

INSPECTION REPORT

Edgware Junior School

Edgware

LEA area: Barnet

Unique reference number: 101276

Headteacher: Mrs C Skinner

Lead inspector: Mr N Sherman

Dates of inspection: 13 – 16 October 2003

Inspection number: 256035

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	291
School address:	Herning Road Edgware
Postcode:	HA8 9AB
Telephone number:	020 8952 1472
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr M Barnard
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Edgware Junior School is situated in the London Borough of Barnet. A high number of different ethnic groups are represented at the school. The school has a far higher than average number of pupils who are at the early stages of learning English. Thirty-five per cent of the pupils have special educational needs. The number of pupils with Statements of Special Educational Needs is average. A key feature of the school is the number of pupils who are refugees. This results in a far higher than average number of pupils who join or leave the school other than at the usual time of transfer. The school is currently being led by the school's deputy headteacher while the headteacher is seconded to the local education authority. The school is part of the local 'Excellence in Clusters' project. Pupils' attainment on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
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22417	Mrs A Holland	Team inspector	English Geography History Music
23805	Mrs M Lygoe	Team inspector	Science Religious education. Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

A strong feature of this **very effective** and fully inclusive school is the very capable way in which it is led and managed. This is instrumental in ensuring that the pupils are provided with a high quality of education. Teaching is good, as are pupils' achievements. This level of achievement is supported by the very well developed school curriculum. There are excellent links with the local community. Effective provision is made for the pupils in terms of their day-to-day care. Refugee pupils join the school at many different times of the year are equally well cared for. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides inspiring leadership.
- Teaching is good, and pupils achieve well in English and mathematics; however, pupils do not achieve as well in science. Girls' results in National Curriculum tests are lower than the boys.
- The school's climate for learning is outstanding, and results in pupils of all races mixing, working and relating well with one another.
- The curriculum is very well planned; teachers are imaginative in planning how one subject is used to support learning in another.
- The pupils receive a high level of pastoral care; staff have a good understanding of the pupils' individual needs.
- There are excellent links with the local community.
- Pupils' attendance, while improving, is below the national average.

The school has made very good progress since its previous inspection in 1998. Standards in information and communication technology (ICT), religious education and art and design have improved. Pupils' achievements and standards in National Curriculum tests have continued to improve. Other provision, such as the quality of teaching and how the curriculum is planned, has also been considerably strengthened.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	C	A
mathematics	C	E	C	A
science	C	D	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good. By the end of Year 6, pupils reach the standards expected nationally in English and mathematics. Pupils achieve well in these subjects and very well if they have been at the school for the full duration of Year 3 to Year 6. Standards in science are below expectations and have fallen since 2000, although achievement is satisfactory. Pupils do not reach high enough standards in their investigation work. There is some difference between the standards of boys and girls, although inspection evidence could find no significant reasons for this. Pupils' attainment is close to national expectations by Year 6 in religious education and art and design. Standards in ICT have improved and are also in line with expectations.

Pupils with special educational needs make good progress. Pupils who are learning English as an additional language also make good progress. Refugee pupils are well cared for when they first enter the school and their progress is good.

Pupils' personal development is very good. Pupils have very good attitudes to learning; behaviour in and around the school is equally very good. The provision made for pupils' spiritual, social, moral and cultural development is very good. The rate of pupils' attendance, while an improvement over 2002, is below average. A significant number of pupils are late to school.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good overall with some very good features. The teaching in some aspects of science is under-developed. The teaching of English and mathematics is good. Pupils make good gains in their learning of basic skills that are used well to support their learning in other subjects. The teaching of ICT is effective; however, there are missed opportunities for pupils to use computers to support their learning in day-to-day lessons. Teachers make good use of the school's assessment procedures to check pupils' progress in English, mathematics and science.

The very good curriculum is enhanced by an extensive programme of educational visits and extra-curricular activities. The pupils are well cared for. The school has forged positive links with the parents. These include regular courses for parents on how they can support their children in their learning. Links with the community are exemplary and have a strong impact on pupils' learning and their personal development.

LEADERSHIP AND MANAGEMENT

The school is very capably led and managed. The headteacher provides excellent leadership and an exceedingly clear direction to the school's work. The encouragement of staff promotes much innovation and the senior managers provide very good support. The school has well developed procedures to monitor its work. Co-ordinators are effective in how they evaluate teaching and learning. Information gained from the appraisal of staff is used well to guide future school developments. The governors provide good support to the school and effectively undertake their responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly pleased with the quality of education that the school provides. They feel that they are welcome in the school. Many talk positively about the range of courses that are provided for them. Pupils are equally positive about the school. They feel that they are provided with a wide range of learning opportunities both during and after the school day. They say that the staff are kind and supportive and would not be nervous of talking to staff about any difficulties they may have.

IMPROVEMENTS NEEDED

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

- raise standards and the level of pupils' achievements in science;
- improve the level of pupils' attendance and improve pupils' punctuality;
- take action to ensure that girls achieve as well as boys in the National Curriculum tests.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good. Standards are average in English and mathematics, but below average in science. In ICT, religious education and art and design, standards are in line with expectations.

Main strengths and weaknesses

- Standards have improved well since the last inspection.
- All pupils achieve well in English and mathematics and those who have been at the school since commencing in Year 3 achieve very well. Girls attain lower test results than boys.
- Pupils' achievements in science, while satisfactory are not as high as those in English and mathematics.
- Standards in ICT have been successfully raised since the previous inspection.
- Pupils with special educational needs make good progress as do those with English as an additional language.

Commentary

1. The overall picture of pupils' performance in the National Curriculum tests is one of good improvement since the previous inspection. It reflects the commitment by the school to improve standards through developing teaching, the methods of monitoring and the curriculum. The results of the national tests in 2002 indicate that standards in English and mathematics were average. In science, they were below average. When compared with similar schools, standards were well above average in English and mathematics and above average in science. Early indications are that the results for 2003 are not as high as in 2002, although this reflects the variations in attainment between cohorts rather than any marked decline in standards. Over time, the results indicate that standards in science have not kept pace with improvements seen in English and mathematics.
2. The results in the national tests do not tell the whole story. The school experiences a high degree of pupil turnover and this distorts the overall picture. Pupils who join in Year 3 and remain until Year 6 achieve very well in English and mathematics. They make very good progress from their optional test results in Year 4 and do well compared with their predicted grades.
3. In English, pupils' achievements and their overall rate of progress are good. From a below average starting point when they first enter the school, pupils make confident gains in basic literacy. Pupils are provided with good opportunities to debate, discuss, and express their opinions. As a result, they gain a good understanding of the need to listen carefully to the views of others. Good progress is made in reading. Teachers are enthusiastic about reading and provide the pupils with good opportunities to listen to the stories of a wide range of different authors. The good cross-curricular links help to ensure that the pupils make good progress in using non-fiction and other materials to develop their understanding that reading is not just for pleasure, but for discovering and researching information. Pupils make good progress in writing. They understand well that writing is for different reasons and that when writing for different audiences, it has to be neat, well-ordered and interesting to read. By the end of Year 6, pupils demonstrate many of these skills.
4. In mathematics, pupils achieve well. They make good progress in their understanding of number and applying the skills of addition, subtraction, multiplication and division in solving a range of everyday mathematical problems. Pupils enjoy their mathematics work, particularly that which involves them solving problems. Progress in understanding mathematical concepts such as measurement, shape, space and how data can be manipulated as a way of

communicating information is satisfactory. The school's much improved provision for ICT enables the pupils to use computer-related software such as spreadsheets to extend their learning.

5. It is science where pupils achieve less well. Pupils make sufficient progress in their understanding of scientific ideas such as materials, living processes, forces, light and sound. The weaker feature is their ability to undertake scientific investigations. Most pupils have a satisfactory understanding of what is meant by a 'fair test' and how the changing of a variable may affect the overall results. However, few pupils are able to set up, explore and follow their own lines of enquiry in their scientific investigations.
6. Standards in ICT are in line with national expectations and much improved over the findings of the previous inspection. The provision of a new computer suite has assisted greatly in this regard. All pupils have regular access to this. Teachers' understanding of how ICT can be used to support learning has been raised significantly; pupils are provided with creative opportunities to develop their understanding of how ICT can be used to help their learning in different subjects. They ably use the Internet to explore information. This allows them good opportunities to extend their learning of how information can be gathered from sources other than books.
7. Pupils achieve well in art and design. They understand and appreciate how art can be created from a range of different media and their understanding of the works of famous artists and craftspeople is satisfactory. Good links are made with design and technology. Pupils make acceptable progress in their understanding of the design, make and evaluation processes involved when undertaking design and technology work. Pupils enjoy history, geography, music and physical education and by working hard in the lessons concerned achieve well. Progress is good in religious education. The school's very strong commitment to raising pupils' understanding of the faiths, customs and traditions of other faith groups makes a positive contribution to the pupils' progress.
8. Different groups of pupils achieve well in each year group. Gifted and talented pupils are well provided for in the form of additional tuition, enabling them to make good progress. Pupils who have special educational needs or English as an additional language, and those who join the school at intermittent intervals, receive good support; they too make good progress overall.
9. The school's National Curriculum test data indicates that the girls achieve less well than the boys by the end of Year 6 and have done so for a number of years. The school is very much aware of this anomaly and is monitoring the situation carefully to try and shed further light as to why this is so. Although a focus of the inspection was to explore why boys achieve better than the girls in the tests, inspection findings could find no clear and firm evidence as to why this is so.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.4 (25.3)	27.0 (27.0)
mathematics	27.2 (24.9)	26.7 (26.7)
science	27.8 (27.4)	28.3 (28.3)

There were 69 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes behaviour and personal development are very good because the school offers very good spiritual, moral, social and cultural education overall. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' behaviour is very good and they have very good attitudes to learning in lessons.
- Relationships with each other are very good and the school is an exceptionally harmonious community where pupils get on well together.
- Pupils' ability to take responsibility in and around the school is excellent.
- Provision for cultural development is excellent.
- Attendance and punctuality are unsatisfactory despite the school having introduced strategies aimed at improvement.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.6
National data	5.4	National data	0.5

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

10. Attendance is well below the national average, but has improved this term. The learning mentor, responsible for monitoring attendance has introduced several strategies aimed at improving attendance. Pupils with low and irregular attendance are being monitored and rewards for good attendance have been introduced. Punctuality is unsatisfactory. Parents do not ensure that their children arrive to school on time, and a small but significant number regularly arrive late. This makes it difficult to ensure a smooth start to the school day.
11. Pupils want to learn and do well and this makes an important contribution to their learning. In the questionnaire almost all pupils say they enjoy school. They respond well in lessons because of the high standards of teaching. In lessons, pupils listen to their teachers concentrate well and get on with their tasks. Those for whom English is not their first language have equally very good attitudes to school and to learning.
12. The headteacher and staff expect the pupils to behave well. Teachers rarely have to spend time establishing order. No pupils were excluded last year. This is a major improvement since the previous inspection and illustrates how well pupils understand the school rules and expectations. In their questionnaires, pupils said that they were happy with behaviour in the school. There is very little bullying, racism or other forms of harassment and staff deal effectively with any incidents that occur.
13. The school is a harmonious community where pupils have very good relationships with each other. Racial harmony and friendships cross all ethnic groups. Pupils from diverse cultures treat each other with respect and show interest for one another's traditions and beliefs. School assemblies add much to the pupils' understanding of what it means to meet as a community. The opportunity given to all pupils to experience a residential visit each year improves their social development. Pupils' gain an increasing sense of responsibility and maturity as a result of the duties and responsibilities they are given around the school. Pupils' spiritual development is good. It is well promoted throughout the school where the whole climate is one of inclusion, belonging to the same school community, and where diversity amongst pupils is recognised and celebrated. In lessons such as religious education, music and art and design, pupils are provided with good opportunities to explore the beauty and wonder of the world around them.
14. Considerable effort is put into raising pupils' awareness of the diversity and richness of the many cultures represented in the school. The extensive display of dolls from around the world school exemplifies how much the school allows the pupils to be proud of their own cultural

traditions. Pupils study and learn to respect religious beliefs other than their own. Other aspects of their cultural knowledge and understanding are especially well promoted in the many opportunities offered to participate in art, music, crafts and other cultural events.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good, with particular strengths in the curriculum and teaching.

Teaching and learning

The quality of teaching and learning is good and some very good examples were seen during the inspection. Assessment of the pupils' progress is regular and the school makes good use of the information gained to plan pupils' subsequent learning.

Main Strengths and Weaknesses

- Effective monitoring has led to good improvements in teaching since the previous inspection.
- The teaching of basic skills in English and mathematics is effective.
- Teachers have high expectations of the pupils, who respond well to the challenges that they are set.
- Pupils are well managed; teachers work well with learning assistants, who guide pupils well.
- Pupils with particular needs, who include those who have special educational needs and those at the early stages of learning English as well as pupils who are refugees, are given good support in class.
- Pupils who are gifted and talented are taught well in the sessions where they receive additional tuition.
- The teaching of science, while satisfactory, is not as effective as in English or mathematics.

Commentary

15. There are significant strengths in the quality of teaching in many classes. Planning is effective. Teachers are careful to ensure that there is consistency of planning in each of the three classes in each year group. They are equally creative in ensuring that planned learning in one subject reinforces learning in another. For example, in Year 6 design and technology pupils are given tasks such as researching, designing, making and evaluating Anderson shelters. Such work reinforces their learning of how people during the Second World War protected themselves during the blitz. Equally effective is the way that subjects such as history and design and technology are used to support and extend pupils' skills in literacy and numeracy. In making the Anderson shelters, pupils had to plan to scale, estimate, measure and cut the materials in order to make their models, thus developing well their understanding of the relevance of measurement. Many opening sessions in numeracy give the pupils good scope to practice their mental arithmetic skills, and this enhances their confidence in solving problems. Teachers place equally great emphasis on developing pupils' basic literacy skills. Pupils are given regular opportunities to develop these in reading, handwriting and spelling. Pupils make good progress in their understanding of the importance that neat and well-presented work has on those who may read it.
16. Pupils respond well to the high level of challenge set for them. For example, pupils in a physical education lesson were challenged to work in groups of five to create a co-ordinated sequence of movement using small apparatus. Pupils worked very effectively and produced work of a high quality. Expectations of pupils with special educational needs are equally high, and they too respond well by producing work that best reflects their abilities. The work of learning support assistants is effective. They are guided well by the teachers on the best ways to help the pupils with whom they work. Pupils with English as an additional language and those who join the school at different times of the academic year are given warm praise and encouragement, considerably boosting their confidence. Teachers make clear comments

when marking pupils' work. Such comments are supportive, yet at the same time give the pupils clear guidance as to how they might improve.

17. Since the previous inspection, the school has developed effective ways to improve the teaching of pupils who have particular talents and skills in English and mathematics. Gifted and talented pupils in Year 6 receive weekly teaching in English and mathematics by subject specialists. The work is challenging, and pupils respond well to the demands that the teachers place on them. Homework is given to reinforce their learning in the lesson, and many of the pupils work hard in order to complete this.
18. The teaching of science, while satisfactory is not as effective as in English and mathematics. Teachers have sufficient subject knowledge and plan the pupils' learning to take into account the curricular requirements. Lesson plans identify well the scientific language pupils are expected to learn or consolidate during the lesson. However, there are shortcomings in the teaching of science that restrict the pupils' learning. In some lessons, higher-attaining pupils are given the same work as that for less able pupils and they do not achieve as well as they might. In addition, too few opportunities are given to the pupils to set up and follow their own lines of scientific enquiry. In short, too much of the investigation work given to pupils is teacher-directed. This limits the scope for the pupils to develop their investigation skills to a higher level. There are also missed opportunities for the pupils to use classroom-based computers to support their learning.
19. The school has developed well its procedures to assess pupils' progress since the previous inspection. From when they first start in Year 3, teachers assess pupils' level of attainment to support assessments made by teachers in the infant school. Pupils are then assessed regularly in English, mathematics and science to see how well they are progressing. The information gained by teachers is used well to move pupils from different ability groups and to plan the direction their future learning should take. Senior managers and co-ordinators make effective use of the information to determine what whole-school developments should be initiated in the light of pupils' performance. Most, but not all, other subjects have arrangements in place to ensure that pupils are progressing at the rate they should.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	10 (29%)	15 (44%)	9 (26%)	-	-	-

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

The curriculum

Provision for the curriculum is very good. There is excellent provision for extra-curricular activities. Accommodation is satisfactory, although the restrictions in some classrooms impede pupils in some aspects of their learning. Resources are good overall.

Main strengths and weaknesses

- There is excellent extra-curricular provision.
- The school is very effective in planning learning in one subject to reinforce that in another.
- The school makes very good provision for personal, social and health education (PSHE) and for citizenship.
- Some classrooms are very small, thereby limiting scope for pupils to participate in practical activities.

Commentary

20. The school provides a high quality curriculum for the pupils, which meets the statutory requirements. It is well-planned and gives pupils rich opportunities to explore themes and topics in some depth. This has a positive impact on their achievement. Arrangements for collective worship are very good. Provision for pupils who have special educational needs and those for whom English is an additional language, are good. The staff are strongly committed to including all pupils in the whole life of the school and they cater very well for pupils with a physical disability. Materials are adapted for pupils with particular visual impairment so that there are no barriers to their participation. The school relocates year groups to the ground floor when they have to accommodate wheelchair users. Consequently, most make good progress in their learning and achieve well.
21. Teachers' planning reflects a high level of commitment to cross-curricular teaching. There are very good examples in all aspects of the curriculum. For example, extended writing is used well in history and geography; ICT is effectively used in all subjects. Regular 'themed' weeks such as 'Food Technology' week and 'Arts' week, are also used to develop this cross-subject approach. Senior staff regularly monitor how the curriculum is taught and are constantly seeking innovative ways in which to improve the educational opportunities offered to the pupils. For example, the school seeks to develop curricular innovations such as those associated with a global creativity project being undertaken with partnership schools in Europe through the 'Comenius' project.
22. Weekly lessons in PSHE are organised for all pupils to discuss issues such as drugs misuse, sex education and the role that the pupils have to play in being a helpful 'citizen'. Sessions such as 'Circle Time' provide a further outlet for pupils to discuss issues pertinent to themselves, as well developing listening to the views and ideas of others.
23. The excellent range of clubs and out-of-school activities are well attended by pupils from across the whole age range. Pupils talk enthusiastically about their participation in different clubs and competing against pupils from other schools in sports events. Some less academically able pupils are highly respected by other children for their sporting abilities. Pupils in all year groups have the opportunity to participate in a residential trip. Older pupils are offered a five-day visit to the Isle of Wight which provides well planned opportunities for a range of activities. There is also an extensive range of opportunities for pupils to learn to play a musical instrument. Participation in the many sporting activities is very high.
24. The range of school visits to places within the local community is impressive and plays a significant role in widening the range and quality of the curriculum making a positive contribution to pupils' learning. The many places of worship in the community are visited and this gives the pupils a wider perspective on how different faith groups practice their faith. This strong association with local places of worship is often reciprocated by the various religious leaders often visiting the school to take assemblies and help deliver religious education. Pupils have visited places of interest including several museums such as the Science Museum. Visits from local theatre groups, police and road safety officers broaden pupils' experiences further. The curriculum is further enriched by visitors and by visits to places of interest, such as a local temple
25. The school has a good number of qualified and experienced teachers to meet the needs of all pupils. The teaching staff have a suitably broad range of individual strengths in subject knowledge. The expertise of the staff is deployed well by the senior managers. Teachers and pupils are well supported by a good number of suitably trained and effective learning support assistants. They make valuable contributions to the work of the school and, in particular, to the good progress made by pupils with particular needs and the provision for music. Newly-qualified staff speak highly of the school's induction arrangements.
26. Overall, there is satisfactory accommodation for pupils. There are occasions in some particularly small classrooms that make the teaching of some aspects of the curriculum

difficult. For example, the teaching of scientific investigations is restricted by classroom space. The range and quality of resources to support teachers is generally good in all subjects.

Care, guidance and support

Overall, the care guidance and support of pupils is good. Through initiatives such as developing a 'school council' the school has successfully developed ways to involve pupils in 'having a say' in how the school is run since the previous inspection. Pupils are well cared for on a day-to-day basis.

Strengths and weaknesses

- The arrangements for first-aid and looking after pupils' medical needs are very good.
 - The systems for tracking pupils' personal development are very good.
 - There is very good support for individual pupils by the learning mentor.
 - Some aspects of child protection arrangements are not fully in place.
27. From when pupils first enter the school, staff keep detailed records to enable them to monitor pupils' progress very effectively. Arrangements for settling new pupils into the school from the infant school are good. They are well organised and provide good opportunities for pupils to become familiar with their new surroundings. Discussions between teachers in each year group are regular, ensuring that staff build up a good profile of where the pupils are succeeding and what additional support may be required by some.
28. The school offers pupils a supportive environment where day-to-day care ensures the pupils welfare, health and safety. Parents also feel that their children are well cared for on a day-to-day basis. Daily first-aid care for pupils who are unwell and those with specific medical needs are very well co-ordinated by the welfare assistant. Child protection is taken seriously and most staff are aware of the schools procedures. The headteacher has a high level of awareness and monitors those pupils about whom there are concerns. Staff have received training but a regular pattern of re-training is not routine. The policy is out-of-date and does not contain clear information for staff about the signs and symptoms in relation to child protection issues. Regular informal checks of the site and premises take place and appropriate action is taken where needed.
29. The very good support, advice and guidance provided by the school helps meet the wide variety of the pupils' personal and educational needs and enhances their confidence in learning. Staff know and understand the individual needs of pupils, especially those experiencing personal difficulties. They use this knowledge to monitor their personal development. The learning mentor provides valuable individual support to pupils whenever necessary. A confidential surgery is available for pupils to share any concerns. Regular monitoring of work provides good support for pupils' learning. Pupils know to whom they can turn for advice and help. The school ensures that pupils starting the school other than at the start of term are made to feel welcome. A class 'buddy' is appointed to help new pupils settle into school routines.
30. Pupils' involvement in the school's work and development is very good. This is because the school council allows many pupils the opportunity to put forward their ideas on how to improve school facilities. Pupils contribute to their own newsletter about events. They help other pupils who may be lonely in the playground and act as monitors around the school. Pupils are involved in assessing their own work and evaluating their achievement. Pupils who completed the questionnaire expressed positive views about the school and had very few concerns about school life. In discussions with inspectors they reinforced these positive views.

Partnership with parents, other schools and the community

The school has established good links with parents and other schools. Links with the community are excellent.

Strengths and weaknesses

- The excellent links with the community make an invaluable contribution to the curriculum, enrich learning and contribute significantly towards the pupils' personal development.
 - Parents are supportive of the school and some regularly help in lessons.
 - The supportive Friends Association makes a valuable contribution to the day-to-day life of the school.
 - There are a few minor omissions in the school's prospectus and governors' annual report to parents.
31. Parents who attended the parents meeting together with those who responded to the questionnaires were supportive of the school and what it offers their children. Very few parents indicated disagreement with any of the statements put to them.
 32. Parental support is encouraged in all areas of school life. They are invited to assemblies and productions. On the occasions that important issues arise, their views are sought. An active Friends Association has raised considerable funds that have helped to improve resources in the school. A small number of committed parents regularly assist in school and many from all the different cultural backgrounds willingly support the annual international event. Computer lessons are provided for parents in conjunction with the local college. Parents value the course as it helps them support their children's learning more effectively. The school welcomes parents of different cultures to be involved in the learning process but does not routinely translate documents into community languages or provide interpreters for parents whose first language is not English. However, it has encouraged a number of informal arrangements.
 33. Parents receive suitable information about the school and their children's progress. A meeting in the autumn term explains to parents what is happening during the year, but is not well attended. Each year parents are sent information about the work their children are doing in lessons and how to support learning at home. Regular curriculum events focus on helping parents to support their children's learning and have included, for example a recent science evening. Meetings each term offer parents good opportunities to meet teachers to discuss targets and their children's progress. The quality and frequency of some written information omits some points of information. The prospectus contains information about school routines, but, together with the annual governors' report to parents, does not include all the required information. Newsletters are frequent enough to ensure parents are regularly informed about what is happening in school. Annual written reports are satisfactory but do not contain clear information about the pupils' progress in some subjects.
 34. The school has invested much time and effort into providing an extensive range of community activities and developing links with a wide number of outside agencies and partner institutions. This has resulted in the school being used as a role model by the local education authority. In addition, the school is used as a role model by the local education authority for its work in promoting equal opportunities. Other schools in the area visit the school to see the effective practice with a view to emulating the practice seen. The very good links with the Barnet 'Healthy Schools Scheme' helps promote the pupils' personal health and social education and the school has attained the Healthy Schools Award.
 35. Good use is made of local resources to support learning, including visits to the local underground station, from which pupils gain insight into how people in the local community work and provide a service for others. Continuing links have been developed with several minority ethnic organisations and communities. Links with local businesses are very good. A recent project with a local restaurant has enabled funds to be provided for new books and a

national supermarket is providing ingredients for food technology. Strong links have been established with the local branch of a national bank helping to develop the pupils' understanding of the role that banks play in the local community. Pupils contribute very well to the local and wider community. They are involved in fund raising for local and national charities.

Example of outstanding practice

The school plays a pivotal role in the community for which it has been recognised at local and national level.

The school has excellent links with the local community. It has a very strong philosophy of involving and developing the pupils' understanding of the effective way in which they can participate in the community and how the community can support them in their learning. The school is regarded highly by the local education authority for the provision that it makes for pupils in this aspect of their learning; many schools and visitors from overseas visit the school to see how the school engenders community links. In 2002, the school applied for and was duly successful in being awarded, a School Curriculum Award for its involvement and engendering links with the community to support the pupils in their learning. There are many close and productive links with a wide variety of local faith groups and leader, who visit the school regularly to give talks to pupils on how they practice their faith. Such work adds much to the pupils' understanding and sensitivity towards multi-culturalism. Wide-ranging links with local businesses and adult education organisations have enabled the school to organise a wide range and varied number of classes for adults, helping to make the school, in the eyes of the parents, a place where they too can develop as learners.

36. Close links have been developed with the adjacent infant school, ensuring that the pupils who commence in Year 3 settle in quickly. The transition of pupils at the end of Year 6 is satisfactory. It includes the exchange of records and information and familiarisation visits by pupils and staff but the closer liaison is restricted because pupils transfer to a large number of secondary schools. The school is successfully involved in supporting trainee teachers in both the initial teacher-training programme and graduate training programme.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management are very good. The headteacher, who is capably supported by the deputy headteacher, provides the school with excellent leadership. Other senior staff provide good leadership. Governance is effective and governors have a good understanding of the school's strengths and where further improvements are needed.

Main Strengths and Weaknesses

- The headteacher (who is currently seconded to the local education authority) has provided the school with inspired leadership; in her absence the deputy headteacher continues to lead and manage the school well.
- There is a very strong team spirit among staff, who are dedicated to ensuring that the pupils are provided with a high quality of education.
- Procedures to monitor teaching and learning are well-developed and the information from these is used well to plan further developments.
- The school is deeply committed to promoting a strong sense of inclusion.
- The school budget is used well to support pupils' learning, but success criteria in the school improvement plan are insufficiently linked to measuring improvements in standards.

Commentary

37. The headteacher has successfully encouraged innovation in many areas of the school since the previous inspection. Staff have responded well to this encouragement. This has contributed significantly to the high quality of education provided. The school is currently being led by the deputy headteacher. Early indications are that the school continues to be led and managed in a very effective manner. Staff and governors have full confidence in the deputy headteacher in continuing to lead the school forward. Parents also are pleased with the way in which the school is led and managed.

38. Despite the challenges presented by the very high turnover of the pupils, such as in monitoring and assessing their progress, the school is strongly committed to ensuring that all pupils are fully included in the full range of learning opportunities provided. The lead given by the headteacher in promoting the school's role in the local community further enriches the learning opportunities in different ways. The very strong team spirit evident at the school is captured well in the way the excellent range of extra-curricular opportunities are organised. Teachers and support staff, for example, give freely of their time in providing these activities, further supporting the school's commitment towards providing all pupils with rich and varied learning opportunities.
39. The headteacher and staff have developed effective ways to monitor teaching and learning since the previous inspection. The evaluation of teaching is regular, and fits in well with arrangements for performance management. These also include assessing the work of support staff, adding further to the strong team spirit at the school. Regular non-teaching time is provided for co-ordinators to oversee provision. As a result, they have a good understanding of the impact that teaching is having on the progress of the pupils in their subjects. The school has a very active commitment to including all pupils in the full range of activities provided. This includes those pupils who join the school at different times during Years 3 to 6. The school's policy for the promotion of racial equality is clear and there is a strong commitment to ensuring that the aims outlined in this are to be seen in the day-to-day life of the school. The school is aware of the need to continue to monitor why girls' test results are lower than boys.
40. The day-to-day management of the school is very good. Although the school consists of two buildings, movement around the school is smooth and unobtrusive. Each year group is effectively led by a co-ordinator who meets regularly with the senior managers of the school to review progress. Staff development is regular and well linked to overall school development. For example, in the last academic year all staff have undertaken training to enhance how science is taught in the school with a view to raising pupils' achievements. Those who are new to the school are provided with an effective induction in their first few terms.
41. The budget is monitored carefully and the funds within it used well to support educational developments. Governors are given regular information so that they can monitor spending. The senior managers and governors have a good understanding of the principles of best value. The school improvement plan outlines clearly how developments are to be financed and who is to oversee progress towards these. This is a detailed document and provides a clear overview as to the immediate and medium term priorities. However, the success criteria are insufficiently linked to measuring improvements in the standards that pupils reach.
42. The governors have a good understanding of what the school does well and what measures are still necessary to improve further the quality of education provided. The chair of governors visits regularly, as do other members of the governing body. This allows them to gain clear, first-hand information on the quality of education provided. With the exception of a few minor omissions in the school's prospectus, the governors fulfil their legal responsibilities well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	824,967
Total expenditure	814,344
Expenditure per pupil	3,038

Balances (£)	
Balance from previous year	60,853
Balance carried forward to the next	71,476

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching is good with some very good features.
- Literacy is promoted effectively through all subjects of the curriculum.
- Pupils, including those with special educational needs, achieve well.
- Leadership and management of the subject are effective.
- The achievement of girls in the National Curriculum tests is not as high as it is for the boys.

Commentary

44. The school has made good improvement in raising standards in English since the last inspection. Although the results of the 2003 National Curriculum tests are not as high as in 2002 when standards were average, this is explained through the difference in attainment between groups of pupils rather than any marked fall in standards. When compared with similar schools, standards were well above average in 2002. Inspection findings indicate that the current cohort of Year 6 pupils reach standards that are in line with the national average. The previous group of pupils who undertook the National Curriculum tests in 2003 contained a very high number of pupils with special educational needs. Pupils, including those with special educational needs, achieve well. For pupils who have been at the school since Year 3, achievement is very good.
45. Pupils start Year 3 with below average standards in reading and writing. Speaking and listening skills are more developed. Speaking and listening skills are developed consistently throughout the school and the majority of pupils reach the required standard by the time they leave the school. This reflects the good attention paid by the school to developing pupils' confidence in speaking and listening through the use of drama, role-play and paired work. In many lessons, pupils are given good scope to discuss and debate issues. This successfully improves their confidence in speaking aloud to a wider audience as well as their ability to listen effectively to others. By the end of Year 6, higher-attaining pupils reach above average standards and speak articulately and enthusiastically, for example, about what books they like to read and why.
46. Standards in reading across the school are in line with national expectations. The majority of pupils are on course to achieve expected standards by the end of Year 6, with some pupils achieving above national expectations. Teachers maintain a strong focus on reading. Pupils are heard to read regularly at school and learning support assistants and parents make a significant contribution to improving pupils' reading. There is a good range of books available to the pupils. Some higher-attaining pupils show real excitement about reading and demonstrate good knowledge of a wide variety of texts that include modern and more classical authors.
47. Standards in writing have improved steadily since the last inspection. Inspection findings indicate that most pupils are on target to achieve the expected standard by the end of Year 6. Lower-attaining pupils are effectively taught separately in Years 5 and 6 in order to improve their skills. In all year groups, sufficient time is set aside for pupils to engage in sustained writing. Pupils achieve well in writing because the planned activities meet the needs of the pupils, including those with special educational needs and English as an additional language. Throughout the school, writing is used for a variety of purposes. For example, pupils write in diary form; they write poetry, play scripts and book reviews as well as everyday recording, comprehension and creative writing.

48. The overall quality of teaching and learning is good, and there are some very good features within the teaching. This is an improvement since the last inspection when teaching was judged to be satisfactory. Lessons are planned with clear objectives. Pupils are provided with frequent opportunities to discuss and debate, boosting their confidence when speaking to a wider audience. Fiction is used well in this regard. For example, during the inspection pupils were given good opportunities to discuss the motives of the characters from the *Silver Sword* as part of a topic on World War Two. Teachers know and manage the pupils well, and consequently, behaviour is good. Teachers work very effectively with learning support staff so that pupils with special educational needs and for whom English is an additional language, make good progress. ICT is used well to support learning in the subject. As a result, pupils make good gains in learning about the importance of neat and well-presented work and the impact that this has on the reader of their work. Older, higher-attaining pupils are taught well in small groups once-a-week, resulting in them producing work that is often of a very high quality.
49. Subject leadership is good, and there is a firm commitment to sustaining improvement. The management of the subject is effective in ensuring that there are rigorous systems to monitor and evaluate how well pupils are doing and to determine accurately how best to continue to raise standards. The school is aware that currently, boys are out performing girls in the national tests. Careful analysis of the subject has, as yet, failed to identify the reason for this. No obvious cause emerged during the inspection, and the school has every intention of ensuring that this imbalance between boys and girls is carefully monitored.

Language and literacy across the curriculum

50. Language and literacy are developed well through other subjects. Pupils learn to use the specific vocabulary required in each subject. For example, pupils are encouraged to use technical terms in music. Teachers use lessons in history, religious education and geography to develop reading and writing skills. Some particularly good examples were seen in history, where pupils in Year 6 have written about how they would feel if they were evacuated and pupils in Year 5 have written about life in a Victorian School. Year 6 pupils have become so interested in their study of World War 2 that many of them have chosen to read books relating to the period, such as *Carrie's War* or *Goodnight Mr Tom*.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching of mathematics is good.
- Good progress has been made since the previous inspection and pupils, including those with special educational needs, achieve well.
- Pupils in Year 6 who demonstrate a flair and high ability in mathematics are given extra tuition, which is of a high quality.
- Good use is made of homework to support pupils in their learning.
- The school effectively ensures that the pupils' mathematical skills are developed in other subjects.
- Girls achieve less well than the boys in the National Curriculum tests.
- Greater use could be made of ICT in daily lessons to support pupils' learning.
- There is effective leadership and management of the subject.

Commentary

51. Good progress has been made in raising standards and the levels of pupils' achievement since the previous inspection. Improvements in teaching as well as the organising of pupils

into ability groups have contributed well to this good progress. The pupils' results in the 2002 national tests were average. When compared with similar schools, pupils reached standards well above average. The results for 2003 are not as high as in 2002. However, this reflects the difference between groups of pupils. The findings of the current inspection are that pupils reach standards in line with the national average. When consideration is given to the transient nature of the pupils, those that have stayed at the school since joining Year 3, achieve very well. Other groups that include pupils with special educational needs, English as an additional language and refugee pupils make good progress.

53-52. Higher-attaining pupils also make good progress. This reflects the increased attention given to the pupils concerned, largely in the form of additional teaching. This ensures that they are given challenging work, some of which is the exploration of mathematical topics that are more commonly followed in the early years of secondary education. They respond very enthusiastically to the challenge they are set and make good progress.

53. Pupils make good progress in their understanding of mathematical ideas. By the end of Year 6, they have a good understanding of how to solve problems involving skills of multiplication and division and of the various strategies that could be used to solve such problems quickly and effectively. Pupils achieve well in their understanding of fractions, decimals, percentages and, for higher-attaining pupils, what is meant by ratio. Pupils make equally good progress in their understanding of other mathematical ideas. They explain clearly the difference between imperial and metric measures involving both weight and distance. Pupils understand what is meant by rotational symmetry and their awareness of co-ordinates and how to plot a range of different graphs is also secure for their age. Pupils have a good understanding of how ICT can be used to support their learning by presenting mathematical information in the form of tables and charts.

53-54. The teaching of mathematics and the pace of pupils' learning are good. Teachers have successfully implemented the national strategy and use the principles that underpin this well. Pupils are provided with good opportunities at the start of lessons for oral work and this helps to motivate them for what they are to learn in the main part of the lesson. Time at the end of lessons is used well to consolidate the pupils' learning and to give the teacher a clear idea of what the pupils have mastered or what needs to be revised at the start of the next lesson. Pupils with special educational needs are given good support and guidance. They enjoy their learning and strive hard to achieve to the best of their ability. Since the previous inspection, the school has developed effective ways in using homework to extend pupils' learning. The parents are often drawn in to supporting their children with the work that is set. This further boosts the high profile and the strong interest that the pupils have in the subject.

55. There is good leadership and management of the subject. The monitoring of teaching is effective and the school is now making good use of the information that is gained from the assessment arrangements that are in place to plan future developments. The school is keenly aware of the boys outperforming the girls in the national tests and is monitoring the performance of the girls carefully.

Numeracy across the curriculum

56. Good progress has been made in developing links between mathematics and other subjects. This has assisted greatly in developing the pupils' understanding of the relevance mathematics has to play in their day-to-day learning. The school has effectively developed ways to extend pupils' mathematical skills in other subjects. For example, the pupils use numeracy well in ICT and design and technology.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Lessons often include practical activities, although the full range of investigative skills is not being developed as systematically as other aspects.
- Teachers are good at developing pupils' factual knowledge and scientific vocabulary; however, higher-attaining pupils are not always challenged sufficiently.

Commentary

57. Standards are beginning to rise following a fall in the school's National Curriculum test results over the past three years. This is due to the increased attention that the school has given to raising pupils' achievements in English and mathematics. Staff are very aware of the need to boost pupils' achievement in science. The improvement plan highlights the action the school intends to take to tackle this issue. The knowledge aspects of the curriculum are taught thoroughly, and pupils in Year 6 who have been in the school since Year 3 have a good factual understanding of the subject. They use scientific vocabulary correctly and confidently and remember important details about topics studied in previous years. Skills in scientific enquiry are less well developed. Pupils who join the school during Years 4 and 5 in particular often have limited experience of the subject and a weak level of understanding. Standards overall at the end of Year 6 are below those expected nationally, although pupils' achievement is satisfactory.
58. The school has rightly identified the need to improve pupils' investigative skills and their ability to explore their own lines of enquiry in the subject. Most lessons include practical activities, such as separating materials or constructing electrical circuits. Pupils enjoy practical work and are keen to participate. Lessons are well organised, and pupils respond well to the teachers' high expectations of good behaviour. As a result, time is used effectively, and pupils set up equipment quickly and sensibly. Teachers introduce and emphasise the use of scientific vocabulary throughout the lessons. The pupils gain a secure understanding of words such as filtration and evaporation through first-hand experience as they carry out various investigations. All pupils, but particularly those with English as an additional language, benefit from the emphasis on correct vocabulary.
59. The teachers usually direct practical activities very tightly. Although pupils complete a form of planning, investigations usually follow predetermined lines. Teachers have a set plan of how investigations are to be carried out, and do not always build sufficiently on pupils' suggestions. This lack of flexibility was seen in a lesson where a higher-attaining pupil had a logical alternative to the method of separating materials but was not really encouraged sufficiently to follow his own line of thinking. Pupils have few opportunities to select their own methods, equipment and way of recording. Teachers are very careful to emphasise the need for developing a fair test when setting up an experiment but the concept is often not explored in sufficient depth. There is not enough focus on examining the effect of changing variables or the validity of results.
60. Examples of pupils' work show little variation in content between pupils of different levels of attainment. Pupils capable of higher attainment are not being challenged to develop their enquiry skills and this limits their overall progress. Group work is planned so that there is a mix of abilities within each group. This approach, together with the careful deployment of support staff ensures that pupils with special educational needs or with English as an additional language progress at a similar rate to other groups within the class.
61. The quality of teaching is satisfactory overall, although the impact of how investigational skills are taught is a relative weakness. Objectives are clarified at the start of every lesson so that

pupils are clear about what they are expected to learn. Teachers have good expectations of written work, and marking is good. Pupils have few opportunities to use ICT in the course of lessons to support their learning.

62. Teaching is monitored and this has resulted in the school identifying the need to raise the profile and quality of teaching in investigation work. Systems for assessment have improved and the school is analysing test results to identify areas of strength and weakness.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good progress since the last inspection and pupils now reach standards in line with expectations.
- When pupils are taught in the computer suite, teaching is good but opportunities are missed in the classroom for pupils to use computers.
- Pupils enjoy ICT and work hard in lessons.
- The school's computer suite is used extensively both to support pupils' learning and to provide lessons for those in the local community.
- Good use is made of interactive whiteboards in the teaching and learning.
- There is effective planning of learning in other subjects to extend pupils' skills in ICT.
- The subject is well led and managed.

Commentary

63. The profile and status of ICT in the school is much improved since the previous inspection. At that time, standards were below expectations and pupils were found not to be making the progress of which they were capable. Since then, improvements in teachers' knowledge, understanding and confidence in using computers to support their teaching as well as improved resources have helped improve in the subject. As a result, pupils now reach standards as expected by the end of Year 6. Achievement is good, resulting in pupils, including those with special educational needs, English as an additional language and those who join the school at different points of the key stage, being enthusiastic users of ICT. There is no difference between the achievement of boys and girls.
64. By the end of Year 6, pupils have a good understanding of how to use a word-processor to support their learning. They know that writing can be amended and improved through the use of editing features such as checks on spelling and grammar. They understand how the adding of art or digital images can significantly enhance the appearance of their work. Pupils with special educational needs are given good opportunities to use computers to support their learning in literacy. For example, they know that bullet points can add to the quality and appearance of what they write.
65. The quality of teaching and learning is satisfactory overall, although when pupils are taught in the computer suite, it is good. Not all teachers make sufficient use of classroom-based machines and this reduces the impact of their teaching and the pace of pupils' learning is reduced as a result. Some teachers are not always aware of how these computers could be put to more effective use in extending pupils' learning and their interest. When teaching occurs in the computer suite, the teachers are secure in their subject knowledge and plan learning for the pupils that they find interesting and stimulating. Pupils respond by working hard. They are quite fascinated by what computers and other related ICT equipment enables them to achieve. Pupils with special educational needs, English as an additional language and refugee pupils are fully included in all parts of the lesson. Where appropriate, they are given warm praise and good support, enabling them to achieve to the best of their ability. Where classrooms have an interactive whiteboard, these are used well to support learning.

66. Leadership and management of the subject are good. The co-ordinator has led staff development well and the status of the subject has been raised well since the previous inspection. The school's links with the local community have resulted in classes being provided for the parents of the children and other members of the local community. The take-up of these sessions has been good. The school's senior managers realise the importance that ICT can play in the pupils' learning and have responded effectively. The subject has had sufficient funds to continue to drive improvement, so enabling the school to keep pace with developments seen in the subject.

Information and communication technology across the curriculum

67. The teachers are creative in ensuring that ICT is used to support the pupils' learning in other subjects. For example, pupils use the Internet in their pursuit of information to support their learning in history or geography. They understand that the Internet is a medium designed to help explore and retrieve information that can be used to extend their learning. Software is used in art and design to enable the pupils to develop their understanding of how computers can be used to generate images. Year on year, pupils make confident gains in their application of a range of mathematical software. These include spreadsheets and other software designed to help them present mathematical data in the form of tables and charts.

HUMANITIES

Geography and history

68. Work was sampled in **geography and history**, with only one lesson seen in history during the inspection. Therefore, it is not possible to make an overall judgement about provision in these subjects. Evidence indicates that standards are in line with expectations by Year 6. Pupils achieve well in the subjects. Discussions indicate that they enjoy the various themes and topics. They are curious about the world they live in and how events in the past have shaped their own lives.
69. In both subjects, teachers are creative in identifying links between different subjects to make the subject interesting for the pupils. For example, in design and technology pupils designed, made and evaluated Anderson Shelters as part a topic on World War Two. History is used well to raise pupils' awareness of wider issues and their understanding of culture. For example, pupils have contributed to a Black History Month exhibition in their hall. Their writing and choice of black role models included Nelson Mandela, Paul Robeson, Leary Constantine and Mary Seacole, and demonstrated an understanding of their historical impact. Visits and visitors enhance learning opportunities for pupils. In both subjects, there is evidence of the extensive use of literacy to support learning. Throughout the school, there are many examples of good quality extended writing related to geography topics. Pupils have studied Kenya as a contrasting locality and considered how the climate and living conditions affect the people who live there.
70. The subjects are led effectively. Provision has improved since the last inspection, particularly in terms of ensuring that the subjects make a valid contribution to the pupils' literacy development. Planning and teaching in the subject are monitored, giving the co-ordinator a good idea of the standards that pupils reach. The national guidance of work has been introduced to support planning and learning in both subjects; this ensures that pupils' learning is developed well as they move through the school.

Religious education

Provision for religious education **is good**.

- The curriculum successfully reflects the richness and diversity of religion.

- Pupils are given good opportunities to reflect on religious issues.
- There is a very good programme of visits and visitors.

Commentary

71. Religious education has a high profile in the school and pupils of all abilities achieve well. The strengths from the previous inspection report have been maintained. By the time pupils reach the end of Year 6 standards are in line with the expectations of the locally agreed syllabus.
72. Pupils gain a secure understanding of the distinctive features of the major world religions. Teachers make the most of the diverse traditions represented in the school and the local community. Talks by visitors and visits to local churches, the temple, a synagogue and a mosque bring the subject to life. Pupils show a high level of interest and respect for different faiths and cultures. Individual pupils are encouraged to describe their own beliefs and religious practices. For some pupils, who are new to the country, this provides an opportunity to shine as they show the depth of their knowledge. Teachers give very good support to pupils with English as an additional language, enabling them to achieve as well as other pupils.
73. The overall quality of teaching and learning are good. Work is carefully planned; teachers have secure knowledge of the subject. Lessons are interesting and engage the curiosity of most pupils. Teachers encourage and manage discussions skilfully. In a Year 6 lesson, the teacher channelled the huge enthusiasm of a lower-ability group successfully, valuing their contributions while ensuring that others also had an opportunity to speak. There is a good balance in lessons between direct teaching, discussion and written work. Marking is good, with useful comments in pupils' books. Teachers give pupils good opportunities to reflect on the relevance of moral issues in their own lives. Pupils often respond thoughtfully. For example, Year 5 pupils asked pertinent questions in a lesson about Martin Luther King. They were shocked as they learned about the segregationist practices in the southern USA. They showed an awareness of spiritual dimension in life as they spoke of their inner soul, and shared their dreams for a better future in relation to improving their own community.
74. Leadership of the subject is good. Displays in the hall and corridors are bright and lively, reflecting the wide range of faiths within the local community. The subject continues to make a very strong contribution to pupils' spiritual, moral, social and cultural development. Although there are no formal assessment procedures, teachers have a good knowledge of the relative strengths and interests within their own classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. The inspection focused on evaluating provision in art and design and music. There was insufficient work seen in **design and technology** and **physical education** to make judgements on standards and provision. Indications are that the curriculum for these subjects is planned well. Teachers in design and technology successfully identify links with other subjects. This has a positive impact on the high levels of interest that pupils have in the subject. Pupils very much enjoy their physical education work and they greatly enjoy their gymnastic work. Excellent provision is made for pupils to participate in a wide range of extra-curricular activities of a sporting nature and to take part in competitive sports. Such provision makes a valuable contribution to the pupils' personal development.

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- The subject makes a valuable contribution to the pupils' spiritual and cultural development.

- Teaching is good, enabling pupils of all levels of attainment to achieve well.
- There are good links made with other subjects to enhance pupils' learning.
- The careful display of the pupils' artwork adds significantly to the high status of the subject.
- Sketchbooks are underused to extend pupils' learning.

Commentary

74. Pupils reach standards in art and design that are in line with national expectations. The school has maintained standards since the previous inspection. Art and design has been a recent focus and, as a result, the subject has a high status and pupils very much enjoy the work they are asked to complete. All groups of pupils achieve well in the subject.
75. Pupils make satisfactory progress in their understanding of the works of famous artists. They understand that artists such as Kandinsky and Van Gogh used different techniques to produce their artwork and to create a particular effect. Pupils talk enthusiastically about the work of particular craftspeople, including Picasso and Jackson Pollock. Pupils' drawing skills develop well as a result of the good opportunities they are given to sketch everyday items and they have a satisfactory understanding of terms such as 'cross-hatching'. Pupils are provided with good opportunities to use a range of different art media in making art. These include oils and acrylics for Year 6 pupils. By using such media, pupils produced good block prints based on a sea scene as a result of their residential trip to the Isle of Wight.
76. Teachers provide the pupils with challenging tasks, which results in pupils working hard to produce work that reflects their abilities and interest in the subject. Pupils take care over what they produce and they take great pride in what they create. Good links are made with other subjects such as design and technology, which further promote pupils' achievement. In addition, teachers make good use of ICT to support pupils' learning. This helps to develop their understanding of how artwork can be created using computers and related software. Weaker aspects of teaching include the lack of scope that teachers give to pupils to use sketchbooks to extend their learning. There is no consistent approach to the use of these and this limits the pupils' understanding of how such books are used by artists as a means of preparatory work.
77. Care is taken to ensure that the pupils' spiritual and cultural development is successfully promoted through the subject. For example, pupils learn how artists from different countries create artwork and of the styles and techniques that they employ in creating that work. Equal care is taken to ensure that the pupils' artwork is carefully displayed in and around the school. This further promotes the status the subject holds in the school.

Music

Provision for the subject is **good**.

Main strengths and weaknesses

- The extra-curricular opportunities available to pupils in the subject are good.
- The use of music throughout the school is a strength.
- The subject makes a strong contribution to the pupils' development.
- The co-ordinator, who is a member of the support staff, makes a positive contribution to the status the subject holds.

Commentary

78. The previous inspection reported that provision was satisfactory and that standards were in line with expectation. Since then the school has made good progress and standards and achievement are good.

79. One lesson and two school singing sessions were observed. In all three sessions, the quality of the teaching was good. The lessons were lively and the music produced by the pupils was of a good standard. Pupils worked hard and greatly enjoyed their learning. There is a dedicated music room which raises the status of the subject and is effectively used to support peripatetic teaching. Music is used particularly well to support assemblies. A group of musically gifted and talented pupils are formed into a choral group and their singing is of a particularly high quality. There is a choir, which includes the choral group, in which pupils are eager to participate; their singing in unison is of a high standard.
80. The school has a strong commitment to music, which along with the arts, is a focus for development in the school improvement plan. A co-ordinator for the development of creativity has been appointed to manage this development. Visiting teachers provide around one-third of the pupils with the opportunity to learn an instrument. The school gives regular musical performances. The choir sings in the local shopping centre at Christmas time and visits a local home for senior citizens to sing carols. The subject makes a strong contribution to pupils' social and cultural education, as they learn to play music and appreciate music from many other countries.
81. Subject leadership is good, with a real commitment to raising standards. The school has appointed a member of the support staff with musical qualifications and a strong interest in the subject as subject manager with the support of the acting headteacher. This reflects the commitment of the school's leadership and management to the subject; they are prepared to harness this valuable resource for the benefit of the pupils to ensure that good progress is maintained. The music co-ordinator undertakes most of the teaching in the school. As she does so, class teachers take part in lessons in order to develop their knowledge, skills and competences in the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

Strengths and weaknesses

- PSHE has a high status in the school and makes a good contribution to the pupils' social and personal development.
- The school council is valued highly by pupils and teachers alike.
- The excellent links with the local community add significantly to the pupils' understanding of the part they can play in developing such links.

Commentary

82. Pupils are given good opportunities through the school's well-developed programme to develop a good understanding of personal, social and health issues. The school is successful in promoting favourable attitudes to good health. Pupils make good progress in their understanding of the conditions that promote healthy growth and development, and of the adverse effect of unhealthy diets, smoking or lack of dental care. Pupils are given scope to explore in a sensitive way sex education and relationships.
83. Equally good provision is made by teachers to introduce people from the services in the local community. A recent citizenship day encompassed all the very best in the local and wider community. It attracted the support of both local and national visitors including the Assistant Commissioner of the Metropolitan police. As a result, the pupils make good progress in their understanding of the work that these agencies undertake to safeguard the health and safety of the local community.
84. Pupils have very good opportunities to contribute to school developments. They have a say in how the school is run through the school council. This meets regularly and comprises pupils from each class. Discussions are recorded; pupils on the council are expected to feedback to

their classmates the results of the debates held. Such work contributes much to the pupils' personal development and successfully develops their understanding of the notion of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).