

## INSPECTION REPORT

### **BRETtenham PRIMARY SCHOOL**

Edmonton, London

LEA area: Enfield

Unique reference number: 130933

Headteacher: Miss L Squelch

Reporting inspector: Paul Missin 19227

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> October 2001

Inspection number: 230577

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Brettenham Road Edmonton London
Postcode:	N18 2ET
Telephone number:	020 8345 6055
Fax number:	020 8807 3385
Appropriate authority:	The governing body, Brettenham Primary School
Name of chair of governors:	S Richards
Date of previous inspection:	March 1998

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19227	Paul Missin	Registered inspector	Information and communication technology	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalms	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23434	Marie Gibbon	Team inspector	English, art and design, music.	How good are the curricular and other opportunities offered to pupils?
16492	Bob Lever	Team inspector	Mathematics, geography, physical education. Equality of opportunity.	
19115	Eileen Chadwick	Team inspector	Science, design and technology. Children in the Foundation Stage.	
22745	Rosalind Johns	Team inspector	History, religious education. Special educational needs, Nurture Group, English as an additional language.	
15917	Bob Cross	Team inspector		

The inspection contractor was:

Phoenix Educational Consultants, "Thule", 60 Joy Lane, Whitstable, Kent, CT5 4LT  
01227 273449

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brettenham Primary School is a community school which educates boys and girls aged from three to 11 years. There are currently 462 pupils on roll, 221 boys and 211 girls. Twenty-nine boys and 30 girls attend the Nursery part-time. This is much bigger than most schools of the same type. Two hundred and thirty-six pupils speak English as an additional language (51 per cent). This is very high. One hundred and sixty-three pupils are supported by a special government grant for ethnic minority pupils (35 per cent). Twenty-three of these pupils are at an early stage of language acquisition. The largest ethnic minority groups are Black Caribbean, Black African and Indian. There are a high number of pupils in the school who have Turkish as their first language. Two hundred and fourteen pupils are known to be eligible for free school meals (46.3 per cent). This is above average. One hundred and thirty-two pupils are on the school's register of special educational needs (28.5 per cent), which is above average and eight pupils have statements of special educational need (1.7 per cent), which is broadly average. The school has a specially funded Nurture Unit for pupils with educational and behavioural problems. In the last school year, 40 pupils joined the school other than at the usual time of admission and 24 left other than at the usual time of transfer. This is high. The school has had a very high turnover of staff recently and has had significant recruitment and retention problems. Five new teachers joined the school from the beginning of the current term and two of these are overseas trained teachers on temporary contracts whose qualification is not yet recognised by the Department for Education and Skills. The school has received an improvement award for progress made between 1999 and 2000. The school is due to be part of the newly established Edmonton Education Action Zone. When they enter the school, most pupils are achieving standards that are very low for their age.

### **HOW GOOD THE SCHOOL IS**

Brettenham is an effective and improving school, which adds significant value to pupils' attainment as they move through it. Children in the Foundation Stage make very good progress. Pupils make sound progress at Key Stage 1 and good progress at Key Stage 2. From a very low base on entry, most pupils are achieving slightly below average standards in English, mathematics and science by the time they leave. Since 1998 the standards attained in the Key Stage 2 tests have improved at a rate which exceeds the national trend. Overall, teaching is satisfactory, but teaching in the Foundation Stage and in Years 5 and 6 is particularly good. The work of the school is supported by the sound leadership of the headteacher and senior staff. They work hard to ensure that the school is a caring, welcoming and attractive community. The school now provides satisfactory value for money.

#### **What the school does well**

- The good teaching, especially in Years 5 and 6, enabled pupils to reach standards in 2000 in science that were above and in English were well above those expected in similar schools.
- The very good provision for children in the Foundation Stage enables them to make very good progress in their learning.
- Pupils' good attitudes and behaviour, and the positive relationships established across the school provide an effective teaching environment.
- The clear ethos of the school, which promotes the inclusion of pupils of different abilities, gender and ethnicity, is enhanced by good provision for pupils' moral, social and cultural development.
- The school enriches its curriculum by a good range of off site visits and visitors to the school and by very good links with the local community.

#### **What could be improved**

- National Curriculum requirements are not currently being met in the provision of information and communication technology and design and technology.
- The quality of teaching across the school is too variable.
- Pupils' attendance and punctuality are poor.
- The support provided for pupils with English as an additional language at Key Stage 1 is not sufficiently effective.
- Parents are not involved enough in the work of the school.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since it was last inspected in March 1998, the school has made satisfactory overall improvement. The most significant achievement has been to improve the standards attained in the Key Stage 2 tests at a rate which exceeds that nationally, and to achieve standards in the 2000 tests that were well above and above those in similar schools in English and science. Since the last inspection, standards have been improved in several subjects at Key Stage 2 and significant improvements have been made in the quality of

teaching. The proportion of very good teaching has been increased and the proportion of unsatisfactory teaching has been reduced. However, the overall low standards achieved at Key Stage 1 have not been improved. Some of the key issues identified at the last inspection have been addressed satisfactorily but an important number continue to be areas of development. Broadly, the issues concerning the fuller development of the curriculum and the strategic direction of the school have been addressed soundly. However, unsatisfactory progress has been made in involving parents more effectively in the school's work, in improving the quality of reports to parents and in ensuring the full delivery of information and communication technology. Attendance rates have declined since the last inspection. The sound leadership of the headteacher, the effectiveness of the senior teachers and the support given by the governing body ensure that the school is soundly placed for these improvements to be continued.

## 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
	1998	1999	2000	2000
English	E	E	D	A
mathematics	E*	E	E	C
science	E*	E	D	B

**Key**

well above average    A B  
 above average  
 average                    C  
 below average         D  
 well below average    E  
 very low                    E\*

The table shows that standards have been consistently below and well below average when compared with all schools, but that the all-round improvement in 2000 enabled pupils to achieve average standards in mathematics, above average standards in science and well above average standards in English when compared with similar schools. The school did not achieve its targets for attainment in the 2001 national tests in English or mathematics. Targets for 2002 are achievable in English but remain ambitious in mathematics. The findings of this inspection are that the current Year 6 are attaining average standards in religious education, history, geography, music and physical education. Standards in English, mathematics, science, information and communication technology, art and design are below average and design and technology they are well below average. Standards in information and communication technology and in design and technology are low because of a failure to implement a progressive curriculum. At Key Stage 2, most pupils achieve well and make good progress in their learning.

At Key Stage 1, standards in reading, writing and mathematics in the 2000 tests were well below those in all schools and below those in similar schools. The findings of this inspection are that the current Year 2 pupils are achieving standards that are average in geography, music and physical education, and below average in religious education, history and art and design. Standards in English, mathematics, science, information and communication technology and design and technology are well below average. At this key stage, pupils achieve satisfactorily and make sound progress from a low base on entry.

Children in the Foundation Stage reach average standards in their creative development and their personal, social and emotional development. Standards in mathematics, knowledge and understanding of the world and physical development are below average, and in communication, language and literacy they are well below average. Considering their very low level of attainment on entry to the school, this represents very good achievement and progress.

Across the school, pupils with special educational needs make sound progress and reach satisfactory standards according to their abilities. Pupils with English as an additional language make satisfactory progress, but their achievement is unsatisfactory at Key Stage 1 because of a lack of effective support. Standards in pupils' ability to undertake scientific investigations are below average across the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show interest in class activities. Most are keen to do well.
Behaviour, in and out of	Good. Most pupils behave well in class and around the school. The

classrooms	effectiveness of some lessons is limited by pupils' inappropriate behaviour.
Personal development and relationships	Pupils' personal development is catered for well, for example, by the school council and after school clubs. Relationships are good. The degree of racial harmony in the school is impressive.
Attendance	Poor. Attendance rates are well below average and are not improving sufficiently. Unauthorised absence remains well above average. Pupils' punctuality is also poor. Several regularly arrive late for their lessons. These features significantly limit pupils' capacity to learn and make better progress.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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.*

Across the school, the quality of teaching is satisfactory, but there are important variations in the quality of teaching across year groups which have a significant impact on pupils' learning. The highest proportion of good and very good teaching is in the Foundation Stage, Year 2 and Years 5 and 6. There are dips in the quality of teaching in Years 1, 3 and 4. Across both key stages, strengths in teaching are in the positive way that pupils are managed and are actively involved in their lessons. This ensures that they are relaxed, well motivated and enjoy their lessons. Teachers' planning is full and detailed, ensuring that pupils are learning the right things. Where teaching is unsatisfactory teachers do not have a sufficiently detailed subject knowledge and they spend too much time maintaining discipline in the class. This limits pupils' capacity to learn and the progress they make. The quality of the teaching and learning of pupils with special educational needs is satisfactory and supports the sound progress that these pupils make. The quality of teaching and learning of pupils with English as an additional language is satisfactory overall, but with shortcomings in the extent and quality of support at Key Stage 1 which limits these pupils' learning and their progress. The quality of teaching of English, including literacy, and mathematics, including numeracy, is good. The teaching and learning of children in the Foundation Stage are very good. This is achieved through a very clear understanding of the needs of very young children, a challenging curriculum and effective, well managed support. Overall, the school meets the needs of its pupils satisfactorily.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is unsatisfactory because statutory requirements to teach the curriculum in information and communication technology and design and technology are not currently being met. The National Literacy and Numeracy Strategies are being implemented well. The curriculum for the Foundation Stage is very good. The school curriculum is enhanced by a sound range of extracurricular activities and by a good range of visits and visitors to the school. The community supports the work of the school very well. Provision for pupils' personal, social and health education is unsatisfactory. The school works hard to ensure equal opportunities for all.
Provision for pupils with special educational needs	Sound overall. The register is up-to-date and is checked regularly. Pupils' learning targets are sound. Care is taken to ensure that pupils who are withdrawn from class do not miss vital learning.
Provision for pupils with English as an additional language	Sound overall. Some pupils at Key Stage 2 make good progress and very good progress when they receive good teaching and effective support. However, pupils at Key Stage 1 make unsatisfactory progress in their oral and written English. This is largely due to the extent and quality of the support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good moral values are carefully fostered and social awareness is developed through the residential visits, after-school clubs and through the school council. Pupils have a good appreciation of the value of the different cultures within the school community.
How well the school cares	Satisfactory overall. Health and safety and child protection procedures are

for its pupils	sound, although aspects of both are not strong enough. Day-to-day first aid and care for pupils who are unwell are good. Assessment procedures are satisfactory but less well developed in subjects other than English and mathematics.
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Although parents have a generally positive view of the school, the school has not developed a sufficiently close partnership with most of its parents. The range of information provided by the school is unsatisfactory. Overall, parents are not encouraged sufficiently to support their children's learning.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership. She maintains a high profile within the school community and she knows pupils and their parents well. The positive relationship between the headteacher and the deputy headteacher is a strong feature of the school's management. Procedures for monitoring the quality of the teaching and learning across the school are insufficiently rigorous. The quality of subject leadership in the school is too variable.
How well the governors fulfil their responsibilities	The work of the full governing body and the several active committees enable them to have a satisfactory impact on the school's work. Individual governors support the school well and the chair of governors is knowledgeable and enthusiastic.
The school's evaluation of its performance	Sound overall. The school development plan has been successfully revised and this now gives the school and the governing body good information about the school's developmental priorities. These are clearly aimed at raising standards. Assessment data are appropriately analysed and used well.
The strategic use of resources	This is unsatisfactory overall because the use of the significant spending on information and communication technology recently is not being maximised. There is a clear match between development planning and spending intentions. The specific funding received by the school for special educational needs, English as an additional language and staff training is used well. The school ensures that it gets value for money in the resources which are purchased and when building improvements are made.

The school has a satisfactory number of teachers, support staff and resources to teach the National Curriculum. The school has spacious accommodation which is used well. These features support the satisfactory progress which pupils make across the school. Pupils in the Reception class have insufficient access to a separate, outdoor play area. This limits the progress they make. The level of resourcing for information and communication technology is unsatisfactory.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Standards at Key Stage 2 have improved.</li> <li>Good opportunities are provided in physical education.</li> <li>A lot of work has been done to increase playtime/lunchtime opportunities.</li> <li>Staff are accessible and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for homework are not clear.</li> <li>The range of homework.</li> <li>The range of activities outside lessons.</li> </ul>

The findings of the current inspection support the positive views of parents. The team agrees with parents' concern that expectations and the range of homework are not sufficiently well organised but the school does provide a sound range of after school clubs and a good range of visits to enhance the curriculum.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Important features about the context of the school have a significant impact on the standards pupils attain, especially when they are compared with national averages. The school has a high proportion of pupils with special educational needs and a very high proportion of pupils with English as an additional language. About ten per cent of the latter are at an early stage of language acquisition. The school population also contains a high proportion of refugees. About 20 per cent of Year 2 and Year 6 groups were admitted after the beginning of each key stage. These features limit pupils' capacity to achieve national standards at the end of both key stages.
2. Children in the Foundation Stage achieve very well throughout Nursery and Reception and making very good progress overall. They begin Nursery with skills that are very low in communication, language and literacy because many have English as an additional language and at least a half speak very little English. Children are on course to attain standards that are well below average by the time they leave Reception in communication, language and literacy, below average in mathematical development and average in personal, social and emotional development and creative development. In physical development, children's attainments are below average because they do not make enough progress in controlling their larger movements. This is because outside play facilities are insufficient. Children attain below average standards in knowledge and understanding of the world. Children with special educational needs and those with English as an additional language make very good progress.
3. In the end of Key Stage 1 national tests in 2000, compared with all schools, standards in reading, writing and mathematics were all well below average. Standards were below those in similar schools. The assessments made by teachers in science in 2000 were also well below average. Trends in the results since 1996 show consistently below and well below average standards, but improvements in reading and mathematics between 1999 and 2000. There are no significant differences in the attainment of boys and girls. Provisional scores for the 2001 tests indicate that standards will be lower than those in 2000. This is mainly because of staffing changes in the previous year and because the 2001 group had a higher than average proportion of pupils with English as an additional language.
4. The findings of this inspection are that the current Year 2 pupils attain average standards in geography, music and physical education, below average standards art and design, history and religious education and well below average standards in English, mathematics, science, design and technology and in information and communication technology. Since the last inspection, standards have been maintained in geography, music and physical education, but have dropped in other subjects. The progress towards higher standards is limited by the high proportion of pupils with English as an additional language and refugees and by some inconsistencies in the quality of teaching at this key stage.
5. In the end of the Key Stage 2 tests in 2000, compared with all schools, standards were below average in English and science and well below average in mathematics. However, when compared with similar schools, standards were well above average in English, above average in science and average in mathematics. Trends since 1997 indicate that standards are improving at a rate which is higher than that nationally, especially in English and science. Recent test results have shown some variation in the different attainment of boys and girls, but there was no significant variation seen during the current inspection. Provisional results for 2001 indicate that standards have been improved in science, maintained in mathematics but have fallen in English. The school has not reached its targets for the proportion of pupils achieving Level 4 and above in the 2001 tests in English or mathematics. However, the school is on course to exceed its 2002 target for English but its mathematics target remains ambitious.
6. The findings of this inspection are that the current Year 6 pupils reach average standards in all subjects except in English, mathematics, science, information and communication technology and art and design where they are below average and design and technology where they are

well below average. Since the last inspection, standards have been maintained in history and music, they have declined in art and design and technology and improved in all other subjects. Standards in information and communication technology and design and technology are low because of a lack of a progressively taught curriculum. Standards have been improved in other subjects through the application of the National Literacy and Numeracy Strategies and as a result of the good teaching, particularly in Years 5 and 6. Progress towards higher standards is limited by some inconsistencies in the quality of teaching in other year groups.

7. Across the school, pupils achieve satisfactorily. The best progress is achieved where teaching is most effective. Pupils make satisfactory progress at Key Stage 1. Pupils' progress is accelerated in Key Stage 2, especially in Years 5 and 6, so that, in several areas of the curriculum, they are achieving average standards by the time they leave the school. Pupils' achievement is better at Key Stage 2 because of the stronger teaching in Years 5 and 6 and as a result of the more effective provision for pupils with English as an additional language. Better progress of more able pupils in science is limited by a lack of challenging investigations. Across the school, standards achieved in numeracy are good and in literacy, they are satisfactory.

8. Overall, at both key stages, pupils with special educational needs achieve satisfactorily compared with their earlier attainment. They are generally given work that is appropriate to their stage of learning and receive sound support in class and in withdrawal groups. Pupils' needs are identified at an early stage but the quality of their individual education plans varies from class to class. Some targets are clear and specific but others are imprecise and do not focus on short-term goals to be achieved with some practical examples. Targets are reviewed and modified as necessary twice yearly. Pupils with statements of special educational need receive sensitive, well-focused support and their detailed action plans identify achievable steps which allow pupils to experience success so that they promote learning and confidence well.

9. Overall, pupils with English as an additional language make unsatisfactory progress at Key Stage 1 and satisfactory progress at Key Stage 2. In the Foundation Stage, their language and learning needs are identified early and the whole day provides children with a rich source of language. However, when they enter Key Stage 1, their language skills are still well below average and, largely due to limited support for many of these pupils, they do not make sufficient progress in oral and written English. As they move through the school, they receive more frequent support through partnership teaching and high quality support from some class teachers especially in Year 5 and Year 6. As a result, in Key Stage 2, pupils' progress is satisfactory and some make good, or even very good, progress. No significant differences in attainment or achievement were noted during the inspection between various ethnic groups.

### **Pupils' attitudes, values and personal development**

10. Most pupils come to school with good attitudes to learning. They are well motivated, attentive and interested in their work, responding well when the work is interesting and the teaching good. In most lessons, pupils concentrate and are keen to answer questions. They take part in discussions and often contribute their ideas, for example, in a Year 6 history lesson on war rationing, pupils were keen to discuss a government poster encouraging the war effort. Year 6 pupils have consistently good attitudes to their lessons and this is directly attributable to good behaviour management and lively and interesting teaching. In contrast, in those lessons where teaching lacks drive and imagination, pupils are less attentive and more disruptive. In some of these lessons, pupils display restless behaviour, they are easily distracted and sometimes ignore instructions. These unsatisfactory attitudes slow down the lessons as the teacher has to frequently remind pupils to pay attention.

11. Overall, behaviour in the school is good. Most pupils behave well in and around school. They understand the standards of behaviour expected. When teaching stimulates interest and staff set clear expectations, behaviour in lessons is generally good; however, it deteriorates in those lessons when teaching lacks challenge and discipline is unsatisfactory. Where the behaviour management skills of the teacher do not effectively control the class, pupils do not maintain a positive approach. Most pupils play well together on the playground and, whilst no deliberately aggressive behaviour was observed at playtimes during the inspection, documentary evidence indicates that incidents of bullying and bad behaviour do sometimes occur but are dealt

with promptly. There have been nine fixed term exclusions and two permanent exclusions this year, an increase since the previous inspection. Pupils are friendly and polite around the school both to each other and to adults.

12. Relationships throughout the school are good. They are firmly based on the high level of mutual respect that underpins the school. A strength of the school is the friendly and sociable relationships between pupils, particularly the manner in which pupils of all religious, cultural and ethnic groups play and work together. This is in response to the school's measures to promote the full inclusion of its pupils. Most pupils settle to work quickly and work well independently. In many lessons, they co-operate and work well together, sharing equipment and resources as seen in a Year 5 physical education lesson when they worked sensibly in pairs practising hockey skills. At other times, particularly in Year 3, they take time to settle and are not always able to collaborate and share sensibly. Pupils respect the feelings, values and beliefs of others. This was illustrated in religious education where pupils in Year 4 listened with respect when their teacher talked about the key features of a synagogue

13. Pupils' personal development is good. From an early age, pupils conscientiously carry out the responsibilities allocated to them in the classrooms and around the school such as returning registers. Year 6 are involved in daily routines of the school as prefects and monitors, preparing the hall for assembly, collecting house point totals and monitoring behaviour in corridors. The many extracurricular clubs are well supported by pupils in Key Stage 2, thereby developing pupils' personal and social skills. The recently introduced school council is developing pupils' understanding of citizenship and their appreciation of the role they can play in the decision making process in their school.

14. Children in the Nursery and Reception feel safe and secure and they gradually become confident. When they enter Nursery they are often socially and personally immature but, by the time they leave Reception, they are interested in all that goes on around them and keen to learn new things. Most have satisfactory attention spans and children persist in activities. They can successfully learn through listening and enjoying a lesson with the whole class or choosing and sustaining a play activity. Children love being together and play and work harmoniously together. Relationships between adults and children in Nursery and Reception are very good. The children are given an excellent start in the Nursery because of the organised and comfortable atmosphere created by all adults.

15. Pupils with special educational needs have positive attitudes to their work and generally behave well in lessons and around the school. Those who have difficulty with acceptable behaviour have appropriate targets within their individual education plans to help develop their social skills. Other pupils are very caring in their support for pupils with special educational needs. Pupils with English as an additional language are generally enthusiastic learners who work in happy co-operation with the teacher. They are very well integrated into the school and take a full part in all the experiences and activities that it offers. Respect for the feeling, values and beliefs of others is evident throughout the school.

16. Levels of attendance in the school are poor. They are well below the national average. They have declined since the previous inspection and again in the past year. This has a significant effect on the learning of many pupils. Some pupils have poor attendance of below 80 per cent. Although there are variations between year groups and between classes in the same year groups, attendance is below 90 per cent in several classes. Attendance figures are affected by pupils staying at home for health reasons, extended holidays and by some pupils starting and leaving during the year. Major contributory factors, however, are the relaxed attitude many parents have to the importance of regular attendance and the lack of regular systematic procedures to monitor attendance and follow up absence. Unauthorised absences remain high and are well above the national average. Although the school has difficulties obtaining reasons for absence from parents and the school correctly records pupils arriving after registers close as an unauthorised absence, the current procedures lack the rigour necessary to improve the situation.

17. Poor punctuality is a problem. High numbers of pupils arrive late including some regularly. There is an overall lack of urgency about arriving at school on time and many pupils arrive after registers have closed. Poor punctuality affects several pupils' learning as they are not present for the beginning of the first lesson. The school, together with the education welfare officer, is attempting to improve punctuality and raise parental awareness about the importance of pupils arriving at school on time.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. The quality of teaching across the school is satisfactory. This is broadly the same as the findings of the last inspection, but some important improvements have been made. At the last inspection, 86 per cent of the teaching observed was at least satisfactory, and eight per cent was very good or better. The current equivalents are 94 per cent and 20 per cent. At the last inspection, 14 per cent of the teaching was unsatisfactory. Currently, six per cent of teaching is unsatisfactory. These improvements have been achieved in spite of recent recruitment difficulties, recent changes in staff and with several teachers who are new to the school. Across the school, there are important variations in the quality of teaching which have a significant impact on the quality of pupils' learning. Teaching in the Foundation Stage is very good and this encourages children's good progress. The strongest teaching at Key Stage 1 is in Year 2, and at Key Stage 2 is in Years 5 and 6. There are dips in the quality of teaching in Year 1 and in Years 3 and 4. This is mirrored in the quality of pupils' learning and the progress that pupils make. Weaknesses in teaching in the first two years of Key Stage 2 were also noted at the previous inspection. Across the school, the teaching of numeracy skills is good and of literacy skills is satisfactory.

19. Across both key stages, strengths in teaching are the use of clear lesson plans, showing the specific learning intended for the lesson, which is often shared with the pupils. Also teachers identify and reinforce key vocabulary well. These strengths ensure that pupils are learning the right things and that specific vocabulary is introduced and used progressively. Pupils are managed well; they understand how previous work is related to their new work and they are actively involved in their lessons. This ensures that pupils are relaxed, well motivated and enjoy their learning. Where teaching is unsatisfactory or poor, especially in Years 1 and 3, teachers do not have sufficiently high expectations of what pupils can achieve and they spend too much time maintaining discipline in the class. As a result, a significant minority of pupils are not engaged in the lesson and lack appropriate concentration. This impedes their learning and limits the progress that they make. In some subjects, such as information and communication technology and design and technology, teachers lack sufficient subject knowledge for them to teach effectively. Across the school, pupils' needs are met satisfactorily. They are met well in the Foundation Stage.

20. The quality of teaching and learning in the Nursery and Reception is very good overall. It ranges from excellent to satisfactory and is nearly always good and frequently very good. Since the previous inspection, the school has improved the quality of teaching for the Foundation Stage when it was good overall. Relationships and management of pupils are very good. The teachers' knowledge and understanding of the curriculum for the Foundation Stage are very good and all adults treat the children with care and sensitivity. Teaching methods are effective; this is particularly so in the encouragement of spoken language, in the teaching of reading and of phonics, in mathematics, in personal and social development and in creative development, especially in music. Expectations are appropriate and work is well matched to the capabilities of the children. Planning is detailed, and well rooted in the nationally recommended curriculum for the Foundation Stage. A very strong feature is how the teachers plan for continuity of experiences from Nursery to Reception. The management of pupils is very good and assistants are deployed very effectively. The classroom assistants make a valuable contribution to the children's learning and their progress, by providing increased levels of interaction with an informed adult. Assessment is very good and used well to plan rich experiences for the children.

21. At Key Stage 1, the quality of teaching and learning is satisfactory and pupils make sound progress. During the inspection, 31 lessons were observed, six were very good, seven were good, 15 were satisfactory, two were unsatisfactory and one was poor. This means that 42 per

cent of teaching was good or better and nearly 20 per cent was very good. Teaching is very good in music, poor in information and communication technology and in design and technology and satisfactory in all other subjects. Teaching is very good in music mainly because of the impact of specialist teachers on the subject. Teaching is poor in design and technology because of the lack of a progressively taught curriculum and in information and communication technology because new technology is not being used. Since the last inspection, the quality of teaching has improved in music, has dropped in design and technology and has remained the same in other subjects, except in information and communication technology where no clear judgements could be made.

22. A music lesson to older pupils at Key Stage 1 illustrated several features of good and very good teaching. A very receptive atmosphere was created as pupils entered the hall. This was done by the playing of appropriate music and the warm and welcoming attitude of the teacher. There was an effective warm up during which the pupils moved their arms and bodies in time to the music. Pupils then had appropriate instruction in playing their recorders and opportunities to practise their skills. The lesson was taught at a brisk pace and the confident subject knowledge, enthusiasm and high expectations of the teacher resulted in a lesson that was thoroughly enjoyed by the pupils and in which they made impressive gains in their confidence and appreciation of performance.

23. The quality of teaching and learning at Key Stage 2 is satisfactory. During the inspection 50 lessons were observed at this key stage. One was excellent, four were very good, 20 were good, 22 were satisfactory, two were unsatisfactory and one was poor. This means that in half of the lessons, teaching was good or better and in one in ten it was very good or excellent. There are significant differences in the quality of teaching and learning in some year groups. The strongest teaching is in Years 5 and 6, particularly Year 6. In Year 6, over three-quarters of the lessons are good and nearly two out of ten are very good or excellent. This good teaching has a positive impact on the quality of pupils' learning. In Year 4, there is an equal proportion of good or satisfactory teaching and in Year 3, nearly a fifth of lessons were unsatisfactory. The main weaknesses in teaching are a lack of sufficient control of pupils and a lack of specific subject knowledge. At this key stage, teaching and learning are good in English, mathematics and music and satisfactory in all other subjects except information and communication technology and design and technology where they are unsatisfactory. This represents an improvement in the quality of teaching in English and mathematics since the last inspection and a drop in standards in design and technology. The quality of teaching has been maintained in all other subject areas. There was insufficient evidence for a judgement to be made on the quality of teaching in information and communication technology at the last inspection.

24. A science lesson to older pupils at Key Stage 2, where the class was investigating plants and the care needed to ensure proper growth, illustrated several features of good teaching. The lesson was based on a clear lesson plan, in which the specific learning intended was defined and shared with the pupils. Pupils' interest was secured by a good range of vegetables to investigate and by the teacher's careful and challenging questioning. The good class management and the continued use of praise and encouragement helped to maintain pupils' interest and enthusiasm in their learning. Pupils were given good opportunities to discuss in groups what they had learned. This was reinforced by pupils' written work, including appropriate work sheets, written text and illustrations. The result of the lesson was that the quality of pupils' learning was good and they made good progress in their understanding of plant growth.

25. Overall, the quality of teaching and learning for pupils with special educational needs is satisfactory at both key stages. They receive sound support from committed support staff whose work is effectively directed by teachers and efficiently managed by the co-ordinator for special educational needs. However, support staff are not always deployed well during whole class sessions although they sometimes record pupils' responses or assessments. Planning generally ensures that pupils with special educational needs have appropriate work that is challenging but achievable but, in some classes, it is not sharply focused enough. Class teachers and classroom assistants usually plan and afterwards evaluate the lesson together carefully. Regular liaison and inset meetings between teachers, support staff and the co-ordinator for special educational needs act as a good focal point to discuss appropriate strategies and concerns and to be well

informed about new or best practice. Individual education plans do not always contain learning outcomes that are precise so that, at times, teaching is not always clearly focused.

26. During the inspection, the overall quality of teaching and learning for pupils with English as an additional language was satisfactory in both key stages. Teachers promote listening skills well and are usually good models of spoken and written language. Although the specialist teacher liaises regularly with class teachers and gives support and advice, teachers' planning does not always meet the language and learning needs of all pupils. Furthermore, the specialist teacher's skills are deployed exclusively in partnership teaching, where she works alongside class teachers, usually in classes in Key Stage 2 where strong literacy teaching is already taking place. Thus the needs of pupils with English as an additional language in other year groups are not being sufficiently met so that they make insufficient progress. This approach does not have sufficient flexibility to cater for particular circumstances, such as pupils with further specific language needs or those who are admitted late to the school with little English. Within partnership teaching, both specialist teachers have a sound rapport with pupils and their quiet, supportive comments instil pupils with confidence. However, there is not enough focus on exploring pupils' ideas, enriching vocabulary and extending speaking skills. Often, there is no sense of urgency and pupils settle into a relaxed pace of working. Pupils' home language is not always used to support the development of English and fluent speakers in the group are not used effectively as models.

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

27. The school does not provide a satisfactory curriculum because statutory requirements for the teaching of information and communication technology and design and technology are not currently being met. Other subjects meet requirements and religious education is taught according to the locally Agreed Syllabus. The school's previous inspection identified as a key issue the development of the curriculum. This included the production of schemes of work for all subjects and the evaluation of teachers' planning to ensure that the needs of all pupils were met, particularly in the early years of Key Stage 2. It also highlighted provision for curriculum leaders to monitor their subject to identify strengths and areas for further development. The school has made satisfactory progress in addressing these issues. All subjects now have schemes of work. The school uses units of work from the Qualifications and Curriculum Authority guidance for subjects other than literacy and numeracy. Many of these schemes of work are still in the process of being fully implemented and adapted to meet the needs of the pupils in the school. The school has worked hard to develop the quality of teachers' planning since the last inspection and has produced a consistent format which all teachers use. However, teachers' planning is not monitored regularly across the school. There has been significant progress in the development of planning in the physical education curriculum where the school is taking part in a Qualifications and Curriculum Authority project. Although curriculum leaders produce useful summary documents which outline the current position of the subject and priorities for its development, the school does not provide sufficient opportunities for co-ordinators to monitor teaching and learning in their subjects. Although the total weekly teaching time is adequate to meet the needs of the curriculum there are some imbalances, such as the increased time being given to physical education while the school takes part in the national project.

28. The National Literacy and Numeracy Strategies have been fully implemented and teachers are generally confident in managing them. The literacy hour has had a significant impact in raising standards in reading in Key Stage 2 but there are weaknesses in the development of writing across the school and in the development of reading in Key Stage 1. The National Numeracy Strategy is well established and is having a positive impact on pupils' attainment particularly in Years 5 and 6 where pupils are grouped by ability. Numeracy skills are developed appropriately across a range of subjects, such as creating time lines in history and in the development of mapping skills in geography. However, there is insufficient development of mathematical skills in science. Literacy skills are also satisfactorily developed within the wider curriculum, for example, in history. Opportunities to use information and communication technology skills to support work being done in other curriculum areas is poorly developed. There

are policies in place for all subjects which are being reviewed and updated as part of the school cycle.

29. The curriculum for the Foundation Stage is very well planned in both Nursery and Reception. There is very good planning for continuity of provision between Nursery and Reception. The curriculum is particularly well designed to enable the children to make very good consistent progress in their personal, social and emotional development, communication, language and literacy and mathematical development. The nationally recommended Foundation Stage curriculum is followed, and work is appropriately planned to ensure that the children have a broad and rich curriculum in the six areas of learning. The National Literacy Strategy and the National Numeracy Strategy frameworks are appropriately represented in the teaching of literacy and mathematics. These are gradually implemented through the Reception year until the children experience full literacy and numeracy lessons by the summer term. Excellent attention is given to the value of first hand experience and learning through talk. However, in physical development, the lack of climbing and clambering apparatus in the Nursery and appropriate outside play equipment for Reception limits children's physical development.

30. Overall, curricular provision for pupils with special educational needs is satisfactory. The needs of pupils with statements are well met and their annual reviews provide a good focus for further improvement. A good and easily accessible map outlines provision and resources in each year group. Pupils with special educational needs have full access to the National Curriculum. If pupils with specific needs are withdrawn, the work is well planned and assessed and care is taken to ensure that pupils do not miss vital learning. The special educational needs register is up-to-date and is checked carefully but there is insufficient awareness of the importance of moving pupils off the register.

31. The school provides pupils with English as an additional language with a curriculum and environment that reflect positive attitudes towards their languages and cultures. Pupils, except those at a very early stage of learning English, have full access to the curriculum and their language skills are not a barrier to learning. More advanced pupils also receive sound support to achieve the full range of academic language. The school also draws well on different cultures in art, music and drama such as Ghanaian and Jamaican storytellers, drummers and an African dance group. Drama, especially role-play and performance poetry, is used well to extend language and boost confidence. However, there is insufficient use of information and communication technology to develop and extend pupils' learning. Celebrations such as Holi, Divali and Pesach show the school's recognition and enjoyment of its rich cultural diversity.

32. The school offers a sound range of extracurricular activities overall. It offers a very good range of sporting activities for boys and girls such as netball and football, which includes a particularly effective link with Tottenham Hotspur Football Club. Other school clubs include a mathematics and an art and design club. There is more limited provision for younger pupils in Key Stage 1. The curriculum is also enhanced by visits to places such as London Zoo and Bethnal Green Toy Museum for younger pupils and to places such as the Hindu temple in Neasden and the Aklowa African village for older pupils. Visitors such as writers and storytellers in the Ghana project, visiting musicians such as the Hautbois group and representatives from local services enhance pupils' experiences and understanding. There are also a wealth of experiences in the residential visits for Years 5 and 6 to the North Yorkshire Moors.

33. The provision for equal opportunities is good. The co-ordinator is knowledgeable and well aware of current initiatives and thinking. She is involved at both school and local authority level and has conducted a range of surveys. There is a strong equal opportunities statement, which includes race equality and monitoring of attainment by ethnicity. There is an inclusive behaviour management policy and effective nurture group provision. There are good examples of race equality in the curriculum. For example, in the study of Tudor times, the school is opening up the period to show what is happening in West Africa, India and the Ottoman empire. There is monitoring by ethnicity and gender and a recent survey shows what boys like to read. The variability in teaching means, however, that pupils do not receive equal opportunities across and between years.

34. The provision for pupils' personal, social and health education is unsatisfactory. There is no scheme of work or policy to provide progression in this area and not every class has regular, timetabled sessions. Year 5 teachers have discussed the topic of citizenship but this has not been integrated into the curriculum. The school has an appropriate sex education policy and teaches sex education to pupils in Years 5 and 6. The drugs education policy is, however, out-of-date and drugs education is not sufficiently covered within the curriculum. The school is aware that the personal social and health curriculum is insufficiently developed across the school and has recently appointed a co-ordinator.

35. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. This has represented good improvement since the last inspection when provision was judged to have been satisfactory. Improvement has been made in each area of the spiritual, moral, social and cultural provision.

36. Provision for pupils' spiritual development is satisfactory. It is mainly fostered through assemblies and the programme for religious education. In assemblies there is an appropriate time for reflection and prayer as well as opportunities for pupils to reflect on their own lives and the lives of others, for example, Martin Luther King during Black History month. However, planned provision for spiritual development across the curriculum is less specific. A sense of wonder and excitement is engendered in the Nursery as children sing, dance and make music in their music lesson.

37. The provision for pupils' moral development is good. Differences between right and wrong are emphasised throughout the school. Pupils are encouraged to devise their individual class rules. Positive values are fostered through the good, caring and supportive relationships which exist between staff and pupils. In most classes, pupils are appropriately praised and rewarded for their good behaviour and attitudes and they are further rewarded in the weekly achievement assembly.

38. Equally good provision is made for pupils' social development. Pupils are given good opportunities to work and play co-operatively. They are encouraged to take responsibility within the classroom and around the school. In particular, Year 6 pupils are given many areas of responsibility for the day-to-day routines in the school. Pupils come from a wide range of social and cultural backgrounds, and it is a strength of the school to see how well they are included within classrooms and outside at playtimes. The recently introduced school council is starting to provide a forum for pupils' ideas as they consider suggestions for improving school life.

39. The school makes good provision for pupils' cultural development. The programme of religious education, history, geography, music and art supports pupils' cultural development and promotes their understanding of their own culture and an appreciation of the diversity and richness of other cultures. Pupils enjoy the music of different cultures, for example, African songs. There is good provision for visiting places of historical and cultural interest such as churches, art galleries and museums to enrich pupils' cultural experiences. Displays of books around the school make a valuable contribution to reflecting the broad cultural mix of pupils. Notices in different languages are visible throughout the school, however, the pupils' home cultures and languages are not used sufficiently as a resource to celebrate the cultural and linguistic diversity in the school.

40. There are very good links with the local community that make a positive contribution to pupils' experience and learning. As part of the school's links with TransAge Action, pupils won a Young Designer's Award and visited a television studio. The school's accreditation to achieve Healthy School status has involved pupils in a dental project which has raised pupils' awareness of the importance of dental health. The school has also been involved in a health related fitness programme organised by the local education authority which is developing pupils' attitudes to healthy living. Pupils in Years 5 and 6 took part in a British Telecommunications sponsored programme, 'Future Talk' and also a workshop on communication across the world. As a result of their links with local businesses, the school has received funding for sports kit for teams representing the school and a planned link to help with materials for developing play areas for the Foundation Stage. There are good links with partner secondary schools and, in particular, with

Aylward secondary school whose senior pupils are involved in lunchtime activities as part of their sports leadership courses and work experience. In addition to the more usual exchange of visits of support and teaching staff, pupils from the school have visited the secondary school to have a games afternoon.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school continues to provide a caring environment that meets the wide variety of personal and educational needs of the pupils in the school. The headteacher, deputy headteacher and staff know the pupils well and are committed to providing high standards of care. Part of this commitment includes involvement in the Healthy Schools Initiative.

42. The school has satisfactory arrangements to ensure the welfare, health and safety of pupils. Child protection is taken seriously although formal arrangements have not been established and the school policy has not been updated for some time. Most staff would refer any concerns to one of three designated members of staff; however, a regular pattern of training has not been established to ensure that all staff, including those new to the school, are fully aware of the procedures to follow. The school recognises the need to comply with requirements for health and safety but its policy has not been updated recently. Checks of the premises and site have taken place, and appropriate action taken where needed, but issues and any subsequent action taken are not being sufficiently documented. Equipment is subject to regular checks. However, there is a significant health and safety risk associated with aspects of the outdoor activity equipment. Day-to-day first aid and care for pupils who are unwell are good. Two welfare assistants co-ordinate all areas of pupil welfare and appropriate systems ensure that teachers are aware of pupils in the school with a medical condition.

43. Procedures for monitoring and improving attendance are unsatisfactory. The school has some procedures to monitor attendance and to follow up unexplained absence and punctuality, but these have not been effective in improving attendance and punctuality or reducing the very high levels of unauthorised absence. Current systems are not sufficiently regular or systematic to identify the high number of pupils with unsatisfactory patterns of attendance or to follow up the many pupils with unexplained absences. Absences are not immediately followed up, with the result that pupils are absent for many days without the school knowing the reason. The systems for dealing with the many pupils who are late lack any rigour. The school does, however, work closely with the education welfare officer and although some pupils with poor patterns of attendance and punctuality are identified, this is not sufficient to reduce the high levels of absence or pupils arriving late.

44. Pupils' personal development is well supported through the caring atmosphere in the school and the good relationships that exist between teachers and pupils. Staff know pupils well and understand their individual needs and difficulties. They use this knowledge to monitor personal development informally. Any concerns are regularly discussed with key stage co-ordinators, the special educational needs co-ordinator or the deputy headteacher. The planned programme for pupils' personal development is in the early developmental stage but pupils' achievements are regularly recognised and rewarded in the 'star of the week' assembly

45. Procedures for monitoring and promoting good behaviour are good. The headteacher and staff have a shared commitment to promoting high standards of behaviour and are working hard to meet a wide range of behavioural needs. As part of this commitment, the school has introduced lunchtime play leaders, the Sanctuary at lunchtime where pupils can play quietly indoors, as well as working closely with the local behaviour support team. There are clear expectations for pupils' behaviour despite the behaviour policy still being in draft form. Although it does not include a framework of rewards or sanctions, this discretion being given to individual class teachers, most teachers manage behaviour well. Any concerns about behaviour are referred to the deputy headteacher or special educational needs co-ordinator who keep records to track individual pupils causing concern. A few incidents of bullying do occur and any incidents are dealt with appropriately.

46. Children in Nursery and Reception are provided with a safe and very secure learning environment. The care given to children and relationships between adults and children are very good. Pastoral care of children is very good. All staff employ supportive and caring skills as necessary and, at the same time, encourage independence. The programme for teaching and learning is well planned to meet the varying needs of young children. Individual targets are set for pupils, and these are regularly reviewed and discussed with parents. Assessment and monitoring of children's attainments are very good, and follow both baseline assessment and assessment in the nationally designated six areas of learning. Induction procedures are good and ease the settling in of children at the start of their schooling. A weakness is that continuity of planning between Reception and Year 1 is in its infancy which slows down children's progress in Year 1. A few children still have limited English and a few have immature personal, social and emotional development. These children continue to need a very practically based curriculum where they can learn through much talk.

47. The school is a harmonious community where all are treated with kindness and respect. There is a strong emphasis on inclusion and most pupils with English as an additional language are confident and well motivated learners. Good attention is paid to tracking pupils' stages of fluency and setting challenging targets. Recording of pupils' achievement is meticulously carried out and the school effectively monitors its results in national tests to identify the achievement of different ethnic groups. This recently highlighted, for example, the underachievement of some Indian pupils and they are now being closely tracked to bring them up to appropriate levels. Data analysis is also used well to assess the value added to the attainment of pupils. There are sound induction procedures and pupils are given homework and settled into a friendship group. The few pupils who have extended absences are given appropriate support on their return.

48. There is an inclusive ethos for pupils with special educational needs and care and support are good. Pupils with special educational needs who enter the school later are incorporated into the programme efficiently. The school has very good links with external specialist agencies such as Russet House, a consultant paediatrician, Blanche Neville School and Enfield Family Centre. The Behaviour Support Service provides valuable help and good inset and modelling for teachers. There is no policy for more able pupils and no policy or procedures for gifted and talented pupils.

49. Overall, the procedures for assessing pupils' attainment and progress are satisfactory. Since the previous inspection when the school's systems were found to be unsatisfactory, the quality of assessment and data analysis has shown sound improvement in some key areas. The school's recent assessment policy sets out the aims and procedures very clearly and the current focus on assessment, including moderating pupils' work in staff meetings, is helping to put these into practice. Good assessment and recording procedures are in place in mathematics; they are satisfactory in English but unsatisfactory in science. However, assessment in other subjects, apart from geography, music, physical education and religious education, is unsatisfactory as there are no whole school procedures in place and it relies too heavily on the recording methods of individual teachers. The key issue for action from the previous inspection to provide schemes of work with identified opportunities for consistent assessment has not been satisfactorily addressed.

50. To assist staff in tracking individual pupils' progress, all shared information, such as national and optional test results, reading assessments and stages of fluency for English, are passed on to the next teacher and this is used to adjust groups and to set class, group or individual targets. However, there are no formal procedures for reviewing these targets regularly and it is not carried out by all teachers. A whole-school collection of work samples in writing and spelling, and one being compiled in mathematics, is helping teachers in the accuracy and consistency of their assessment. Target setting is a good initiative that gives pupils challenging but realistic goals and a sense of responsibility for their own learning. Pupils in Year 2 have their targets on their desks but older pupils agree targets in writing, spelling, mathematics and science with their teachers after an in depth discussion.

51. Careful analysis of national test results enables the school to make informed decisions about what aspects should be a focus for discussion and development and where support would be

best directed. For example, story writing was identified as an area of weakness so that work with the Hautbois musicians and Shakespeare has been used as a stimulus for writing. Data from tests are also used extensively to evaluate how well the school is doing compared with other schools, nationally and locally, and in terms of gender and ethnicity. However, co-ordinators do not always have information that is easily accessible for monitoring the subject and tracking pupils' progress. The use of assessment information to guide teachers' planning is satisfactory. The pattern of day-to-day assessment is inconsistent across the school. In some classes, for example, in one Year 2 class, it is regular, specific, easy to access and informs the next stage of teachers' planning. In other classes, it lacks rigour and a systematic method for noting pupils' strengths and weaknesses so that they are more clearly identifiable and are fed into the next stage of learning. However, many teachers use their observations and notes satisfactorily to plan subsequent lessons around pupils' attainments and responses.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52. The majority of parents who attended their pre-inspection meeting and returned the questionnaire are happy with the school. They feel that their children like school, are happy with their children's progress and that the school has high expectations. They feel that behaviour is good, and that the school is well led and managed. Many consider that the school is helping their children to become mature and responsible and that teaching is good. Parents are comfortable about approaching the school but some expressed concerns about the information they received and do not consider that the school works closely with them. Their main areas of concern related to the levels and consistency of homework and the range of activities outside lessons. The evidence of the inspection supports some of the issues raised by parents but not all their concerns are justified. For example, this inspection finds that the school offers a good range of activities beyond the classroom. These include visits to places of interest and visitors to the school as well as providing a wide range of extracurricular activities, especially sport. It does, however, acknowledge that these are only for pupils in Key Stage 2.

53. However, the school has not responded effectively to a key issue in the previous OFSTED report. It has not developed a close partnership with parents. Induction into the Nursery is well organised. Home visits are made and new parents have the opportunity to visit the school and meet with staff before their children start but this initial relationship is not being further developed. Parents can, however, meet with teachers and the headteacher at any time to discuss matters of importance. There are few initiatives to encourage parents to work more closely with the school to support their children's education either in school or at home. In particular, there is no provision to involve parents of different cultures in the learning process. Parents have little involvement in the life of the school. None regularly helps in classrooms or around the school although some do occasionally accompany trips and attend class assemblies. The rich variety of cultures represented by parents is not used sufficiently as a resource. The parent-teacher association is inactive at the present time.

54. Parents make insufficient contribution to their children's learning at school or home. For many reasons, parents find it hard to support their children's education. Most teachers encourage pupils to take books home regularly, but this is not consistent throughout the school. A few parents, however, share reading at home. Home/school reading diaries are in place but are not being used consistently as a regular method of communication between home and school. Several teachers set homework but a regular pattern of homework has not been established for all classes. Some year groups have provided parents with general information about homework but the school still has not introduced a policy explaining to all parents the specific details about the work their children will receive each week.

55. The information provided for parents by the school is unsatisfactory. This considerably reduces opportunities for those parents who want to help their children's learning at home. There is no regular provision for information to be available in some of the languages spoken in the school. Although translators can be provided for parents attending meetings assistance is not routinely available. Few documents are available in community languages. The prospectus contains basic information about the school but, together with the governors' Annual Report has minor omissions. Letters are sent to parents when necessary which provide brief information

about school matters, forthcoming events and diary dates. The school provides parents with insufficient information about the curriculum and work being taught in lessons. Curriculum focus evenings are not a regular feature in the school. This term, parents of pupils in Key Stage 2 have received limited information on the curriculum and topics being covered in lessons during the term; however, as there is no consistent whole school approach, there is variation in the detail. Consultation meetings held each term provide opportunities for parents to meet teachers and discuss progress. The quality of information in annual written reports remains unsatisfactory. They do not provide information on all National Curriculum subjects, do not reflect pupils' progress and provide little information about future targets. They are not always individualised and do not give parents information on how their children can improve the quality of their work.

56. Parents are involved well before their children start school. Both parents and children receive invitations to visit the school before children start, and are also encouraged to drop in to the classroom as they wish, at the end of the term before starting. Members of staff make home visits to each child's home as a preliminary, before visits to the school are made, so that children are familiar with their teacher before they come. There are some links with few pre-school playgroups from which the children come. The baseline assessments made soon after entry are discussed with parents, and the teacher also meets parents for individual consultations later in the year. During the inspection, few parents were observed helping in the Nursery or in Reception.

57. Communication with parents of pupils with special educational needs is sound. There are appropriate arrangements for parents to discuss their child's progress when individual education plans are reviewed and good opportunities, in general, for them to talk about their concerns. Parents of pupils with statements of educational need are appropriately involved in the annual reviews.

58. Links with parents of pupils with English as an additional language are satisfactory. A Turkish speaker attends parents' meetings and Albanian parents have translated the home/school agreement. Induction booklets are available in different languages but they are not specific to the school. Newsletters are not translated. There are links with the Somali community and books have been translated and taped into Somali. The school does not always give enough information to parents of children with English as an additional language to enable them to support their children at home.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

59. The headteacher provides sound leadership for the school. Strengths in her leadership style are the high profile which she maintains within the school community, both before and after school and her contributions to lunch time arrangements and in the strong promotion of the caring ethos of the school. She knows pupils and their parents well. Despite significant problems in the recruitment of teachers, she has worked hard to involve and motivate the full staff and she has made several astute appointments of key teachers which has strengthened the senior staff team. The deputy headteacher is knowledgeable and enthusiastic and contributes significantly to the life of the school. The effective co-operation between the headteacher and the deputy headteacher is a positive support to the leadership and management of the school. The school has developed some procedures for monitoring teaching and learning that have included informal classroom visits and more formal observations often centred on literacy and numeracy by the local education authority adviser. However, this has been too limited in frequency and extent. The effect of this is that the school has an insufficiently clear view of the impact of teaching on pupils' learning across the school and the effectiveness of curricular developments.

60. The governing body makes a sound contribution to the school's leadership and management. Keys to its success are the effective work done by the well organised committees and the good involvement of individual governors in the school's work. The chair of governors is knowledgeable and enthusiastic and she has established a positive relationship with the headteacher. The headteacher provides the governing body with clear written and verbal reports which celebrate the school's success but also gives an honest appraisal of areas of weakness. The agenda for the full governing body meetings is well organised and makes clear reference to

standards achieved and proposed priorities from the school development plan. Those features enable the governing body to have a clear view of the school's strengths and areas for development. A shortcoming in governors' work is that procedures for visiting the school and monitoring and evaluating what they see are insufficiently rigorous and too informal. Not all statutory requirements are met. The full National Curriculum is not being taught, some health and safety issues have been identified and there are minor omissions in the information required to be provided for parents. A key issue from the last inspection to provide a daily act of collective worship has been dealt with, and assemblies now comply with statutory requirements.

61. School development planning is now clear and well focused. Priorities are firmly fixed on raising standards. The school has made a satisfactory response to the key issue at the last inspection which identified the need to improve the strategic direction of the school. Roles and responsibilities of governors and senior staff have been revised, clear priorities are identified in the school development plan and procedures to enable the headteacher and governing body to monitor its effectiveness have been improved. However, aspects of the key issues identified at the last inspection have not been achieved. The extension of the school development plan for three years ahead has not been done and the impact of the curriculum co-ordinators on the work of the school is insufficiently consistent across different subjects.

62. Procedures for financial planning and the monitoring of the annual budget are secure. The school receives good support from the Borough's bursarial team and the financial audit in May 2001 found that the school's financial operations and procedures were operating effectively. Priorities in the school development plan are carefully costed and sound evaluation and success criteria are defined. Specific grants allocated for staff training, special educational needs and English as an additional language are used appropriately but the significant grant funding from the National Grid for Learning for the computer suite resources is not being used effectively. The school and governors, particularly through spending on improvements to the premises, ensure that they get best value for money.

63. The co-ordination of Nursery and Reception is very good. The co-ordinator has very good knowledge and understanding of the appropriate curriculum for this stage and for the needs of young children. All teachers work closely together as a team to provide a very good start for children in the Foundation Stage. The quality of the support provided by teachers and support assistants in the Nursery and Reception classes is exceptionally good and greatly assists the progress that these children make in their Foundation years. The teachers are well qualified and very experienced for this age range as are the assistants. The accommodation is good and is used to full advantage for practical play, whole class and role-play activities. Resources are adequate, including provision for role-play, creative and expressive work, painting, writing and reading. However, the software programs for the Nursery computer are inadequate for both Nursery and Reception.

64. The quality of management of special educational needs is satisfactory. The policy which is appropriately awaiting review and other documentation are very detailed and support staff are given clear direction. The record keeping and organisation by the highly committed co-ordinator for special educational needs are informative and efficient and her own teaching of pupils with special educational needs is a model of good practice. The procedures for auditing and distributing key information about pupils with special educational needs are good and provision identified in statements is well managed.

65. Provision for pupils with English as an additional language is well co-ordinated. This work is supported by an impressive amount of well-organised documentation. The co-ordinator is an experienced teacher at the school, and she has developed good procedures for managing the work of individual pupils. Target setting and assessment procedures are managed well. A shortcoming is that, currently, her expertise has insufficient impact across the whole school. She has responsibility for, but no direct teaching of pupils at Key Stage 1. Support for pupils is planned to ensure that they receive appropriate support during each academic year. However, the short-term support is too narrowly focused. For example, during the term of the inspection, support was being given to Years 6 and 3, but not to pupils in Year 4 and Year 5. This will be

provided next term. The management of provision across the school is not sufficiently flexible to cater for a possible wider variation in language needs of pupils entering the school.

66. The school has suffered from recent changes in staff and has had significant difficulty in recruiting teachers. This has had a negative impact on standards in some classes and on the delegation of curricular responsibilities. Currently, there are a satisfactory number of teachers although some posts are filled by temporary staff from overseas on short-term contracts. There is a suitable number of support staff working with teachers to support pupils with special educational needs. The level of support for pupils for whom English is an additional language is not sufficient to meet the needs of some pupils, especially at Key Stage 1.

67. The school provides spacious accommodation. Classrooms are a good size and there are many attractive displays to create a positive working environment. There is ample accommodation for outdoor physical education although the halls are restricted in size for indoor activities. Pupils in Reception do not benefit from a separate outdoor play and activity area and, therefore, have restricted opportunities for physical development.

68. The quality and quantity of learning resources are satisfactory overall. In physical education and religious education, they are good. The resources for pupils with special educational needs and English as a second language are also good. In spite of a new computer suite, resources for information and communication technology are unsatisfactory. As a consequence, pupils have insufficient opportunities to use computers to support their learning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to continue to improve the quality of education offered to the pupils the headteacher, governors and staff should:

1. **Ensure that the National Curriculum requirements for information and communication technology and design and technology are fully met, and improve the standards that pupils achieve in these subjects across the school.**  
*See Paragraphs 6, 27, 111-114, 123-127.*
2. **Improve the effectiveness of teaching, especially in those lessons where it is unsatisfactory by: See Paragraphs 18-26, 49, 59, 104, 108, 109, 113, 114, 125, 126, 133, 138.**
  - i) organising a rigorous procedure for monitoring and evaluating teaching and learning and the standard of pupils' work;
  - ii) improving teachers' subject knowledge and professional skills in the areas of weakness identified in this report and raise their expectations of what pupils can achieve;
  - iii) developing more effective whole school procedures for assessing pupils' work and recording the progress they make across all National Curriculum subjects.
3. **Improve pupils' attendance and punctuality by: See Paragraphs 16, 17, 43.**
  - i) rigorously monitoring attendance patterns;
  - ii) following up individual absences promptly;
  - iii) exploring ways of encouraging pupils' better attendance and punctuality.
4. **Increase the effectiveness of the provision for pupils with English as an additional language by ensuring that all pupils, especially those in Key Stage 1, receive appropriate support. See Paragraphs 9, 26, 31, 46, 65, 66.**
5. **Explore further ways to develop parents' involvement in the work of the school by: See Paragraphs 52-58.**
  - i) providing more regular information about school activities;
  - ii) providing clearer information about what is being taught and how parents can support their children's work;
  - iii) making expectations for homework more explicit.

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- i) Continue to improve investigative science across the school. *See Paragraphs 101-106*
- ii) Introduce a formal scheme of work to develop pupils' personal, social and health education.  
*See Paragraph 34*
- ii) Improve the outdoor play and activity area for children in the Foundation Stage.  
*See paragraphs 29, 67, 83, 84*

iii) Review and revise the school's child protection arrangements. See Paragraph 42.

iv) Address the health and safety issues identified in this report. See Paragraph 42.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	35	38	4	2	0
Percentage	2	18	36	38	4	2	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	432
Number of full-time pupils known to be eligible for free school meals		214

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	7	132

English as an additional language	No of pupils
Number of pupils with English as an additional language	236

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.8
National comparative data	5.2

School data	2.2
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)

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2000	34	29	63
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	21	23	26	
	Girls	23	22	25	
	Total	44	45	51	
Percentage of pupils at NC level 2 or above	School	70 (55)	71 (67)	81 (70)	
	National	83 (82)	84 (83)	90 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	20	26	28	
	Girls	23	26	24	
	Total	43	52	52	
Percentage of pupils at NC level 2 or above	School	68 (69)	83 (70)	83 (56)	
	National	84 (82)	88 (86)	88 (87)	

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

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		2000	34	23	57
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	20	19	25	
	Girls	21	10	18	
	Total	41	29	43	
Percentage of pupils at NC level 4 or above	School	72 (55)	51 (49)	75 (60)	
	National	75 (70)	72 (69)	85 (78)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	15	18	21	
	Girls	16	9	17	
	Total	31	27	38	

Percentage of pupils at NC level 4 or above	School	54 (45)	48 (48)	68 (49)
	National	70 (68)	72 (69)	79 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	48
Black – other	29
Indian	10
Pakistani	7
Bangladeshi	17
Chinese	0
White	201
Any other minority ethnic group	29

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	21.3
Number of pupils per qualified teacher	21.7
Average class size	28.8

**Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	462

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	126
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	8	2
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.*

**Financial information**

Financial year	2000-2001
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	£
Total income	1163754
Total expenditure	1162572
Expenditure per pupil	2490
Balance brought forward from previous year	49396
Balance carried forward to next year	50578

**Recruitment of teachers**

Number of teachers who left the school during the last two years	11.2
Number of teachers appointed to the school during the last two years	7.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	462
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	4	0	1
My child is making good progress in school.	54	35	4	2	4
Behaviour in the school is good.	47	41	8	1	3
My child gets the right amount of work to do at home.	27	29	22	20	2
The teaching is good.	56	28	10	2	4
I am kept well informed about how my child is getting on.	54	26	11	6	3
I would feel comfortable about approaching the school with questions or a problem.	58	29	9	0	4
The school expects my child to work hard and achieve his or her best.	66	23	5	3	3
The school works closely with parents.	47	31	14	4	3
The school is well led and managed.	58	30	5	2	4
The school is helping my child become mature and responsible.	52	37	9	0	3
The school provides an interesting range of activities outside lessons.	34	30	13	12	11

### Other issues raised by parents

- Standards at Key Stage 2 had improved.
- Good opportunities are provided in physical education.
- A lot of work has been done to improve playtime/lunchtime opportunities.
- Staff are accessible and supportive.

## **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**

70. Children are admitted to the Nursery when they are three years old. They usually begin in September and attend part time for five morning or afternoon sessions each week. The children start school in Reception at the beginning of the school year in which they are five and the great majority of them attend full time. At the time of the inspection, there were 40 children attending the 60 place Nursery as children gradually enter during the first few weeks. At the time of the inspection, there were 57 full time children in Reception and three part time children. The school adjusts its admission procedures very occasionally if the children are not ready to settle to a whole day in school at first.

71. Attainment on entry to the Nursery is very low. Many speak English as an additional language and have very limited English whilst others frequently have limited speech and vocabulary. Very few children have been to play group and, overall, their personal and social development is well below average. Two thirds begin the Nursery with English as an additional language and a half of all children speak no English or are at a very early stage of learning the language. Over ten different languages are spoken and the main languages are Turkish, Bengali and Albanian.

72. The Nursery provides a very secure, comfortable and stimulating learning environment in which the children make very good progress. By the time they enter the Reception Year, their attainment is below average in personal and social development although still low in communication, language and literacy despite the rapid progress they have made. The Reception classes continue to promote the children's very good progress by providing work and play activities that are very stimulating and practical and encourage the children to learn through talk. Children with English as an additional language and those with special educational needs make very good progress through receiving very good support. A few are more able and these children also make good progress.

73. By the time they leave the Reception Year, most children are on course to achieve the expected Early Learning Goals in personal, social and emotional development and creative development. Their attainment is below average in mathematical development, physical development and knowledge and understanding of the world. It is well below average in communication, language and literacy. This, however, represents very good progress throughout the Foundation Stage and results from very good assessment of children's achievements and the way the teachers in the Nursery and Reception provide a very caring and effective atmosphere for learning. It shows good improvement since the previous inspection, when the children's progress and the quality of teaching were judged to have been good. The very good quality of teaching in both Nursery and the two Reception classes is having a very good impact on children's learning and raising their attainment.

#### **Personal, social and emotional development**

74. By the time they leave Reception, children are on course to achieve average standards for their age. They make very good progress in acquiring social skills and behave well. In the Nursery, children often settle quickly and begin to make good relationships with each other and the adults with whom they come into contact. They are beginning to play and work harmoniously side by side and thoroughly enjoy being with each other. They behave well and understand classroom routines thoroughly. They demonstrate independence in putting on their painting aprons and outdoor clothes and learn to take care of the toys and equipment. They become confident in choosing activities for work and play and are eager to learn and try out new activities. By the time they reach Reception, some play and work effectively in small groups and most are very tolerant of each other and usually share equipment without argument. They usually listen well when learning in large and smaller groups. By this time they have usually successfully learned to take turns. Many happily sustain interest for long periods when working on self-chosen or directed activities and show delight when mastering new skills. Despite this favourable picture,

a very small minority of them remain immature in their personal and social development and continue to need the high quality extra support and understanding they are given.

75. Teaching and learning are very good throughout. The Nursery teacher has created a very secure, caring and well organised environment that provides the children with the best possible start. There are excellent relationships and equal opportunities for children to learn. This enables children to feel secure, including those with no or limited English. For example, the teacher for English as an additional language works in the Nursery for one day each week and the children with very limited English begin on the day she is present. Children are enabled to feel comfortable because they are spoken to in their native language at first and are gradually drawn into play and nursery routines where often a mixture of languages are spoken. The strong Nursery routines continue in Reception where time for whole class and directed activities is gradually increased. Planning for continuity of experiences is excellent and result from very careful observation of children and the way all adults find every opportunity for helping the children to develop their personal and social skills gradually.

### **Communication, language and literacy**

76. Despite the very good progress being made, children's attainment at the end of the Reception Year is well below average. This is because only just over a half are on course to achieve the Early Learning Goals. These children talk confidently in English and have a satisfactory range of vocabulary and sentence structures. They listen carefully and show sound understanding. Most answer questions in detail and express their feelings and imagination during role-play. They also understand letter sounds and, by the time they leave Reception, they can read simple words and the more able competently read simple sentences. About a half of the children write simple word lists and a small minority write simple sentences independently. However, about four out of ten children have either little English or poor speech and, as a result, the range of their vocabulary and sentence structures is still limited despite the rich experiences provided.

77. Children often learn to speak and identify sounds through music, rhythm and action. During the inspection, which was held at the very beginning of the school year, many in Reception showed that they could recognise the written form of their names, some could identify the initial letter sound and all greatly enjoyed looking at books and talking about the illustrations. This indicated the children's very good progress in pre-reading skills in the Nursery. However, despite very good progress in both Reception classes, a substantial minority of them do not have an appropriate working knowledge of the sounds of the letters of alphabet by the end of Reception. This group enjoys simple rhymes, songs and poems and overall achieves at a level below their age. Most of this group can hold a pencil and use it to at least form recognisable letters when writing their names.

78. Teaching and learning are very good. There is a very good balance between learning through play, small group and whole class teaching. The children listen carefully because teachers base much of their class and group activities in relevant practical work and involve children in learning language through actions as well as talk. This helps the children to understand meanings very well. In a very good language class lesson in Reception, the calm welcoming atmosphere created the right conditions for learning. The children rapidly learned to distinguish sounds in their names through speaking their names and clapping the syllables. All, by the end of the lesson, were able to use a musical instrument to beat the syllables of their names. The continuity from Nursery to Reception has been very carefully planned and is very effective. The Nursery and Reception classrooms are very well structured to develop language skills with clear labels, notices and word lists. The children in the Nursery learn to enjoy listening and speaking together in English and the singing each day of "Hello how are you today?" or "This is the way we wear our aprons" enables the children to learn communication skills through song, action and role models. Assistants are well briefed and are used effectively. Some excellent work was observed when the teacher for English as an additional language entered into the children's role-play in the Home Corner and extended the children's language through their

play. By the end of Reception, the children are able to experience the full National Literacy and Numeracy Strategies as a class.

### **Mathematical development**

79. By the end of Reception, children's attainment is below average after making very good progress throughout Nursery and Reception. Children learn to sort, match and count through a wide range of rich practical experiences. In the Nursery, they make coloured patterns with small teddy bears and count out the cups and saucers when making a tea party in the role-play area. Children learn to recognise numbers to five from their "Bear" wall pictures and by singing and saying rhymes. By the end of Reception, children successfully match numbers to a digit and about two thirds can count well to at least ten. These children arrange numbers to ten and successfully solve simple problems. A few more able children count to at least 20 and begin to add and subtract numbers to ten accurately. Children with English as an additional language are sometimes potentially more able although not always able to show their advanced skills in English. The teacher for English as an additional language provides some very good opportunities for these children to learn at the right level by talking with them first in their own language to establish the level of their skills and providing well matched work. The less able children usually count and match numbers to five, although they are not reliable with larger numbers.

80. Teaching and learning are very good. There are many well-planned opportunities for speaking and listening and developing mathematical language through play, singing, rhymes and whole class and group focused activities. Practical and real life experiences provide the basis for children's learning. For example, in a very good numeracy class session in Reception, children sang "Five Currant Buns in a Baker's Shop" and, in a subsequent group play activity, counted currants on buns and matched them to written numerals. The children were enthralled by the class and play activities and learned rapidly. There were excellent links between the whole class and play sessions when the child "shopkeeper" copied the teacher and encouraged other children in the group to sing as they counted the currants and "bought" the buns. Expectations are appropriate for children's capabilities and the work is very well matched to the different stages of development.

### **Knowledge and understanding of the world**

81. Children make good progress in their knowledge and understanding of the world in both Nursery and Reception, and, by the time they leave Reception, their attainment is below average. In the Nursery, children learn about the properties of a wide range of materials as they use them in their cutting and sticking activities. They find out about the purpose of traffic lights when using their model traffic lights to control the movement of their wheeled toys in their outside play area. From the earliest Nursery days, children are encouraged to understand and appreciate their own cultures and languages and by Reception, they learn about the meaning of different festivals such as Christmas and Divali in more depth. In Reception, children identify plastic and metal as they use these materials to make "face pictures". They design and make mini road systems when they play with ramps and small cars in small individualised sand trays. Environmental science is also a strong feature. For example, children plant seeds observing how they grow and, in the autumn term, they also visit the woods to wonder about how some trees change colour. However, children only make satisfactory progress in using the computer in Reception and their progress in Nursery is unsatisfactory.

82. Teaching and learning are good overall. Much of the work is based upon first-hand experience. A variety of well-structured activities encourage the children to look, discuss and, by Reception, to begin to record what they encounter. Children are encouraged to learn about types of animals, for example, wild or sea creatures, through grouping small toys during play. In Nursery, they learn, for example, that all large cat animals are not "tigers" but have special names. In Reception, there are opportunities for the children to make more detailed observations over a longer period of time when they watch how caterpillars become butterflies. However, teaching and learning in information communication technology are just satisfactory in Reception

and unsatisfactory in the Nursery. The software is limited in Reception and unsatisfactory for Nursery where much is inappropriate for the children's interest and experience.

### **Physical development**

83. Children's attainment is below average after good progress overall. Children make very good progress throughout in developing their manual dexterity but only satisfactory progress in developing their larger physical skills because of limited opportunities for clambering and climbing. Children use their hands well to make things and fit things together, for example, in the Nursery when they make model Humpty Dumpties after singing the song and, in Reception, when they use construction kits to make models with moving parts. Most children's drawing, writing and colouring are mature and match expectations for this age although a few Reception children still have poor letter formation. Children in the Nursery develop their physical skills through using a satisfactory range of wheeled toys in their good secure area. However, this area does not contain suitable adventure apparatus for developing co-ordination, clambering and balancing skills and there is no such suitable apparatus for Reception. In Reception, children's skills are developed through physical education lessons as well as good opportunities to play in the playground. Children in Reception also use the school's adventure apparatus under strict supervision. When they engage in physical education in the hall, although most are able to move in a range of ways, a significant minority of them have limited skills and awareness of space and sometimes these children bump into each other.

84. The quality of teaching and learning are good overall. Teaching for the development of manual dexterity, such as the use of simple tools, scissors, brushes and pencils, is very good. Teaching for the development of larger physical skills is only just satisfactory. It is limited because of the lack of a suitable adventure area for Reception and the lack of climbing and clambering equipment for the Nursery. The use of the school's adventure apparatus is not suitable for Reception and the lack of soft landing area is unsafe.

### **Creative development**

85. In Reception, children's attainment matches the Early Learning Goals after children have made very good progress. Throughout the Foundation Stage, children explore a wide range of media including playdough for modelling, printing media, coloured spaghetti for making imaginary meals, coloured bubbles for creating bubble pictures and construction kits. In Reception, children use large and small tools to show their ideas with satisfactory skills. They know their colours and experiment with colour and shape and can often draw identifiable objects successfully. The role-play areas are sometimes transformed for particular themes while, during the inspection, they were centred on "Home" themes to enable all children to learn language from relevant practical activity. Role-play activities are well supported by dressing up clothes, dolls of all nationalities and kitchen toys. A very strong feature is how adults in the Nursery encourage the children to play by taking on a role, this is a particularly effective for children with limited English. Children are able to take on roles and play co-operatively together. Children's music making is well developed and they can sing a range of songs, repeat rhythms and make movements to music with a sense of joy and achievement.

86. The quality of teaching and learning is very good. There is very good planning and provision for the creative arts and frequent high quality provision for the children to learn through exploring materials and expressing themselves in art, sound and movement. Teachers provide a very good balance between encouraging the children to explore, express ideas and practise skills. The quality of teaching of music is very good throughout and an outstanding lesson was observed when a visiting specialist made up a Music Bus with the children in the Nursery. Children learned rapidly how to make different sounds with a range of musical instruments. Children joined in the clapping, stamping and dancing well and a very strong feature was the playing of Turkish music which provided very good opportunities for the Turkish children to share their culture with others.

### **ENGLISH**

87. Pupils in Year 2 attain standards that are well below average and, in Year 6, standards are below average. However, standards in reading in Year 6 are close to average. There has been an improvement in standards in Year 6 since the last inspection, when standards were found to

be well below average but a fall in standards in Year 2. The findings of this inspection are similar to the results of the 2000 national tests. Over the past four years, standards in English in Key Stage 1 have been consistently well below average in both reading and writing. Compared with similar schools, standards are below average. At the end of Key Stage 2, standards in English have been improving at above the national rate. When compared with similar schools, standards at the end of Key Stage 2 are high. The school did not achieved its target for the proportion of pupils reaching the expected level 4 in the 2001 tests but is on course to exceed it in 2002.

88. Pupils enter Key Stage 1 with well below average skills in all areas of language. Pupils who have English as an additional language are often at an early stage in their learning of English. Pupils achieve soundly through Key Stage 1. In Key Stage 2, their progress accelerates at the end of the key stage with pupils making good and sometimes very good progress in Years 5 and 6. This is because teaching for older pupils is consistently good or better and because pupils who have English as an additional language are able to benefit from their improved knowledge of English. Pupils with special educational needs achieve standards, which are appropriate for their abilities and develop their understanding and skills appropriately. When pupils with special educational needs and pupils who have English as an additional language receive well-focused support their progress is often good and sometimes very good. The school has evidence of the very good achievement made by some pupils who have English as an additional language as they move through Key Stage 2.

89. At both key stages, standards of speaking and listening are below average. The majority of pupils enter the school with a well below average level of spoken language. Many pupils are at an early stage of English language learning. In Key Stage 1, the caring ethos of the school develops the confidence of pupils well so that, in the classroom, pupils are eager and willing to offer their ideas and feel secure that their responses will be respected and recognised by both their teachers and their fellow pupils. This was seen in a Year 2 lesson where pupils were talking about their pets in preparation for their writing. The teacher had given one of the pair of pupils a paper cat mask to wear to identify the speaker. Pupils enjoyed the role and responded with enthusiasm and their partners listened more productively as a result. However, many pupils do not speak clearly or audibly and only a few more able pupils are able to develop their answers in any detail. Pupils generally listen well to their teacher and to each other's contributions. At Key Stage 2, pupils continue to respond and listen well. In class, they listen thoughtfully and show good respect for the views of others. Their answers to questions and the expression of their ideas are generally relevant but are rarely developed in detail. More able pupils are able to describe events and communicate their opinions clearly but many need supportive questions to encourage them to develop their responses. Where teachers use techniques such as paired discussions, pupils often help each other to extend their ideas. This was seen in a good Year 5 lesson where pupils talked in pairs together to discuss ideas for writing a newspaper report. This activity was effective because the teacher had organised the pairs to match more confident pupils with those who were less confident, to provide encouragement and support. The school provides good opportunities for pupils to read and talk about their work to a larger audience in the weekly 'achievement' assemblies. Pupils from all classes discuss a piece of work they have done during the week and their achievement is recognised by the whole school. In these sessions, speech is generally more audible and clear because they are given good, specific guidance before they begin.

90. Standards in reading are well below average in Key Stage 1. Although a small number of more able pupils reach average standards, a significant number of pupils do not have a secure grasp of sounds and letters to help them read unfamiliar words. These pupils are comfortable with books and their organisation and readily use pictures to help them in their reading and in talking about what they read. However, they are not sufficiently confident in building and combining sounds to support their individual reading and only a few pupils are independent readers. By the end of Key Stage 2, the standards in reading are close to average. Most pupils read a range of texts in class with sound comprehension and are generally fluent in their reading aloud. Above average pupils are reading an appropriately challenging range of books and most pupils discuss their favourite authors or some of their favourite books. They talk in simple terms about characters in their

reading and some make thoughtful comments about possible outcomes. Research and referencing skills are developed across the key stage but this is a weaker aspect of their reading skills. Pupils understand how to use the library and to use the Internet for their research but their experiences are often too limited.

91. Standards in writing are well below average at the end of both key stages. In Year 2, average pupils communicate meaning in their writing and have an increasing awareness of how to form sentences. However, there are weaknesses, also apparent in their reading, in understanding sound and letter connections. This affects the accuracy of their spelling and the development of the vocabulary in their writing. Above average pupils write generally accurate simple sentences, sometimes using capital letters and full stops correctly. Lower attaining pupils need support to write coherently and some pupils are insecure in their letter formation. Pupils take care with their writing but the size and shape of letters are not always consistent. In Year 6, pupils write using an appropriate range of forms, including poetry, diaries, letters and stories and writing from different view points as characters in their reading. The best writing is beginning to achieve confidence and fluency, selecting vocabulary carefully to achieve specific effects. In their writing as evacuees, pupils use phrases such as 'I feel completely abandoned; it upsets me deeply'. Some pupils are beginning to refer directly to the text in their writing about their reading. However, in the work of a number of average and below average pupils, ideas and accurate expression are dependent upon the good framework established by teachers and support staff. Several pupils do not develop their ideas in sufficient detail or have the skills and stamina to tackle extended pieces of writing. Some have not developed a clear understanding of the sound and spelling system and there are weaknesses in the use of punctuation to demarcate sentences throughout the key stage. Older pupils are not sufficiently aware of the use of paragraphs in their writing. Handwriting is clear, neatly formed and joined in the best work but expectations for the formation and size of letters and for joining fluently are inconsistent.

92. The quality of teaching and learning in English is satisfactory at Key Stage 1 and good at Key Stage 2, with particular strengths at the end of the key stage. This is an improvement since the last inspection when teaching in Key Stage 2 was satisfactory. There are good, harmonious relationships in classrooms, which help pupils to feel secure and to develop their confidence well. Where teaching is good, sound subject knowledge is evident in teachers' clear and interesting presentations, which effectively interest and involve pupils. In the best lessons, there is a brisk, purposeful pace, lessons are well planned and well matched to pupils' needs and pupils are given a clear understanding of what they are expected to learn. Several features of good teaching were seen in a Year 6 lesson where pupils were developing their use of interesting and imaginative vocabulary. Pupils read Shakespeare's 'Hecate's Song' and wrote their own version. There was good preparation of difficult vocabulary in the introductory explanation and reading by the teacher, who was usefully supported by the ethnic minority achievement service teacher. Using well-focused questions, the teacher encouraged pupils to offer interesting and varied ideas and to use an appropriate range of literary devices such as alliteration and metaphors. As a result, pupils began their own version with enthusiasm and energy. There was good support for pupils with special educational needs and for pupils who had English as an additional language with clearly set targets which pupils were keen to achieve. In the plenary, pupils were eager to share their versions of the poem, offering phrases, such as 'rocketing through the reeking tunnels' and 'driving rain'. There were good opportunities for them to begin to evaluate their own and other pupils' contributions. Pupils left the classroom feeling positive about their learning and about their experiences in the lesson.

93. Although teachers generally plan their work carefully with appropriate regard for the requirements of the Literacy framework, the match of activities to pupils' needs in some lessons is less effective. This is evident in some lessons in Key Stage 1 where there is a wide spread of ability and a significant number of pupils are still in the early stages of language learning and literacy. In some lessons, activities are similar for the whole class and there is too great a dependence on additional support for pupils to achieve the objectives of the lesson. Pupils' independence as learners is thereby too limited. The use of ongoing assessment is satisfactory. Although there are examples of good record keeping, the detail and usefulness of teachers' records are variable and practice is inconsistent across the school. Teachers' marking of pupils'

work is generally supportive and encouraging. However, although some teachers consistently mark pupils' books using helpful comments for pupils' to improve their work, this is not consistent across years or within a year.

94. Throughout the school, standards in literacy are below average but the development of literacy skills across the curriculum is satisfactory. In subjects such as geography and religious education, there are appropriate opportunities for pupils to develop their ideas and to record their work in different formats. Opportunities in history to extend pupils' appreciation of links with other aspects of their literacy are good. For example, in their work on settlers and invaders, pupils explore a range of myth and traditional tales, including the Anglo-Saxon poem *Beowulf*. In their work on Ancient Rome, pupils learn not only about the gods and goddesses but also the legends of Romulus and Remus. Across the school, insufficient links are made with information and communication technology to support pupils' literacy skills.

95. The subject meets the requirements of the National Curriculum. The National Literacy Strategy is effective and having a positive impact on pupils' learning. Assessment procedures are satisfactory. The school makes good use of the Qualifications and Curriculum Authority tests in English at the end of each year to provide useful benchmarks of pupils' progress in all areas of English. However, there are no established procedures for assessing pupils' progress at other stages in the year. Some teachers ensure that pupils' targets are prominently displayed in the classroom or in pupils' books but this good practice is not evident in all classes. The co-ordinator is an experienced and committed member of staff who is relatively new to the role. She is developing a good understanding of the priorities of the subject. She has been involved in the monitoring of some teachers' planning but her role in the monitoring of teaching and pupils' learning in the subject has been limited. She has not been fully involved in the analysis of test results in the subject. Resources in literacy are satisfactory with some good resources having been prepared and collated by teachers for the use of older pupils in Year 6. There is an appropriate range and number of books in the classrooms and in the infant and junior libraries. However, pupils do not use the library sufficiently to help them develop their information retrieval and research skills. The subject is enhanced by funding from the single regeneration budget grant which enabled pupils to develop their awareness of a range of literature from the Ghanaian culture and to listen to storytellers as stimulus for their creative writing. Book fairs and Book weeks are also held annually. The subject makes a good contribution to pupils' cultural and social awareness.

## **MATHEMATICS**

96. Pupils in Year 2 attain well below average standards in numeracy and all other areas of the mathematics curriculum. This finding is lower than that of the previous inspection, when standards were judged to be average, but similar to the results of the 1998 tests. The results of the national end of key stage tests in 2000 show that, compared with similar schools, standards at Key Stage 1 were below average but well below those in all schools. Indications are of similar standards in the 2001 tests. The evidence of the inspection indicates that the current Year 2 is on course to maintain similar standards to last year. Results since 1996 show a trend of falling standards to 1999 with a steady increase since then. All pupils, including those with special educational needs and those with English as an additional language make steady progress at this key stage and reach satisfactory standards considering the low level at which they enter the school.

97. In Year 6, standards are below average, although very close to the average, when compared against schools nationally but are above schools of a similar background. The standards achieved in Year 6 show a significant improvement since the previous inspection when they were well below average. This is above the results of the national end of key stage tests in 2000, which showed average standards when compared with similar schools but well below average nationally. Provisional results for 2001 indicate similar results to 2000. Analysis of the school's results for the Year 6 national tests shows a rising trend since 1997. The inspection found no significant difference between boys and girls. Pupils, including those with special educational

needs and English as an additional language, make good progress at this key stage and rapid progress towards the end of it. The school did not reach its targets for the percentage of pupils achieving the expected Level 4 in the national test in 2001 but its target for 2002 remains ambitious.

98. The quality of teaching and learning is satisfactory at Key Stage 1 as it was at the previous inspection. Teachers plan their work in line with the National Numeracy Strategy and lessons are well structured. The teachers provide sound mental warm-up activities and pupils are keen to answer. When pupils are engaged in the activities, they generally concentrate and work well. They are learning appropriate mathematical vocabulary and in Year 1 count reliably to 20, extending this in Year 2 as they describe and extend number sentences using addition and subtraction. They count forwards and backwards in ones and tens and extend their mathematical vocabulary. Work on money in both years, however, is at a low level and many pupils do not recognise the value of coins. Previous work from last year shows that about three-quarters of the pupils work at an appropriate level with extension work for those capable of higher attainment. In Year 1, they knew the days of the week, worked on addition within ten, sorted and classified data and graphed the results and knew the basic two and three-dimensional shapes and described their properties. In Year 2, they worked on place value and showed understanding of halves and quarters. They showed sound skills of doubling and halving, extended their knowledge of two and three-dimensional shapes and told the time using both digital and analogue clocks. They collected a variety of data and represented it in chart and graph forms.

99. The quality of teaching and learning is generally good at Key Stage 2 and most pupils make good progress appropriate to their abilities and age. This is an improvement since the last inspection when it was satisfactory. The quality, however, is erratic. In the lessons observed, it ranged from poor in a Year 3 class to excellent in a Year 5 lesson. It was consistently good or very good in Year 6. Where teaching is poor, lessons lack challenge and the teacher has difficulty managing pupils' inappropriate behaviour. Pupils are inattentive and noisy and learn little. In Year 4, pupils extend their understanding of money and group tasks are well matched to pupils' abilities and needs. Setting arrangements are proving very effective in Years 5 and 6 and it is here that high quality teaching and learning lead to pupils making the most rapid progress. In Year 5, teaching and learning are good in the middle set and outstanding in the upper set. Here, teachers challenge pupils to think about their work and they make good progress in the middle set in understanding multiples and developing calculator skills. In the top set, pupils make very good progress in extending this work on multiples and working with multiplication tables at an above average standard. In a lesson observed, the teacher challenged and motivated them highly and his sense of humour made the lesson enjoyable. In Year 6, all sets were well taught as work was well matched to the needs of each set. Teachers gave appropriate praise and encouragement and pupils were attentive and worked hard to develop their understanding of fractions. A scrutiny of work shows most pupils in last year's Year 6 worked at levels relevant to their age and abilities but only about half the group attained the national expectation. They used efficient written methods for computation, such as short multiplication and division, and above average pupils were able to do long multiplication and division. Pupils worked at an appropriate level with fractions and percentages and used this knowledge to work out everyday problems. They showed an appropriate level of understanding of regular shapes and their properties and found the areas of parallelograms. Pupils measured angles accurately using appropriate language to describe them. They used and applied their knowledge of decimals to convert currencies and measured accurately for length, capacity and temperature. They worked with scale and ratio and gathered data which they displayed in a range of charts and graphs. Across the school, there has been good training for teachers who generally feel confident and skilled in teaching the subject. Marking is conscientiously completed. It gives praise and encouragement but still is not always evaluative.

100. The subject is well managed and the rise in standards is a result of a clear, whole school drive which has successfully raised the profile of the subject. Teachers at both key stages are secure with the National Numeracy Strategy and they apply it effectively. Assessment of work and analysis of other assessment data are now well used to identify areas for development and

to ensure that pupils with special educational needs are identified and supported. Data effectively inform setting arrangements and pupils' targets. A mathematics club promotes interest in the subject well. Numeracy is appropriately used across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are used appropriately in design and technology. There are time lines in history and good use of mathematical skills in map work in geography. In physical education, pupils use angles and turns and measure time and distance. There are table raps in music. However, computers are little used to support both the development of mathematical skills and to consolidate pupils' knowledge and skills in information and communication technology. This is an area of significant weakness. National Curriculum requirements are met.

## **SCIENCE**

101. In Year 2, pupils attain standards that are well below average and are lower than the assessments made by teachers at the end of Key Stage 1 in 2000, which were below average compared with national averages. Early analysis of the 2001 assessments made by teachers for Year 2 show that standards have significantly declined, as standards were very low as only two thirds of pupils achieved the national average. In Year 6, pupils achieve standards that are below average. These current findings are similar to the standards attained by eleven year olds in their 2000 national tests. Early indications of the standards attained by eleven year olds in 2001 tests show significant improvements in the proportion attaining Level 4 although standards are well below average at Level 5. The improvements in science at Key Stage 2 are due to the strong teaching, especially in Year 6. Pupils with special educational needs attain satisfactory standards and make sound progress at both key stages. However, occasionally, reading and writing tasks are not well matched to these pupils' literacy needs and are too hard. Overall, pupils with English as an additional language make satisfactory progress. Progress is better where pupils have much opportunity for practical work in small groups and learn scientific language through discussion, as in Year 3. Since the previous inspection, the school has made satisfactory progress overall in improving standards. Progress is good at Key Stage 2, as standards have improved from well below average to below average. However, progress at Key Stage 1 is unsatisfactory, as standards have declined from below average to well below average. However, pupils' enquiry skills are inadequately developed through the school and unsatisfactory at both key stages. No differences were observed between the standards reached by boys and girls in the lessons observed

102. In Year 2, pupils respond to suggestions of how to find things out and are able to show their observations in simple ways. For example, after finding out about pushes and pulls involved in moving swings during a park visit, pupils were able to communicate their observations by drawing. Most have a satisfactory understanding of a range of living things and of the different habitats of the small creatures found in the school grounds. Pupils often have a basic understanding of the properties of materials and physical processes. However, their scientific vocabulary and ability to explain their understanding, is very variable. Whilst some are articulate, a significant minority of them cannot use technical vocabulary or explain their observations adequately. This is usually because these pupils are still at an early stage of learning English. Examination of the pupils' previous work shows that pupils' investigative skills do not develop adequately in Years 1 and 2. In Year 2, pupils have not developed the ability to work independently without close supervision and cannot make careful tests unless very heavily supervised. Pupils do not learn to make their own suggestions or develop their ability to use a range of ways of recording. There is very little attainment at higher levels through little opportunity for higher level work.

103. In Year 6, most pupils have satisfactory scientific knowledge gaining this through relevant practical work. However, their investigative skills are well below average. Pupils can carry out observations satisfactorily, for example, comparing two types of soils for similarities and differences. They also make satisfactory predictions, for example, when suggesting which type of soil would be best for plant growth. However, pupils cannot successfully plan an experiment and they have limited understanding of experimental procedures such as fair testing. Pupils do not use mathematics rigorously enough for collecting data and analysing results. They are not

gaining an understanding of different investigative approaches for solving problems, for example, the use of sampling techniques for studying habitats. Pupils' ability to take responsibility and evaluate their work is weak.

104. The quality of teaching and learning is satisfactory at both key stages. This is a similar judgement to that made by the school's previous inspection. This judgement is made through observing lessons as well as the examination of pupils' previous work. In both key stages, teachers' lesson planning is satisfactory. Teachers' subject knowledge is satisfactory for scientific knowledge but unsatisfactory for investigative science. In Key Stage 1, teachers regularly develop pupils' knowledge through relevant practical work and provide satisfactory opportunities for pupils to learn through doing as well as listening and watching. However, teachers do not plan for pupils to acquire investigative skills systematically or the personal skills that are needed for them to take some responsibility for their own work. In a satisfactory lesson for pupils in Year 2, the teacher successfully drew upon pupils' previous learning and used photographs to help the pupils to communicate what they had previously found out about forces. However, the recording was limited to drawing and there was a lack of challenge for more able pupils. One lesson was unsatisfactory in Key Stage 1 when the practical investigative work did not have clear enough purpose, the practical work was not skilfully managed and too many pupils learned little because they were off task for much of the lesson.

105. In Key Stage 2, the quality of teaching and learning during the inspection was satisfactory and this is confirmed by examination of pupils' work. Teaching is good in Year 6 where the management of pupils is very good. Teachers use a range of teaching styles and are particularly effective when instructing and questioning pupils. They successfully manage group practical activities and provide clear instructions for pupils. An important feature of their work is the good lesson planning which shows the enquiry skills that pupils are expected to learn as well as objectives in knowledge. However, a weaker feature in both lessons occurred during the introductory activity on "tap roots". The limited practical resources prevented pupils having "hands on" learning through small group discussion and clarifying their understanding of "tap roots". The remaining lessons observed were satisfactory with some weaker elements. In Year 3, pupils made good strides in developing their investigative skills when they looked at different properties of materials in small groups. These lessons were well planned and built well upon previous learning. However, class organisation and management are not always sharp enough in Year 3 which means that there is some loss of learning time when pupils are not always ready to listen.

106. The co-ordination of the subject is unsatisfactory. The co-ordinator has yet to monitor teachers' planning although time has recently been allocated for this. The quality of teaching is not monitored and teachers are given little support. There has not been any recent practical training and the co-ordinator has not been on recent in-service training. The school has recently begun to implement the nationally recommended guidelines. Overall, there is satisfactory planning for the balance of scientific knowledge but planning for progression in scientific enquiry is weak. Additionally, there is no planning for how more able pupils will achieve at higher levels or how literacy, including scientific vocabulary tasks will be matched to pupils' previous attainment. Assessment is not systematic through the school and is unsatisfactory. Resources are good and well organised. The use of computers within science is unsatisfactory as they are seldom used and there was very little evidence in the samples of work provided. The use of literacy within science is satisfactory overall, although expectations are not always high enough for more able pupils and work is sometimes rather hard for less able pupils. The subject meets National Curriculum requirements.

## **ART AND DESIGN**

107. Pupils in Year 2 and Year 6 achieve standards that are below average. At the last inspection, standards were judged to have been average. Therefore, insufficient improvement

has been made. The current judgements are made from observation of the few lessons taught at Key Stage 2 and from evidence from displays, work sampling and discussions with pupils. Pupils with special educational needs and those who speak English as an additional language attain similar standards to their peers. However, all pupils achieve satisfactorily through the school. They enjoy their work in art and demonstrate good attitudes.

108. The quality of teaching and learning across the school is satisfactory. Pupils enter the school with below average creative skills and some pupils have immature observation and hand control. In Key Stage 1, pupils look closely at shapes and colours of fruit in their pastel drawings. Some more able pupils' work shows an appropriate awareness of shape, colour and detail. In useful links with their work in mathematics, pupils create symmetrical shapes and patterns using poster paints, paint scenes to accompany work on telling the time and making patterns with differently sized and coloured squares. As part of a whole school project to monitor how skills are developed across the school, pupils paint portraits of themselves and their friends, using poster paints. Whilst most Year 2 pupils can identify the main features of the face, only a few show an appropriate sense of proportion in the positioning of features and shape of faces and some paintings show an immature awareness of shape and proportion. Although pupils in Year 1 explore the different effects of dye on fabric, their experiences of work on a large scale and using a range of three dimensional media are more limited. The use of information and communication technology to enhance and develop pupils' experiences is too limited.

109. In Key Stage 2, although teaching and learning are generally satisfactory, they are stronger in Year 6. In other years, teachers demonstrate more variable confidence in teaching and knowledge of the subject. The school has organised in-service training for staff and this has resulted in greater confidence and expertise in the development of pupils' printing skills and experiences across the school. As a result, pupils in Key Stage 2 have created a sequence of pieces which show an interesting range of patterns and printing techniques and an appropriate understanding of the processes involved. However there are weaknesses in pupils' experiences of three-dimensional work and in their use of information technology. These are not sufficiently developed across the key stage. Where teachers' subject knowledge is weaker, pupils' experiences are variable and opportunities to further develop pupils' skills are not always identified. This was seen in a Year 4 lesson where pupils were creating a sequence of pictures about their dreams. The teacher did not use the end of the lesson to draw together what pupils had achieved or to identify how they might develop their skills further. This was a missed opportunity to develop pupils' observational skills and their evaluation of what they had achieved. The good qualities of teaching and learning in art were seen in a very good Year 6 lesson which was one of a planned series of lessons on people in action. It followed an exploration in their sketchbooks of how the body moves and building on this work to create the effect of movement using the relief shape of a moving figure. The teacher began the lesson by revising with pupils what they had learned up to that point. It gave pupils a good opportunity to reflect on what they had learned and to make useful observations about pictures and cuttings of moving figures they had collected for homework. Key vocabulary was defined and very clear useful guidance for the correct use of materials was given. This generated very good attitudes and concentration. Pupils were given good opportunities to choose from a range of pictures, colours and materials and to decide the most appropriate for their work. By the end of the lesson, pupils had worked through the processes and developed their skills, understanding and confidence well.

110. The co-ordinator for the subject is an experienced teacher who has a good understanding of the needs of the subject. The school has recently adopted the Qualifications and Curriculum Authority Guidance as a scheme of work for the subject but this has not been fully implemented. Teachers have begun to evaluate the new units of work in order to ensure that the curriculum meets the needs of the pupils in the school. The co-ordinator has organised a series of projects, which enable him to monitor how pupils' skills are being developed across the school. These are providing a useful basis to continue the development of the curriculum but they are too recent to have had a significant impact on curricular planning. Resources for the subject, although generally satisfactory, do not provide adequately for all the new units of work. The school is aware of these deficiencies and of the need to provide resources as the new curriculum units are

implemented. Although pupils have appropriate opportunities to explore the work of Western artists such as Picasso and Kandinsky, there are too few opportunities to explore art from other cultures around the world or the range of cultures represented in the school. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

111. Pupils in Years 2 and 6 attain standards that are well below average. Little teaching was seen during the inspection and so judgements have been made from a scrutiny of teachers' planning, pupils' previous work and discussions with pupils. The progress that pupils make is poor at Key Stage 1 and unsatisfactory at Key Stage 2. In both key stages, the full programme of study is not being covered for design and technology and the requirements of the National Curriculum are not being met. Standards attained are lower than at the time of the previous inspection when they were average at both key stages. The school has, therefore, made unsatisfactory progress since the last inspection. Pupils' achievement is poor at Key Stage 1 and unsatisfactory at Key Stage 2. More able pupils, those with special educational needs and those with English as an additional language make similar progress to their peers.

112. In Key Stage 1, pupils have had little experience in designing or making using the required range of materials. Pupils' designing and practical skills are weak. There was no evidence to show that pupils evaluate simple products or their own work. Pupils' knowledge of ways of joining a range of materials and their properties is very limited. In Key Stage 2, pupils' designing and making skills are unsatisfactory. Pupils do not have enough opportunities to design and make and they cover only a limited range of materials. However, the evidence of the work of pupils from the previous Year 6 showed that, when pupils designed and made African masks, they made good progress. This was because pupils' creativity was developed well and, as practical skills were carefully taught and learned, pupils were able to put their high quality ideas into practice and produce good quality end products. However, pupils' understanding of how to design and make with food, textiles and wood strip is limited. A further weakness in Key Stage 2 is that pupils' knowledge of mechanisms is poor and this also limits their design and technology capability.

113. The overall quality of teaching is poor at Key Stage 1 and unsatisfactory at Key Stage 2. Examination of pupils' previous work showed very little evidence of designing and making. However, during the inspection, teachers in Years 3 and 4 successfully began to teach product evaluation and design based activities from the new scheme of work. Pupils' progress in these lessons was satisfactory. In Year 4, good teaching and learning were observed when pupils evaluated money containers. The collection of resources was good and resources were well used when pupils were given very good opportunities to discuss the advantage and disadvantages of these containers in small groups. The teacher skilfully used a range of teaching styles including instruction, explanation and questioning. Pupils learned well that some containers are more fitted for some purposes than others. A minor weakness in the lesson was that the pupils were not given time deadlines for group work and a few began to lose concentration when the work began to drift on too long.

114. Since September 2001, the school has started to implement the nationally recommended scheme of work although teachers have not all had sufficient training to be able to put this into practice confidently. A significant proportion of teachers have had little experience of teaching design and technology and have inadequate subject knowledge. The co-ordination of the subject is unsatisfactory. The subject has received little priority and has been allowed to decline since the previous inspection. Long term planning is now satisfactory although there is insufficient support and guidance for teachers as they put these plans into practice. Assessment is weak and the use of information and communication technology is poor. Resources are satisfactory. Overall, the subject does not meet National Curriculum requirements.

## **GEOGRAPHY**

115. During the inspection, it was not possible to observe the teaching of geography because it was not on the timetable for this time. Judgements are based on the evidence of previous work, discussions with teachers and on the school's planning and records. The indications are that

average standards are achieved in Years 2 and 6, and that pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. This is the same judgement as that made at the previous inspection at Key Stage 1 but shows an improvement at Key Stage 2. There are no differences in attainment between boys and girls.

116. The evidence indicates that the quality of teaching and learning is satisfactory at both key stages. The previous OFSTED inspection found teaching to be sound at Key Stage 1 and indicated sound teaching at Key Stage 2 but with unsatisfactory teaching and learning in Years 3 and 4. The analysis of work shows that pupils in Years 1 and 2 have appropriate early map work skills. The teaching successfully uses the pupils' own local knowledge and they have drawn satisfactory maps in their study of the school and to show regions of the world. They identify what they like about Edmonton. They are aware of its problems and suggest ways it might be improved. Work from Year 2 shows that pupils have knowledge of localities beyond their own, both from the countries they have lived in and visited and from their study of St. Lucia. They locate St. Lucia on a map of the Caribbean and identify how you would get there. They look at similarities and differences and consider the arguments as to whether tourism is good or bad for the island.

117. Sound teaching in Year 3 ensures that pupils extend their knowledge of maps. Before looking at the local area, they looked at the Earth in space. They have produced street maps of the local area to identify different houses and they prepared an assembly on caring for the environment. They identified the effects of pollution and learnt a recycling song. In Year 4, pupils extended the study of the area by identifying what is changing in Edmonton and suggested improvements and a vision for the future. Pupils were well taught in their study on water. They learned about the water cycle and lakes and reservoirs and identified the features of a river such as the source, estuary, tributaries and meanders. They looked at pollution and the effect of wind, waves and tides on coastal erosion. Work in Year 5 indicates sound quality teaching and learning as pupils study water sources, water treatment and pollution. In Year 6, pupils showed sound skills in interpreting a range of maps and used co-ordinates. In investigations, they employed primary and secondary sources of evidence and used appropriate geographical vocabulary. They were knowledgeable about their local area and knew how people can cause damage and improvement to the environment. On the field trip to Walton-on-the-Naze, they studied the effects of coastal erosion on the changing coastline and compared the temperature for Walton and Edmonton.

118. Management of the subject is good and the co-ordinator has successfully introduced new guidelines. She monitors planning and, through her team teaching role to support pupils with English as an additional language, is able to monitor teaching and pupils' work. The curriculum is appropriately enhanced by visits into the local environment, to Walton-on-the-Naze and a residential visit for Years 5 and 6 to the North Yorkshire Moors. However, there is little use of computers to enhance the subject either to present work or to research their topics. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and look at other countries and cultures.

## **HISTORY**

119. Standards in history are below average in Year 2 and average in Year 6. In the previous OFSTED inspection, standards were in line with national expectations at both key stages. The judgement of this inspection takes into account the lessons observed, analysis of work from the previous year, scrutiny of teachers' planning and displays and discussions with teachers and pupils. The gradual rise in standards as pupils move through the school reflects the improvement in their literacy skills and its impact on their recorded work. Achievement in history is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs achieve satisfactorily at both key stages. The achievement of pupils with English as an additional language is unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. During the inspection, no differences in attainment were noticed between boys and girls or between different ethnic groups.

120. The quality of teaching and learning is satisfactory at both key stages. In the last inspection, it was unsatisfactory in Year 3 and Year 4 and satisfactory in all other classes. Teachers effectively draw upon the natural curiosity and enthusiasm of younger pupils. There is a good emphasis on the language of time and on developing a thoughtful response from pupils about aspects of their own lives and the past. In a Year 1 lesson, which was appropriately linked to the pupils' forthcoming visit to the Bethnal Green Museum of Childhood, pupils were fascinated when they looked at the teacher's own doll and could identify how its clothes differed from the modern, fashionable attire of a Barbie doll. They laughed loudly and were enthralled by an old toy that emitted the sound of a sheep and the sense of fun and enjoyment introduced by the teacher promoted learning well. In contrast, pupils in Year 2 were very quiet and reflective when the teacher sensitively related the story of 'Carrots' and how sadness and misfortune could turn into good as in the case of the life and work of Dr Barnardo. 'If I saw one of these children, I would help him,' commented one pupil thoughtfully. The teacher valued and built on the ideas of the pupils themselves so that they were able to empathise with the plight of poor Victorian children and to learn about the life and legacy of a famous Victorian. However, the range of recorded work is too limited in Key Stage 1 and there is no sign of early research work.

121. Pupils in Year 3 discover how the Ancient Egyptians were dependent on the riches of the Nile valley for survival as a result of careful preparation by the teacher and well-chosen resources. In Year 4, they examine the impact of invasion and the reasons behind the Roman occupation of Britain by studying primary and secondary evidence and Year 5 pupils have a global perspective on the Tudor period which extends to developments in Benin at the same time. Strengths in the teaching of history across the school were clearly shown in a Year 6 lesson about rationing in World War II when pupils designed imaginative posters to encourage people to grow their own food as part of the war effort. A basket of home-grown vegetables, some of which the pupils found hard to identify, effectively focused their attention and linked well with the 'Dig on for Victory' and 'Keep a Pig' posters. They gained a good insight into how rationing affected the lives of individuals by reading extracts written by the Ministry of Food, a German admiral, a housewife and a land girl and understood how the government promoted conservation of resources. This was the result of confident, knowledgeable and imaginative teaching which developed pupils' skills well as young historians. In general, adequate attention is given to key historical skills but pupils' ability to identify and explain different interpretations is insufficiently developed. Pupils are soundly aware of historical language but they do not do enough independent or sustained research. Weaknesses in teaching include the overuse of undemanding worksheets, requiring predictable and sometimes one-word answers, and time-filling, low level tasks such as colouring in Year 6. Across the school, the quality of marking is variable but, generally, there are not enough constructive comments to show pupils how to improve their work.

122. The subject is led soundly and resourced well. Targets are appropriate with the development of information and communication technology which is not currently being used adequately in the subject. This was also the case at the previous inspection. Curricular planning has been reviewed and revised and assessment is being developed. The co-ordinator monitors displays and pupils' books but there are no formal classroom observations. Colourful and lively displays, such as Year 5's 'Tudors and the Wider World', Year 6's 'For your Tomorrow' and Year 1 pupils' Toy Museums, provide a good focus for learning. History makes a sound contribution to pupils' spiritual, moral, social and cultural development when they learn about the legacies of ancient civilisations, discuss moral issues and celebrate Black History Month. A good range of visits includes Year 4's trip to St Albans and Year 2's to Bruce Castle Museum. Visitors such as the Hautbois musicians for the Tudor era and a governor who reminisces about the local area in World War II give pupils a good insight into these periods of history and make the past come alive.

Good links with literacy are a strong feature of the subject across the school. For example, pupils in Year 6 study *Goodnight, Mister Tom* as a background to their understanding of the Blitz and evacuation and Year 4 read the Anglo-Saxon *Beowulf*. Links with numeracy are evident in the relevant use of timelines and Year 4 pupils' use of Roman numerals. Year 2 pupils' study of the Victorians is enriched by the history of their own school built in 1882 and

memorabilia, such as the school's log books, give them a strong sense of its past and that they themselves are part of its history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Standards achieved in Year 6 are below average and those in Year 2 are well below average. The current judgement is similar to that made at the last inspection at Key Stage 2 but is lower than that at Key Stage 1. The improvement has been poor. Pupils with special educational needs and English as an additional language achieve similar standards to their peers.

124. Across the school, although better opportunities are being provided in Year 6, pupils are not given sufficient access to computers or to a planned curriculum to enable them to acquire more than the most basic information and communication technology skills. Pupils with access to computers at home attain significantly higher standards than those without. Although the previous co-ordinator was beginning to encourage staff awareness and introduce a basic curriculum, towards the end of his year at school, and since the beginning of the current term, the formal information and communication technology curriculum has been largely abandoned. As a result, during the period of the inspection, only two Year 6 classes used the new computer suite, and other class computers were rarely used.

125. The quality of teaching and the quality of pupils' learning at Key Stage 1 are poor. Pupils in Year 2 have had very little consistent access to computers. They have not had opportunity to use the information and communication technology suite and many of the classroom computers lack up-to-date facilities and their printers are unreliable. As a result, pupils' learning is not sufficiently developed. Their ability to enter and store information, to develop their ideas by using text, tables and images and to use their skills to present their completed work are well below average for their age.

126. The quality of teaching and learning at Key Stage 2 is unsatisfactory. At Key Stage 2, in the single lesson observed during the inspection, the teacher demonstrated sound knowledge of the interactive whiteboard and used the facilities of the computer suite appropriately in a lesson where pupils' literacy skills were reinforced well. Pupils made good progress in this lesson and achieved well. Other Year 6 pupils have recently accessed the Internet to support their work in other subjects. For example, they discovered information about their Africa project, details of the lives of famous people such as Martin Luther King and Jessie Owens for their Black History week and how people in Britain lived during the Second World War. This work has been attractively displayed in the classrooms and in the junior hall. This positively promoted interest in the subject. Year 6 pupils demonstrated appropriate keyboard skills and have used some word processing features, such as headers and footers and how to import clip-art pictures into their work. However, pupils have a poor understanding of databases and spreadsheets and how to collect, classify and interpret information. Links with other subjects are poorly developed. Pupils have had very little opportunity to investigate sequences of instructions or to monitor events. E-mail facilities have not been developed.

127. The current leadership of the subject is poor. A specialist teacher had been co-ordinator from September 2000 until July 2001 and he had begun to build up the staff's confidence and expertise. He had produced a brief curriculum overview and devised an appropriate subject action plan. However, after he left, the school received no applications to some local and national advertisements for the post and it remains unfilled. This remains a significant weakness. Resources in the new computer suite are good, but there are significant shortcomings in other areas. For example, some classes do not have access to any computers at all and other class computers lack up-to-date functions. There is insufficient software and hardware to provide opportunities to develop pupils' monitoring, modelling and control skills. The ratio of computers to pupils is still well below the national average. Although some staff training was begun in the previous year, teachers' confidence, knowledge and skills are not sufficiently developed. Overall, the school does not meet National Curriculum requirements.

## **MUSIC**

128. Pupils in Years 2 and 6 attain average standards. This is in line with the findings of the previous inspection. Evidence from the current inspection has been based on lesson observations, analysis of pupils' planning, photographs, assemblies and discussions with teachers and pupils. Pupils enjoy their experiences in music and their achievement is satisfactory across the school. Pupils with special educational needs and pupils who have English as an additional language achieve appropriate standards and take a full part in all activities. The school has two part time music specialists who teach music throughout the school, each teacher having responsibility for a key stage.

129. The quality of teaching and learning at Key Stage 1 is very good. In the school's previous inspection all teaching in music was judged to be good. Several features of very good teaching were observed in lessons taught by the specialist part-time teacher. His careful planning and organisation of lessons provided an effective framework for the enthusiasm and energy with which he approached his lessons. Pupils were immediately caught up in the atmosphere he created with introductory music and good organisation of resources. In a very good lesson in Year 1, pupils entered the hall to quiet music and sat in a circle around a large coloured parachute stretched on the floor. This calm atmosphere encouraged pupils to listen and concentrate very well. Without talking, the teacher further developed pupils' awareness of the rhythm of the music by encouraging them to wave their arms and upper bodies in time to the music and then making fast and slow sounds with their voices. The teacher is a confident specialist who understands how to develop young pupils' experiences and knowledge effectively. Pupils respond very well in music lessons as a result and their enthusiasm and enjoyment of their experiences are evident. Year 2 pupils all learn to play the recorder. At this early stage of the year, they are appropriately beginning to master some of the initial techniques and sounds, following a simple notation system. In assemblies, music is used to create a calm, reflective atmosphere and pupils sing songs, such as 'Kumbaya', tunefully following the guidance of the teacher.

130. The quality of teaching and learning at Key Stage 2 is good. Pupils have a good understanding of rhythm. Most sing an appropriate repertoire of songs with good awareness of pitch, vary dynamics and show their appreciation of rhythm. In the achievement assembly, in recognition of Black History month, pupils sang African chants with a good appreciation of rhythm and dynamics. The effect was very tuneful with a good sense of enjoyment, which was shared by all. They were able to sing in rounds and showed that they could hold a counter rhythm appropriately. In a Year 6 lesson the teacher used his good specialist knowledge to encourage and develop pupils' skills as performers. His enthusiasm for the subject was infectious and pupils all participated with enjoyment. As a result they followed the teacher's guide as conductor well. His good attention to breathing and sustaining sounds enabled them to make good improvements to their awareness of time and dynamics. Teachers' planning and the curriculum units indicate that pupils develop their abilities to listen, talk about and compose music appropriately.

131. There is currently no co-ordinator for music in the school but both specialist teachers are responsible for their own key stage. The policy and current scheme of work do not effectively reflect what is happening in the school as a whole. Good use is made of the guidance of the Qualifications and Curriculum Authority and other commercial schemes to create separate key stage programmes of study which provide appropriately for the development of pupils' skills. The teachers have jointly identified suitable areas for further development in the subject. However there is not a sufficiently coherent overview of the subject and no monitoring to ensure that pupils' skills are developed progressively across all areas of the subject curriculum. There is assessment taking place in Key Stage 2 which recognises pupils' skills and some informal assessment in Key Stage 1. However, there are no coherent systems of assessing how pupils' skills develop across the school. The subject is satisfactorily resourced with a good range and number of tuned and untuned percussion instruments, ethnic instruments and listening music to enable pupils to broaden their skills in musical appreciation. Pupils benefit from opportunities to take part in whole school productions such as the school's adaptation of 'Cats' entitled 'Miaow', Christmas and Easter concerts. Visits such as the Hautbois group, a gospel singer and a Hindu

dance group enhance pupils' awareness of other cultures and traditions appropriately. The subject makes a good contribution to pupils' spiritual, moral, cultural and social awareness.

## **PHYSICAL EDUCATION**

132. Standards in Year 2 and Year 6 are average and, generally, pupils make satisfactory progress as they move through the school. School records show standards in swimming are broadly average by the age of eleven with about 85 per cent of pupils attaining national standards. This is a significant improvement since the previous inspection and the authority reports that the school has the best improvement in the borough over the allocated swimming time. There are no differences in the standards achieved by boys and girls. These judgements show that standards have improved since the previous inspection at Key Stage 2 when they were unsatisfactory and National Curriculum requirements were not being met.

133. Judging from the limited number of lessons observed and from evidence of pupils' attainment, the quality of teaching and learning is overall satisfactory at both key stages. This shows an improvement at Key Stage 2 since the previous inspection when it was unsatisfactory. In a Year 1 lesson, however, the teacher had difficulties managing the pupils and they were inattentive and behaved badly. The constant stopping of the activities for a pupil with significant special educational needs and insufficient support for this pupil in the lesson, meant that all pupils made little progress in developing the basic movement skills. In a Year 2 dance lesson, teaching and learning were very good and resulted in above average attainment. The teacher showed excellent management of the pupils, who listened to instructions and followed them sensibly and safely. They entered the hall in silence and moved impressively into a well-established warm up routine and then into the dance lesson. Pupils concentrated hard and made very good progress in mastering the movements for the Barn Dance. Their performances were recorded on video so that they could evaluate them at a later date. This is good practice.

134. In the lessons seen in Key Stage 2, teaching and learning are satisfactory overall, but ranged from unsatisfactory to good. In a Year 6 lesson, the teacher had high expectations of behaviour and performance and the pupils responded well to the good quality learning environment he created and to his praise and encouragement. His skilled teaching ensured that pupils were able to develop their ball control and put their skills in operation in attacking and defending in a small netball game. In a sound Year 5 lesson, the teacher devised a range of activities for pupils to develop their skills of sending and receiving a hockey ball but in a Year 3 games lesson, pupils made little progress as the teacher had difficulty in gaining their attention. He did not settle them sufficiently and pupils found it very difficult to organise themselves into groups or teams without a lot of fuss and chat.

135. The co-ordinators have a very clear direction for the subject and have worked hard to raise its profile. They have produced a policy and scheme of work that ensure that all aspects of the curriculum are systematically covered and are involved in a national project. The school provides an impressive range of extracurricular activities for sport in Years 5 and 6. There are clubs for football, netball and rugby and the school takes part in a dance festival. There are very good links with a local secondary school and sports students take playtime games as part of their course. Sports activities are available at playtimes and a keen team of monitors ensures that equipment is available and well managed. The school enjoys close links with Tottenham Hotspur Football Club and coaching sessions are well attended. The hall is cramped for the older pupils and lessons have to be well controlled. There is a field for games and adventurous activities take place here and on the residential visit. There are valuable links with the Healthy Eating Project.

## **RELIGIOUS EDUCATION**

136. Standards in religious education are below the expectations of the locally Agreed Syllabus in Year 2 and meet those expectations in Year 6. This differs from the finding of the last inspection when standards were satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. Judgements in this inspection are based on classroom observations, analysis of the previous year's work, scrutiny of teachers' planning and displays and discussion with teachers and pupils. The friendly, caring ethos of the school, with its strong emphasis on each child as an individual,

supports teaching and learning well in religious education. As they move through the school, pupils achieve satisfactorily at Key Stage 1 and well at Key Stage 2 reflecting the improvement in their literacy skills. Pupils with special educational needs are involved in all activities and discussions and, with sensitive support, make sound progress. Those with English as an additional language make unsatisfactory progress at Key Stage 1 and satisfactory progress at Key Stage 2. No differences in attainment between boys and girls and between ethnic groups were noted during the inspection.

137. Overall, the quality of teaching and learning is satisfactory at both key stages. In the last inspection, it was satisfactory or better at Key Stage 1, unsatisfactory in Year 3 and Year 4 and satisfactory at the top of the school. Teaching in the subject soundly reflects the school's aim for pupils to develop a positive attitude towards living in a religiously diverse society. Pupils have an appropriate understanding of some major world faiths, such as Christianity, Hinduism, Islam, Judaism, Sikhism and Buddhism. A strong bond of trust and support exists between teachers and pupils which promotes learning well as pupils feel secure and able to express their feelings. Pupils in Year 1, under the sensitive guidance of their teacher, wrote prayers saying thank you for 'butterflies', 'my friends', and 'the sun' as part of their theme of Harvest thanksgiving. Similarly, pupils in Year 2 were able to identify the qualities of a hero because of the teacher's warm, supportive comments. They could give clear reasons why Rama was a hero and a good husband to Sita because the teacher insisted that they should be very specific in their answers. At the end of the lesson, the pupils were given a message to take home with them – 'Think about how you are a good son or daughter' - which added relevance to the good learning in the lesson. There is insufficient evidence of teachers developing pupils' spiritual growth through observation and reflection on the beauty, order and mystery of the natural world.

138. Pupils in Key Stage 2 appreciate the wide diversity of faiths through appropriate exploration of those represented in the school community and pupils themselves are used as a rich source of information. Pupils in Year 3 have a sound understanding of the importance of Lakshmi, the Hindu Goddess of Wealth, the meaning of the diva lamp and that Divali can signify a new beginning because of well-structured and thoughtful teaching. Most teachers have sound expertise and confidence in teaching the subject but, in one Year 4 class, the teacher's lack of subject knowledge meant that the lesson became a simple copying exercise which many were unable to finish. However, Year 5 pupils made appropriate progress in their knowledge of the five precepts of Buddhism and how greed could undermine human lives because of the teacher's lively, enthusiastic approach and his insistence on the high quality of performance in the role-play. A very good degree of flair and high expectations were evident in a Year 6 lesson based on the first book of Genesis showing Jewish beliefs about God as Creator. The teacher challenged his pupils with thought-provoking questions – 'What does the creation of the world mean to you?' 'Peace,' answered one pupil. 'What do you think being made "in God's image" means?' 'He is invisible and all around us.' His strong rapport with the pupils enabled them to enter new territory without losing confidence. However, pupils' ability to see how different religions influence each other and how they affect personal behaviour and responsibility towards society is insufficiently developed.

139. The subject is well led and resourced. New schemes of work are in place with relevant assessment opportunities. This is an improvement since the last inspection. The co-ordinator monitors books and displays but there are no observations of teaching and learning in the classroom. Targets for development are appropriate including the organisation of relevant visits and visitors. Marking is variable but, in general, does not challenge pupils to extend their ideas. Information and communication technology is not used enough to support teaching and learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they write prayers, celebrate festivals of other faiths, and visit places of worship. Vibrant and eye-catching displays like 'Rama and the Demon King' by Purple class, Year 1 pupils' Harvest displays and Year 5's focus on Buddhism help to create a stimulating learning environment.

## **THE NURTURE GROUP**

140. As in the previous inspection, the Nurture Group is a strength of the school. Rainbow Class, one of six Nurture Groups in Enfield, provides a warm and caring, but structured and

predictable, environment for up to ten pupils in Reception and Key Stage 1 who are underachieving because of emotional stress and behavioural difficulties. The strong nurturing ethos is built up using simple routines, such as eating breakfast together in a family atmosphere, games, activities and language development. The success of Rainbow Class springs from the stability, calmness and consistency of the staff team who have built up trusting and patient relationships with pupils and respond appropriately to their emotional needs. They work tirelessly to provide a secure learning environment, which is adapted to the developmental needs of individual children where they can grow in confidence and experience a sense of achievement.

141. Strengths in teaching and learning in Rainbow Class were seen in a literacy lesson based on *Goldilocks and the Three Bears*. The teacher's dramatic reading of the text quickly caught pupils' close attention and she drew out their responses well to identify different expressions on the bears' faces - 'angry Daddy', 'sad Mummy'. They knew that Goldilocks was naughty because she did not do what her mother had said. Pupils had trust and confidence in those who were supporting them and when the teacher asked how Goldilocks's mother would be feeling, became very thoughtful and decided that she would be sad. By the end of the session, the pupils had made very good gains in sequencing the story and in the way they talked about feelings and family and the importance of keeping safe. The teacher gave timely, but sensitive, reminders of the quality of work and the boundaries of behaviour that she expected. She had made learning interesting for her pupils, with a good sense of fun and enjoyment, and had built up their confidence and self worth by constant praise, recognition and encouragement of their efforts.

142. Pupils remain in the Nurture Group for up to four terms and planning for re-integration into mainstream classes begins as soon as the child enters Rainbow Class. There is always close liaison with class teachers and children retain links with their own class for registration, music, and physical education and for one afternoon. There is a daily open door session for parents, some of whom make use of the parenting skills seen in the Nurture Group thus enabling consistency of approach at home and at school. Teachers in Key Stage 2 also visit Rainbow Class so that the Nurture Group is a whole school commitment to enabling these pupils eventually to have access to all the curriculum and to play a full part in school life.