

INSPECTION REPORT

**PARDES HOUSE JEWISH ORTHODOX
PRIMARY SCHOOL FOR BOYS**

Finchley

LEA area: Barnet

Unique reference number: 133364

Acting Headteacher: Mr C Ryan

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 10th - 13th February 2003

Inspection number: 249068

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Male
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Appropriate authority:	The Rabbinical council
Name of chair of governors:	Mr Issac Schapira
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

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9275	Candy Kalms	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values
16761	Philip Mann	Team inspector	Mathematics Information and communication technology	How good are curricular and other opportunities offered to pupils?
25203	Robert Cooke	Team inspector	The provision for pupils with special educational needs Science Physical education Educational inclusion	
27301	Cynthia MESSOM	Team inspector	The provision for pupils in the Foundation Stage of learning Geography History	
8560	Margaret Lynch	Team inspector	English The provision for pupils who learn English as an additional language Art and design	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pardes House School Jewish Orthodox Voluntary Aided Primary school for boys. It was established in September 2001 when its previous status as part of a mixed school was dissolved. Until 1997 the school was a privately funded school. Since it joined the state sector and became part of Barnet Local Education Authority, the school has experienced periods of considerable instability and at times has required intensive support.

The school shares a site with a private nursery and with a privately run grammar school to which the majority of boys transfer at age 11. Most boys attend the nursery before joining Pardes House. The school serves the Golders Green and Hendon area in north London and travel in to the school on the school bus. The school has an extended school day: pupils spend half of their time learning religious studies and the remaining half studying the National Curriculum.

Currently there are 256 pupils on roll, which is average for a primary school. Most of the pupils are white but the pupils' backgrounds are diverse. English is not the first language for about half of all pupils, which is a high proportion. Hebrew, Yiddish, Arabic and French are the main first languages spoken. Twenty-eight pupils are currently at the early stages of acquiring English. Nineteen per cent of pupils have special educational needs in relation to learning, which is in line with the national average and two pupils have a statement of special educational need. The children's overall attainment on entry to the school is above average. The socio-economic circumstances of pupils are very mixed but are favourable overall. No pupils are known to be entitled to free school meals, however, as no lunches have ever been provided at this school, the school has never collected information about pupils' possible entitlement. The pupil population is very stable. The school has experienced some difficulty in attracting and retaining teachers.

HOW GOOD THE SCHOOL IS

The school has improved well since it became a separate boys' school. At that time the school was experiencing some difficulties and the local education authority appointed an acting headteacher. He has been working very hard with the staff and newly formed governing body to make improvements. The school has been well supported by the local education authority. The communication between the religious and the secular parts of the school has improved. The quality of teaching is satisfactory with some strengths. The overall standards pupils' achieve in English, mathematics and science at age 11 are above average and pupils achieve well in these subjects. In most other National Curriculum subjects, there is an improving picture but pupils' progress and standards could be better. The school's capacity to effect further improvements in the future is dependent on the governors of the school ensuring that the full National Curriculum is taught, an appropriate balance is achieved between the needs of the religious department and the secular side of the school and the communication between the religious and secular staff is strengthened further. The school is providing satisfactory value for money.

What the school does well

- The provision for children in Reception is good which enables children to make a good start to their schooling.
- Pupils achieve good standards in English, mathematics and science by age eleven, and overall they make good progress in these subjects.
- Pupils have very good attitudes to school and learning and they behave well in lessons. This supports pupils learning very well.
- Some examples of good, very good and occasionally excellent teaching were seen in a number of subjects.
- The provision for pupils' spiritual, moral and social development is good this supports the very good relationships found within the school.
- The school is well led and managed.

What could be improved

- Standards in writing, music, design and technology, history geography and information and communication technology.
- Some aspects of teaching need strengthening and improving namely; teacher expertise in some subjects, the way teachers use assessment and marking to guide their planning and to inform pupils about how to improve.
- The curriculum needs to be strengthened to provide a more in-depth coverage of some subjects and to ensure that music is taught.
- The way that the school ensures it maintains registers of which pupils are present at school each day, first aid procedures and the condition and cleanliness of the building.
- Financial planning and management: the school is running on a deficit budget. As a result not enough is done to improve the resources, which are poor.

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

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
	2000	2001	2002	2002
English	N/A	N/A	B	D
mathematics	N/A	N/A	A	B
science	N/A	N/A	D	E

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The table above shows that in the tests in 2002, at age eleven, overall standards in English were above the national average and those in mathematics were well above the national average. In science standards were below the national average because too few pupils attained the higher level, Level 5. The targets agreed with local education authority were met. In the tests at age seven in 2002, standards in reading were in line with the national average, those in writing were well below the national average and standards in mathematics were below the national average. Teacher assessment in science indicated that results were well below those achieved nationally.

The school's results do not compare well with similar schools based on free school meals. However, such comparisons need to be viewed cautiously because the school has no data to identify whether any pupils are in fact entitled to free school meals. Furthermore, the time given to National Curriculum studies is lower than that usually found and the school admits only boys, whereas national comparisons are for mixed schools.

Inspectors judged that in the current Year 6 classes, standards in English, mathematics and science are above average overall. In the current Year 2 classes standards are better than they were in Year 2 last year. Standards in English and science are above average and those in mathematics are average. Throughout the school standards in writing are below those expected. Inspection evidence shows that children in the Reception make good progress across all areas of learning. As pupils move up the school, their progress is satisfactory across most subjects and is good overall in English, mathematics and science. Inspection evidence did not highlight any significant differences in pupils' attainments or progress based on their racial background or prior attainment. Pupils with special educational needs, including those pupils with a statement of special educational need, make good progress. Pupils who learn English as an additional language make good progress in acquiring English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to school and learning. They enjoy coming to school, are keen to learn and want to do well. This has a significant impact on the standards that pupils achieve.
Behaviour, in and out of classrooms	Good. Pupils behave well in class. Most, if not all pupils show respect for adults. When pupils are moving around the school and in the corridors, sometimes their behaviour deteriorates.
Personal development and relationships	Very good. Relationships are very good. Pupils care for and support one another very well. Very high levels of mutual respect are evident amongst pupils of different abilities and ages. Staff frequently provide good role models. Pupils' show independence in learning and this is fostered both as part of the ethos of the school and the values of the religious community from which pupils are drawn.
Attendance	Very good. Attendance levels are well above the national average. Most, but not all pupils arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching and learning are good in the Reception classes and is satisfactory overall in Years 1 to 6. Some good or better teaching was also seen in a number of subjects in Years 1 to 6, which helped pupils to progress well in lessons. Teachers are well organised and prepared for lessons. They have high expectations of their pupils, very good relationships with them and promote their personal development well. The teaching of English and mathematics is satisfactory. Good attention is given to developing pupils' speaking, listening and mental mathematics skills. The teaching of writing needs to be improved and, pupils need to write more often. Science is taught well. General areas for development include making better use of marking and assessments and extending teachers' expertise in teaching some subjects and in teaching writing. In a few lessons seen in Years 1 to 6 teaching was unsatisfactory, largely because the pupils were not managed well enough, or because there were weaknesses in the teachers' subject knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Most subjects are taught and the National Curriculum is being followed. However, too little time is given to some subjects and music is currently not being taught. The Kodesh curriculum does make some contribution to pupils' learning of the National Curriculum, but such opportunities are incidental and have not been developed in any planned way.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are identified promptly. Pupils are given extra adult help in class and their progress is regularly monitored. The school provides well for pupils who have a statement of special needs.
Provision for pupils with English as an additional language	Satisfactory. There have been recent improvements and staff are now more aware of the needs of pupils who are learning English as an additional language and how they can support them.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Kodesh teaching also makes a strong contribution to provision with many opportunities for worship and reflection. Pupils are taught about right and wrong. Pupils have many opportunities to work collaboratively. However, although Jewish culture is strongly evident, opportunities to learn about other cultures are less evident.
How well the school cares for its pupils	Unsatisfactory overall because of important weaknesses that need addressing quickly. For example, systems to regularly register pupils' attendance each day are unsatisfactory and there are some issues about the cleanliness of the school and first aid procedures that need immediate attention. Staff are caring and supportive. They know each individual pupil well and support and care for them well. Checking of pupils' academic progress is improving.

Parents have positive views of the school and are happy with the improvement they have seen in the last eighteen months

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and management and a very clear educational direction. He has worked very well and sensitively with the parents, governors and religious community to effect improvements and bring stability to the school. The senior managers and staff with subject responsibility are becoming increasingly effective and taking a greater role in developing work in their subjects. This will be crucial to sustaining school improvements.
How well the governors fulfil their responsibilities	Satisfactory overall. All of the governors are now more effective. They are better informed about the school and about their own roles and responsibilities. Governors hold the school to account for its standards and there is a strong commitment raising standards. Governors' continued support for the school and their efforts to understand and promote the National Curriculum, will be central in continuing to move the school forward. They need as a matter of priority to ensure that financial planning is based on actual income.
The school's evaluation of its performance	Satisfactory. The headteacher, governors and staff are now in a position to begin to rigorously evaluate how consistently new developments are being implemented. Teaching, standards and pupils' progress are increasingly being checked and monitored. Very good attention has been given to staff training and development. Subject co-ordinators and senior managers need to be more

	involved.
The strategic use of resources	Unsatisfactory overall. Staff are satisfactorily deployed but the budget deficit limits the school's ability to direct funds to areas of priority. Governors need to agree a budget based on actual income. The school takes appropriate steps to ensure that it obtains best value when purchasing goods and services.

There are a good number of teachers but not all of them are experienced in teaching the full range of National Curriculum subjects. The accommodation is poor and is poorly maintained. The building is gloomy and drab, is in a poor state of decoration and is not cleaned to a high enough standard. Resources are poor overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' standards and progress. • That their children enjoy coming to school. • Pupils' behaviour and the way in which good behaviour is encouraged. • The way in which school helps pupils to become mature and responsible. • The quality of teaching. • The amount of homework set. • That the staff are approachable. • The way the school is led and managed and has improved since the acting headteacher came to the school. 	<ul style="list-style-type: none"> • The information about their children's progress. • The way that the school works with parents. • The range of activities outside lessons.

The inspection evidence largely endorses parents' positive views. The inspectors noted that the school tries to involve parents and is keen to involve them further. Inspectors judged that pupils' reports, although satisfactory, could nevertheless be improved, as could the number of formal opportunities for parents to visit the school and talk to teachers. Inspectors were unclear as to what further extra curricular activities the school could provide, given that the pupils start school early in the morning, have a very short lunch break and do not leave school until late in the evening.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter Reception at the age of four with attainment levels that are above those usually found. They make good progress in all areas of learning so that they are on course to achieve standards that are above those expected by the time they join Year 1.
2. In the national tests and assessments for seven-year-olds in 2002, the proportion of pupils attaining the expected Level 2 in reading was in line with the national average. In writing, mathematics and science, however, the proportion was well below average. An average proportion of pupils attained the higher Level 3 in mathematics but in reading, writing and science the proportion was below the national average. At age 11 test results were better than those achieved at age seven. The percentage of pupils attaining the expected Level 4 in English, mathematics and science was well above the national average. The percentage attaining the higher Level 5 was in line with the national average in English, above the national average in mathematics, but below the national average in science.
3. The school's results do not compare favourably with those in similar schools based on free school meals. However because of the school's unique character as an all boys' school, which places equal emphasis on religious studies and National curriculum studies and because no data has ever been collected about pupil entitlement to free school meals, such comparisons need to be viewed with a degree of caution. The staff and governors have begun to look at pupils' test results and compare these with those achieved in schools within the local education authority (LEA) and with pupils' attainments when they started at school. Test results in English and mathematics at age 11 in 2002 exceeded the targets that were agreed with the local education authority. The targets for 2003 of 91 per cent of pupils to attain Level 4 in English and 94 per cent in mathematics, are likely to be met.
4. In the current Year 6 classes standards in English and mathematics are similar to those achieved in the tests last year while those in science show an improvement; more pupils are likely to achieve the higher Level 5 in science by the end of this year than was the case last year. At age seven the standard of work seen in English, mathematics and science is better than that achieved in the tests last year. This is because the teaching in Year 2 is challenging all of the pupils. As a result there is clear evidence that most pupils are achieving at least the expected level and a good proportion of pupils are also attaining at the higher Level 3.
5. A particular strength in pupils' attainment is their speaking and listening skills, which are well above national expectations; a weakness is in their writing skills, which are for many pupils below nationally expected levels. Pupils throughout the school are significantly better at articulating their ideas than they are at recording them on paper; frequently good levels of dialogue and complex explanations were noted in lessons when the quality of pupils' written work had suggested a much lower standard. The school has correctly identified the development of pupils' writing skills as a priority area for improvement. The action taken to effect improvements needs to be approached with a much greater level of rigour because standards in writing do not appear to be improving fast enough and pupils' handwriting and general presentation of their work are also weak.
6. Pupils' skills in mental mathematics and in scientific enquiry exceed national expectations by age seven and 11. Throughout the school pupils make good overall progress in English, mathematics and science. Factors which contribute significantly to pupils' learning are the pupils' very good attitudes to learning and the strong work ethic that is promoted by parents and is supported by the school.
7. Pupils with special educational needs attain standards that are in line with their capabilities and many achieve nationally expected standards by age seven and 11. Throughout the school pupils with special educational needs are making good progress in relation to their prior attainment. The few pupils with a statement of special educational needs achieve standards that are below those normally expected of pupils of their age but are nevertheless making good progress. For example, an 8-year-old pupil who was unable to read or to concentrate for more than a few minutes at the age of 6, has in the last six months begun to read and is now on his fourth book of a reading scheme. From being unable to count or recognise numbers, he is now able to count up to 50, record numbers up to 30 and recognise simple

shapes. He is developing the skill of sequencing pictures and is beginning to count numbers in reverse order. Pupils for whom English is an additional language make good progress in acquiring English during their time at the school. Improved identification of pupils' needs is ensuring that those in need of additional help have been clearly identified and some pupils receive good one to one support from the designated teacher. Pupils are also very well supported by the level of dialogue that takes place within class, both between pupils and between teachers and pupils. The style of religious teaching that emphasises the oral tradition both in English and Hebrew /Yiddish is also likely to enhance the progress of pupils for whom English is not their first language.

8. In many of the foundation subjects (all the other National Curriculum subjects other than English, mathematics and science), standards at age seven and 11 are below those usually found. This is because the school's curriculum arrangements, whereby the pupils spend half of their school day on religious studies, means they spend less time on the foundation subjects than pupils in other schools. As a result they do not have time to develop and consolidate all of the skills, knowledge and understanding. However, samples of work and evidence from lessons show that in the work that is covered, pupils' attain an appropriate standard. Standards in information and communication technology are below national expectations at age seven and 11 largely because pupils do not have enough access to computers and appropriate programs.
9. Pupils' attainment in art and those aspects of physical education that are taught, are in line with national expectations both at age seven and 11 and throughout the school. Pupils achieve appropriate standards in art because their work in religious education studies also provides pupils with regular opportunities to practise and develop skills. In physical education all pupils do have regular access to at least one session per week, usually taught by a visiting coach. Their progress is also promoted well because some of the class teachers, including the coordinator, have good skills and enthusiasm for teaching the subject. No judgement can be made about pupils' attainment in music because since the new school was established the subject has not been taught.
10. When taking account of the school's context, pupils' achievement within the foundation subjects is satisfactory overall. Nevertheless, there is the potential to improve standards. This can be effected by continuing to develop teachers' expertise in teaching some of the subjects, by improving and extending the relevant links that exist between subjects and by working to develop links between the Kodesh curriculum and the National Curriculum. Another limitation to pupils' progress is the school's current financial situation and therefore resourcing issues. In information and communication technology for example, there is limited equipment and software to ensure pupils have enough access to computers in order to practise and develop all of the relevant skills.

Pupils' attitudes, values and personal development

11. The boys in the school come from a distinctive community that stresses a lifelong commitment to study, to religious values, life style and culture. The boys understand this tradition and this supports them to develop very good attitudes towards school and their learning.
12. In the Reception classes the boys settle well into school routines and become confident learners. They are attentive for their age, enjoy their activities and lessons and are keen to learn. They are happy, secure and establish good working habits. Children play happily together and work well with each other, sharing toys and resources. They can work independently at times when this is appropriate.
13. In Years 1 to 6 pupils maintain these positive attitudes and want to learn. They are enthusiastic, well motivated and interested in their work. They concentrate well in lessons, which supports their learning very well. Pupils are keen to ask and answer questions and willingly join in discussions and contribute their ideas in a mature manner. Pupils enjoy a challenge as was seen for example, in science lessons in Years 2 and 6. In contrast there are times in lessons when the boys are noisy and do not observe the usual classroom conventions such as listening to the teacher or putting up their hand to answer a question or make a comment. This is often because they are eager to contribute their own views rather than a lack of appreciating others', but does cause learning time to be lost as teachers remind the boys to pay attention. Furthermore occasionally in such instances some boys' behaviour occasionally borders on arrogance and a lack of respect for their teacher.

14. Pupils' behaviour in lessons and around the school is good overall. This benefits both school life and the learning that takes place. In lessons boys usually behave well and on occasions very well. In some classes the behaviour of a small minority can occasionally be disruptive. Most teachers cope well with this so that the flow of lessons is not seriously disrupted, but at times it has an adverse effect both on the learning of the boys themselves and others in the class. Some of the difficulties with pupils' behaviour arise after a changeover from the religious teaching to the National Curriculum teaching in which teaching methods and pupils' expected responses may be quite different. There need to be more effective systems to ensure that when the religious teaching has required pupils to be very verbal and exuberant, the Rebbe settle pupils down at the end of religious education lessons before handing them over. Around the school most pupils behave well but there are again incidents of jostling and shouting in the corridors. Sometimes this is simply because pupils are not supervised well enough. It also occurs because there are clearly differences in expectations about boys' behaviour between the class teachers and some of the Rebbe. The boys play well together in the playground. The atmosphere is free from oppressive behaviour. Bullying and harassment are rare although documented evidence indicates that occasional incidents of inappropriate behaviour and bullying occur both in lessons and the playground.
15. Relationships in the school are very good. The boys co-operate and collaborate on joint activities, sharing ideas, equipment and resources sensibly. They work well independently, in pairs and small groups in many lessons. The boys are respectful, courteous and polite, especially to visitors, frequently holding open doors. They show interest and respect for the views of others in lessons.
16. Pupils' personal development is good. As the boys move through the school they gain an increasing sense of responsibility and maturity. From an early age the boys sensibly carry out the responsibilities given to them in the classroom such as returning registers and clearing up after lessons. Older boys clear up the hall after lunch and monitor the corridors at break times.
17. Attendance is very good and is well above that achieved nationally. This contributes to the standards achieved. Absences are mostly for minor illnesses and family social occasions. Punctuality is satisfactory although some pupils do arrive late for school.
18. Pupils with special educational needs and those for whom English is not their first language behave well in class. They show interest in what they are doing and are keen to succeed. Where they are grouped in order to receive specific additional support, they listen and concentrate well. In many lessons pupils with additional needs are placed in mixed ability groups where they are accepted, integrate well with their peers and contribute well in discussions. In lessons involving physical activities, such as art and physical education pupils participate fully in all parts of lessons. Pupils for whom English is not their first language are also now being encouraged to converse in their home languages.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching in the Reception classes is good. Effective planning achieves a very good balance between child-initiated and adult-directed activities and offers challenge to the higher attaining children and effective support for pupils with special needs. Staff provide a wide range of activities that support children's learning in all aspects of the curriculum. The teaching of basic skills in English and mathematics is very effective. Teaching provides many good opportunities for children to express themselves creatively, through for example music, painting, construction and role-play in the café. Adults have very high expectations that all children will work hard, behave well and achieve as well as they can. There are very good relationships, good classroom organisation and management of the children. The Rebbe and National Curriculum teachers work well together.
20. In Years 1 to 6, the overall quality of teaching is satisfactory. Some good, very good and occasionally excellent teaching was seen across the school and in a number of subjects. The proportion of good and better teaching was slightly higher in Years 1 and 2 than in Years 3 to 6. The good practice that exists in the school can be shared and offers the potential to raise the overall quality of teaching.
21. There are some general strengths in teaching. Lesson planning, which has been a recent focus for improvement, is good. Plans clearly identify what pupils are expected to learn and the purpose of lessons is frequently shared with pupils. Teachers manage their pupils very well. This is especially important because the different methods of teaching that pupils are exposed to through religious teaching, contrast with the methods used to teach the National Curriculum. This sometimes poses some

real difficulties for teachers. They often have to settle pupils down at the start of lessons and deal with the pupils frequently calling out, rather than taking turns and putting up their hands. Teachers deal with these difficulties calmly, politely and in a consistent and supportive manner. This is effective and sets a good example to pupils. Teachers' relationships with pupils are also a strength. Teaching promotes pupils' personal development well. There is good use of rewards and sanctions and some examples of lessons that are exciting and contain "wow" factor. In many lessons seen teachers also demonstrate high expectations, which support pupils' learning well.

22. Teachers give very good attention to developing pupils' speaking and listening skills, to discussion and debate, not only in English lessons but also in work across the range of subjects. They allow and facilitate good dialogue and frequently pose questions that challenge pupils to extend their thinking and explanations. This is very effective in moving pupils' learning on, not least of all because average and lower attaining pupils are exposed to challenging dialogue that motivates them and also helps them to progress. Where teaching is particularly effective, as was the case in a number of good and very good mathematics and science lessons, teachers really capitalise on pupils' very good oral skills to assist in meeting the lesson objectives.
23. Teachers should give much more attention to developing pupils' skills in writing across all subjects. They need to provide more opportunities for pupils to write at length and explicitly teach appropriate writing techniques. Time constraints are a factor that is likely to influence the amount of time teachers allocate to pupils' producing written work. Nevertheless this aspect must be given more attention if pupils are to achieve at least satisfactory standards. Teachers also need to do much more to encourage pupils to take care with presentation and improve their handwriting. Teachers also need to place more emphasis on using examples of good literature to explore literary techniques and styles and to teaching higher order reading skills to older pupils.
24. Mathematics teaching is satisfactory with strengths. Lessons are well planned and good attention is given to developing pupils' skills in mental calculations. Some good and challenging teaching was seen in classes in Years 1, 2, 3 and 4. Teachers are making good links between mathematics teaching and information and communication technology. More attention needs to be given to written calculations and teaching pupils how to set out their work.
25. Science teaching is good and in a number of lessons in Years 2, 3 and 5 teaching seen was very good. The very good teaching in Year 2 is impacting well on raising standards by age seven. What makes this teaching particularly effective is the teachers' very high expectations, which leads to very challenging tasks being set. Throughout the school teachers give good attention to developing pupils' skills in scientific investigations and to incorporating the development of pupils' mathematical skills into work in science.
26. Information and communication technology (ICT) teaching shows an improving picture. Teaching seen was always at least satisfactory and some good and occasionally very good teaching was also seen. Teachers are receiving training and this is having a positive impact. Teachers' subject knowledge is at least secure and lessons are well planned, prepared and organised. Teachers are also beginning to use ICT effectively to support them in their teaching of subjects across the curriculum, in mathematics, English and art, for example.
27. Teaching seen in art and geography is satisfactory and there is also some good and better teaching. The teaching of physical education is good. No lessons in history, design and technology or class music were seen during inspection. Discussions with teachers and senior managers indicate that a number of teachers lack confidence in teaching both music and design and technology. Some input and support from the local education authority has recently been provided to address weaknesses in these subjects. Inspection evidence also highlights that some teachers lack expertise in teaching geography.
28. Some very good and excellent teaching was seen in Reception classes, science lessons, mathematics, English and art. What made this teaching especially effective were teachers' own subject knowledge, high expectations of pupils and a very good pace to learning. Instructions, explanations and demonstrations were effectively delivered. Where teaching was unsatisfactory, in about seven per cent of all lessons seen, this was usually because of lack of subject expertise and occasionally weak management of pupils.

29. Some general aspects of teaching that need to be improved are the attention to marking pupils' work to ensure that pupils are made aware of the strengths and the areas that they need to improve. Similarly, the evidence that teachers gain from assessment and from marking pupils' work could sometimes be used better when planning tasks and activities, rather than relying on commercially produced materials.
30. The teaching of pupils with special needs and those pupils who learn English as additional language is good. Pupils are often well supported in class by additional teachers and some, if not all, support assistants also provide good support for pupils. The recent emphasis on improving the way that teachers plan work at different levels of difficulty has impacted on raising teachers' awareness of pupils' additional needs. An area for development is the way that teachers and the supporting teachers and staff plan together and provide feedback on pupils' progress.

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

31. Pupils at this school spend half of the teaching time on National Curriculum studies and half of the time on daily Kodesh studies (religious studies). Although the daily teaching time has been extended to six hours in Reception, Years 1 and 2 and seven and a half hours in Years 3 to 6, boys in this school study the National Curriculum for considerably less time than pupils in other state schools.
32. The curriculum for children in Reception is good. Children are offered a broad and balanced curriculum, which is securely based on the six areas of learning recommended for young children. This provides a good range of interesting and relevant activities. Good links are made between each area of learning and there are also effective links with what is taught as part of religious studies. There is a good balance of teacher directed activities and independent activities. An area for development is that more use could be made of the outdoor learning area.
33. The curriculum for pupils in Years 1 to 6 is unsatisfactory and does not meet all of the statutory requirements. Most National Curriculum subjects are taught, apart from music because of the lack of teacher expertise. Swimming and certain aspects of the information and communication technology curriculum are not covered because of religious considerations. The requirements to teach pupils about the misuse of drugs and other potentially harmful substances is also not being met. Personal, social and health education is taught in some, but not all classes and as yet there no scheme of work. There are time constraints on delivering the National Curriculum. There is also some time slippage. Lessons do not always start on time and sometimes they finish too early, which further compromises the delivery of the curriculum. Furthermore, because the overall curriculum is not yet well developed, best use is not being made of the relevant links that exist between different subjects, nor between the Kodesh teaching and the National Curriculum teaching. The Kodesh curriculum does make some contribution to the National Curriculum, for example contributions to work in mathematics, science, history, geography and art. However, these links are not explicitly planned, nor necessarily communicated to class teachers.
34. The school has satisfactorily implemented the National Literacy and Numeracy Strategies but there is room to improve the impact of both strategies, for example in English by placing more emphasis on developing pupils' writing and handwriting skills and in mathematics by being more selective about the use of commercially produced materials. English, mathematics and science are, however, given an appropriate amount of curriculum time and there are some positive features. Good attention is given to speaking and listening and in mathematics there is some good use of setting pupils by ability, which enables targeted work, as do additional springboard sessions in Year 5 and 6. There are good opportunities to develop pupils' numeracy skills as part of their work in science and information and communication technology.
35. There are none of the usual extra-curricular activities available due to pupils already spending a long time at school and having a short lunch break. However, when taking account of the Kodesh teaching and the extended school day provision, inspectors judged that extra-curricular provision is very good. The curriculum is enhanced through some out of school visits. These have included visits to the Imperial War Museum, the Science Museum, a visit to a local bakery, London Zoo, a boat trip on the Thames and to the local fire station. Visitors to the school such as religious leaders, representatives of the police, fire service and the dentist bring additional interest to the curriculum.

36. In its broadest sense the contribution of the community to pupils' learning and the links between the school and the community are very good. Pupils are an integral part of the community and the school is central to the community. The community provides very good support for pupils and for their education. The community, for example, helps to fund the extensive provision for religious education. The school has a very positive and constructive relationship with the local education authority, which has had a very positive impact on helping the school to develop its curriculum and improve teacher expertise in some subjects. There are satisfactory links with the local nursery and there is an effective programme of visits to the school prior to children being admitted.
37. The provision for pupils with special educational needs is satisfactory and that for pupils on the higher levels of the Code Of Practice, including those with a statement of special need is good. Pupils take part in most curricular activities, although occasionally when they are withdrawn for work on specific programmes they miss out on other lessons and this needs to be addressed. The school uses the funding provided for pupils with statements appropriately to employ visiting staff from the Southover Partnership and to purchase resources from the Kisharon special school for Jewish children. There are very good relationships with both institutions and a useful sharing of resources and information. The school also receives support from Binoh, a support agency serving the Jewish community.
38. The provision for pupils who learn English as an additional language is satisfactory and is developing well. Recent emphasis on this area has raised staff awareness of pupils' need. Pupils at the early stages of learning English are now given additional support. Some of this support is of good quality and the sensitive way in which it is delivered also contributes well to pupils' personal development and welfare.
39. The school successfully promotes pupils' spiritual, moral, social and cultural development and this is supported well by the Kodesh curriculum. The provision for spiritual development is good. It is promoted by the strong Jewish ethic in the school where religious faith influences both the boys' lives and the work of the school. Good attention is given to developing pupils' self-esteem. Spiritual growth is promoted daily through Kodesh lessons and prayers. There are some good opportunities within the secular curriculum for the boys to reflect on their own work and experiences and those of others, for example in history and art. Lessons seen in subjects such as science, information and communication technology and art provided some good opportunities to develop a sense of awe and wonder, as for example when pupils were able to reflect on processes of growth.
40. The provision for the boys' moral development is good. The staff and the school's climate for learning encourage pupils to develop moral values and to learn right from wrong. Boys are encouraged to respect and value both themselves and others. Moral issues are considered in a number of subject areas, for example as part of pupils' work in religious education. In geography, issues such as noise pollution and protecting wildlife are explored. There are effective systems for encouraging good behaviour and staff provide positive role models. The boys are encouraged to formulate their own classroom rules, which are displayed in their classrooms. Assemblies consider such moral issues as the environment and co-operation.
41. Provision for promoting pupils' social development is good. A strong sense of community is evident in the school. Teachers give very good attention to this aspect and in many lessons there are planned opportunities for pupils to collaborate, work together in pairs or small groups. Talking partners are also arranged, so pupils have someone with whom they can discuss their ideas or check their understanding. Pupils have opportunities to contribute to charities and the school council is making a positive contribution.
42. The overall provision for cultural development is satisfactory. The school promotes pupils' own heritage and cultural traditions well through its day-to-day activities and learning. Religious education is likely to make a strong contribution to pupils' cultural development. A recent visit by an Israeli musical group enriched this learning and provided further opportunities for the boys to understand their own heritage. Although limited, visits to places of cultural interest such as the Imperial War Museum and the science museum contribute to the boys' understanding of British culture. Other aspects of the wider cultural world, such as art, literature and music are very limited. The boys are not made aware of the diversity of other ethnic groups that are represented in society. Similarly, the opportunities to learn about other religions are restricted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Day-to-day care for the boys is clearly evident but the school lacks rigorous procedures for ensuring the welfare of pupils so that overall provision is unsatisfactory. Most staff refer any child protection concerns to the headteacher. However, written documentation does not give enough information on the appropriate procedures to follow and a pattern of regular training has not been established to raise staff awareness and therefore their vigilance about issues of child protection. Day-to-day first aid and care procedures for pupils who are unwell need improvement. Minor playground injuries are dealt with appropriately, but pupils are not always treated by staff with an up-to-date first-aid qualification. In addition, only the more serious incidents and accidents are recorded. Parents are not formally notified in writing in the event of a head injury and there is no designated room for boys to use when they are ill. Administering of any medication is not recorded. Formal checks of the site and premises are now undertaken and all issues and action taken are documented. Nobody, however, is carrying out the day-to-day checks needed to ensure the site and premises are kept safe, which is particularly important now in the circumstances that the site manager has been absent from school for an extended period. A number of areas need attention, including the poor condition of the toilets. Toilets are both unhygienic and unpleasant and pose a potential risk. Supervision of pupils at break and lunchtimes also needs to be tightened up, as on occasions some play areas are not well supervised. Most equipment is checked each year.
44. The school has good systems to promote and monitor behaviour and eliminate oppressive behaviour. The behaviour policy provides secular staff with general advice and information on managing behaviour. All serious incidents of inappropriate behaviour are clearly recorded on 'incident' sheets and monitored by the headteacher. The school strategies are not however consistently applied throughout the school. There are some inconsistencies in the way secular and some of the religious staff manage behaviour. This was noted on several occasions during inspection, as for example, when pupils were sent out of religious education classes for misbehaving and then behaved inappropriately because they were unsupervised. Such inconsistencies also result in some boys having difficulty dealing with the differences in the two approaches to discipline.
45. The school has satisfactory systems for monitoring and supporting pupils' personal development. The strong religious atmosphere pervading the school supports personal development in a positive way. Class teachers also know their pupils well and are aware of their individual needs and difficulties. They use this knowledge to informally monitor personal development and discuss any concerns with the headteacher. Each week achievements and good work are recognised and rewarded in the 'merit assembly' and in the weekly newsletter to parents. Links between the religious and secular teachers although improved are under-developed. The headteacher and Menahal are working together to develop a whole school approach to sharing information so that all staff know if an individual boy is causing concern or doing particularly well.
46. The procedures for monitoring and improving attendance are satisfactory overall. The headteacher has introduced systems to monitor attendance every two weeks and letters are now sent out to follow up any unexplained absences. Not all registers are being marked at the start of the school day. The registers for secular lessons, which start at different times of the day, are marked at some point other than the start of morning and afternoon school. Boys who begin the day with religious studies are therefore not being properly, formally registered. This needs to be addressed urgently. A system of recording pupils arriving late has been introduced but boys are not aware of the new procedures and go directly to their lessons. As a result the school is not fully aware of the numbers arriving late each day.
47. Class teachers and support staff show care and concern for pupils with special needs and they enjoy very good relationships with pupils. Pupils' needs are identified early and class teachers ensure pupils' targets are clearly highlighted in their individual education plans. There are, however, no set criteria to which teachers can refer to in this process. Staff have, however had recent training in using computer programs for this purpose. The school liaises effectively with external agencies such as the educational psychologist, the speech and language service, staff from occupational therapy and the behavioural management team.
48. Improving work on assessment has been a recent priority and a large amount of data has been collected. Assessment procedures are now good but as yet best use is not being made of the information that assessments provide. The school carries out baseline assessment and the statutory National Curriculum tests in English, mathematics and science in Years 2 and 6 and non-statutory tests in English and mathematics in Years 3, 4 and 5. Science assessments are carried out regularly at the end of each unit

of study. Pupils' reading ages are also tested regularly using a commercial reading test. Individual pupils' results are then recorded. This information is beginning to be used appropriately to track individual pupils' progress, as well as that of particular year groups and to set targets for improvement both for individuals and groups of pupils. In some classes, useful work is being done to pilot ways of working with target setting. In Year 5, for example, challenging targets are being set termly and checked by the teacher for evidence of pupils' progress or any lack of progress. Some pupils are becoming involved in the process and are discussing with each other what they can do to improve their performance to reach the next level of attainment.

49. Senior managers analyse pupils' test results and the co-ordinators and class teachers are becoming involved in this process so that pupils needing extra help can be identified and targeted through group work and booster classes, for example. The school's results are also compared with those in other schools. Teachers are becoming familiar with all of this data but as yet are not using it sufficiently when planning work and when considering how to adapt the curriculum. A good marking policy has recently been written but this is not yet being put into practice. Teachers' marking currently does little to provide clear feedback to pupils about how well they are doing or how they can improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The parents who attended the parents' meeting and responded to the questionnaires are supportive of the school and what it offers their children. A high proportion had positive views and parents are happy with the improvements that are being made to the school since the acting headteacher came to the school. Although the school is designated as a new school, many parents have a long association with it and will be aware of its past difficulties. Most parents feel their children like school and that the boys are expected to work hard. They have confidence in the leadership and feel comfortable to approach the school in the event of a problem. They feel their sons are making good progress, behaviour is good and they are happy with the amount of homework. Parents consider teaching good and feel the school is helping their sons become mature and responsible. Some parents noted that they do not feel the school works closely enough with them or that they receive enough information about their son's progress. A significant number were unhappy about the range of extra-curricular activities. The inspection team supports the positive views expressed by parents. With regard to the issue of extra-curricular activities, the inspection team recognises that the length of the school day and short lunch break makes it extremely difficult for the school to offer any more additional activities. Visits to places of interest are sometimes arranged to support the curriculum, however again these are limited by the amount of time that teachers have to deliver the National Curriculum.
51. The school has established sound links with parents. It serves a distinctive and close-knit community where the majority of pupils and their families are well known to many of the Jewish teachers in the school. Most governors are parents and they play a significant role in supporting the school and providing information to parents. Parents are always welcome to talk to the headteacher or teachers, although contact between the school and most parents is limited by the distance they live from the school and the fact that pupils are largely brought to school on the school bus. A small number of parents currently help in lessons and around the school. A number of parents have also responded to the headteacher's recent request for more parental help.
52. Parents value education. They are actively involved in their children's learning and support their children well at home. From the time the boys start in Reception they are encouraged to take their reading books home regularly. Parents share books, listen to their children read and support other work that is set for homework. The home-school diaries are a valuable link to support pupils' learning at home. They also enable teachers and parents to communicate with each other in the absence of face-to-face daily contact. Parents are informed when their child is identified as having special educational needs and needing extra support. They are consulted when individual education plans are drawn up and when their progress is reviewed. They can also make arrangements at any time to meet with class teachers and the special needs co-ordinator to discuss any concerns about their children's progress. The school has recently set up surgeries where parents can meet with the educational psychologist. When necessary, parents for whom English is an additional language receive letters in community languages.
53. Information to parents is satisfactory and has improved. The new and detailed prospectus provides information about both the religious and secular routines. Weekly newsletters keep parents informed about school matters, key dates and family celebrations. Each year all year groups provide parents with brief information on the curriculum and topics being taught in lessons although there is variation in the

detail. Curriculum focus events are sometimes held. Parents receive satisfactory information about their sons' progress. The general information evening in the autumn term provides an informal opportunity for parents to meet the class teacher. In the spring term parents are able to meet both the class teacher and Kodesh teacher to discuss progress and in the summer term an optional meeting offers parents the opportunity to discuss annual written reports. The reports are satisfactory but some could be improved to provide more detailed feedback on standards; reports give a grade for ability and efforts but detail on standards is more limited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school successfully promotes a caring ethos and there is a strong commitment to achieving high standards. All pupils are valued and included. The acting headteacher has a very clear educational direction and is well respected by pupils, parents and governors. Since he joined the school in September 2001 he has, with the support of the governors and local education authority, worked very hard and determinedly to bring stability to the school, to improve the teaching, pupils' standards of work and the standard of pupils' behaviour. This has been achieved with a good mixture of determination and sensitivity. As a result the school is now better placed to face the challenges that still lie ahead.
55. The headteacher has worked hard to develop an understanding of the pupils' religious beliefs and backgrounds and both parents and governors really appreciate this. Because he has considerable experience of teaching within the state system and of teaching the National Curriculum, he has also been able to identify where improvements are needed, prioritise these and establish good systems to effect improvements. He has also worked well with the head of the religious studies department in order to improve communication between the two parts of the school. Continuing to build on this and strengthen the way in which the secular and non-secular staff work together, is crucial to the school's stability and its capacity to effect further improvements in the future.
56. A senior management team, comprising of the acting deputy headteacher, two key stage co-ordinators and the special needs co-ordinator, has recently been set up. It will be important to quickly extend the senior managers' role in effecting school improvement, ensuring that all teachers both understand and consistently apply the new systems that have been established.
57. There are co-ordinators for all subjects, except music. Some subject leaders are already providing good support for colleagues and have been instrumental in making improvements to the provision and raising standards. The English, mathematics and science co-ordinators have monitored teaching and learning and pupils' work from across the school so they have a reasonably good understanding of where the strengths and weaknesses lie. Some other co-ordinators are relatively new to the post and, although they may lack experience, they demonstrate a secure understanding of how to move forward. Extending the subject co-ordinators role in monitoring standards and being proactive in effecting improvements is also crucial to the long-term development and stability of the school.
58. The Foundation Stage is well led and managed. The co-ordinator has been at the school for some time and she effectively leads the team and keeps abreast of changes and of good practice. The special needs co-ordinator provides good leadership and management. She keeps up to date with current practice, maintains appropriate records, advises and supports staff and liaises with parents and outside support agencies. The governing body is kept well informed about the arrangements for pupils with special needs. The co-ordinator for pupils who learn English as an additional language is relatively new to the role. She has attended a number of courses to develop her skills and awareness and has a good understanding about how her work now needs to develop. She is now in a better position to be able to guide other teachers. Her ability to communicate with pupils in Yiddish and her understanding of bilingualism means she brings these strengths to her own teaching.
59. Good arrangements are now in place for regularly appraising the work of teachers and agreeing objectives for improvement. Performance management priorities are well linked to the school improvement plan. During the past 18 months the acting headteacher has ensured good attention has been given to extending staff expertise, by providing further training in teaching the National Curriculum subjects. A co-ordinator for in-service training has been appointed and he manages this aspect well. He also has a good understanding of the links between staff training and school improvement. He has ensured that teachers have access to information about available training and that records are now kept of courses attended. As staffing levels are good, access to training can be facilitated. Staff have

therefore attended a good range of courses, including those related to developing the leadership and management skills of both senior managers and subject co-ordinators. The school has also been well supported by the LEA staff to develop and extend teachers' and administrative staff's skills. During the inspection period a number of teachers commented positively on this and its impact on their teaching and on the school. Developing staff expertise in the teaching of writing, music and design and technology now needs to be prioritised. There have not been any opportunities for the teachers of religious education to attend training with National Curriculum teachers, to explore how both facets of the school can be developed, nor about more general issues relating to pupils, such as behaviour management, assessment procedures and issues related to general pupil welfare.

60. The new governing body was formed when the school became designated as a new school in September 2001. Governors bring a good range of skills to the task. They fulfil some, but not all of their statutory responsibilities. Improvements are needed to ensure that aspects relating to the curriculum and pupils' health and safety are addressed and that the school operates a balanced budget. The governors are very supportive and they work hard on the school's behalf. They have received good support, advice and training to develop their role in the strategic development of the school and that of critical friend. They have developed appropriate structures and committees. Governors ask questions and hold the school to account. They are well informed about the day-to-day life of the school and about standards that pupils achieve in religious education, English, mathematics and science. They make a positive contribution to school management but nevertheless need to address the weaknesses identified.
61. There are a good number of teachers in relation to the number of pupils. The recruitment of teachers is difficult locally and some teachers are on temporary contracts. There are also some particular features of this school that makes attracting and retaining high quality teachers who have experience of teaching the National Curriculum, even more difficult; for example the poor working conditions posed by the building, having to share a classroom with another teacher and the lack of teaching resources. New teachers to the school, including newly qualified staff, are soundly supported. There are enough support staff but few are suitably skilled to ensure they have a positive impact on pupils' learning and this needs to be addressed.
62. The accommodation belongs to the religious foundation. This is in a poor state of repair and decoration. The governors and local education authority have prepared a bid to attract funds to build a new school on the same site. In the meantime the headteacher and governors must take appropriate steps to ensure that the school is at least kept clean, because current standards of cleanliness are poor, particularly the cleanliness of the toilets. The staff are currently trying to make classrooms look brighter through displays of pupils' work, for example.
63. The financial management and planning is unsatisfactory; the school has been working to an inherited deficit budget since the school became a single sex school in 2001. Governors have determined to keep class sizes small and to pay any additional costs through governors' contributions. These contributions are however, not being paid on time nor has the precise level of contributions been systematically calculated. At the end of the first financial year of the new school the budget had a deficit of £42,600. At the time of the inspection when the current financial year is drawing to a close, the deficit is likely to be around twice what it was last year. This means that although the headteacher and governors prepare a sound financial plan on paper, that is linked to an expected budget, the funds to pay for goods and services are not then available. This is making it impossible to properly resource the school with enough good quality books and materials. Despite the good improvement to resources in the past 18 months, they remain poor. There are limited basic items such as card, glue and string, the library is poorly stocked and general classroom resources are also very limited. The September 2002 external audit of financial practice clearly identified the need to effect major improvements to the finances. The recommendations outlined have not all been addressed.
64. Day-to-day financial control of the school budget, which is overseen by the school bursar, is effective, with clear agreed systems for the ordering, receipt and payment of all goods that reflect sound financial practice. All staff, including the administrative staff, have received training in correct procedures. Daily procedures are efficient and support the day-to-day running of the school. The funds designated for specific purposes, for example, those for staff training, are used appropriately and those designated for pupils with special educational needs are used effectively.
65. The principles of best value are applied satisfactorily. Governors and the school seek to ascertain the views and opinions of parents and to compare the performance of the school with similar types of school

as well as with schools within the local education authority. Taking into account pupils' achievements and the costs per pupil, in its present state the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards and improve pupils' progress the headteacher and governors should take steps to:

(i) Improve the teaching by:

- providing further staff training in teaching music, geography, design and technology and writing;
- ensuring that teachers make better use of assessment and marking to inform their planning of future work and to ensure pupils know what they can do to improve;
- ensuring that pupils have more opportunities to write as part of their work in English and other subjects;
- placing more emphasis on pupils' presentation of work and in developing their handwriting skills; and
- ensuring that some of the support staff have a greater impact on pupils' learning.

(Paragraphs 8,23, 24,27,29,48,49,59,61,68,85,89,90,98,100,103,109,111,118,121,127,133,144)

(ii) Strengthen the overall curriculum by:

- ensuring that all National Curriculum subjects are taught;
- making even better links between work in each subject;
- working with the religious studies department to develop links between the Kodesh curriculum and the National Curriculum;
- ensuring that co-ordinators make an even better contribution to developing work in their subjects; and
- making sure that lessons start and end on time.

(Paragraphs 33,55,56,57,123,128,129,135)

(iii) Take immediate action to improve registration procedures, information about child protection procedures, first-aid procedures and the cleanliness of the building, particularly the toilets.

(Paragraphs 43,46,62,122)

(iv) Improve financial planning to ensure that planned expenditure is in line with the school's actual income and there is enough money to improve resources, especially general classroom resources, teachers resources and the number of computers.

(Paragraphs 10,63,92,117,122,134,135,137,138,143,144,153)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

68

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	14	27	19	5	0	0
Percentage	4	21	40	28	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

YR - Y6

Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR - Y6

Number of pupils with statements of special educational needs	48
Number of pupils on the school's special educational needs register	2

English as an additional language

No of pupils

Number of pupils with English as an additional language	61
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	41	0	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	29	35
	Girls	n/a	n/a	n/a
	Total	36	29	35
Percentage of pupils at NC level 2 or above	School	88 (n/a)	71 (n/a)	85 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	33	34
	Girls	n/a	n/a	n/a
	Total	33	33	34
Percentage of pupils at NC level 2 or above	School	80 (75)	80 (n/a)	83 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	0	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	25
	Girls	n/a	n/a	n/a
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	88 (n/a)	50 (38)	59 (71)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	(n/a)	(n/a)	(n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
177	0	0
0	0	0
51	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
11	0	0
0	0	0
0	0	0
0	0	0
0	0	0
13	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	17.5
Average class size	20

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	58

Financial information

Financial year	2001/2002
	£
Total income	373,870*
Total expenditure	416,470*
Expenditure per pupil	1,621*
Balance brought forward from previous year	N/A
Balance carried forward to next year	-42,600

* Because the school was established as a new school in September 2001, the figures for total income, total expenditure and expenditure per pupil, refer to a period of seven months and not a full financial year.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	0	2
My child is making good progress in school.	65	27	6	2	0
Behaviour in the school is good.	51	39	2	4	4
My child gets the right amount of work to do at home.	49	43	8	0	0
The teaching is good.	65	27	6	2	0
I am kept well informed about how my child is getting on.	39	41	10	8	2
I would feel comfortable about approaching the school with questions or a problem.	78	18	4	0	0
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	43	35	12	8	2
The school is well led and managed.	65	31	4	0	0
The school is helping my child become mature and responsible.	53	37	4	4	0
The school provides an interesting range of activities outside lessons.	18	29	27	8	14

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

66. The provision for children in the Foundation Stage (Reception classes), is a strength of the school and gives them a very secure basis for future learning. The children enter the school with higher levels of knowledge, understanding and skills than would normally be found for children of this age and their communication, language and literacy skills are particularly good. All the children make good progress so that by the time they leave the Reception class, almost all children will be achieving the nationally expected early learning goals and at least half will have already transferred to the National Curriculum. All the children are boys and only one pupil learns English as an additional language. There are no children identified as having special educational needs in Reception.
67. The quality of teaching is good. Key strengths include:
- Good knowledge of the children and what they should be learning and the planning of a wide range of activities to give them rich experiences and good support matched to these learning needs.
 - Good teaching of English, mathematics, creative development, personal and social skills, knowledge and understanding of the world and physical education, enable children to achieve well in all areas of the curriculum.
 - Good teamwork between the teachers and the Rebbe ensure very good behaviour and that the learning needs of the children are well met in the secular curriculum and enhanced by the religious curriculum.
 - Very good class management skills, especially in English and mathematics sessions where the grouping of children with others of similar ability, fully develops basic skills and knowledge.
 - Very good relationships ensuring children settle down well, are happy, secure and grow in confidence.
68. Teachers ensure there is a good balance between teacher-directed learning and child-initiated activities. Many activities enable the children to learn purposefully through investigation and play. The quality of direct teaching is good. Adults ensure that these lessons have good pace and challenge but do not go on for too long.

Weaknesses in teaching relate to the following issues:

- Assessments of children's progress are not recorded in a uniform way and with sufficient clarity so that all staff can easily access them and use them to form a developing profile for each child.
- The classroom assistant is insufficiently involved in supporting learning, assessing children, or in planning activities.
- The outdoor area is insufficiently used to promote learning across the whole curriculum.

Personal, social and emotional development

69. Children have very positive attitudes to their learning. They enjoy coming to school and form very good relationships with the staff and each other. They work hard and play happily together with a good degree of independence and increasing confidence. Routines are well established so that children know what is expected of them and feel secure. As a result of this, their behaviour is generally very good. Children concentrate well in groups and whole-class sessions. They are beginning to listen to each other, to respect other people's ideas and opinions and most know how to take turns in speaking, as well as how to signal that they wish to contribute or answer questions. Children are learning to persevere and stay on task when working independently at a chosen activity. This is due to the careful matching of the activities to the capability of the children and the gentle encouragement by staff to persist until the task is finished and to challenge children to move forward to the next step in their learning. A few children still prefer solitary play activities, but the majority of children co-operate and play together, for example, in role-play areas such as in the 'café'. This shows their increasing maturity.
70. A strong emphasis is placed on personal and social development in order to support learning in other areas, especially their physical and creative work. Most children say 'please' and 'thank you', for

example, because of the emphasis on politeness. They practise these skills in the 'café' when thanking the waiters for their drinks and toast. All staff listen carefully to what children have to say and build on this well. They value the children's contributions, often repeating them to a wider group or asking questions to include others within the discussion. Adults are sensitive to the needs of all children and work hard to increase confidence and self-esteem. Praise is used well to acknowledge achievements.

71. Teachers have high expectations that children will care for themselves independently, that after visits to the toilet they will wash their hands and accept some personal responsibility, such as when changing for physical education lessons. Children rise to these expectations with many able to do this without any adult support, or support is limited to tying a shoelace or helping to turn items such as jumpers the right way round. Children are encouraged to have a go first and then ask an adult for help if needed, enabling them to develop independence. They understand the class rules and know what behaviour is expected of them. Children are learning to tidy up after activities and take care of equipment and the older children do it as a matter of course.

Communication, language and literacy

72. Children make good progress overall in this area and achieve very well. Most children enter the school with good communication skills and good vocabulary and the school enables them to continue to develop these skills with increasing confidence. Children are willing to speak in whole class discussions and are learning to listen and take turns in conversations. They have learned a wide range of songs and action rhymes and enjoy performing them. They have regular opportunities to share their news and to talk about their experiences. Children enjoy listening to stories and sit attentively for an appropriate length of time. They are developing their early reading skills well. All recognise their name cards when they are looking at the list of monitors for the day and read others' names to see what they are doing.
73. Children know the outline for a story, recognising that print has meaning. They can recognise rhyming words and repeating patterns, joining in the chorus of "Run, run as fast as you can, you can't catch me, I'm the gingerbread man" and "Pass the Jam, Jim" from a Big Book. High and average-attaining children have started reading simple texts and instructions. They are learning a number of frequently used words and attempt to make sense of unknown words using the initial sounds and picture clues. Lower-attaining children explain what is happening in stories read to them and use pictures to predict what might happen next. Children are aware of the words 'author', 'illustrator' and 'publisher' and know the difference between the three. Children enjoy illustrations in books, have favourite books and handle them carefully. They can hold books the correct way up and turn the pages in order. Early writing skills are well developed and most children make marks to represent writing, incorporating correct letter symbols into their writing and read back what they write. Some copy the teacher's writing with good pencil control, and some higher-attaining children write simple sentences using known sight words, putting capital letters to start and full stops to end their work, for example, "I like jam on my toast." Children enjoy practising correct letter formation, for example, when using their fingers in sand, rolling plasticine letters or painting letter shapes or making collage letters.
74. Teaching is good, particularly in the development of spoken language in both formal and informal situations. Most children chatter about their play. Most will explain what they are doing to visitors and will initiate conversations with each other and negotiate positions. One child for example said, "You can be the waiter now and I'll be the customer". Children can use specialist vocabulary such as 'order' and 'menu' when playing in the 'Café' and say 'please' and 'thank you' politely when given a drink or toast. In teacher directed activities, children are given time to express their thoughts and ideas and the more articulate children are challenged to extend their language skills. The basic skills of reading and writing are taught very well in short, well-focused sessions in which children learn quickly. For example, when reading a large book with the class, teachers point to words as they read and emphasise that words carry meaning. Letter sounds are taught well and reinforced in activities such as matching objects to their initial sounds when looking at the things different children brought to school for the letter 'P' table, such as pizza, plasticine, pan, potato. The children are introduced to a wide range of books to stimulate their interest. All adults read stories in such a way that children listen intently, hanging on every word, absorbing the pace, tempo and timbre of reading 'ordinary' stories. The children take books home to share with parents. They are encouraged to use their early writing skills to write for a range of purposes, such as making home made books about their favourite stories, writing their news and sending letters. Good opportunities are always available for writing, especially during role-play, for example, those taking place in the café, taking telephone messages, writing menus and taking down orders from customers.

Displays of children's writing around the classrooms reinforce the message that it is important and valued.

Mathematical development

75. Children have a wide range of mathematical ability and skill when they enter the school and standards are generally above average. Some higher-attaining children can count objects up to 20 or more correctly, whilst others can only count to five. Through well-planned practical activities, including play, children develop an understanding of number, pattern and measurement, with an appropriate vocabulary such as 'big' and 'little', 'tall' and 'short' and 'full' and 'empty'. The children learn about two-dimensional shapes through a range of activities, such as hammering plastic shapes onto wood and making pictures and geometrical patterns out of coloured sticky shapes and Playdoh. Children can arrange objects in order of weight, using balance scales, from the heaviest to the lightest and know that a large pack of rice cakes is lighter than a very small tin of peaches.
76. A wide range of structured and free choice activities help to develop pupils' understanding. These are well chosen for interest and enjoyment and are matched closely to the children's level of understanding. Teachers make use of every opportunity to encourage children to count, to recognise numerals and to do simple addition and subtraction as they play. For example, when 'fun singing' together, children use their fingers to count up and down as well as act out songs, such as "Ten Currant Buns" and "Ten Fat Sausages Sizzling in a Pan", developing and consolidating their understanding of 'one more' and 'one less'. They also learn simple addition and subtractions such as $2 + 5 = 7$ and some can add $14 + 5 = 19$. In child directed activities, children make good use of the sand and water trays to investigate capacity and volume and learn vocabulary such as 'full', 'half full' and 'empty'. This good teaching promotes good progress. Good use is made of a range of computer programs to reinforce learning in all areas of mathematics such as learning about 3-dimensional shapes by building a table with bricks using a shape program.

Knowledge and understanding of the world

77. Children's natural curiosity is nurtured by effective teaching that gives plenty of opportunities for them to explore the natural and man-made environment. For example, children have been finding out about water animals, such as crabs, starfish, jellyfish and fish that live underwater and have been eating fruit, which they have learned is good for their teeth. They have looked at and drawn pictures of houses and roads in Golders Green, where many of them live.
78. Planned activities enable children to investigate the shape and texture of pasta and 'different materials' when making letter collages and baskets of fruit for 'Charda's Surprise'. They also explore what happens to food when you heat it, for example when you make toast or popcorn. Children use construction materials competently to build recognisable structures and vehicles such as a wooden table and chairs out of building bricks for the café. They use computers regularly to reinforce work in all areas of learning, using the mouse and keyboard with high levels of confidence; for example, they can click on icons with the mouse and drag cubes together to form a table for the café, then save and print out their work. Children learn more about their own culture as they say a special prayer in the classroom before they drink their milk and sing 'on top of spaghetti, without any cheese', learning that in their culture, they must not mix meat with milk. They also experience the food of other cultures in the 'café' as they try to eat Chinese rice with chopsticks and enjoy pizza and spaghetti from Italy.
79. Children are beginning to develop a sense of time and happily recount what they did at school yesterday, as well as what they are going to be doing at the weekend and in the holidays. Staff-led activities are used well to teach and establish new vocabulary related to the topic, such as food words for the play in the café. Learning is good and often very good, in activities led by the teacher. Good planning ensures that the children are encouraged to explore and apply what they have learned through activities of their choice.

Physical development

80. Fine physical skills are reasonably well developed when children enter the school and good teaching ensures that these continue to develop well so that all children learn how to hold tools such as scissors, pencils and paintbrushes correctly. They play with small world toys and jigsaws and small and large construction equipment, helping them to develop their physical skills and manipulation. In the physical

education lesson they showed good co-ordination and control as they played with balls and shuttlecocks. They listened well to instructions and learned the routines paying good attention to safety, especially when moving quickly round the room, taking care to avoid other people.

81. The quality of teaching in the physical education lessons with the instructor was satisfactory, although the tasks were not always appropriate for the age group, so the children found it difficult to do them and became frustrated. In their outdoor play, children show good awareness of space and others, by balancing well on tricycles and other wheeled toys, steering them with skill, travelling at speed, yet being able to stop when required. Children run, jump and hop all over the outdoor area and climb and balance with confidence and safety on the climbing apparatus. The equipment however, is insufficiently challenging for the boldest and most able and there are no storage facilities, so children do not have the chance to put away their outdoor toys carefully and efficiently.

Creative development

82. Children achieve well in this area. Opportunities are given for them to express their feelings and experiment with a range of media and materials and they are offered a good range of activities, including drawing, model-making, painting, collage, imaginative play and music. Their creative attempts display increasing imagination and confidence.
83. Children enjoy making music and singing songs and are extending their repertoire of songs, nursery rhymes and jingles. They play instruments in time with the music, do actions to the songs and clap repeated patterns. Children enjoy singings because of the obvious enthusiasm of the teachers who join in with the actions. Through the sensitive intervention of adults, children are learning to play together imaginatively in the role-play areas, for instance in the café, as they play at being waiters, customers and chefs and mimic adult talk and behaviour from their own experience. A wide range of props extends their imagination well.
84. Cooking and eating are enjoyed in the Reception class and these and other opportunities to smell and feel give children good opportunities to respond to sensations and explore their senses. They enjoyed making toast and popcorn and savoured the smell and taste: "Mmmm the popcorn smells lovely" and "The jam tastes good". They enjoy trying new food such as Israeli falafel. They enjoy the sensation of thick purple and pink paint as they create their own pictures and the feel of the sand through their fingers, as they build a mountain in the sand tray. Children react openly to stories expressing human kindness and sadness and are beginning to relate these stories to incidents in their own lives, such as when Jack and Jill and Humpty Dumpty hurt themselves.

ENGLISH

85. In 2002, the first year of national tests for the newly formed school, overall standards in English at age 11 were above average. Standards in the current Years 6 are similar to those achieved in the tests last year. Overall standards achieved in the reading tests at age seven in 2002 were in line with the national average but those in writing were below the national average. Indications are that standards in reading at age seven have risen. Improving writing standards at both age seven and 11 and, throughout the school is currently a whole-school priority because pupils' attainments in this aspect of English are below national expectations.
86. Standards of speaking and listening are well above national expectations by age seven and 11 and throughout the school. Standards are high and pupils progress well because teachers provide good opportunities to extend pupils' skills, both in English lessons and as part of their work in other subjects. This was the case in many science lessons seen, as for example in Year 1 when pupils were setting up a fair test, they learned well through good interactive questioning and through listening to each other. Similarly in another very good science lesson in Year 2 pupils' progress was very good. Through the teacher's very effective questioning pupils entered into lengthy debate about for example why the pipes were hotter than the radiator and about the use of measures of different heights and, through discussion arrived at the conclusion that it is not the height that is significant, but the commonalities of measures down the side of containers. Similarly in an English lesson in Year 2 when pupils were retelling the story of Red Riding Hood, a higher attaining boy gave an excellent, confident and lengthy description of the episode. Pupils listened intently and the teacher interjected occasionally to promote further learning. The boy changed from using a narrative tone to use of a character voice for the wolf, with a sinister "May I

have a piece of that...?" This resulted in an appropriate sense of eeriness. The boy then changed his voice again to that of a sophisticated narrator incorporating asides to the class as in "...actually the wolf had..." Such a co-ordinated characterisation together with a fluent rendering of the narrative captivated both teacher and pupils.

87. Discussions with pupils throughout the school both in class and around the school shows that they are confident to talk with adults on a range of issues. Pupils for whom English is an additional language participate well in discussions and in 'one to one' conversations. They make good progress in developing their spoken English during their time at the school. Pupils with special needs also make good overall progress in speaking and listening as well as in other aspects of English because they are usually well supported in lessons. Some lower attaining pupils also benefit from additional literacy programmes.
88. Standards in reading are above national expectations by the end of Years 2 and 6 and pupils make good progress in reading. By age seven and 11 both the average and higher attaining pupils read very well. Most pupils have a good grasp of phonic skills and a good sight vocabulary. Some boys from Year 2 responded well to a research challenge and with a little support, they could, for example, access information about wild cats. They also worked very well together, displaying very good social skills, kindness and generosity of spirit while using an index, contents page and glossary. In a Year 6 sample group, all the boys read at least to national expectations. The higher attaining pupils are very fluent readers and read very expressively and confidently tackle new vocabulary. Lower attaining pupils, including those with special educational needs, read at levels that are in line with their capabilities and many meet standards expected nationally. Pupils of all abilities are very enthusiastic readers. Pupils come from a culture where reading is given a high status and pupils' reading is well supported at home. Pupils have home/school reading records.
89. Standards in writing are below those expected and do not reflect pupils' capabilities such as their very good vocabulary and their ability to think and express themselves clearly. Pupil progress in writing is unsatisfactory. Standards in handwriting are also weak; few boys write neatly and in a joined style. Spelling standards are satisfactory. Time constraints are a factor, however, the teaching is not addressing this weakness in pupils' attainment. A scrutiny of work, for example shows excessive use of worksheets, often of mechanical exercises, which are of limited value. Pupils need to spend more quality time writing for different purposes and audiences, drafting and redrafting their work and exploring different styles of writing. Pupils also have very few opportunities to write about their work in other subjects. Some exceptions were noted; in history for example, one Year 6 pupil's writing created a vivid atmosphere with, "There was often a puddle of rainwater on the rough cement floor. We could hear the planes going overhead and the thud of the guns". Teachers' marking of work also does little to raise pupils' awareness of weaknesses in their writing or to encourage better standards.
90. The quality of the teaching of reading and writing as seen in literacy lessons is satisfactory overall but with areas for improvement. For example, there are indications that some teachers' own knowledge of literature may be limited so that they do not necessarily appreciate the need to explicitly teach what a text has to offer. In lessons excellent models of literature would sometimes be skimmed over, at times with mediocre modelling of reading by the teacher and with focus only on a narrow range of teaching objectives related to the reading. Opportunities to deconstruct quality texts and see how 'real writers' create, for example, effect, story, opinion and style through use of literary language, were rarely evident. This leads to the development of pupils' higher order reading skills being neglected and pupils having few such tools to apply to their own writing, so that overall, pupils' own writing remains bland. Resources are also limited. This is in part because many of the good quality texts written by children's authors have been vetted by the religious community and are not permitted. It is therefore even more critical that teachers teach in depth from the excellent sources of literature that are permitted.
91. Some good teaching was seen. In a Year 6 class good teaching based on the text of 'The Jabberwocky' resulted in good opportunities for pupils to speak and listen as well as to read and discuss the text and reflect on its meaning. In a Year 5 lesson where teaching was also good, the teaching ensured that pupils understood how to plan short chronological reports. Good use of a non-fiction text and effective questioning meant that pupils progressed well and were fully engaged. In one very good lesson seen in Year 1 teaching was very focused and was well planned to incorporate a range of interesting activities. Expectations of pupils' work and behaviour were very high and pupils rose to the challenge.

92. The school has adopted the National Literacy Strategy. In view of the variations in pupils' attainments in different aspects of English, the curriculum needs to be adapted to reflect pupils' needs. Some good assessment procedures have been introduced which when fully implemented should support the school to move forward. The subject makes a good contribution to pupils' spiritual, social and moral development; its contribution to pupils' cultural development is compromised by the very limited access that pupils have to children's literature while they are in school.
93. The subject co-ordinator has energy and commitment. She is relatively new to the post and to teaching. She has good potential and is being supported by the headteacher to develop work in English.

MATHEMATICS

94. By the age of seven pupils' attainment in mathematics is in line with national expectations and it is above national expectations at age 11. Pupils in Year 6 are on course to do well in the national tests at the end of the year. The high standards at the top of the school are being supported by the effective organisation whereby different groups of the pupils are given some opportunities to work in ability groups so that teaching can be targeted to extend the pupils. Pupils throughout the school have good opportunities to discuss their ideas, talk about their work and to explain and develop their mathematical thinking. This also contributes well to the standards achieved.
95. Pupils in Year 2 can count, read and write numbers up to 100, count on and back in tens, and estimate and compare length using standard units. They have satisfactory knowledge of the properties of two-dimensional and three-dimensional shapes. From a scrutiny of work, the amount of written work is less than that usually found and there is little written evidence of investigations and an overemphasis on commercially produced worksheets. This inhibits the development of pupils' skills in setting out their own work and in exploring different ways of working things out and results in an overemphasis on consolidating skills in number work. Pupils in Years 1 and 2 make good progress in lessons and over time, irrespective of their prior attainment.
96. By the time they are in Year 6 pupils can for example calculate one twelfth of 120 Kilometres and two thirds of 81 accurately. They have a good understanding of place value including decimals. They can divide three digit numbers by two digit numbers, express a proportion as a ratio and can interpret bar and pie charts. There is little written evidence of work on investigations. Pupils with special educational needs and those for whom English is an additional language are offered appropriate work and they make good progress, especially when receiving additional support from additional teachers.
97. In Years 2 and 6 and throughout the school the pupils' abilities to define and explain number and mathematical processes are well above average; pupils are very willing and more able to discuss mathematical problems than their working using pen and paper indicates. Pupils can explain their mathematical thinking with clarity and this has a positive impact on the acquisition of skills. Teachers make good use of this and give pupils frequent opportunities to discuss their processes and findings, often accompanying the pupils' use of individual whiteboards. This was clearly evidenced in a number of mathematics lessons and in other subjects, especially in science lessons when pupils were required to apply their mathematical skills to support them in carrying out experiments, taking measurements and testing their hypothesis. Good opportunities for the development of numeracy skills have been offered through the ICT scheme of work, as in the use of databases using bar charts and line graphs, symmetry in graphics software in shape and space and the use of formulae in spreadsheets.
98. Pupils enjoy mathematics and their attitudes to learning are very good. In the majority of lessons there was a high level of animation and pronounced motivation to succeed. Pupils enjoy working collaboratively which also supports them in the development of their social skills. In general, however, the quality of pupils' presentation is unsatisfactory which can lead to unnecessary errors. Scrutiny of work shows pupils' progress is better when they pay attention to setting out their work properly.
99. The overall quality of teaching is satisfactory and there is some good teaching; in about half of lessons seen during inspection teaching was good and occasionally very good. Lessons are generally well planned with clear learning objectives and appropriate tasks set for different ability groups. Planning also identifies the purpose of the plenary session. In the best lessons seen, teachers had good subject knowledge and work was well matched to the needs of pupils of different abilities. This was the case in a lesson in Year 2 when the teacher provided three interesting activities related to symmetry. These included the use of folded paper with paint to create reflected images, letter shapes to cut around and

fold and printed numerals to fold and check their lines of symmetry. In another good lesson, also in Year 2, at the end of the lesson the teacher asked the pupils what they had learned from their activity. This encouraged them to reflect on and to become more aware of their learning and consolidate their understanding. Pupils also progress well in lessons when teachers use questioning to challenge and extend their thinking. This was seen, for example, in Year 1 when pupils carried out an investigation on the properties of solid shapes. The teacher posed questions such as “why does the cone roll?” This challenged pupils to think and talk and later, to determine that “it rolls because it is curved.”

100. There are some common weaknesses in the teaching. Teachers do not give enough attention to ensuring that pupils take care with presentation. Some teachers' handwritten worksheets are also untidy. Marking is inconsistent, not enough feedback is given or praise to reward pupils' efforts. The system for checking pupils' progress in mathematics provides sound information and is used appropriately to identify and target specific pupils in the drive to continue to raise standards. The use of information could be improved because, although teachers know the relative abilities of their pupils and set different tasks for different groups, the commercially used schemes too often guide the tasks rather than teachers being more selective in designing or choosing problems or worksheets to specifically address pupils' weaknesses.
101. The co-ordinator leads and manages the subject well. As a result, the school is clear about how the subject can continue to develop. The development plan has set clear targets, including the need to audit and improve resources. There is good liaison between the co-ordinator and the governor responsible for numeracy. Work in mathematics makes a good contribution to pupils' personal development. Pupils have regular opportunities to be inspired by their work and to work collaboratively with others.

SCIENCE

102. Pupils in Years 2 and 6 are on course to attain standards in science that are above national expectations by the end of the year. Many pupils are very confident in expressing their scientific knowledge and understanding. For example, at least a third of pupils in Years 2 and 6, demonstrate a very good knowledge and understanding of scientific principles and scientific vocabulary. Pupils' achieve well in science during their time at the school, particularly when account is taken of the fairly limited teaching time available. As such, this indicates that there has been an improvement in standards since the national tests and assessments in 2002. Overall standards in Year 2 are better and more pupils at age 11 are attaining at the higher level than was the case last year.
103. The quality of pupils' written work does not reflect the high standards achieved in lessons as noted through pupils' explanations of scientific ideas and principles and their ability to predict and hypothesise. In the workbooks of 11-year-olds, for example, there is little evidence of higher attainment and work is marred by poor presentation. There are a number of possible explanations for this apparent contradiction including the less than the average amount of time is available for the subject compared with that usually found and teachers' lack of attention and emphasis on developing recording skills.
104. Pupils in Year 2 have learned about food, gravity, classifying materials and friction. Higher attaining pupils' written work shows a good use of scientific vocabulary. Work in books, however, is poorly presented and sometimes unfinished. Pupils demonstrate a better knowledge and understanding of predicting, experimenting, recording and drawing conclusions than are usually seen at this age; most pupils show a good understanding of how to carry out an experiment and record their results. In a lesson in Year 2 about changes to materials such as melting, most pupils could suggest a good place to set up their experiments, for example, warm places such as radiators and pipes. They could explain the relationship between water and ice. Higher attainers show a very good understanding of fair testing. One pupil says for example, “In a fair test everything has to be equal.” Similarly in another lesson in Year 2 on dissolving, all the pupils showed a clear understanding that one needs equal amounts of different substances to make the test fair. Higher attaining pupils are able to predict well the possible outcome of the experiment, time the activities themselves and record their results independently. Lower attaining pupils are given good support throughout the experimenting and recording process so that they make good progress and develop a secure understanding.
105. At age 11 pupils can plan and carry out their own experiments, make predictions and draw relevant conclusions from them. They know about parts of plants, about habitats, life cycles and food chains and understand seed dispersal. They have experimented with changing processes such as dissolving,

melting, freezing and condensing. At this stage the majority of pupils are very articulate and can describe their scientific thinking and processes with clarity and good use of scientific vocabulary. In a lesson in Year 6 on solubility, for example a higher attaining pupil explained, "a solution is a mixture of solids and liquids." Some pupils then came up with sensible ideas about how to test solubility, for example, varying the amount of materials used or changing the temperature of the water. Such understanding reflects standards that are above those normally expected of pupils of this age and shows good progress when compared with the oral and written responses of seven-year-olds.

106. In other year groups, pupils show similarly good progress and standards. In a Year 3 class, for example, pupils had good ideas about testing absorbency. Some higher attainers produced very accurate bar charts to record their results while others demonstrated their understanding through their writing or through verbal reports. In a lesson in Year 5 pupils had a good understanding of the life cycle of plants. They learned well through dissecting a flower and drawing and labelling diagrams of the different parts. High attainers entered into a good dialogue with the class teacher about, for example, photosynthesis, plant allergies and their links to pollen counts.
107. Teaching seen in Year 2 classes was very good and this is impacting well on raising standards at age seven. Teachers planned appropriate, but very challenging, tasks for pupils at all levels of ability. Teaching in one Year 1 class was not as good and was unsatisfactory. This is because the tasks and vocabulary used were too difficult and explanations of the main concepts were not clear enough so that pupils lost interest.
108. The quality of teaching in Years 3 to 6 is good. In a very good lesson seen in Year 3 the teacher's very clear planning and instruction and good support from other staff resulted in pupils of all abilities learning very well. In Year 5 high expectations, well prepared resources and very good dialogue between the pupils and teacher led to very good learning and enabled pupils at all levels of ability to extend their thinking and understanding. Teachers in Year 6 classes plan well and also have high expectations. This results in pupils working well, making their own predictions, successfully carrying out experiments and drawing conclusions.
109. Pupils with special educational needs are well supported in lessons. Class teachers and the support teachers know pupils well and give appropriate support to individuals and groups. They direct specific questions to individual pupils to check that they are understanding. Pupils also benefit from interaction with other pupils. On occasions, pupils with special educational needs are withdrawn from science lessons to work on other support programmes. This needs to be reviewed as they can miss essential aspects of science. The quality of teachers' marking needs to improve. Encouraging comments are sparse and sometimes-blunt comments such as "not good enough" or "you missed...." are not balanced by praise when improvement takes place. Nor is there evidence that teachers' comments lead to improvements.
110. There are very good relationships between adults and pupils in all lessons and good relationships between the pupils. Pupils show very positive attitudes to their work and are keen to succeed. In most lessons pupils behave well, even if rather loud and boisterous at times.
111. The curriculum follows national guidance although for religious reasons some aspects of work on life processes and living things are not taught. Assessment is at an early stage of development. The school has introduced an appropriate published scheme of half-termly assessments. The consistent tracking of pupils' progress as they move up through the school and the identification of weaknesses in pupils' attainments arising from test results are areas for development that would assist the school to continue to improve standards. Work in science makes a good contribution to pupils' spiritual, moral and social development. Pupils are frequently excited by their work and have many opportunities to work collaboratively and learn from each other.
112. The science co-ordinator is taking appropriate steps to improve the standards of teaching and learning. Plans have been made to monitor teaching and planning and pupils' books, but these have not yet been fully implemented. The co-ordinator has an overview of work in the subject and plans for future developments. Educational visits are beginning to play a part in supporting the science curriculum, but the school grounds and local environment provide little to support science work. There is currently good science display area in all classrooms and in some corridor areas that gives good support to the pupils' learning with questions as well as information. Resources are barely adequate.

ART AND DESIGN

113. Evidence from work seen indicates that pupils in Years 1 to 6 make sound progress in art and design and pupils' attainments are in line with national expectations by the end of Years 2 and 6. Although assessment systems are not yet fully implemented, information about standards and pupils' progress over time is readily available because the coordinator keeps an evidence-based diary through use of a digital camera. In the autumn term of 2002, sketchbooks were introduced for Year 6 pupils. All entries are dated and have teacher comments to encourage pupils. Work in these sketchbooks shows sound progress and attainment and some pupils achieve good standards by age 11.
114. In Years 1 and 2, pupils demonstrate competence in using a range of media and techniques. For example they produce observational drawings and mix colours effectively to create pictures on various themes. Pupils in Year 2 have also combined writing with artwork. In Years 3 to 6 pupils further develop their skills as well as their appreciation of art. Completed work shows sound development of skills.
115. Three art lessons were observed during the inspection; one in Year 4 and two in Year 6. In a lesson in Year 4 teaching was excellent and pupils learned particularly well. They worked in mixed ability groups to produce a drawing, translated this into a paper relief and used it for crayon rubbing to make multiple images. The teacher very clearly outlined the technique. She gained pupils' absolute attention by firstly outlining a computer generated repeating pattern, secondly a symmetrical pattern, which was also computer generated, then one made with stencils and another that was printed. Pupils then went on to apply these techniques to their own work. The excellent teaching inspired all groups of pupils to learn well and also had an excellent impact on pupils' attitudes and behaviour. Pupils, including those with special needs, were on task. Very good opportunities for reflection were set up in the plenary session during which good assessment of pupils' achievement took place.
116. Teaching was satisfactory in two lessons seen in Year 6. Pupils were working on printing, creating repeating patterns. Pupils firstly had to create four different designs and then chose one to make a printing block using card and string. In both classes pupils were fully engaged in activities and class teachers supported and guided them well and provided feedback. Designs showed a range of ability, with some good complex designs produced by higher attaining pupils. The suitably open-ended tasks provided satisfactory levels of challenge and ensured that higher achieving pupils' learning could be extended. However, the use of only pre-cut string as the possible material was a limitation for some pupils. Pupils demonstrate very good attitudes in lessons and behave very well.
117. The management and co-ordination of art are good and teachers are being well supported. The co-ordinator is well qualified, has a real interest in children's art and continues to extend her own skills through professional training. She has worked with the pupils in sculpture, three-dimensional work, mosaic preparation, printing lithographs, lino cutting, painting and air drying clay. She has also trained staff and taught some art throughout the school, for example, tonal drawings in Year 5. Identified areas for future development are to develop three-dimensional work and sculpture and extend opportunities to learn about the work of different artists. Some good quality materials have been bought, including a computer program. Resources however, are not extensive. In accordance with the religious ethos of the school, pupils are unable to visit art galleries and there are some restrictions to the curriculum. Nevertheless, the coordinator is working hard to provide a broad and balanced curriculum. The work pupils do in religious education also contributes to the development of pupils' skills in art. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

118. Design and technology has not until very recently been a priority for whole-school development; the school's curricular emphasis has been aimed at improving teaching in English, mathematics and science. In the past some, if not all, teachers have undertaken projects, which incorporated a design and technology element. However the explicit teaching of the design, make and evaluate process has not been developed. In general teachers lack expertise and confidence so they have been inclined to incorporate the "making" aspect into other curriculum subjects.
119. In recent times the school held a design and technology week. During the week all pupils undertook an appropriate design and technology project. Standards of the finished products are broadly in line with

national expectations at age seven and 11 and in other year groups. However, because the subject has been given very little attention, pupils' overall skills, knowledge and understanding are below that which would be expected.

120. The few finished items available for inspectors to examine during the inspection period show that pupils in Years 1 and 2 have designed and made puppets and moving pictures incorporating a simple slider or lever. Pupils in Years 3 to 6 have designed and made structures for a purpose, for example, a tower that can support thirty marbles and a shelter for protection. They have explored finished products such as musical instruments and used the knowledge gained here to make their own models. They have designed a quiz card that incorporates an electric circuit and switch. As part off their work on these topics, pupils in each year group have evaluated finished products.
121. No teaching of design and technology was taking place during the inspection. Discussions with staff and with the deputy headteacher, however, indicate that although teachers' lack confidence, the recent work during design and technology week and the recent in-class support provided for all teachers, has served to begin to demystify the design, make and evaluate process.
122. The acting deputy headteacher has taken over the coordination of the subject and has supported staff effectively to get started. He has also outlined some useful projects that each year group will be expected to carry out each year and has ensured that resources were available for the projects already undertaken. There is still much to be done to develop work in the subject. The time that has been allocated to design and technology is too low. Another factor that impedes development of the subject is the lack of resources, even the most basic everyday resources usually found in schools such as card, glue and string. Similarly, there are no resources for food technology. Furthermore the current general lack of cleanliness found in the school makes working with food potentially hazardous. In view of the lack of development within the subject and the lack of staff expertise, further training, support and guidance are needed. Staff also need to be encouraged just to get on and to learn from "having a go".

GEOGRAPHY

123. By the end of Year 2 and Year 6 pupils' attainment is below national expectations because not enough of the geography curriculum is covered in sufficient depth or breadth, due to the shortage of time available for National Curriculum studies. However, in the work that is done, pupils attain the expected standard and, when taking into account the school's context, pupils' achievements are satisfactory. Year 6 pupils are able to discuss issues such as pollution and its effect on wildlife. They can trace the River Thames on three maps with different scales from its source to its mouth and can identify rivers, towns and A-roads and motorways. They suggest uses for water, such as drinking, washing, cleaning, crops and leisure, but as yet they have not undertaken any field studies on this topic.
124. The youngest pupils in Year 1 are beginning to ask questions of a geographical nature, such as why some roads in the locality have more traffic than other roads and what kind of traffic it is. They are able to make use of fieldwork skills such as surveys, to collect information on this subject and to record their findings in simple tally charts and block graphs, using and applying knowledge gained in their mathematics lessons. In Year 2, pupils learn to compare and contrast London with the Isle of Struay and to examine different features of the two settlements, recording their findings on simple maps using appropriate symbols.
125. By the time they are in Year 4, pupils are able to use surveys to find out the noisy and quiet places in the school, compile a daily noise rota and record their findings on more sophisticated graphs. They are beginning to understand how people can both damage and improve the environment and have some understanding of pollution, but as yet are unable to put this into a locational context. Their map-work is further developed and pupils can draw plans of the school. These skills are extended in Year 5 when pupils produce treasure maps of imaginary islands. No work was seen which demonstrated a satisfactory knowledge of ordnance survey symbols, or the use of four figure references to locate features on a map. In addition, the pupils in Year 5 have a poor grasp of the significance of road colourings and the recognised shades to denote land relief. However in other respects, pupils' general locational knowledge related to this country, Europe and the world is in line with that usually found. This is supported well by the many information books that pupils read.

126. The school's religious teaching extends the pupils' knowledge of places, for example, work in Year 4 on the festival of Tu B'Shvat or the new year for trees, leads pupils to carry out work on the need to improve the environment in Israel and how growing more trees would assist this because of the hot desert environment.
127. Although few lessons were seen in geography, those that were seen and evidence from work samples indicate that although teaching is satisfactory overall, some teachers are insecure about what constitutes geography and their awareness of the National Curriculum is weak. Insufficient practical and fieldwork is undertaken to enliven lessons and to help pupils undertake the purpose of geography. The use of equipment such as atlases, maps, globes, aerial photographs or weather measuring equipment is severely restricted due to poor resourcing levels.
128. The geography subject co-ordinator has developed a suitable scheme of work for geography from nationally recognised guidelines, but as yet this has had insufficient time to impact on standards or breadth of study. Pupils' attainment and progress and teaching are not yet being monitored. The subjects make a sound contribution to pupils' spiritual and cultural development, for example through study of environmental issues and places. However, there is the potential to extend its contribution with further developments to the curriculum.

HISTORY

129. A scrutiny of work and discussions with pupils indicate that not enough of the history curriculum is covered in sufficient depth or breadth, due to the shortage of time available and therefore standards are below national expectations by the end of Year 2 and Year 6. Pupils' attainment in those aspects of the history curriculum that are covered, however is of the expected standard.
130. The youngest pupils in Years 1 and 2 are beginning to learn how things change over time, for example they compare and contrast the similarities and differences between toys that children would have played with a hundred years ago, the toys their grandparents played with and the toys that they have now. They understand why Victorian toys were mostly made of wood and that many modern toys are made of man-made materials. They are also very interested in the kind of medical treatment that Florence Nightingale gave to her patients, compared to that received in hospitals today.
131. By the time they are in Year 4, pupils are able to write a job description for a king, and they assess that he should be able to "deal well with lots of different people, sort out problems, and be able to read, make speeches, know his country and its laws, and be religious." They decide that the qualities of character fit for a king are that "he shouldn't be haughty, should be modest, honest, truthful, wise, clever, intelligent, just and patient, and should study the works of Aristotle". They know the names of Henry VIII's six wives and can describe some aspects of their character. In Year 6, pupils acquire a good knowledge of how things change, as for example during the reign of Queen Victoria, as a result of the Industrial Revolution, which led to the building of bridges, railway stations, schools, town halls and museums. They learn about new inventions such as the telephone and compare and contrast the lives of rich and poor people. They can recount the events that led up to Hitler taking control of Germany and to important events connected with the Second World War, such as the Battle of Britain, the Blitz and VE Day. They imagine what it would be like to be an evacuee and to live away from one's family. They demonstrate that they admire the courage, determination and leadership of Sir Winston Churchill and are particularly interested in the fact that he did not do very well at school.
132. No history lessons were observed during the inspection so no secure judgement can be made on the standard of teaching or of pupils' responses in lessons.
133. Throughout the school the boys' religious studies contribute well to their understanding of the past and present and help them to develop a perspective about reasons for change and how traditions develop in a community, such as how the festival of Tu B'shvat was developed and changed. Their love of reading information books at every available opportunity also supports their knowledge and understanding of history. Too few opportunities are provided for pupils to write about their work in history. There is some evidence of the use of original source material and artefacts, but this is generally an underdeveloped area, as is the use of computers to access information.

134. Resources for history are poor and there are very few artefacts or pieces of original source material for teachers to use to enliven the subject. There are occasional visits to places of interest such as that to the Imperial War Museum. This enhanced the pupils' learning.
135. The curriculum leader has developed a satisfactory scheme of work using a nationally recognised framework, but this is not yet fully implemented and having an impact on raising standards in the subject. Neither is teachers' planning or the teaching of history regularly monitored. The subject makes some contribution to pupils' social and cultural development but there is the potential to extend this with improvements to curriculum coverage.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. By the ages of seven and 11 pupils achieve standards in ICT that are below those expected nationally. Pupils are given weekly access to computers in the computer suite but there is limited access within classrooms to consolidate the skills learned.
137. By the age of seven pupils can use graphics software, to for example, produce pictures of firework displays or portraits of themselves. They use a variety of tools such as the paint, colour fill and airbrush tools. They add text to their illustrations as seen in their work on Puss in Boots stories. Pupils have used different word processors to produce a variety of writing, for example they were able to complete unfinished sentences that had been prepared for them. They lack confidence with the insertion of text, however and have limited time to consolidate these skills back in their classrooms. The overall progress pupils make in Years 1 and 2 is satisfactory.
138. Throughout Years 3 to 6 pupils' confidence improves but pupils' limited access to computers and resources as well as time restrictions, mean they do not progress well enough to achieve the expected standards at age 11. Pupils cannot learn control technology or data logging because of lack of equipment. For religious reasons pupils do not have access to the Internet, which restricts the development of research and information handling skills. Sometimes the resources available are also not used to best effect. For example, pupils throughout the school use word processing to support their learning in a number of subjects, but in the upper part of the school these skills are not extended into desktop publishing or multimedia activities. Pupils in Year 6 can enter text into a word processor in the style of a newspaper report. However the software used is not appropriate for the task and the insertion of graphics lacks the skills of formatting and presentation expected for this age group.
139. Teachers are undergoing New Opportunities Funded ICT training and this would seem to be having a positive impact on their knowledge and confidence in teaching ICT as well as in using computers for administrative purposes. The teaching of ICT is satisfactory throughout the school and some good and occasionally very good teaching was seen in a number of lessons. A good feature is that teachers are now beginning to incorporate ICT into their teaching of subjects across the curriculum. Lessons seen were usually well planned, organised and prepared and teachers' subject knowledge was at least secure.
140. In a very good lesson in Year 6 what made teaching particularly effective was that the teacher had borrowed a data projector and this helped pupils to clearly see how to use the correct tools to access and input data into spreadsheets. The teaching also linked well with pupils' work on averages in mathematics and pupils' learning was enhanced through their use of calculators, helping to create a link between a commonly used resource and computer generated spreadsheets. In a good lesson in Year 2, again there were good links with work in art and the choice of activities really inspired and excited pupils, making a good contribution to their personal development. Questioning was effective and pupils were encouraged to evaluate their own learning. In lessons where teaching and learning were satisfactory the main shortcomings related to pupils not being able to see the screen during demonstrations and pupil management sometimes needed to be firmer.
141. Pupils' attitudes to ICT are very good. Pupils are highly motivated and some pupils show sustained concentration for long periods of time as, for example, in a lesson in Year 4 when pupils were seen producing symmetrical patterns. Several had produced patterns on paper and took great care in attempting to reproduce these using the computer. The discussion that takes place between pupils often contributes well to pupils' learning. However, sometimes pupils need to ensure they listen harder what to their teachers say.

142. The curriculum incorporates national guidance in so far as the resources and religious considerations allow. ICT provides good opportunities to promote pupils' spiritual and social development. Paired work in the computer suite enables pupils to work cooperatively together. Pupils were, for example, amazed at the speed of calculation when learning how to use spreadsheets and that the symmetry tool enabled them to produce complex patterns. Similarly in a lesson in Year 2 the teacher used examples of portraits by Hockney and Van Gogh to demonstrate how the use of colour could affect the mood of the portrait. Pupils then went on to choose colours to produce their own portraits reflecting a chosen mood.
143. The management of ICT is sound. The school is aware of the need to increase the hardware provision to reach the government's target of one computer to eight pupils by 2004. The improvement plan includes the continued training of teachers, the implementation of the ICT scheme of work with increased rigour and developing systems to regularly check pupils' progress. The lack of school funds and the budget deficit however limits the school's ability to implement such plans.

MUSIC

144. Music is currently not being taught, therefore pupils do not have the opportunity to develop the appropriate skills. This is because of a lack of teacher expertise and some religious considerations that do not allow women to teach singing to boys. The headteacher is aware of the need to address this issue and some initial steps have been taken to support staff to implement a published scheme of work. In-service training for teachers is planned to take place. In the context of the many demands on the school to effect improvements quickly, however, music has not thus far featured as an immediate priority. In order to effect improvements someone will need to be appointed the task of steering development and resources will need to be bought. One possible solution that has been considered is appointing a trained music teacher to teach music across the school. However, the current budget deficit makes this impossible.
145. Pupils occasionally have opportunities to listen to music, in weekly assemblies, for example and as part of their work in class or physical education. A few pupils receive instrumental tuition during school time. Keyboard and violin tuition was seen. This teaching was at least satisfactory.

PHYSICAL EDUCATION

146. Standards in physical education at age seven and 11 are broadly in line with national expectations and in lessons pupils make good progress in relation to their prior attainment. However, because of the limited time given to the subject there are some pupils in all classes whose coordination and skills are less developed than would normally be found. Pupils do not have the opportunities to achieve their full potential in all aspects of the subject because some aspects are not taught such as swimming and dance. Outdoor activities are limited by the poor state of the playground.
147. In Year 1 most pupils can control balls and beanbags with a small bat and with their hands and feet. They are learning to keep their eye on the objects they are using. Bouncing and kicking skills are further developed to a satisfactory standard in Year 2, although some pupils have difficulty when required to use a racquet. By the time they are in Year 3 good modelling of skills by the instructor, clear instructions and suitable time given to a variety of activities helps most pupils to develop sound skills in bouncing a ball to waist height. A few pupils developed the skill really well and most could exercise satisfactory control and eye contact by the end of the lesson. The pupils in Year 6 are developing volleyball skills. This is quite challenging for the pupils of all levels of ability, but in a lesson seen the instructor led them appropriately through the process to develop fingertip passing so that most pupils achieved a satisfactory standard by the end of the lesson.
148. In most lessons seen teaching and learning were good. Lessons were frequently, but not always, taught by a part-time instructor. Lessons seen had a good pace and appropriate time was given to allow all pupils to develop the skill on which they were working. All lessons seen were well planned. Instructions are usually very clear and teachers had high expectations of pupils' work and behaviour. The pupils responded well by listening and concentrating well.
149. The teachers provide good role models and give good demonstrations of how they would like particular skills to be developed. Sometimes pupils' good skills and demonstrations are used to support the class to know how to improve, but this practice is not always evident in lessons. When demonstrations are

given in order to correct and improve pupils' performance, sometimes not enough time is given for the pupils to follow this up by practising what they have been taught. This is an area for development.

150. Pupils with special educational needs are well supported and take part in all activities. They are included in discussions and teachers give suitable time to those pupils who are slower than others to complete particular tasks. The teachers are sensitive to the needs of pupils whose skills are weaker and give appropriate support where it is needed, sometimes pairing themselves with a particular pupil to encourage them.
151. Pupils have some opportunities to reflect on and improve their own performance. All pupils are encouraged to join in discussion at appropriate parts of lessons and they do so with interest and enthusiasm. There are good relationships between teachers and pupils and between the pupils themselves. Pupils behave well. They respond well to instructions and work well together in pairs and groups.
152. The co-ordinator is enthusiastic and has been working well to make improvements to the subject in recent months. The introduction for the first time of a sports day in 2002 and the preparation of pupils for the activities is reported to have been effective in promoting pupils' skills. Useful guidance on the teaching of basic skills has been distributed to all teaching staff. Many teachers do not teach any physical education lessons to their class. Some factors are that some teachers do not have appropriate experience or skills in teaching the subject and, if they are female teachers they are for religious reasons not permitted to demonstrate skills to the boys. Where optional hall time is therefore allocated over and above that of the one formal lesson each week, the use of this additional time for physical education is avoided. The lack of opportunity for extra-curricular activities and a lack of competitive sports also adversely affect pupils' attainments.
153. Resources and storage facilities are unsatisfactory. Some new equipment has been purchased recently and a trolley for extra storage has been ordered, but these are insufficient to meet the needs of the curriculum. Some observations of teaching and learning have been carried out, but a systematic process for monitoring and for regularly checking pupils' progress has not yet been implemented.