportive, calm and caring atmosphere. They enjoy good relationships with their pupils, often sharing a joke or their own experiences, which helps the pupils feel confident and relaxed. This shows in the quality of classroom discussions which are often lively and interesting, with most children taking an active part, including those who are new to learning English. In a religious education lesson in Year 2 for example, the teacher talked about her own religious customs and encouraged her pupils to do the same. In this way, they learned to value the many different religions and cultural backgrounds of their classmates.

27. Another strength of the teaching and learning process is the way that teachers use support staff in lessons. Support staff meet with teachers regularly to plan activities and often provide lesson plans to say what they would like their assistant to do with particular pupils. This helps to support less able pupils and those with special educational needs. Teachers also use books and equipment well to interest and motivate their pupils and make learning more fun. For example, a selection of old-fashioned household tools and equipment helped young Year 1 pupils understand about life a long time ago and how technology has affected their lives.

28. Many teachers test out pupils' knowledge and understanding by brisk question and answer sessions. This also enables pupils to talk about their recent learning and explain their thinking. Careful questioning in a Year 5 information and communication technology lesson challenged the pupils to think how to use their existing knowledge and understanding within a new situation. Pupils made very good progress in creating their own database of British monarchs.

29. Despite some parents expressing concern about arrangements for homework, procedures were found to be satisfactory. Homework in mathematics and religious education is useful and helps pupils practise or understand what they have learned in school. Pupils in many classes are encouraged to take books home to practise their reading and this is helping many of them become more fluent and enthusiastic readers. However, the home/school reading diary is not used effectively by all teachers to record progress or give suggestions as to how parents might support their children at home.

30. Many part-time teachers provide high quality teaching and have a great impact on the progress that pupils make in, for example, science, mathematics, physical education and information and communication technology. They have a very good knowledge of their subjects and use this effectively to plan stimulating work which interests and motivates the pupils. In several very good lessons in physical education, for example, the teacher's high expectations and good coaching skills meant that pupils knew exactly what they had to do to improve. They worked hard and made significant progress in a short period of time in gymnastics and dance.

31. In addition to the weaknesses in English teaching mentioned above, some other aspects of teaching require improvement. Some teachers do not assess their pupils' work well enough during lessons and use this information to plan work which will move pupils on to the next stage of their development. This means that the work set is sometimes too easy for the more able pupils or too difficult for those who progress at a slower rate. Reading and writing are not being used well

enough in other subjects to help pupils practise and refine their skills. Although pupils are above average in their information and technology work, there are few opportunities for them to use these advanced skills to support their work in other subjects.

32. Teachers give suitable support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make satisfactory progress. In some lessons, however, particularly in English, teachers do not always take into account the targets set in pupils' individual education plans when planning work. This means that valuable opportunities are missed to focus on improving specific weaknesses. During individual or group work the learning assistants give useful support and many have built up very good relationships with the pupils they support.

33. Teaching for bilingual pupils is good. There is a good emphasis on practical and visual activities and good opportunities for talking in small groups. Effective use is made of whiteboards, maps and posters to help pupils understand the lessons. Teachers show different ways of working, which is beneficial for all pupils, but particularly bilingual pupils. Good partnership teaching is established between class teachers and the specialist language teacher, which has a significant impact on pupils' learning. Grouping strategies are also effective and allow these pupils to work alongside their English-speaking classmates. This strategy allows discussion and collaboration to build up these pupils' confidence and allows them to contribute fully to the lessons.

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

34. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. There is an appropriate allocation of time for the teaching of English, mathematics and science that enables all aspects of these to be taught throughout the school. However, the use of time within the school day is not always effective. Some lessons, particularly in literacy and numeracy, are too long and are stretched to fit the time available between breaks. For example, for Years 1 and 2 there is one hour and five minutes between morning break and lunchtime and this is often used for a numeracy session. The recommended length of time for a numeracy lesson for pupils of this age is around forty-five to fifty minutes and making it longer means that pupils sometimes lose concentration and their learning is consequently adversely affected. Having longer than usual English and mathematics lessons leads to a lack of variety in the day and takes valuable time away from other subjects. There is also a time imbalance in the provision for physical education with pupils in Year 1 having one weekly session compared with two sessions in Year 2. The lunch break of an hour and a half for pupils in Years 1 and 2 is long and, despite the good provision of clubs and other activities, some pupils find it difficult to cope with playing constructively throughout the break. The curriculum for children aged three to five is good and planned effectively according to national recommendations. This has a positive impact on the rate of development of children's skills and understanding in all the areas of learning.

35. The national strategies for teaching literacy and numeracy are firmly in place and, particularly in numeracy, are having a positive impact on learning. Planning of the curriculum is satisfactory with strengths in the quality of planning for mathematics and personal, social and health education. In English, for pupils in Years 3 to 6 the planning of some of the guided reading lessons lacks enough focus to help pupils make good use of the available time to improve their skills. Planning in music is not sufficiently detailed to help those teachers who are not specialists to provide activities to help their pupils make consistent progress. The setting of pupils by ability in numeracy lessons in Years 2 and 6 has helped teachers plan work closely matched to the needs of pupils thereby improving their progress over time. The provision for personal, social and health education is very good with the school's own carefully thought out scheme of work that also includes citizenship. Useful and appropriate links have been made to other subjects such as history and science to make the work more relevant and interesting for the pupils.

36. The curriculum provision for pupils with special educational needs is satisfactory overall. It is good in the nursery and Reception classes because the teachers here make good use of

ongoing assessments to help plan appropriate work for these children and this helps them make good progress towards the targets set on their individual education plans. In other parts of the school, the provision is less effective as not all teachers take into account the targets set in individual education plans when planning lessons, particularly in English. Learning support assistants are often used well by teachers to help individuals and groups of pupils take part in all lessons. They help pupils focus on the tasks and give them assistance in understanding exactly what they are expected to do during the lesson including behaving appropriately.

37. All pupils are fully included in the life of the school enabling them to benefit from the learning and social opportunities provided. A few pupils are occasionally withdrawn from lessons for additional learning support or for instrumental music lessons. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages. Boys and girls work co-operatively together in class and are given equal status. Books and other educational resources are checked for any stereotyping or bias and displays around the school fully reflect the rich diversity of cultures found in the school and the locality.

38. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. Subject co-ordinators report to governors to keep them informed of developments. There are designated governors for literacy and numeracy who visit the school regularly and have observed the provision first hand by sitting in on lessons. The governors have adopted appropriate policies for sex and drug education.

39. The curriculum is enhanced by an interesting range of visits linked to the work in class. Recent visits have been made by Year 3 pupils to the British Museum and by Years 5 and 6 to Tottenham Hotspurs football club. Year 5 pupils had the opportunity to go on a residential trip to the Isle of Wight where they could take part in outdoor and adventurous activities. This also gave them many opportunities to develop socially and learn to live harmoniously in an environment away from home. Visitors to the school also help enliven and extend the curriculum. For example, as part of the school's history week a 'Roman soldier' and a 'Victorian chimney sweep' visited. These visitors inspired and entertained the pupils, making their learning come to life. Visits to the school by the local fire and police officers help pupils learn about dangers in the home and the wider world as part of their citizenship studies. Various theatre and music groups are also regular visitors to the school and give pupils greater insight into the performing arts. The provision of extra-curricular activities is good. The 1 o'clock club at lunchtime provides pupils with activities ranging from rugby to maypole dancing and sessions are well attended. Other clubs include choir, hockey and golf. Most of these are organised and run by school staff who give up their time willingly to interest and motivate the pupils.

40. By using the Internet and e-mail the pupils correspond with pupils in other countries such as Finland and Norway. These links are well established and have included school staff visiting the countries as part of a joint project. Links with local schools are also in place with a partnership group of teachers from local primary and secondary schools meeting regularly to plan joint projects and share ideas and expertise.

41. In the last inspection the provision for pupils' spiritual development was judged to be sound and that for moral, social and cultural development to be good. Spiritual provision remains sound and social is still good, but provision for both moral and cultural development is now very good.

42. Assembly themes have a suitable spiritual dimension. During the inspection older children watched a video of Ann Frank's life during an assembly and listened attentively to the headteacher who spoke of the importance of tolerance and understanding of different faiths, races and cultures. Children were moved by the story told to them on the same theme by the visiting Methodist clergyman. During the act of worship they were quite still as they reflected on the outrage and the goodness that come out of the worst situations. Assemblies are well planned and fulfil the statutory requirement for a daily act of worship. Music is played at the beginning and end of some assemblies and supports spiritual awareness well. However, singing is not always an integral part

of worship, despite the pupils' enthusiasm for this. Good opportunities are made in religious education lessons for pupils to empathise with, and develop insight into, the values and beliefs of others. In a Year 1 class pupils gently held a Muslim doll and told her what to do to help her live a good life.

43. The school is rightly proud of its very good provision for pupils' moral development. There is a pervasive and strong moral ethos in the school and its values and aims are promoted very well. Circle Time provides a forum for children to debate moral issues such as those surrounding the September 11th tragedy. Other opportunities are also used such as the discussion in a Year 3 class on impact of pollution on our planet following a Turkish/ English story telling session. Pupils have a clear understanding of what is right and what is wrong. They are concerned about, and intolerant of, both racial abuse and bullying. The Children's Charter, which is revised each year, is well observed and integrated firmly into the school's practice.

44. The provision for social development is good. The youngest children develop well as independent learners, although there are fewer opportunities for this independence to be developed in the older classes. Year 6 pupils have responsibilities as monitors and carry out such duties as marshalling the corridors as the school files in and out of assembly and looking after the younger children. The School Council meets regularly and makes representations to the governors on such matters as the quality of school meals. Some classes have class monitors, but the specific, planned provision for pupils to take responsibility and show initiative is limited. Relationships in the school are very good and all staff provide good role models in their interactions with each other and with pupils, both in classes and around the school. Lessons are well planned to nurture pupils' co-operative skills through working in pairs as talk partners or in small groups. Circle Time is effective in developing pupils' listening skills and ability to take turns, as well as allowing them to reflect on a range of social and moral issues. Teachers are consistent in reminding pupils of good working practices at the start of lessons, such as the need to settle quickly and to get along well with each other.

45. Provision for pupils' cultural development is very good. There are many opportunities to celebrate the diversity of cultures represented in the school. Two Arts weeks take place each year and artists, musicians and dancers representing different cultural traditions come in to work with pupils. Last term the school had a Black history week and speakers included a Ghanaian father who is an architect, and three successful young, black adults, two of whom spent their childhood in the local area. Multi-cultural provision is embedded in the school's day-to-day curriculum. The work of different cultures is studied in art, music, religious education, geography and history. Resources support the multi-cultural curriculum well. Displays reflect pupils' cultures and many are labelled in the different languages they speak. Parents enrich lessons by sharing their knowledge, understanding and expertise, for example: a mother read a story in Turkish to a Year 3 class and a father came into a Year 1 class to explain how a Muslim father brings up his children.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The arrangements for the care and welfare of pupils are good. Very good relationships between all staff and pupils ensure that each child is supported well in their personal development. Procedures to monitor personal development are good and ensure that any difficulties are quickly identified and the necessary action taken.

47. The school has good systems for Health and Safety; regular inspections of the site are undertaken involving school staff and governors. Risk assessments are in place and the school is careful to modify arrangements such as fire drills as the building programme progresses. Good child protection procedures are in place. There are two well-furnished medical rooms and good coverage for first aid. Detailed records of incidents are kept.

48. The implementation of the behaviour policy is effective and consistent. Pupils understand the rules and codes of behaviour and appreciate the rewards given. There is a clear system of detentions to deal with incidents of inappropriate behaviour and effective procedures are in place to

deal with bullying and racism although but there was no evidence of incidents of this nature during the inspection. The personal, social and health education programme contributes well in this area and Year 6 pupils spoke enthusiastically about their part in a new initiative, the 'Solution Focused Project,' which has significantly improved relationships and behaviour within their classes.

49. Lunchtimes, although long, are well organised and pupils are supervised well. This time is enriched by the provision of a variety of clubs which enable the pupils to pass the time profitably.

50. Procedures for attendance are applied consistently and registers are filled in accurately. Attendance and incidents of lateness are monitored carefully and the school works closely with the education welfare officer where necessary.

51. The school has introduced a wide range of assessments to help monitor pupils' academic performance and a considerable amount of data is available. This includes assessments from national tests, along with end-of-year tests and termly reviews of key skills. Although having been introduced only recently, these assessments have been used effectively in mathematics and science to highlight and address weaknesses but they are not yet used well enough in English to provide suitable work and challenge for some pupils. Although 'target' groups are identified for additional support, the specific weaknesses in individual pupils' written work are not yet being highlighted. Consequently, teachers are not always providing pupils with the necessary advice or work to improve their skills.

52. There are good systems in place to monitor the progress made by pupils who are learning English as an additional language. The specialist teacher supports priority pupils, for example this term in Year 3 and in Years 2 and 6 leading up to the national tests. Turkish boys receive additional reading support because their achievement was noted as being lower than that of their classmates.

53. Pupils with special educational needs are identified early in their school life and are accurately assessed. Pupils on the special needs register are carefully tracked to monitor their progress. Individual education plans are drawn up by class teachers with the support of the special needs co-ordinator. These plans have been improved in recent months to make the targets set more specific and measurable. They are regularly reviewed and new targets are set with the involvement of the pupils and their parents. However, teachers do not always take these targets into account when planning English work for pupils. The six statemented pupils receive good and well-focused support from the local authority and the school. The school fully meets the statutory requirements of the special educational needs Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The amount and quality of information provided for parents is good. The prospectus is well written and up to date. Both this and the annual meeting for parents meet requirements. Parents also receive a weekly newsletter; and whilst these provide useful information about school events, some of the sections are negative in tone and opportunities are sometimes missed to celebrate achievements. Details of the curriculum to be taught and the homework timetable for each year group are sent to parents at the start of each term. This term the school has held meetings for parents about reading. These were well attended. Further meetings are planned for reading and for mathematics and science for parents of children in Years 1 and 2 and for parents of older children during the summer term.

55. The school website also holds current information for parents about school activities and ideas to support learning at home. A parents' evening is held each term and these are well attended. The annual report for parents on each pupil's progress meets requirements and gives targets for development; it is discussed at the summer term consultation evening. Interpreters are available for those parents whose first language is not English. Governors have introduced a monthly surgery where they are available to discuss any concerns or queries raised by parents but few have used this facility to date.

56. The contribution of parents to children's work at school and at home is good. Parents are supportive of their child's learning by ensuring that children attend regularly and are punctual. The majority of parents ensure homework is complete and many hear their children read regularly. A number of parents help in school, particularly in younger classes. This helps them develop good relationships with school staff and understand what is going on in school while providing valuable help for teachers. A highly active Friends' Association raises considerable funds for the school as well as organising a range of social events such as discos, family trips and fetes.

57. Links with parents are made early through home visits and liaison with pre-school providers. Coffee mornings are held for groups of parents such as the Somali and Turkish parents or those with children in the nursery.

58. Most parents have positive views of the school. Of the parents who returned the questionnaire the majority strongly agrees that their children like school, that the school expects children to work hard, and their children are making good progress. They also agree that behaviour is good. The inspection team agreed with these judgements.

59. A minority of parents have less positive views and these were voiced at the meeting and in answers to the questionnaires. Concerns were raised about homework provision and the level of information they receive about their children's progress. The inspection team judged the provision of homework to be satisfactory and that the written information provided for parents is good.

60. A number of parents disagreed with the statement that the school works closely with parents and some parents felt less comfortable in approaching the school. The inspection team noted that opportunities to talk to staff at the beginning and the end of the day are restricted considerably by the premises. The lack of suitable space outside the school for classes to assemble and to be greeted or dismissed by their teachers makes it difficult for parents to chat to teachers informally and develop good relationships. Minor concerns quickly become more serious when parents are unable to access teachers quickly and have to make specific appointments to see them or to talk with the headteacher. The headteacher and governors recognise this and are considering ways of improving liaison with all parents.

61. The school tries to ensure that all parents feel informed and are recognised as partners in their children's education. Standard letters are translated into the school's main languages, and interpreters are present at parents' consultation meetings. Coffee mornings for Turkish and Somalian parents are organised in order to help them understand the school's expectations and ways of working.

62. Parents of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. They are invited to, and all attend, meetings and make useful contributions to the discussions. Parents are given copies of the individual education plans and are involved, as are the pupils, in the targets set.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The school is led and managed appropriately. There has been a clear commitment towards addressing the weaknesses identified at the last inspection, two years ago. In that time, the quality of teaching and learning has improved, standards in information and communication technology have risen significantly and most senior staff are now taking a more active role in school improvement.

64. The headteacher has led these developments effectively, although she has been without a deputy headteacher for more than a term, which has meant an increased workload for her and for some members of the senior staff. Some of these senior teachers have shown tremendous commitment towards the school in taking on additional duties and it is through their hard work and support for the headteacher that the school has continued to move forward.

65. The school has had a considerable turnover of staff within the last two years and this is impacting upon pupils' achievements throughout the school. Currently, one Year 1 class is without a permanent teacher and has had three different teachers since September. This was also the case last year in one of the current Year 6 classes. This disruption to pupils' education makes it difficult for them to reach nationally expected standards in Year 2 and Year 6. Governors are considering ways of retaining good quality established teachers.

66. The school has been very conscious of the need to raise standards, particularly in English, mathematics and science where they have been well below the national average for the past two years. Current provision for the pupils is more settled and is beginning to show in higher standards in some areas and more consistent progress.

67. The improvement has taken place mainly because of improved teaching in the school. There is now a clear system of observation by the headteacher, senior staff and local education authority advisors. Feedback is given to teachers about their work but the weaknesses are not always followed up to ensure that they have been addressed. Subject co-ordinators are taking an active role in monitoring standards and provision and have had a considerable impact upon subjects such as information and communication technology and science.

68. The support staff make an effective contribution to the progress of pupils and to the life of the school generally. They enjoy very warm relationships with pupils and support them well. Although they are few in number, they are well trained and able to provide satisfactory support in a number of classes. There are not enough adults in the nursery however to ensure that pupils are supported well enough; the school relies heavily on voluntary help to do this.

69. Planning for school improvement has been satisfactory although the school has been trying to develop all National Curriculum subjects at the same time instead of concentrating on the core subjects of English and mathematics. The lack of a strategic programme to monitor and develop subjects in a systematic way has led to 'overload' amongst teaching staff.

70. Governors are well organised and strongly supportive of the school. They have good systems in place to ensure that finances are used appropriately, including specific grants to support, for example, pupils with special educational needs. They plan developments carefully to ensure they are getting the best value for their money. They consult pupils through the School Council about their views but parents are not yet being consulted and involved in highlighting areas for development.

71. Governors' keen interest in the premises has led to many areas of improvement in recent years. A new library, computer suite and a number of new and well-resourced classrooms are only a few of their achievements and the impact of these is already being seen in improved standards in information and communication technology. Careful budget planning has enabled the school to resource many of these improvements from its own funds. Improvements continue to take place and governors are currently exploring funding opportunities to try to build a new nursery block. They are aware that the current provision is unsatisfactory, despite staff working extremely hard to maintain a bright, stimulating and safe environment. Another area of concern is that Reception classes have no toilets close to them and this means that children have to walk a long way to the nearest block.

72. Governors' committee structure works well, with some governors on two or more committees and this enables them to take decisions based on good information. The curriculum committee receives useful information from the headteacher and subject co-ordinators but is not focused clearly enough on improving standards and holding the school to account for its actions.

73. The high turnover of staff has meant that systems have had to be developed which quickly introduce new teachers to the routines and expectations of the school. These include good induction procedures for newly qualified staff who are supported carefully when they join the school. The commitment to teachers' professional development is shown in the number of training courses

attended and the school's 'Investors in People' status. Performance management systems are in place, with each teacher having targets set for improvement.

74. The school uses new technology extremely well to support the work of pupils and teachers. The improved information and communication facilities mean that teachers and pupils have ready access to computers to support their work. Administrative staff maintain careful financial records and new software is now helping to track pupils' progress in different subjects. New technology also enables attendance to be recorded successfully and any patterns of absence highlighted. Pupils use their own unique thumbprint to register books borrowed and returned to the new library. Through these extensive procedures, pupils are gaining a useful insight into the value of new technology within their everyday lives.

75. There is a real community atmosphere for such a large school. The history of the school is valued and the original motto 'Grow in Grace' still forms an essential part of the school's ethos. The school strives to provide pupils with an atmosphere where they can grow within a safe and caring environment to become responsible and useful citizens.

76. The special needs co-ordinator is new to the post and has already had a positive impact on the school's provision by improving the quality of the individual education plans. Unfortunately, because of current staffing difficulties, she is now taking a class full-time and this makes her unavailable to observe pupils in other classes to help assess their needs. Liaison with outside agencies is good and ensures that pupils, especially those with hearing impairment, receive good quality support on a regular basis. In-school training is planned to familiarise all staff with the new Code of Practice and the Disability Act.

77. There is a designated special needs governor who meets with the special needs co-ordinator to discuss the provision and to track the movement of pupils on the special needs register. The special needs co-ordinator also reports directly to the governing body to keep it informed of any developments and initiatives.

78. The co-ordinator for English as an additional language is a very experienced English language specialist teacher who works to ensure that the curriculum allows every pupil to experience equality of opportunity. She plans work with class teachers and has established partnership teaching to ensure a common level of understanding within a class, then works with target pupils to help them achieve the overall learning objectives. The provision is managed well and pupils make good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. The school should now:

(1) Raise standards in English throughout the school and in mathematics in Year 6 by:

- Improving the monitoring and evaluation of pupils' progress and work to identify strengths and weaknesses;
- Ensuring that monitoring of teaching is rigorous enough, identifies areas of weakness and gives targets for improvement;
- Ensuring that all teachers have a firm understanding of the levels of work expected in different year groups and have high expectations of pupils' work in lessons;
- Using the results of their assessments more effectively to plan suitably challenging work for pupils of different abilities;
- Ensuring that all group reading and writing sessions are planned and resourced effectively to ensure that pupils of different abilities make better progress;

- Ensuring that targets on pupils' individual education plans are used more effectively by teachers to help plan work for pupils with special educational needs;
- Ensuring that all teachers are making effective use of reading homework and using the home/school diary to provide useful comments for parents and pupils;
- Improving the quality of in-class feedback and marking so that pupils know what they are doing well and what they need to do to improve;
- Developing the use of literacy in other subjects to improve pupils' skills and to enable them to write in a wider range of contexts;
- Ensuring that handwriting is taught more effectively in Key Stage 2.

(Paragraphs 1, 3, 5-7, 10, 11, 23, 31, 51, 99, 100, 102, 105-109, 112, 114-118, 121, 123, 125, 126, 155, 157)

(2) Raise the achievement of more able pupils throughout the school by:

- Ensuring that work provided is suitably challenging and helps them to make faster progress;
- Monitoring teachers' short-term planning more rigorously;
- Setting higher targets for these pupils to achieve and making them more aware of what they have to do to improve.

(Paragraphs 6, 8, 23, 31, 51, 100, 102, 104, 106, 108, 114, 117, 125, 127, 128, 132, 145)

(3) Plan more strategically for school development, and prioritise more effectively.

(Paragraph 69)

Other issues which should be considered by the school

- Work with the local education authority to improve accommodation for nursery children and explore ways of improving toilet facilities for Reception children. (Paragraphs 25 and 71)
- Improve the level of adult support in the nursery to ensure that pupils are supervised effectively at all times. (Paragraph 68)
- Review the organisation of the school day to ensure that time is being used effectively and that neither literacy and numeracy lessons nor the lunch breaks are too long. (Paragraphs 34, 118, 126)
- Improve relationships with those parents who feel unwelcome in the school. (Paragraphs 59 and 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	103
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	54	32	4	0	0
Percentage	1	12	52	31	4	0	0

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

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)	30	531
Number of full-time pupils known to be eligible for free school meals		69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	113

English as an additional language	No of pupils
Number of pupils with English as an additional language	160

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.6

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	28	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	27
	Girls	25	27	23
	Total	49	51	50
Percentage of pupils at NC level 2 or above	School	80 (86)	84 (83)	82 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	26	31
	Girls	24	24	26
	Total	45	50	57
Percentage of pupils at NC level 2 or above	School	74 (80)	82 (89)	93 (83)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	23
	Girls	25	19	28
	Total	41	36	51
Percentage of pupils at NC level 4 or above	School	68 (70)	60 (59)	85 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	24	20	26
	Total	40	37	44
Percentage of pupils at NC level 4 or above	School	67 (66)	62 (58)	73 (66)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	34
Black – African heritage	23
Black – other	12
Indian	12
Pakistani	5
Bangladeshi	5
Chinese	2
White	274
Any other minority ethnic group	10

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
Number of pupils per qualified teacher	21.4
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	316.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	44.5
Number of pupils per FTE adult	6.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	10.5
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	
	£
Total income	1,115,352
Total expenditure	1,119,567
Expenditure per pupil	2,044
Balance brought forward from previous year	107,327
Balance carried forward to next year	103,112

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	531
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	26	6	0	3
My child is making good progress in school.	50	40	8	2	0
Behaviour in the school is good.	41	44	9	1	5
My child gets the right amount of work to do at home.	32	36	19	8	5
The teaching is good.	42	43	6	5	5
I am kept well informed about how my child is getting on.	28	39	24	8	1
I would feel comfortable about approaching the school with questions or a problem.	39	32	13	15	2
The school expects my child to work hard and achieve his or her best.	53	30	9	5	3
The school works closely with parents.	28	36	20	13	2
The school is well led and managed.	28	33	13	18	8
The school is helping my child become mature and responsible.	42	44	7	3	3
The school provides an interesting range of activities outside lessons.	43	38	5	2	13

Other issues raised by parents

High turnover of staff was affecting their children's progress.

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

80. There has been a marked improvement in the quality of teaching and in the curricular planning in the nursery since the last inspection. Changes in staff together with new, effective systems for planning and assessment have resulted in good teaching that is impacting positively on children's learning. Teaching and provision are now good in all foundation stage classes and are strengths of the school. The use of the outdoor areas is excellent: throughout the day and in most weathers the children have access to a range of well-planned outside activities that cover all areas of learning.

81. Overall, children's development when they begin in the nursery is below average for their age. Many start with underdeveloped skills in speaking and listening, mathematics and personal independence although their physical skills are above those expected for their age. At least one third of the children are at the early stages of speaking English as an additional language.

82. By the time they start in Year 1 the majority of children achieve well and reach nationally expected levels in personal, social and emotional development, communication, language and literacy, mathematical development, physical development and creative development. They also achieve expected levels for their age in knowledge and understanding of the world and, as a consequence of good teaching, they exceed expectations in their skills in information and communication technology.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

83. Children's good progress in this aspect of their development is an outcome of good teaching which supports children well in developing concentration, successfully nurtures their self respect and respect for one another and helps children to know right from wrong.

84. Children work together amicably and independently for sustained periods. They are confident and enjoy their activities at school. In the nursery children say goodbye to their carers happily and come into the room eagerly to greet staff and begin activities. Children in Reception classes are always purposefully involved in their work. Equipment and books are organised very well so that children can select for themselves, becoming more confident and independent.

85. Children are increasingly independent in managing their personal needs. In the nursery children pour their own water at snack times. In all classes, when children go outside, they are encouraged to change into their coats and wellingtons unaided and do so with growing confidence.

86. Adults provide a warm, secure, attractive and well ordered environment. They are consistent in their expectations of behaviour and are good role models in their relationships with each other and with children. As a consequence, children's behaviour is usually good. Children know their contributions are valued. In the nursery the teacher turns the pages of the book the children have made about the Three Billy Goats Gruff and they listen with pride as she makes a positive, instructive, comment on each illustration and piece of writing.

COMMUNICATION, LANGUAGE AND LITERACY

87. In both the nursery and the Reception classes much of the work is planned around a key story and this leads the children to become very familiar with the text. Children in the nursery were heard chanting 'Trip, trap, trip, trap' from the story of 'The Billy Goats Gruff' as they retold the tale with story props and acted it out in the garden. In the Reception classes children worked on writing their own accounts of 'The Three Bears' and learned a 'Three Bear rap' to perform to music. In the nursery, adults read readily to children at their request. Children enjoy looking at books as they

gather on the carpet at the end of the session. Many know that print carries meaning and all know that in English, books are read from left to right and top to bottom. By the time they start in Year 1 almost all children are able to retell narratives in the correct sequence, drawing on the language patterns of stories.

88. Teachers provide good opportunities for children to develop their spoken language by encouraging simple drama work. One corner is converted into the Three Bears' Cottage another into the Little Red Hen's kitchen and suitable props are provided. However, adults miss opportunities to sustain and enrich the language still further by acting in role with the children. There are many planned opportunities for talk and, in the nursery, where conversation is one of the snack time objectives, particular care is taken to include children who are learning English as an additional language to extend their vocabularies.

89. In the nursery children select their names and register themselves as they come into school. Almost all recognise their names. In the Reception classes most children can write their names. Many also know the sounds and names of the letters of the alphabet. They use this knowledge well in their 'pretend' writing. Children in the Reception classes read frequently to adults and detailed running records are kept of their progress. They also take home their reading books and story books every day. Their reading skills are developing well; they talk about their favourite stories and use their knowledge of letters to help attempt new words. Some can recognise a few familiar words.

90. Both Reception and nursery classes have popular writing tables with a selection of pens and pencils. All children are encouraged to see themselves as writers whether "writing" a prescription at the optician's or writing their contribution to the book about 'The Billy Goats Gruff.'

MATHEMATICAL DEVELOPMENT

91. Adults in the nursery make the most of opportunities for counting, using mathematical language and identifying shapes. Mathematics is integrated well into many different areas of learning and the children get a wide and useful experience. A statement about the number of bananas in the fruit bowl was taken up by the teacher and used to introduce "more" and "less" into the conversation. Models of the different sized billy goats reinforced the concept of "small", "middle-sized" and "big". Five plastic frogs perching on a real log in the teacher's lap and a child holding up a numeral to match the number of frogs left, made "Five little speckled frogs" an effective learning experience, as well as a fun song to sing.

92. In the Reception classes, good teaching strategies ensure that children make good progress. In one lesson children showed their knowledge of simple two-dimensional shapes as they sorted shapes into a graph. In the Reception playground children played a beanbag game supervised by the teacher and counted and recorded how many beanbags they could throw into a hoop. The children can count and recognise numerals to 10 and count backwards from 10. The majority count to 30. The more able children know about tens and units and write two digit numbers correctly. Many children are able to add two to a number between one and 10.

Knowledge and understanding of the world

93. Children in the nursery use the computer with confidence. They use a program to dress the three bears for the beach, showing good mouse control as they drag the different sized articles of clothing on to the right bear. They can use a cassette recorder to start and stop the tape that accompanies the book "Green Eggs and Ham". In the Reception classes children tape-record their 'Three Bears rap', use the interactive whiteboard to make shape graphs and consolidate their counting skills and letter knowledge by the use of simple computer programs.

94. Children in both the nursery and Reception classes have plenty of opportunities to build and construct with a wide range of objects. In the nursery, four children concentrated for a long

time as they used bricks to build a tall, stable, four walled construction with a level top which they used as a highway for cars and lorries. Outside in the garden children worked collaboratively to make high buildings out of milk crates. In a Reception class a teacher guided a group of children as they made beds and tables for each of the three bears out of a variety of materials. The building work presently being carried out at the school has been included creatively in the curriculum plans. The Reception classes have an excellent view of the work in progress and they have a "hard hat area" for digging and excavation. Good co-operative, imaginative play takes place here as children mix cement, dig foundations and use real builders as role models.

95. Children in both year groups have a growing awareness of how substances change. In the nursery children re-enact the story of the Little Red Hen and talk about the ingredients needed to make of a loaf of bread and how yeast makes the bread rise. In the Reception classes children made porridge with the teaching assistant and saw the oat flakes change in consistency as they were mixed with milk and flour and heated.

Physical development

96. The excellent use of the outdoor areas has contributed well to the good development of children's physical skills. In the nursery they run, climb, cycle and balance as they walk over planks and throw and kick balls. In the Reception classes they throw and kick with increasing accuracy and many can skip with ropes.

97. All classes also use the small hall for physical education lessons. In the Reception classes children enjoy dance lessons where they show a good spatial awareness, begin to invent their own dance routines and show a good sense of time and rhythm. Provision is also made for the development of fine motor skills through cutting, manipulating malleable materials such as dough and through the use of a range of pens, pencils and crayons.

Creative development

98. The children make good progress in this area of their development. In the nursery class children make collages using coloured paper and glitter, they make paint bubble pictures, print with a variety of objects and choose the right colours as they observe and paint a vase of flowers. Children regularly use musical instruments to support drama and movement. Three children provided an accompaniment to the story of the Three Bears. One played a tambour for Daddy Bear, another a tambourine for Mummy Bear and the third played bells for Baby Bear. In another Reception class children counted the beat in a piece of music and used this knowledge as they made up a dance routine. Singing is a daily activity and children have a good repertoire of songs and nursery rhymes that they know by heart.

ENGLISH

99. The results of the 2001 National Curriculum tests in English for 11-year-old pupils showed standards were below the national average, with below average percentages of pupils achieving both at the nationally expected level and at the higher levels. Results were well below average when compared with those for pupils from schools similar to Galliard. These results show a decline since the last inspection in 1999, but are similar to the results in 2000.

100. The results for the 2001 national tests for seven-year-olds were well below the national average for reading and below the national average for writing. The results for both reading and writing were also below average when compared to similar schools. Although in writing the percentage of pupils attaining the nationally expected level was acceptable there were few pupils who achieved at higher levels. Standards in writing have improved since 2000 but the 2001 results show a decline in standards since the last inspection in 1999.

101. The inspection evidence indicates that, in both reading and writing, standards attained by the current pupils aged seven have improved since the last inspection. The focus on improving writing across the key stage and the high quality of teaching, particularly in Year 2, has contributed to the improvement. However, overall standards are still below the expected level, as too few pupils are achieving at the higher levels.

102. By the time pupils reach Year 6 the overall standards in English are below those expected for pupils of their age. Although there is an improvement in the standards in Year 6, due to the good quality teaching in that year, standards in English at the end of the key stage are still below the expected level. Standards in reading are higher than standards in writing, but in both areas too few pupils are achieving the higher levels.

103. Throughout the school most pupils have satisfactory speaking and listening skills. They can communicate their ideas appropriately and use a widening vocabulary, share their ideas and contribute to lessons taking into account each other's opinions. In a very small number of junior classes, a small minority of pupils find listening a difficult skill to master and lose concentration during whole-class discussions. Pupils listen to instructions and are keen to participate in paired and small group discussion, but in some lessons pupils are reluctant to participate fully during question and answer sessions.

104. The inspection shows that by the end of Year 6 most pupils reach average standards of reading, although too few are achieving at the higher levels. Most read fluently and accurately with good expression and evident enjoyment. They can talk about the books they are reading and more able readers can discuss favourite authors, different genre, non-fiction versus fiction; they can predict, discuss characters and style. When extracting information from non-fiction books they can use the contents and index page or the index and find the correct information from the relevant page. They understand alphabetical order with appropriate degrees of complexity and use it to find words in a dictionary. Most pupils enjoy reading in school, class texts as well as group reading and individually chosen books.

105. The effective phonics teaching in Years 1 and 2 is assisting in raising standards in reading in that part of the school. Often the pupils become very animated and excited, as in Year 2 literacy hour where the pupils were consolidating words beginning with "wh". However, given the low attainment in last year's tests, the work in Year 3 has not been planned carefully enough to help pupils catch up in their reading development. In some junior classes pupils do not make enough progress. This is mainly because the school does not use the results of all its assessments to monitor pupils' progress in different classes and identify and address any weaknesses.

106. Pupils' reading is not tracked or analysed well enough to identify weaknesses. Consequently, in too many classes lower attaining readers are not provided with the focused and structured support that they need to develop their basic reading skills. Similarly higher attaining pupils are not provided with sufficient activities for developing the higher level reading skills that will enable them to achieve above average standards. There is inconsistent practice with regard to the frequency of books being sent home for pupils to read. Pupils with English as an additional language make good progress and a learning support assistant effectively uses an intensive phonics programme to support pupils experiencing difficulties with reading.

107. Pupils make insufficient progress in writing and by the time they are 11 standards of writing is below average overall. Only the more able pupils can produce interesting pieces using an extensive and interesting vocabulary. They can write complex sentences which develop a plot with convincing characters and a series of events that creates an interesting story line. Pupils in Year 6 have produced interesting writing on aspects of "Macbeth", including translating a speech into modern English and writing reflections on their study of the play. In Year 2 pupils have produced some good writing based on a poem in the style of Christina Rossetti. However, there is too little writing of this quality. The writing of many pupils is too simple. Their work often lacks the use of adventurous language, with too little choice of words for effect. It often contains poor punctuation and spelling. Due to an inconsistent implementation of the school's handwriting statement and

teachers not insisting on high enough standards, the work in some junior classes is poorly presented and the handwriting is unjoined and poorly formed. Pupils in Year 5 still write using a pencil. In some classes, pupils are reluctant to commit pen to paper or apply themselves to their work consistently and some teachers take too little action to keep them on task. Consequently, too many pupils in junior classes produce an insufficient quantity of written work.

108. The school has formal assessment procedures for writing but does not yet use the information effectively. Too little attention is given to using these assessments and in using day to day marking to identify the weaknesses in the writing of pupils of different attainment and then to devise teaching programmes to address these weaknesses. Assessment information is also not used effectively to address the differences in the progress pupils make within different classes in the same year group.

109. Opportunities for writing include stories, newspaper articles, accounts, book reviews, instructions, letters and poetry. However, literacy is not being used well enough within other subjects to give pupils sufficient opportunities to write at length.

110. Pupils in the school with English as an additional language are fully included in class work. They improve their English well and their language skills do not stop the majority of them from learning at the same pace as that of their peers.

111. Based upon the observation of lessons and a scrutiny of pupils' work, the teaching of English is sound overall. At the last inspection it was found to be good. Overall the teaching of five- to seven-year-olds is good. There is no unsatisfactory teaching and some teaching in Year 2 is very good indeed. This shows a major improvement in this part of the school, as at the last inspection it was found to be broadly satisfactory but with some unsatisfactory teaching. The good teaching is having a positive effect on the progress pupils are now making.

112. The teaching of the seven to 11-year-olds is now unsatisfactory compared with good at the last inspection. Two unsatisfactory lessons were observed, compared with none at the last inspection. Some good teaching was observed in almost all year groups with very good teaching across Year 6. However, there is inconsistency in the quality of teaching and in too many classes pupils are not making sufficient progress over time to ensure that appropriate standards are reached by Year 6.

113. Many features in the good, very good and excellent teaching observed led to good progress being made. Most importantly, these teachers have a good knowledge and understanding of the area being taught and the standards expected of the pupils of their age group. They are aware of the levels of the National Curriculum and what these look like in terms of pupils' work. Because of this they are focused in their challenge to pupils to achieve at and beyond those levels. They set challenging tasks and do not readily accept work of a lower standard. This is reflected in the pupils' work and the progress they make, as in a Year 6 lesson where pupils were writing a persuasive letter about school uniform.

114. Where teachers do not have a firm grasp of the expected standards, pupils are set work at too low a level and work of too low a standard is accepted. The school has identified this as a cause for concern and has a planned programme to raise teachers' awareness of the standards that are expected and how to assess work against those standards.

115. Good lessons are based upon a clear understanding of what the pupils are to gain from the lesson and are structured with that goal in mind. During these lessons there is a constant focus on that goal with teachers reminding pupils what they are looking for and what is expected. Because of this focus in a Year 2 handwriting lesson, the pupils made good progress and achieved what was intended. However, this good practice is not present in all lessons. Where teachers taught the skills clearly, the pupils gained in confidence, understood what a good piece of work looked like and what was required of them and so were able to carry out the task. Good examples of this practice

are the modelling of pieces of writing, as in a Year 2 class writing a colour poem, and teaching how to plan a piece of writing, as in a Year 6 class writing a letter to a pen friend.

116. Pupils make best progress when, during the lessons and in their marking, teachers tell pupils how well they are doing and how they can improve their work. However, in some lessons teachers are not sufficiently focused on improving pupils' performance. Many teachers do not mark pupils' work well enough by giving helpful suggestions on how to improve.

117. Good questioning techniques to prompt and guide pupils in their thinking are present in many, but not all, lessons. For example, in a Year 1 lesson on "The Gingerbread Man" pupils were encouraged to engage with the text and participate by being asked, "How do you think the fox is feeling?" Where pupils were given the opportunity to carry out their own evaluation of their work, as in a Year 2 handwriting lesson, it effectively encouraged them to think about the quality of their work and identify what was good. This type of self-evaluation is not used frequently enough. In some classes good use is made of guided reading and appropriate activities are provided for all groups. However, this is an area of weakness in some classes, where there are lost opportunities to provide appropriate activities for the lower and higher attaining readers. Good relationships and control of the class during independent work is a feature of most lessons. However, in a few lessons pupils are not engaged and kept on task and so little work of high quality is produced.

118. The acting literacy co-ordinator has only recently taken on responsibility for the subject. She is aware of the weaknesses and is intent on working with staff to address them. The structure of individual class timetables is unsatisfactory, as it results in some classes having a literacy hour followed by guided reading, and in some instances three literacy focused lessons follow each other. Extended writing lessons at the end of afternoons also makes it hard for pupils to produce their best work. The range of fiction books in the classrooms is not wide enough to reflect the attainment of all pupils in the class and many of the books are damaged and unattractive.

119. Although writing has improved in Key Stage 1, it still continues to be a focus within the school. Rightly the school sees improving the quality of teaching writing as a major area for development for all year groups.

MATHEMATICS

120. The pupils currently in Year 2 are attaining standards as expected nationally for their age in numeracy and other areas of mathematics. This is a similar judgement to that made in the last inspection. National test results since 1999 have shown a decline in standards and in 2001 the standards were well below the national average. However, the predominantly good teaching in Years 1 and 2 is having a positive impact on the standards achieved by pupils at the present time. The work seen during the inspection in Year 2 showed that pupils of all abilities are making good progress and attaining standards similar to those found nationally.

121. The 2001 test results for pupils in Year 6 were also disappointing with standards remaining well below the national average despite an improvement in the numbers reaching nationally expected levels since the previous year. Pupils currently in Year 6 are being well taught and are attaining standards which, although still below those found nationally, are a distinct improvement on the last two years' performance. As in Years 1 and 2, the much improved teaching in Years 3 to 6 since the last inspection and the successful implementation of the Numeracy Strategy are now proving to be instrumental in driving up standards to a more acceptable level. Pupils with special educational needs and those with English as an additional language make good progress as they move through the school. Indeed, many pupils with English as an additional language are to be found among the higher attainers in mathematics.

122. At the end of Year 2 pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty. Pupils know the names and some of the properties, such as the number of sides and corners, of two-dimensional shapes. They solve shopping problems to a pound with more able pupils

confidently working with both pounds and pence, recording their answers correctly. Pupils tell the time to the hour and the half hour using both analogue and digital clocks. They recognise simple fractions such as a quarter and a half and can measure the length of lines and objects accurately in centimetres.

123. By the end of Year 6 pupils have progressed to having a good understanding of place value to at least a thousand with higher ability pupils confidently handling numbers to a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. In mental mathematics pupils are not so skilled. For example, many pupils are still not secure in knowing their multiplication tables with instant recall. This slows down their calculations and limits their output of work in the time allocated. Pupils' work in data handling is of a good standard and is supported by their work in information technology. Plotting coordinates was identified by the school as an area in need of improvement and this has now been successfully addressed with the majority of pupils now able to plot coordinates in four quadrants.

124. The quality of mathematics teaching is good overall with no unsatisfactory lessons observed during the inspection. Three-quarters of the teaching seen was good or better. This is a significant improvement since the last inspection when a quarter of teaching was judged to be unsatisfactory. The teaching in Year 6 is always at least good and pupils of all abilities are learning at a good rate. The majority of teachers in the school have good class management skills that enable them to create a calm and purposeful working atmosphere in which pupils can concentrate and make good progress. On the odd occasion when behaviour management is less effective, pupils do not stay on task and their rate of learning diminishes. All teachers follow the National Numeracy Strategy in their planning and teaching and this is having a positive impact on the rate of learning as pupils respond well to the familiar structure of each lesson. The setting of pupils by ability in Years 2 and 6 has also proved useful as teachers are able to plan work more closely matched to the individual needs of their pupils. This was clearly seen in a very good Year 6 lesson where pupils of below average ability were given work that was most carefully planned in graded steps to lead them on to the next stage in their learning. The teacher firstly ensured that they knew the multiplication bonds for the four times table before moving on to teaching how to multiply a two-digit number such as thirty-five by four. In a short space of time all the pupils were confidently arriving at the correct answers and were justifiably proud of their achievement.

125. In many lessons which were satisfactory overall, teachers' planning of work to challenge more able pupils is not always as effective and these pupils are sometimes given extra work at the same level rather than more complex tasks to fully stretch their thought and imagination. Teachers display the lesson objectives on the board at the start of each lesson to help pupils focus on what they are expected to learn and know when they have been successful. Individual whiteboards and number fans are often used effectively during the mental mathematics sessions at the start of lessons. Using these helps teachers to assess the understanding of all the pupils and thereby tailor the work at the correct level. Pupils respond well to the good teaching they receive, have a good attitude to the subject and behave well in lessons. Pupils with special educational needs are well catered for. Learning support assistants and volunteer helpers are used effectively by teachers and, predominantly in the case of the support assistants, are included in the lesson planning and give useful feedback to the teacher at the end of the lesson. Good relationships are a strong feature with pupils being attentive to their teachers and able to work well together. Suitable homework, linked to work in lessons, is set weekly and is successfully completed by the majority of pupils.

126. Teachers' planning and completed work are regularly monitored to identify areas for improvement and to ensure that all aspects of the subject are fully covered over time. Assessment procedures are good and used effectively to help future planning and set targets for groups and individual pupils. Test results are carefully analysed to identify any areas of mathematics that are particularly well taught and those in need of further improvement. For example, pupils' understanding of coordinates, problem solving and investigational work were identified as weak and have been successfully improved since last September. The length of some daily numeracy

lessons is longer than that recommended and, particularly for younger pupils, this can prove to be counter productive as their attention sometimes drifts and learning is adversely affected.

SCIENCE

127. Overall standards in science have been maintained, and in some aspects improved, since the last inspection. The 2001 assessments by teachers for Year 2 pupils showed that standards were in line with the national average and were comparable with similar schools. This was similar to the findings of the previous inspection. At Key Stage 2, test results in 2001 were still well below the national average. Although more pupils reached the standard expected nationally, overall results were affected by the low number of pupils who achieved at higher levels in the test. However, the trend over time has been positive and inspection findings support this continued improvement in attainment. Standards this year are average in both Year 2 and Year 6. Improvement is due to improved setting arrangements, better quality teaching, good resources and a clear planning structure based on national guidance. However, the proportion of pupils who achieve higher levels in Year 2 and Year 6 is still too low.

128. Standards in the current Year 2 are in line with the national average. During a lesson on electrical circuits, the pupils were encouraged to explore several different devices powered by batteries. They clearly understood the concept of a circuit and how the batteries need to be connected for the device to work. They could all dismantle and reconnect the different components of torches, radios and toys by the end of the lesson. The more able pupils completed the experiments and understood the concepts quickly but they were not challenged to extend their knowledge in any way. Pupils are encouraged to record their findings in a variety of ways including graphs, to consider their findings and to draw simple conclusions.

129. Between Years 3 to 6, the two classes in each year are set by ability into three groups for the weekly science lessons, with the co-ordinator for science taking one of the sets. All three sets cover the same contents but the teachers adapt their teaching styles and the support material to meet the needs of pupils of different abilities. For example, when investigating different aspects of magnets in Year 3 the most able pupils devised a fair test using magnets and paper clips to determine the strongest. They recorded their predictions, conducted the test, devising a chart to record their results and recorded their conclusions in the form of a graph. The resultant work was neat and the drawings carefully executed in each pupil's individual style. The middle group conducted the same experiment but used a model provided on the board to record their findings. They could describe a fair test and determine the one variable – in this case the number of paper clips. The least able pupils remained enthusiastic and on task throughout the lesson due to the teacher's delivery style involving all the pupils in the lesson and ensuring full understanding of the lesson objectives at all times. The pupils predicted the outcome, carried out the fair test, drew conclusions and recorded their findings on a prepared worksheet with some support. A support assistant, working with a pupil with a statement of special educational need, indicated to the teacher when he had the confidence and knowledge to answer a question in front of his peers.

130. Pupils in Year 6 attain the standards expected of their age with a few pupils reaching above national expectations. They are able to determine interdependence and adaptation by studying the food chain of creatures found in the local environment, some pupils being able to discuss the effects of a changing environment. During a visit to the River Lea as part of a geography-based project some pupils measured the flow of the river compared to a nearby canal, using a flow meter effectively, and recorded the results on a computer generated graph.

131. An analysis of pupils' work shows that they are making sound, and in some cases good, progress over time. In all the lessons observed pupils were undertaking their own investigations and learning how to record their findings. This is improving their scientific skills. Good planning is helping to raise the standard of written work in the books and, in some cases, the challenge offered to the more able pupils.

132. The standard of teaching is good overall and this is beginning to impact on the progress made by the pupils as they move through the school. By planning in year group teams with the support of the science co-ordinator they regularly share ideas about good practice. Where teachers have a secure subject knowledge they are able to ask probing questions and make pupils think. This was particularly apparent during a lesson on the food chain when the pupils were encouraged to think of reasons why the fox was seen regularly in Enfield despite the dangers of the busy motorways. Teachers encourage pupils to explain their ideas to others to help them to clarify their thinking and to record their observations with clarity. Although the setting arrangements does make it easier for teachers to plan for different ability groups, the challenge provided for the most able pupils is sometimes still too low.

133. Regular half-termly assessments that are completed at the end of each taught module are used to ensure that pupils are receiving work at the correct level for their ability. It is planned to refine these records to track progress against National Curriculum levels.

134. Each year the co-ordinator organises an extremely successful science and technology fortnight, entering the work produced by the pupils into the local education authority's Science and Technology Challenge. All the classes took part in the challenge last year, spending the two weeks planning, improving and making their designs. The finished products were displayed at the local Teachers' Centre and won two monetary awards. These funds have been used to purchase new resources such as computer sensors and control equipment. This commitment on behalf of the whole school helps to promote scientific enquiry amongst the pupils and further enhances the enthusiasm that the pupils display for the subject.

ART AND DESIGN

135. During the inspection only two lessons were observed but the evidence gathered from pupils' work on display around the school and from talking to pupils indicates that they reach average standards by the end of Year 2 and Year 6. This reflects the findings of the school's previous inspection.

136. The pupils receive a good range of experiences in art, from working with local artists on sculpture to using computer programs to design pictures and posters. By Year 2, pupils make their own simple sculptures in black and white, based on their studies of Mary Cassat's work. They experiment with different materials such as paper, string and different fabrics when they weave small mats. Results are of satisfactory quality and show a growing understanding of how different media can be used to create different effects.

137. By Year 6 pupils have increased their skills in the use of different materials. They use watercolours successfully in their paintings of seascapes and landscapes after studying the work of a range of artists. They show sound skills in observational drawing when they examine and draw plants in detail. Charcoal, pencil and ink drawings of the school show good attention to detail.

138. The teaching is satisfactory and ensures that pupils cover all the requirements of the National Curriculum. Teachers are supported in their planning by a scheme of work which has been based on nationally recommended guidelines. They prepare for their lessons appropriately and organise their classes carefully to ensure that pupils have all the necessary materials and can settle quickly to their work. Although teachers have a reasonable grasp of the subject, many lack a detailed understanding of how to teach specific skills so that pupils can improve their work. For example, although drawing skills are satisfactory, they could be better if pupils were shown how to add texture and depth to their work through the use of different shading techniques. Although sketchbooks have been introduced recently, they are not yet being used well enough for pupils to experiment with different techniques and media. A stronger aspect of the teaching is the way that pupils are taught about the work of a range of artists. In Year 6, for example, pupils talked confidently about 'The Turtle' by Matisse, and about the work of Seurat, Picasso and Van Gogh. They were able to say which was their favourite and why.

139. Pupils clearly enjoy their art work. They are interested and work hard at their tasks. They have good opportunities to develop their vocabulary as teachers introduce new words carefully during the teaching sessions and then encourage the pupils to use them, either in question and answer sessions or in paired or group discussions. This helps those pupils who have special educational needs and those for whom English is an additional language develop their knowledge effectively.

140. The subject is appropriately organised and led. There is an action plan to develop some aspects but there is not a clear enough focus on improving the quality of teaching and thus raising standards across the school.

DESIGN AND TECHNOLOGY

141. Standards are average at the end of both key stages and the school has made satisfactory progress since the last inspection when standards were also average. The subject is now taught regularly so that the pupils retain the learned skills and any ongoing work being constructed is not lost or damaged. All pupils, including those with special educational needs and English as an additional language, achieve satisfactorily.

142. The standards at Key Stage 1 are promoted through a good practical teaching style. The classrooms have products displayed connected with the current topic being studied and these are compared and contrasted to develop an understanding of their characteristics. The Year 1 classes have very good collections of objects made from wood to explore and pupils have also been investigating the properties of fruit and vegetables. In Year 2 the pupils were using toy cars to respond to the challenging questions posed by the teachers. They could name the different parts of a vehicle using the correct words and were constructing axles, both fixed and free flowing. They understood the difference between the two types of axle and successfully made examples of both choosing from a good range of materials. The more confident pupils could explain to the rest of the class how they had succeeded and the difference between their two models.

143. The concepts of designing, evaluating, improving the design and finally making are developed successfully during Key Stage 2. In Year 3, pupils tasted different types of bread, some of which they had made themselves, to decide on the best type of sandwich it would make. The discussion clearly brought out the importance of an attractive appearance to encourage healthy eating. By Year 5 pupils design musical instruments, determining the best materials to use for durability and to create the sound they needed to enhance a production of "The Lady of Shallot". Year 6 pupils, having made a paper pattern, were busy determining the finished design and the materials needed to make a pair of slippers. A variety of fabrics, plastic and the necessary tools were available to choose from. The school takes part in an annual technology challenge organised by the local education authority. Last year they made some impressive three-dimensional models ranging from a rocket made by Reception pupils to a monster that could move using simple pneumatics in Year 4. Two of the designs won first prize and the school came second in the overall school award.

144. The teaching at both key stages is satisfactory overall with some good aspects. All teachers ensure that the pupils have a secure understanding of the basic principles of design and ensure that they evaluate their work. In the best lessons the children explore the materials to be used, experiment with the design, discuss their findings in order to amend their original design and then gain satisfaction in making the final product.

145. The pupils enjoy the subject, especially when they are actively involved in making and using the materials and tools. They work sensibly and collaboratively together and respond well to the teachers' instructions. However, the pupils do not always get the support they need due to a lack of secure subject knowledge by some teachers, which leads to low expectations of the more able pupils and an inability to advise them on more advanced construction skills. The co-ordinator

works hard to encourage and support other teachers and has ensured that planning reflects national guidance.

GEOGRAPHY

146. During the week of inspection only three lessons in geography were observed and judgements also take account of the work in pupils' books and on display around the school.

147. By the end of Year 2 standards in geography are broadly average, which match the findings of the last inspection. Standards at the end of Year 6 are above those expected for 11-year-olds, but these cannot be compared with the last Inspection since no geography lessons were seen in junior classes during that week. Pupils for whom English is an additional language and those with special educational needs are well supported and make satisfactory progress in infant classes and good progress in junior classes. Scrutiny of work in pupils' books reveal a lack of more challenging work for more able pupils.

148. By the age of seven pupils have a sound understanding of a map as a view from above. They can chart journeys on simple maps and follow with interest the travels of a teddy bear through Europe. The pupils are familiar with the constituent countries of the United Kingdom. They can follow simple directions on a street map and describe their own local amenities well. Work in books shows that children are learning about the differences and similarities between Edmonton, where they live, and a town in St Lucia, comparing and contrasting their contemporary life-styles. For example they were able to say that both had television powered by electricity but very different weather conditions. They are aware that while there is a common need for dwellings, local materials and climate dictate the style and type of homes built.

149. By the age of 11 pupils are investigating why people travel and where their own families originated. They carry out investigations by interviewing, writing up their findings and, with the use of information and communication technology, recording the data in a number of ways, including line and block graphs. This work, as well as allowing pupils to practise good geographical investigation and analysis skills, allows the children to understand the diversity of culture and language in the classroom. From interviews with older members of their own families pupils understand the patterns of migration over two generations, recognising that the need for work, escape from political persecution and the desire to be united with families overseas are the key reasons why many of their own ancestors left their homelands. A very well-planned lesson in Year 6 allowed pupils to raise questions about the data on this subject and offer tentative explanations for their own multi-cultural community in Edmonton.

150. By the age of 11 most pupils have a satisfactory understanding of nature's water-cycle. They can name some British rivers and draw clear annotated sketch-maps of the lower course of the River Thames. Pupils write about the features of rivers and their valley changes from source to mouth. They know how water is used and the significance of the River Lea. The quality of writing in books in all classes, however, is unsatisfactory, and some teachers' marking shows a lack of clear subject knowledge.

151. The quality of teaching and learning was good in Year 2 and very good in Year 6 in the lessons observed. Teachers have good subject knowledge and demonstrate effective questioning skills to review previous learning and to check pupils' understanding as the lesson progresses. Good use is made of maps and appropriate geographical vocabulary. Visual resources are used well to give access to the meanings of the tasks. These include river plans, maps, comparison tables and photographs. This is very supportive for bi-lingual children and children learning with special educational needs and helps these pupils take a full part in lessons. Teachers are placing an appropriate emphasis on the development of pupils' mapping skills and on learning from direct experience. To this effect, good use is made of the local environment and also field-trips to the River Lea and to the Isle of Wight.

152. Pupils in Year 6 are involved in a European project which links their school with schools in Norway and Finland through the Internet. By producing high quality information sheets and e-

mailing them to the project schools in Scandinavia a good deal of cohesion is achieved between English, information and communication technology, geography and personal and social development, which is very supportive and helps pupils make good progress.

153. The co-ordinator offers sound management of the subject. The school has adopted a scheme of work for geography and has supplemented this with lesson planning guidance and has purchased adequate resources to meet the subject's requirements. This provides suitable guidance for teachers. Assessment is built in after each unit of work, and this enables teachers to report to parents on development of geography skills and knowledge at the end of each year. However, these records do not currently track pupils' development over time.

HISTORY

154. Because of the timetable arrangements, few lessons were seen during the inspection, with none for pupils aged five to seven. Judgements are based on the lessons seen, an examination of work in books and discussions with pupils. The standard of work seen broadly meets the national expectation for pupils aged seven and 11. This demonstrates satisfactory improvement since the last inspection when standards in history below average and identified as a key issue for improvement.

155. Pupils are very enthusiastic in their studies and clearly enjoy exploring the past and making comparisons between life then and now. Work from pupils in younger classes shows that they understand how home life has changed over time. They recognise that their own lives are different from lives of people in the past. They know about a range of historical events, including the Great Fire of London. Pupils are able to use pictures, books, artefacts and photographs to imagine life in different historical periods. Pupils in younger junior classes are able to discuss genuine Roman pottery shards and offer their ideas as to what the complete article may have been and its possible use. They are able to identify pictures and artefacts that depict Ancient Greek life from those depicting other periods of time and to give reasons for their choices. Pupils make good use of information and communication technology in their work, downloading pictures from the Internet and incorporating text of their own, as in the work on Tudor life at sea. However, many pupils display weaknesses in writing their accounts in a structured and logical way. This is hindering the development of their communication of history.

156. Pupils listen well and raise good questions from the historical resources available. They concentrate well on the task in hand and try their best. Pupils have good relationships with each other. They share the books and equipment without fuss and accept that they have to wait their turn.

157. The quality of teaching has improved since the last inspection. It is now satisfactory compared with unsatisfactory at the last inspection. It is this improvement in teaching that has raised standards. Teachers engage pupils' interest through well-planned lessons and the provision of a very good range of resources. The detailed planning gives good structure to the lesson. The wide range of methods and activities provided engages the pupils and promotes learning. Teachers give good explanations so pupils are secure in what they have to do and why they are doing it. It is good that teachers give sufficient time for pupils to talk and discuss together, so that they can develop their historical enquiry skills and their speaking and listening skills. In one lesson the pupils were given a good format to model their written suggestions on the Ancient Greek pictures. However, there are not enough opportunities provided for pupils to write extended reports of their historical investigations and findings.

158. There is some linking of historical work with other subjects, for example, exploring the designs of William Morris wallpaper in art, but this could be developed further. The school makes very good use of visits to sites and museums to bring history to life for the pupils. The co-ordinator has ensured that the profile of history within the school has been raised. Activities and events such as the 'Black History Month' have made an excellent contribution to pupils' historical understanding as well as the pupils' social and cultural development. The leadership of the subject is very good.

The co-ordinator is providing very good direction for the subject that has led to the improvements since the last inspection. Her high level of commitment to improvement and her work in supporting colleagues have led to better standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. Overall, standards in information technology are above national expectations for children throughout the school. The creation of a computer suite to accommodate a full class of pupils working in pairs enables all classes to access the subject every week. Consequently they are being taught the necessary skills in a systematic way and are gaining in confidence in their use of computers. The school has made very good progress since the last inspection when the teaching of information and communication technology was unsatisfactory and pupils failed to meet national expectations for their ages.

160. By Year 2 standards are above those expected for the pupils' age. They can enter and save work with ease, following instructions given during the introductory demonstration by the teacher using the interactive whiteboard. They can retrieve information from the school web site to support their work in geography. A simple graph programme was used successfully in Year 1 to record and compare the eye colour of children in the class while children in Year 2 were successfully using a graphics package to illustrate their work on healthy eating. Working in carefully chosen pairs at the computer, the children collaborate very well, discussing the organisation, method and presentation of their work.

161. By the end of Year 6 pupils are working at levels above those expected of 11-year-olds. They make good use of the school web site to research areas of study. A class studying the Egyptians took information and photographs from the web site to form the basis of their word-processed presentations. They also took photographs during their visit to the British Museum, using a digital camera to enhance their work. These same skills were used by other classes to record the celebration of a Jewish festival, to discover what life used to be like on board sailing ships and to explore life in Roman times. The work is well presented and shows good use of desktop publishing programmes, with a variety of fonts, graphics, word art and photographs inserted into the text. Year 6 pupils are now compiling a multimedia presentation about themselves, and are considering the best way to present the information knowing that the audience will be their link schools in Norway and Finland, having already communicated with pupils in these link schools via the Internet. Pupils in Year 5 can retrieve data and are learning how to question a database successfully. More able pupils can already retrieve information using two variables. A temperature sensor was used during a science lesson to determine the variation in temperature around the school. The results were printed out in the form of a graph for class discussion.

162. Teaching is good throughout the school. The weekly lessons, timetabled for all classes from Years 2 to 6, are well planned and taught by the class teachers, very ably supported by the co-ordinator. The teachers can all use the interactive whiteboard to demonstrate the skills to be taught in the lesson and support the children's paired work on the computers. The co-ordinator works alongside the teachers, supporting the technical aspects as well as the skill development thus giving the class teachers the confidence to lead the lessons and improve their own expertise.

163. In addition to the computer suite, all classrooms have at least one computer to support other lessons. Very little use of these was observed during the week of the inspection. However, where they were in use, some good practice was observed. For example, in a Year 1 class the pupils were using an interactive programme to consolidate the story, *The Gingerbread Man*, being studied during the literacy hour. The more able pupils were ordering the pictures and writing their own text independently, most pupils were accessing text on the screen to write their sentences and the least able were ordering the pictures with the support of a teacher to extend their language ability.

164. The pupils have regular assessment tasks to complete to determine their ability in different strands of the curriculum and records are maintained of the areas covered during the year. However, pupils' individual progress is not yet tracked effectively over the year to enable teachers to plan support for all pupils.

MUSIC

165. Pupils throughout the school reach the standards expected for their ages. The school makes sound provision for older pupils to learn instruments such as piano keyboard and recorder and take part in choir and other music-making activities. School concerts also provide good opportunities for pupils of all ages to perform in front of an audience.

166. Pupils reach satisfactory standards in singing, although the pitch of the singing of younger pupils is sometimes poor. It is better when they are accompanied by piano or other instruments and this also results in pupils showing more enthusiasm and enjoyment. In the weekly singing assembly for example, pupils learn new songs quickly, showing due regard for rhythm and dynamics. However, some assemblies do not include songs and this restricts their opportunities to practise and improve their skills. In some class lessons, the quality of singing is also affected by the lack of suitable accompaniment.

167. In other aspects of music, pupils show satisfactory standards. For example, young pupils in Year 1 show a developing understanding of percussion instruments, when they play tambours using different beaters to produce a range of effects. They treat the instruments carefully and thoroughly enjoy their music lesson. Older pupils are developing a sound grasp of rhythm when they repeat the teacher's examples by clapping. They are beginning to understand how music is arranged and identify whether there are two or three beats in the bar. Year 6 pupils can use glockenspiels to perform simple compositions using the pentatonic scale. Older pupils learn about different types of music, including the national anthems from different countries.

168. The quality of teaching and learning is satisfactory. The plans for the subject cover all aspects of the National Curriculum and ensure pupils receive a broad experience as they move through the school. The music co-ordinator teaches each class every fortnight and class teachers take the lesson in intervening weeks. This arrangement is broadly satisfactory, although there is not enough advice in the plans to support those teachers who have a weaker knowledge and understanding of the subject. This means that pupils are not always challenged and their skills developed well enough during lessons. The enthusiasm of some teachers really engages the pupils' interest and motivates them to work hard. In one lesson observed, pupils' confidence and self-esteem were increased when the teacher asked them to sing songs in their home languages. Individual pupils sang confidently in Turkish, French and Italian and their classmates listened intently, applauding enthusiastically after each song.

169. Limited development has taken place since the last inspection. The co-ordinator has not focused sufficiently on developing the curriculum to support less confident colleagues or on improving teaching and learning to raise the overall standards in music throughout the school.

PHYSICAL EDUCATION

170. There has been good improvement in physical education since the last inspection. The subject is now a strength of the school and makes a major contribution to enabling the school to fulfil its aims.

171. Standards at the last inspection were average for pupils aged seven and above average for those aged 11. Since then there has been an improvement in the standards for seven-year-olds so that these are now above expectations as are the standards of the 11-year-old pupils. The good range of extra-curricular activities makes a useful contribution to the physical and personal development of all pupils, including those with special educational needs.

172. In Years 1 and 2 teachers ensure that pupils know and understand the importance of warm up and cool down activities. Pupils make good use of the space in the hall and are able to control their movements, stopping and holding positions on command. Younger pupils were able to discuss and perform actions in the manner in which a Mr. Men character would move. They listened well to music and could link the character to the music, creating and performing simple movements. Older pupils are making good progress in developing their ability to remember and link movements together in a short, but complex, dance phrase. They are able to create, perform and refine their own movements and then place them within a structure given by the teacher. More able pupils perform a sequence of movements in a smooth and effective way displaying a very good sense of rhythm. Lower attaining pupils and those with special needs move confidently and succeed in remembering their sequence so that they can repeat it when asked to demonstrate to others. Pupils are developing the ability to observe and comment on each other's work. They have a satisfactory awareness and can talk about the effects of exercise upon their bodies.

173. By Year 6, in gymnastics, pupils understand how to perform actions with others. They work very well in groups, being able to develop a sequence of movements using both the floor and benches. They hold start and finishing positions well and are able to incorporate jumps, stretches, curls and headstands within a complex sequence to mirror or complement the movements of others in the group. There is a good level of creative thought to their work, which they are able to translate into controlled action. They refine their performance and are willing to alter parts of the sequence in order to enhance the whole. The quality of expression and confidence in movement of higher attaining pupils is very well developed. They are able to evaluate the performance of others and feed back in a positive way. Teachers have ensured that the pupils are aware of safety issues so that they lift and carry apparatus appropriately. However, pupils in Years 3 and 4 do not display appropriate levels of skill in aspects of ball games. They do not control the ball well with their feet and lack skills in kicking, passing and receiving the ball with reasonable accuracy. They do not display the same level of ability to work co-operatively in pairs as displayed in Years 2 and 6. Although no swimming lessons were seen during the inspection, records indicate that most pupils can swim 25 metres by the time they leave the school.

174. Overall, pupils enjoy physical education and have very good attitudes to the subject. There has been an improvement since the last inspection in pupils' response and progress in Years 1 and 2. Pupils throughout the school make good progress overall and their enthusiasm is directly linked to the high quality of the teaching in most lessons. Where the pupils' response is unsatisfactory, it is because the expectations of the teacher are not high enough and the pupils are not fully engaged in the activities. The enthusiasm of the teachers in all the dance and gymnastics lessons observed was transferred to the pupils so that they concentrated well and displayed a zest and vigour in the activity. Pupils listen attentively and take an interest when others are demonstrating. Behaviour is very good and at times excellent. Pupils listen to instructions carefully and respond well to their teachers. They are sensible and responsible. However, in a games lesson in one junior class, the pupils were inattentive and did not perform well in the activity because the teacher did not engage sufficiently with them and did not insist on their being quiet.

175. The quality of teaching is good overall although some very good and unsatisfactory lessons were seen during the inspection. It is the high percentage of good and very good teaching which leads to pupils achieving higher than expected standards both at age seven and 11. Lessons are well planned and organised giving the pupils a sense of purpose and enabling the teacher to build up their skills successfully. The teachers' high, but realistic, expectations make the lessons challenging thereby encouraging the pupils to strive to achieve high standards. Pupils make good progress in developing skills because teachers consistently evaluate and analyse the pupils' performance and then feed back to them, giving a clear understanding of what they need to do to improve. An example of this very good practice was in a Year 6 gymnastics lesson where the teacher was not satisfied that the pupils were performing at a high enough level and so drew them together to discuss improvements. The improvement in the pupils' performance was clearly evident when they returned to work in their groups.

176. Very good use is made of assessment within many lessons leading to pupils making very good progress. Good links are made to music and the teachers' provision of time for discussion and questioning ensures that the subject makes a very good contribution to developing pupils' speaking and listening skills. The subject is well managed and led by the co-ordinator who gives clear direction to the subject and promotes high standards. The school makes very good use of the high degree of knowledge and skill that is possessed by one of the part-time teachers.

RELIGIOUS EDUCATION

177. Standards in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages. During the last inspection the quality of learning in some of the younger classes was found to be unsatisfactory and pupils were not making the progress they should. This is no longer the case. Pupils in Years 1 and 2, including those with special educational needs and those for whom English is an additional language, are making good progress and pupils in older classes are making satisfactory progress overall. This is because of differences in the quality of teaching.

178. In the lessons seen in older classes pupils' learning was at least satisfactory and in two lessons it was good. Examination of pupils' work in Years 4 and 5 shows slower progress over time. The regularity and amount of recorded work, its quality and the standard of literacy skills are not as good as that seen in the work of the Year 3 and 6 classes.

179. Teaching in Key Stage 1 is good and that in Key Stage 2 is sound but with many strong features. No lessons were less than satisfactory. The school follows the scheme of work produced by the local authority to meet the requirements of the locally agreed syllabus. These plans are suited to the school's multi-faith community and give pupils the opportunity to share the knowledge of their own faiths. Teachers' subject knowledge is, in the main, good and they deliver the plans well. Consequently pupils have a growing and empathetic understanding of the major world faiths. The use of religious artefacts to give pupils real insight into religious rituals and to enliven lessons is very good. In a Year 6 lesson on the place of the Hajj in Islam, the teacher and a pupil explained together how a Muslim prays, showing the pupil's Koran, prayer mat, head rest and beads to the class. In a Year 4 class the teacher explained how Hindus worship at home, first showing the pupils a video of the Hindu gods and of a family performing puja. She then carefully laid out a puja set and explained the religious significance of each article to the pupils.

180. Teachers' questioning is good and pupils are encouraged to contribute to lessons. In a Year 1 class where pupils were just beginning to understand that there are differences in religious practices, a pupil asked why Muslims do not eat ham. The teacher invited a Muslim pupil to explain. He was confident and fluent as he explained the reasons for this practice. Teachers use a variety of methods to involve pupils in discussions to enable them to explore and understand the importance of religious observances. In a Year 2 class, for example, pupils discussed with their partners how they would feel if they had managed to fast for a day during Ramadan.

181. Pupils are receptive and serious as they study the different religions and are happy to share their experiences. One child in a Year 4 class described how her Hindu neighbours invited her in to observe them perform puja. Presentation is generally good and pupils take a pride in their work. They listen well, participate positively and respond to the high expectations of their teachers. Pupils remember what they have been taught. In a Year 2 class pupils named the holy books of the Jewish, Christian and Muslim faiths, knew the names of the different places of worship and the major festivals of each religion. Pupils have great respect for each other's faiths.

182. The co-ordinator has a very good understanding of the strengths and weaknesses in religious education in the school. She has carried out a thorough survey of pupils' work and circulated information on the resulting priorities for action to all teachers. The school's supply of artefacts, considered inadequate at the time of the last inspection, is now satisfactory. Good use is made of parents as a resource; for example a mother visited a Year 4 class to talk about Islam.

However, few visits are made to places of worship or other places of religious interest and whilst two Christian ministers regularly visit to lead collective worship, the expertise of other religious leaders in the community is not called upon.