

INSPECTION REPORT

STAMFORD HILL PRIMARY SCHOOL

Haringey, London

LEA area: Haringey

Unique reference number: 102112

Headteacher: Ms Leiria Ewart

Lead inspector: Mrs P Silcock

Dates of inspection: 13th – 16th October 2003

Inspection number: 258004

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	226
School address:	Berkeley Road London
Postcode:	N15 6HD
Telephone number:	(0208) 800 2898
Fax number:	(0208) 880 2162
Appropriate authority:	The governing body
Name of chair of governors:	Mr Patrick McGuirk
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Stamford Hill Primary is of average size with 226 pupils on roll, including 62 children attending full time in the Foundation Stage. There is little difference in the number of boys and girls. Children are admitted to the Nursery class full time in the term after they become three years of age. All abilities are represented but, in the main, children attain well below what is expected for their age in most areas and particularly in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. The school is diverse socially, culturally, linguistically and in the faith of its local community. Mobility levels are high with 44 per cent recorded for the latest full reporting year (the rising trend continues until half-way through the school year 2002-03 – the most recently recorded point). A growing number of families have asylum seeker or refugee status (currently, 23 per cent). Seventy-eight per cent of pupils get support through ethnic minority achievement grant funding. Approximately 54 per cent of all pupils have English as an additional language. Turkish, Albanian and Somali are the three main languages listed other than English but 27 languages are represented in the school. The largest minority ethnic groups are pupils of Black or Black British Caribbean origin (18.6 per cent) and Black or Black British African origin (24.3 per cent). About 56 per cent of pupils are eligible for free school meals, well above the national average. At approximately 16 per cent, the proportion of pupils with special educational needs is below the national average. The proportion with statements of special educational needs (3.7 per cent) is well above. Needs identified range from speech and communication problems, emotional and behavioural difficulties, visual impairment and specific medical needs.

The school won a 'Healthy Schools' award in 2002. It is participating in 'Excellence in Cities', 'Leadership Development Strategy in Primary Schools' and 'New Deal for Communities' initiatives. This last includes a Behaviour Improvement Programme and developing closer partnerships between home and school. It is embarking on the validation process for Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21261	Pauline Silcock	Lead inspector	Mathematics, art and design, history, English as an additional language
14756	John Lovell	Lay inspector	
8696	Abul Maula	Team inspector	English, information and communication technology, citizenship, physical education
1395	Pauline Hoey	Team inspector	The Foundation Stage, design and technology, geography, religious education
32376	Geoffrey Mussard	Team inspector	Science, music, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Given the challenges faced by the school and the way it meets them, it is a **good** school. The very good leadership of the headteacher creates high staff morale. There is a very good ethos for learning. Pupils achieve well because they are generally well taught. The local community is a rich resource for extending learning in and out of classrooms. The school gives **sound** value for money.

The school's main strengths and weaknesses are:

- The headteacher aims high in seeking to improve the school and raise standards.
- Pupils have positive attitudes and achieve well because much teaching is good.
- Further improvements in teaching are needed to bring all in line with the best practice.
- Standards are in need of further improvement, especially in writing.
- Inclusiveness for all is a very strong feature of school life and underpins its welcoming ethos.
- Pupils with special educational needs and those learning English as an additional language¹ make good progress because they are really well catered for.
- All pupils in Years 4 and 5 learn the violin or cello and reach very high standards in music.
- Children in Nursery and Reception classes need better access to outdoor play.
- Very good partnerships with parents and the local community make significant contributions to the quality of pupils' learning.
- The way time is allocated to subjects such as art and design affects standards in Years 1 to 6.
- Some co-ordinators do not, yet, monitor teaching and learning.

The school has made **satisfactory improvement** since its last inspection in 1999. Difficulties following this inspection hampered its efforts. Nevertheless, provision for science and information and communication technology has greatly improved. The senior management team is now strong and plays an active part in important decisions. The school knows it still has to review time given to some subjects, to raise standards and ensure that all subjects are properly led and managed.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low. Similar schools are those in the same band free school meal eligibility.*

Pupils' **achievement** is **good**. **Standards** reached by 11 are **well below** those expected in statutory tests in mathematics and **very low** in English and science, being in the bottom five per cent of all schools (as seen in the table above). Nevertheless, they are rising over time.

Most children in Nursery and Reception classes are set to reach Early Learning Goals in personal, social and emotional development and in physical development by the end of Reception. But, as most children's attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is very low when they start school, they are judged unlikely to reach the Early Learning Goals in these areas.

¹ It is recognised that pupils with English as an additional language may be proficient in languages other than English, including having literacy skills in their other language/s. For ease, the term 'bilingual' will sometimes be used.

Standards in Year 2 in speaking, listening, reading and mathematics are broadly average at this early point in the school year. Standards in writing are below expectation and in science. Pupils make good gains when they remain in school from the Foundation Stage to Year 6, whatever their ability, ethnicity or English language competence on entry. Consequently, by Year 6, able pupils and those of average ability do well - at least in line with the national average - in English, mathematics and science. Across the school, the high number of bilingual pupils and those with special educational needs affects standards overall, especially in writing. The movement of pupils leaving and joining the school during a school year clearly affects standards at age 11. Girls do better than boys in national tests in English at age 11. Inspectors nonetheless found no significant difference in the performance of girls and boys. Standards in music in Years 4 and 5 are very high because of specialist teaching and the way this enthuses pupils.

Pupils' **personal development** is **good**. It is supported well by the **good** provision made for their spiritual, moral, social and cultural development. Pupils have a **good** capacity to take on responsibilities and care for one another. They are usually well-behaved and have a positive attitude to learning. They arrive promptly, though **attendance** is **unsatisfactory** in spite of the school's best efforts.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall and improving, owed to the **good teaching** and the way pupils are cared for and supported. This is a very inclusive school. The school's partnership with parents and its local community adds much to school life. So, too, does its specialist teaching in music, drama, dance and art and design. Real strengths in teaching are seen in specialisms linked to provision for pupils with English as an additional language. Children in Nursery and Reception classes are well provided for but the scope and range of outdoor activities are limited compared to provision seen across all areas of learning in classrooms. The way time is allocated to subjects such as art and design in Years 1 to 6 has a 'knock on' effect on pupils' skills, knowledge and understanding over time. The curriculum is enriched by visits to places of interest and club activities. Visitors also come in to assembly and lessons (for instance, to extend learning in relation to Black History Month).

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good**. Its management and governance are **sound**. The headteacher is a very good leader with a clear vision of the school's aims. She is well supported by a strong senior management team and all other staff. Governors have worked hard to get to grips with their roles and responsibilities. They are committed to school improvement and raising standards. The school benefits greatly from funding through the New Deal for Communities initiative.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views. They see the school as helping their children learn in ways that interest them, helping them get along with one another harmoniously. Pupils are usually happy at school. They enjoy their work and feel valued.

IMPROVEMENTS NEEDED

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

- raise standards in subjects across the curriculum, especially in writing;
- improve teaching to bring *all* in line with best practice;
- improve access to and provision for outside play for children in Nursery and Reception classes;
- review time given to non-core subjects such as art and design, geography and physical education;
- make sure *all* those with management responsibilities fulfil these; and

- further improve attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Results in statutory tests at ages seven and 11 are **well below** standards expected. Trends over time are **below** the national trend. Pupils achieve well relative to their capabilities as they move from the Foundation Stage to Key Stage 2. They make **good** progress in learning, including those pupils for whom English is an additional language and those identified as having special educational needs. A significant number of pupils leave or join classes across the school during each school year and this impacts adversely on standards overall - a trend that has grown markedly since the last inspection.

Main strengths and weaknesses

- Standards reached by seven and 11-year-olds in statutory tests in the core subjects of English, mathematics and science are rising.
- Pupils who started school in the Foundation Stage do well relative to their capabilities by Year 6. Most reach at least expected standards in statutory tests, with more able pupils doing better.
- Children in the Foundation Stage make particularly good strides in personal, social and emotional development.
- Pupils in Years 4 and 5 reach very high standards in music because of specialist teaching.
- Pupils with English as an additional language make good progress in learning English language skills because of thorough assessment and monitoring systems.
- Assessment information in core subjects in Years 1 to 6 is analysed and used to target additional support.
- Systematic assessment, linking learning to expected standards in non-core subjects is underdeveloped.

Commentary

1. Personal, social and emotional development is sharply focused when children start school in Nursery and Reception classes. Consequently, children do well and most should achieve the Early Learning Goals by the end of the Foundation Stage. Very good induction procedures and the sensitive way adults organise activities, help ensure that those with English language learning needs are well supported. They make good progress with necessary English language skills. Children giving rise to concern are picked out early and appropriate additional support is given. All do well relative to their capabilities, although a limited vocabulary and experience of the world beyond home and school hamper progress. This is especially the case in communication, language and literacy and mathematical development but is also true for aspects of knowledge and understanding of the world and creative development. As a result, most children are judged unlikely to reach the Early Learning Goals in these areas. Children build on good physical skills on entry to Nursery and are set to achieve the goals for physical development by the end of the Reception Year.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	12.7 (11.8)	15.8 (15.7)
writing	11.6 (9.9)	14.4 (14.3)
mathematics	15.1 (14.2)	16.5 (16.2)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

2. As seen in the table, standards in reading, writing and mathematics at seven have risen over a two-year period although they remain well below those of pupils in all other schools, especially in reading where results are in the lowest five per cent of schools. Teachers assessed pupils as reaching well below average standards in science. Pupils' poor test performance (particularly in reading and writing) reflects the high number who only reached the lower range of the expected Level 2 or below. When results are compared to similar schools', pupils were broadly in line with their peers in reading, mathematics and science and below in writing. Early indications for the latest results (2003) show good improvements in mathematics and, especially, in reading and writing, where success in the higher range of Levels 2 and 3 is significantly better than previously. National figures for 2003 are not yet available so comparisons cannot be made.
3. Inspection evidence suggests that standards in speaking, listening and reading are much as expected at this early point in the school year. Standards in writing are below expectation, and clearly affected by the significant number of pupils with still developing English language and the fact that some with learning needs find writing hard. Both these groups benefit from support with literacy. They progress and achieve in line with their capabilities. In mathematics, pupils reach broadly average standards in number and in the two-dimensional shape work covered since the start of the school year. In science, there is little evidence of achievement at the expected Level 2 to date, other than in work relating to the properties of materials.
4. Results over time show girls better than boys in reading and writing, in line with national trends. Against the national trend (where boys and girls perform equally well), boys did better than girls in mathematics. Inspection findings revealed no significant differences in the performance of boys and girls in English, mathematics or science.

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

Standards in:	School results	National results
English	23.3 (21.0)	27.0 (27.0)
mathematics	24.7 (20.4)	26.7 (26.6)
science	24.9 (23.1)	28.3 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

5. The table shows 11-year-olds made good gains in learning over a two-year period in all three tests, but especially in mathematics. Nevertheless, results remain well below the national average in mathematics and fall in the lowest five per cent of schools in English and science. When results are compared to similar schools² they were below those in English, broadly in line with results in mathematics and well below in science. As with their younger peers, poor results are owed to the high number of pupils reaching below expected levels, most obviously in English where more than half the cohort taking the test in 2002 did not fulfil expectations. The 2003 results indicate some gains at the expected Level 4 or above in English, although fewer pupils reached the higher Level 5 than before. Results in mathematics and science have dipped below the expected levels reached before, although achievement at Level 5 in science shows significant improvement.
6. This varied picture is undoubtedly influenced by significant changes in the make up of Year 6 during Key Stage 2 (that is, since statutory tests at seven). For example, of the current Year 6 class, 25 per cent arrived during the last school year (2002-03). A slightly lower proportion left and others have joined since the start of the current school year. This pattern has developed over recent years and is a growing trend. A significant number of pupils coming in to school at this late stage have no English language or are at a relatively early stage in its

² Comparisons are linked to free school meals criteria because of the high mobility of pupils resulting in the school not having information about prior attainment at Key Stage 1 for a significant number.

development. Some have refugee status and may have no previous experience of schooling as well as having suffered traumas. Yet others have significant learning needs and are on the Code of Practice register of special needs. These factors clearly have an adverse impact on test results.

7. Over time, girls do better than boys in tests in all three subjects at 11 but especially in English. Inspectors find no significant differences between boys' and girls' performance in these subjects. The school is developing strategies such as separate gender groups for booster classes in English and mathematics, which teachers say already show positive results in terms of motivating pupils and affecting learning outcomes. To date, no firm data are available to confirm this view.
8. Pupils make good gains when they remain in school from the Foundation Stage to Year 6, whatever their ability, ethnicity or English language competence on entry. Inspection findings reveal that able pupils and those of average ability do broadly as expected in English, mathematics and science at 11 at this point in the school year. They should reach at least expected standards, with the more able doing better. Less able pupils, including those with special educational needs and a statement of special educational need succeed in line with their prior attainment. As outlined above, the high number of pupils in these groups, together with those having poor English, affects standards overall. They are below average in all three subjects.
9. Pupils apply their speaking, listening and reading skills well to subjects across the curriculum, effectively supported by adults. Most find it much harder to write, even with support, so that there is frequently little evidence of written work other than for literacy purposes. Evidence shows they apply mathematics appropriately to other subjects (such as measuring for science and design and technology). They use computers for different kinds of graphs.
10. Standards in information and communication technology are average for seven-year-olds as at the last inspection but improved provision is leading to better standards in classes from Years 3 to 6. While there was insufficient evidence to make a firm judgement on standards by age 11, evidence in other year groups suggests pupils should reach expected standards by then. Increasingly, pupils are beginning to apply their skills to other subjects, as seen in images produced for art and design in Year 2.
11. There was insufficient evidence to make judgements about geography and design and technology because of timetabling arrangements. There was also insufficient evidence to make a judgement about standards at age 11 in music but standards in Years 4 and 5 are very high, because of specialist teaching (the Strings Scheme) whereby all in these classes learn the violin or cello. As noted, pupils' poorly developed writing skills affect standards in subjects across the curriculum. For example, although pupils in Year 6 had good knowledge and understanding in their recall of facts about the religions studied for religious education, there was little evidence of such good learning in written work. Similarly, these pupils talk in detail about their history studies since Year 1 and know the importance of primary and secondary sources for researching a topic. Yet the small amount of written work and difficulties many have with this show standards below those expected. Most pupils have little swimming before starting lessons in Year 6. A third managed to swim at least the required length last year.
12. The new profiling system for children in the Foundation Stage has only recently been introduced in schools across the local education authority and the school cannot judge children's standards accurately yet.
13. The school has very good quality information from the local education authority about statutory test results at ages seven and 11. Together with information from optional tests in Years 3, 4 and 5 it uses this well to look at how individuals and groups perform and where

additional support needs targeting. Where progress is limited or even where pupils seem to have gone backward, the school pays special attention to possible reasons for this, adjusting teaching accordingly. It sets ambitious targets for English and mathematics but these are believed realistic in light of the very good ‘tracking’ of individuals’ progress over time. Nevertheless, targets for mathematics were not met last year, much to the school’s disappointment.

14. The picture with regard to standards is similar to that given in the previous inspection report.

Pupils’ attitudes, values and other personal qualities

Pupils’ punctuality at the start of the school day, attitudes to school and their behaviour in and out of classrooms are **good**. Pupils also gain a **good** capacity to take on responsibilities and care for one another. Provision for pupils’ spiritual, moral, social and cultural development is **good**. Attendance is **unsatisfactory**. This picture is similar to that given at the last inspection except that attendance is not as good now as it was then. The incidence of pupil mobility has risen markedly in the intervening period.

Main strengths and weaknesses

- The school places a very high value on properly including all pupils in its activities. Pupils learn to respect one another and work together harmoniously.
- Diversity is celebrated.
- The headteacher sets the tone for the school’s clear, high expectations of pupils’ behaviour and personal relationships. Along with other staff, she provides a very good role model.
- Bullying and harassment are not tolerated. Pupils learn ‘right’ from ‘wrong’ to very good effect.
- In all classes, from the Nursery upwards, pupils new to the school settle well and quickly learn daily routines because staff care for and attend to their well-being.
- Children’s ability to make choices and take responsibility for their own learning is fostered productively in Nursery and Reception classes, giving a secure foundation to later learning.
- Pupils have good opportunities to take responsibility for jobs that help the school run smoothly.
- Provision for pupils’ spiritual awareness is underdeveloped.
- While attendance remains unsatisfactory it has improved since the last reporting year. The school’s efforts in this regard have won the very good support of most parents.
- Good procedures for checking absence are not followed with sufficient rigour.

Commentary

15. Strengths are evident in this aspect of school life. The school successfully instils in pupils a desire to learn. Children in Nursery and Reception classes come to school eagerly and soon settle at a chosen activity to start the day. In most lessons pupils are alert and a pleasant working buzz is heard as they engage in activities often well aimed at encouraging them to work together and share ideas. In mathematics, ‘talk partners’ work together on ‘mental maths’ problems, helping those learning English as an additional language to practise key vocabulary. Just occasionally, the poor behaviour of a few disrupts work (as seen, for example, in Year 6). These few pupils are well aware of the impact their actions have on others but cannot always stem an impulse to seek distractions, ignoring a teacher’s efforts. In assembly, behaviour is often exemplary. In Years 3 to 6, pupils listened attentively to a visitor talking about a famous black engineer in connection with Black History Month. They also enjoyed joining in a “rap” praising their positive personal qualities.
16. At lunchtime, pupils sit together sociably in the dining hall and happily chat to adults. They know routines and take responsibility for putting things away when they have finished eating. Pupils across Years 1 to 6 enjoy being together in the playground during break times. Older pupils often help younger ones. Girls and boys mix freely and make good use of small apparatus and markings on the playground surface. Pupils understand how the space is

organised and know, for example, when a year group can use the climbing apparatus or enclosed spaces for football and netball games. They are enthusiastic about the range of play opportunities provided and make very good use of them. Many hugely enjoy joining in a game with the play leader who is present during lunchtime play. They like the way he joins in with them, benefiting from his friendly management with regard to rules and turn-taking. Pupils are routinely polite when engaging with adults in the playground but their liking and respect for the play leader is quite visible, reciprocating the liking and respect he has for them.

17. Pupils know they must report any instances of bullying, recognising clearly what these include and the sequence of actions such reporting entails. The school excludes pupils for a period of time reluctantly, only when all other measures have failed and this appears the only option.
18. Emphasis on making sure all pupils are included in the full range of activities on offer permeates school life. All activities must reflect pupils' level of understanding of the world so that what they bring in to school is seen as of value to everyone. For this reason, bilingual pupils' language skills are viewed as an asset and a learning resource for others; so pupils learn to count to 20 or beyond in many languages; they learn different forms of greeting for morning register. Similarly, different faiths and cultural traditions are exploited to enable pupils with the relevant expertise to act as tutor to their peers. For example, in religious education lessons, pupils of different faiths compare experiences so that each recognises similarities and differences in their beliefs and forms of worship. Care taken in planning such work and adults' sensitivities and respect for pupils' contributions give powerful messages to listeners. They have a very real impact on the ethos for learning in classrooms and in the wider school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	3.1
National data	0.5

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

19. Although procedures for monitoring absence and punctuality are good they are not always followed. A new computer system (installed since the end of the inspection) will help speed matters up so procedures can be followed more rigorously. The Breakfast Club helps to support the better attendance and punctuality of some pupils.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	13	0	0
White – Irish	3	0	0
White – any other White background	25	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	6	0	0
Black or Black British – Caribbean	42	1	0
Black or Black British – African	55	1	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	60	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall and improving. This is owed to good quality teaching across the school and the way pupils are cared for and supported. It is also owed to good provision for extending the curriculum, through visits to places of interest and through visitors to school.

Teaching and learning

Throughout the school, teaching is usually **good**. Learning is **satisfactory** overall and **good** in almost half the lessons. A notable feature in classes from Years 1 to 6 is the very good and excellent teaching by visiting specialists and those with specialist skills on the school staff, which result in very good or better learning. This marks an improvement since the previous inspection, although useful comparisons are difficult to make because few teachers remain from that time. The assessment of pupils is **good**, though there are areas where improvement is still needed.

Main strengths and weaknesses

- Teachers in the Foundation Stage have a very good understanding of how young children learn. They have a good grasp of requirements for planning across all areas, although planning for outdoor play is limited.
- Teachers promote equality of opportunity for all pupils to very good effect through their planning for different learning needs.
- Visiting specialists for music and drama stimulate pupils with their enjoyment of their subjects, so pupils enthusiastically work hard at sharpening their skills.
- A senior manager with specialist skills in working with bilingual pupils used a literacy lesson as an excellent exemplar of how to involve all pupils. Pupils got a real 'buzz' out of learning.

- The good partnerships between teachers, nursery officers or classroom assistants provide positive role models and underpin the very good ethos of the school.
- In a few lessons judged unsatisfactory, teachers do not manage some pupils' behaviour consistently enough, affecting teaching and learning outcomes adversely.
- Good quality assessment information in the core subjects (especially English and mathematics) means teachers in Years 1 to 6 can match planning to pupils' needs to good effect. Because such information is not available in other subjects, planning is less focused.
- Teachers' assessment of children's learning for planning the 'next step' in the Foundation Stage is very good. However, systems lack coherence so teachers do not have a clear enough picture of progress over time.

Commentary

20. The table below shows the quality of teaching across the school. There are strengths in the Foundation Stage, where most teaching is good and none is less than satisfactory. In Years 1 and 2, all teaching was at least satisfactory and more than half was good or better. In Years 3 to 6, almost two thirds of lessons were of this kind. While the better teaching was often owed to specialist input, a significant amount of good or very good teaching was also seen in Years 3 and 4. It happens that relatively inexperienced new teachers are currently in Years 5 and 6 and they are still getting to grips with their classes. In a very small number of lessons, these teachers had difficulties managing the challenging behaviour of a few pupils.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	3 (6%)	23 (49%)	16 (34%)	3 (6%)	0 (0%)	0 (0%)

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.

21. Almost all parents expressed satisfaction with teaching. A concern about what some see as high teacher mobility and the impact this has on learning was raised at the pre-inspection meeting. The school points out that staffing was stable for several years until quite recently, when a number of teachers moved to other posts or left the profession. Most pupils are positive about their teachers, making very good relationships with adults who work with them. This affects their enthusiasm for learning and the way they talk about what they do.
22. Teachers have secure subject knowledge in the main. As well as the specialist knowledge noted above, particular strengths in teaching are linked to English, mathematics and science. Teachers plan carefully for all lessons. They make good use of resources. Most classrooms are well-organised, stimulating and attractive learning environments. In the better lessons, teachers set a good pace and keep pupils' interest through a range of activities well matched to their abilities, involving a lot of pupil participation. In these lessons, questions are aimed well at probing pupils' thinking, stimulating them to take risks and explore ideas. Where teaching is only satisfactory, there is a tendency for questions to be of the 'guess what's in my head?' kind so that pupils' responses become random as they seek the 'correct' answer. A loss of pace also occurs at times, either because of the inappropriate behaviour of a few (noted above) or because teachers spend too much time talking before organising practical work (as seen, for example, in a Year 6 history lesson).

Example of outstanding practice

Part of an excellent Year 5 literacy lesson led by the co-ordinator for minority ethnic achievement was aimed at helping pupils to continue and develop the next scene in a text from “Friends and Foe” by Michael Morpurgo. The lesson was also a vehicle for showing a new class teacher the inclusive practices promoted by the school. A recently arrived French speaker from an African country is a member of the class. Pupils sat on the carpet with their ‘talk partners’.

Pictures illustrating key events in the story or accompanying sentences in either English or French were handed out. Attention levels were high as pupils studied their card and discussed it with their ‘talk partner’. The teacher worked with pupils close to her during each ‘talk time’, making sure the new pupil co-operated with her partner and understood events. She placed larger copies of a picture or sentence on her flip chart asking who had the matching half, using English and French equally. Questions and phrases were helpfully repetitive in structure and key words re-occurred. The teacher enunciated words clearly, using facial and body language to illustrate particular words or emotions. A classroom assistant for bilingual learners monitored the understanding of those nearby who are a focus for her support, making sure they took a full part. All pupils concentrated incredibly hard at the task. Before long, one or two tentatively offered their French phrase as they realised some words followed the pattern of those spoken and already seen on the board. Their pleasure as the teacher nodded, saying “Good, you are learning the French” was immediate. At all points, the teacher made sure the new pupil understood what was happening and questioned her as appropriate. The teacher was equally meticulous in monitoring responses from the rest of the class to judge where repetition or more explanation was needed. Throughout, the learning intention remained in sharp focus as the story structure was explored and pupils expanded on what was happening in the pictures and what might happen next in preparation for a writing task.

The partnership of the adults together with shared humour and respect for pupils were strong features of this lesson.

23. Teachers and classroom assistants often work well together with well-defined roles and areas of work set out for a lesson. This is notable in the Foundation Stage where nursery officers and teachers share the evaluation of outcomes and plan future learning together to very good effect. Nursery Officers and classroom assistants with specialist skills working with older pupils enhance pupils’ learning especially well (as in the Year 5 literacy lesson). A delightful quiet time in the Nursery was seen when a nursery officer shared a book with a group of children. They concentrated hard on listening to the story and enjoyed looking at the pictures and talking about these, guided sensitively by the adult.
24. A strength of assessment in the Foundation Stage is the way staff members observe what children do and plan important steps in children’s learning. These become part of a child’s portfolio, suggesting the next steps children should take. Samples of children’s work are kept, although this good practice is rather inconsistent. Some samples are not dated or annotated, so it is hard to judge progress over time. In Years 1 to 6 strengths lie in teachers’ planning for different learning needs in light of detailed assessment information in English and mathematics especially but also in science. In other subjects, tasks set are generally more broadly based encompassing pupils of all abilities. This works well when adult support is to hand for individuals or groups benefiting from additional help. When this is not available some pupils can lose sight of what they have to do. This was seen in a Year 2 history lesson when all talked confidently about conditions for poor people in the 19th century but a number faltered because they found it hard to list these. In many lessons, teachers intervene effectively as they monitor around the classroom and see where an important teaching point needs revisiting or a pupil’s work can be used to show others what has worked.
25. Provision for homework is satisfactory. Reading is suitably emphasised, especially where pupils are still developing necessary skills as in Years 1 and 2 and where basic English language is still being acquired. Homework for older pupils extends to mathematics and to other subjects where this is believed likely to help with classroom studies.

The curriculum

Curricular provision is **satisfactory** overall. It includes all areas of learning for children in the Foundation Stage, subjects of the National Curriculum and religious education for pupils in Years 1 to 6 and a daily act of collective worship. Statutory requirements are now fully met, an improvement since the last inspection. There is **good** provision for enriching the curriculum in the classroom and outside lessons. Accommodation and resources for learning are **good** overall although provision for outdoor play and access to this for children in the Foundation Stage is **unsatisfactory**.

Main strengths and weaknesses

- National Strategies for Literacy and Numeracy are in place and well planned.
- A high profile is given to science and all elements are now incorporated in planning.
- Rapid improvement is evident in information and communication technology which continues to be an area for development.
- There is a very good music curriculum.
- Specialist input catches pupils' imagination in drama, storytelling, music, dance and sports.
- Very good provision for pupils with special educational needs and those having English as an additional language ensures these pupils fully access all activities.
- In line with the latest guidance, elements for each subject are planned across the school year. However, given pupils' underdeveloped skills in non-core subjects such as art and design, design and technology and geography, it is not clear how well these elements are covered.
- Whilst provision for including *all* pupils in planned activities is generally of a high order, some pupils in Years 2 to 6 still miss ongoing classroom work because of other activities.
- Provision for outdoor play in the Foundation Stage is limited. Planning does not sufficiently stress the links made across all areas of learning and with indoor activities.
- Poor access to outdoor play and insufficiently stimulating resources for children in the Foundation Stage are factors hindering quality of provision.

Commentary

26. The school is determined to be an inclusive school. Its activities in and out of the classroom aim well at encompassing all pupils, regardless of their gender, ability or background in interesting ways, making them want to participate. At times, though, pupils' learning is disrupted in ongoing lessons because they leave classrooms for other sessions. For example, some pupils get extra learning support linked to literacy or take part in activities related to their role as 'Buddies' at break times. The worth of such activities is not in question but the effect of their leaving a classroom for a significant part of a lesson is of concern.
27. Most issues for action left over from the previous inspection have been dealt with. Curriculum planning is guided by government recommended schemes in the Foundation Stage and in Key Stages 1 and 2. Planning for outdoors for children in Nursery and Reception classes, however, is limited. Restricted opportunities for outdoor play are of special concern for children in the Reception class and poor access to outside areas as well as an unsatisfactory range of resources exacerbates the problem. Curricular 'maps' for non-core subjects in the key stages (such as history and geography) now show how each element is planned across the school year. Problems linked to allocated time for these subjects, though, have yet to be resolved, so it remains unclear how well pupils build on important skills, knowledge and understanding systematically. All classes are now time-tabled to use the information and communication technology suite. Good links with an outside agency mean that pupils in Years 5 and 6 have access to those elements of the information and communication technology curriculum not yet covered in school. Emphasis still given to literacy and numeracy activities is aimed well at raising standards. For example, after school booster classes in mathematics and literacy will be extended following the half-term break. 'Springboard Mathematics' sessions for those pupils in Years 3 to 6 expected to

benefit from additional support are also set to start then. The school is aware of the need to organise such sessions carefully in light of concerns outlined about pupils missing ongoing classroom work.

28. A good range of initiatives enriches the curriculum. These include: an effective drama and storytelling project, currently involving pupils in Key Stage 1 specialist music tuition, visitors to extend planned activities for Black History month and visiting artists in connection with art and design studies. Innovative approaches to developing pupils' musical abilities in Years 4 and 5, through the Strings Scheme, are highly successful. All pupils in these classes can learn the violin or cello through a 'fun' approach, enabling everyone to succeed in an obviously highly motivating and rewarding way. Older pupils take part in a football-coaching programme nurturing their social as well as games skills. There are good opportunities for both boys and girls to learn teamwork in games lessons and clubs and (not least) through the lunchtime work of the play leader.
29. Very good provision for pupils with special educational needs and those with English as an additional language means these pupils learn successfully alongside their peers. Classroom assistants are well informed about pupils' learning needs. They work closely with class teachers to gear planning to these. Frequently, support is targeted well on literacy and numeracy but pupils may also benefit from support in other subjects.
30. Staff at all levels reflect the diversity of the school and wider community and this is a considerable strength in the role models presented to pupils. There are sufficient teachers to meet curricular demands with a good level of support staff, although specialist support for pupils with English as an additional language is limited given the substantial number of pupils involved. The school has suffered a good measure of turbulence in staffing recently but steps taken to address this augur well for the future. As well as visiting teachers with specialist skills, well-qualified members of the school staff offer their areas of expertise (for example, co-ordinators for special educational needs and English as an additional language). Classroom assistants are well qualified, indicating another strength in provision for pupils learning English as an additional language.
31. Accommodation is in two buildings with the Foundation Stage occupying one. In the main, classrooms are mostly very well organised, with stimulating displays of work and learning resources within easy reach. The school benefits from specialist rooms for information and communication technology and music and an attractive library. The buildings are kept to a high state of cleanliness, helping make visitors feel welcome. This is particularly commendable given the difficulties inherent in the design and age of the buildings and the size of the site. The playground for Years 1 to 6 has well-defined play areas for many activities and pupils take full advantage of these. Plans are being pursued to improve the state of the 'wild' area so that it can come back into full use. Resources for learning are satisfactory overall and are good in the core subjects and information and communication technology. There were some good quality resources for drawing seen in art and design lessons, too.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. The advice and support given to pupils and the monitoring activities undertaken for this purpose are **very good**.

Main strengths and weaknesses

- Pupils' introduction to school life from the Nursery upward is a very good feature.
- Pupils make very good relationships with adults working with them based on mutual trust. Pupils know they will be listened to when they need help or advice.
- Pupils' academic and personal development is monitored systematically to very good effect in ways that help frame decisions about how best to meet their needs.

- Specialist staff enhances provision in this aspect very well.
- Staff training to improve behaviour management skills has helped the school ensure the care and welfare of pupils.
- Staff members know pupils really well as individuals and are concerned for their welfare, health and safety. However, adults overseeing playground activities, especially in the outdoor play area for the youngest children do not always watch 'blind' spots well enough during lunchtime breaks.

Commentary

32. A very good programme is carefully structured to make sure pupils transfer as smoothly as possible into school life whether they start in the Nursery or much later during Key Stage 2. Information gathered before they start school and on entry lays a foundation for record keeping and for monitoring pupils' personal, social, emotional and academic development – strong features of this aspect of the school's work. Such procedures are used extremely well to make decisions about how best to support pupils' learning. Strengths are seen in support given to pupils with English as an additional language. The school also knows the likely trauma experienced by families who have refugee or asylum seeker status and is especially geared to helping support pupils from these families. The early identification of pupils experiencing difficulties in learning is yet another strength. Known procedures are aimed well at identifying the nature of a pupil's problem and making sure that appropriate support is given. Child protection procedures are securely in place in line with locally agreed arrangements.
33. Pupils have very good opportunities to work with different adults in ways helping them form varying relationships. For example, as well as their class teacher, pupils may work with a specialist teacher or classroom assistant helping them learn English or making sure they meet behavioural targets set. They may engage in games with the play leader at lunchtime or attend a lesson for steel pans given by a visiting specialist. Indeed, the school day gets off to a good start for the 20 or so pupils who come regularly to the Breakfast Club. All adults know it is important to hear pupils' views with courtesy and such attention is seen regularly in and out of classrooms. The school structures its work effectively to allow staff members to support one another. For example, a senior manager responsible for co-ordinating minority ethnic achievement work played a seminal role in the induction procedures outlined above and works closely with the co-ordinator for home/school links. The latter also works closely with a visiting teacher who oversees the peer mediation programme mentioned earlier.
34. A Behaviour Improvement Programme has involved all staff members in developing their behaviour management strategies so that there is better consistency in supporting and managing pupils with behavioural difficulties across classes. Peer mediation is seen as an important part of this programme.
35. While attention paid to the health and safety of pupils is usually at least good, there are times when supervision in playgrounds means pupils are not monitored to best effect (for example during lunchtime in the playground for children in Nursery and Reception classes). Some disappeared round corners and could not be seen by supervisors clustered together.

Partnership with parents, other schools and the community

The school has **very good** links with its parents and the local community. Its programme of services and support for parents through home/school work is of **high** quality. Links with other schools and educational institutions are **satisfactory**. Judgements about the quality of provision were not made in the previous inspection report although from the picture given, it appears there has been much improvement since then.

Main strengths and weaknesses

- The school's commitment to involving parents and carers in its work to raise standards is very evident.
- The home/school links co-ordinator works indefatigably to reach out to parents and carers, finding ways of supporting them and drawing them into the daily life of the school.
- The school's work with families directly affects children's learning, fostering positive attitudes in the children towards coming to school.
- Very good procedures ensure parents know how to raise any concerns they have. Concerns are listened to and dealt with promptly, with parents kept informed of what is done.
- Links with the local community enrich school life, furthering pupils' educational opportunities.
- While links with other schools and educational institutions are satisfactory the school values these and is developing them further.
- Annual reports on pupils' progress are inconsistent across classes. They do not always include targets setting out the next step in learning.

Commentary

36. This is an area of considerable strength. The school sees parents' and carers' involvement in their children's schooling as vital to its success. This is why the headteacher sought funding for a post holder to forge better home/school links. She did this soon after taking up her role as acting headteacher. The home/school links co-ordinator has built up a framework for action that keeps educational goals firmly at its centre. It has notably benefited school life.
37. A very good programme introduces new parents to school routines, expectations and ways of working and why the school needs as much information as possible from them about their child (such as competencies in home languages and English, ethnicity, cultural practices and dietary requirements). A parent at the pre-inspection meeting said she was really pleased with being asked about such matters because that signalled how the school would affirm her child's mixed heritage and accept diversity as an asset. This aspect of provision for parents of children in Nursery and Reception classes is a notable strength of work in the Foundation Stage. Parents and carers of these youngest children form good relationships with staff, thereby being encouraged to become more involved in their children's learning at this early stage. They soon take advantage of the opportunity to borrow items from the school's toy library, which are of good quality and well maintained.
38. Parents get good information about the school and about their child's learning. Some of this is translated into the main community languages. More commonly, good efforts are made to meet with parents and pass on needed information through an interpreter. For example, parents are involved in a review about provision for special educational needs. Notice boards give prominence to what is being taught in classes. Also, the home/school links co-ordinator is crucial in helping the Turkish and Kurdish communities understand the Foundation Stage curriculum for learning. Some parents expressed concern at the parents' meeting and in questionnaire responses about the information the school gives and the ease with which they can see teachers to talk about their children's progress. With the exception of the annual reports on children's progress inspectors do not agree that parents have insufficient information about school matters, a view confirmed by most questionnaire responses. Neither do inspectors agree that it is difficult to meet with teachers. Staff are on duty at the start of the day, greeting parents and children as they arrive. All teachers are easily met up with at the end of the day when parents flood in to the building to collect their children. The atmosphere greeting them is welcoming and jolly. It is true that some working parents are not able to come at this time but other arrangements to see teachers can be made. The school has an 'open door' policy. The headteacher is often around when parents are coming and going and knows them well as individuals. There are formal meetings during the school year when parents and teachers meet to talk about children's progress.

39. The school taps in to what the local community has to offer to very good effect; for example, storytellers, drama specialists, artists, musicians, members of a local church and other visitors who come to talk in assemblies with expertise and talents to offer. Outside agencies based locally also fund school initiatives (such as having a play leader at lunchtimes and the environmental officer mentioned below).
40. The work of the home/school links co-ordinator is a real strength. She brings determination and energy to her work in ways beneficial to the families she supports as well as to the life of the school. As a former reception teacher in the school, she knows the local community well and had already made close partnerships with parents of the children she taught, building on this foundation. As a bilingual person, with language skills matched to one of the main communities the school serves, she is also in a strong position to know the difficulties faced by parents who cannot communicate easily through English. While she works successfully to draw in parents from all the groups represented in school, her language skills means she is well placed to support these minority ethnic families through a special focus.
41. The co-ordinator gets valued support from senior managers. A recently instigated 'Dad's Club' is already helping those attending to understand classroom processes better and support their children better at home. Dads can build up a portfolio showing the work covered in the planned programme as part of a vocational qualification taken at the Open Learning College of further education. Although only a few attended the session seen, others come when they can and the aim is to progress from small beginnings. Through working with their children (all from Year 1) on mathematical games (the focus for the week), parents learned how to support developments in mathematical understanding. Dads took away practical ideas for playing games at home and, as they passed the headteacher on leaving, they beamed enthusiastically, saying how much they had enjoyed themselves and that they would certainly be coming again.
42. In fact, the home/school co-ordinator organises an extensive programme of activities as a means of "catching different interests and involving as many parents as possible". Through regular meetings and informal contacts, she canvasses what parents would like. She then identifies people to lead sessions (such as English language and information and communication technology classes) and organises suitable times. A good example of how parents are helped to support the school in ways interesting to them was seen when about eight mothers worked with an officer from a local environmental project one morning. They planted up tubs and boxes to enliven the appearance of the playground for children in Nursery and Reception classes, a job they do at intervals throughout the school year. This group is set to work on the school's wild area under the environmental officer's direction when funding for the project is finalised. At the parents' meeting prior to inspection, a parent volunteered that her child always keeps her informed about such matters and expresses pleasure in seeing the results.
43. The home/school co-ordinator keeps meticulous records. She 'tracks' which parents attend the various activities on offer and which parents take little or no interest. She then targets the latter for attention, perhaps extending her contacts to regular home visits. Sometimes, support given to parents seems only indirectly linked to children's learning, but it is vital to families with particular needs. For example, the co-ordinator helps such families with filling out forms in English and making sure they get support they are entitled to from relevant outside agencies. Such needs occasionally surface when talking to a child in school and realising that problems with classroom learning are rooted in family difficulties. There is understandable anxiety in the school about the long-term future of the co-ordinator's work because of the nature of its funding. Currently, it is set to continue for a further six months.
44. In addition to forging links with further education colleges through its home/school initiatives, the school, together with other local schools, has recently begun working with university providers of teacher training. An innovative programme encouraging members of the local community to enter teaching is being developed through this partnership to tackle problems

linked to the recruitment and retention of teachers. Similarly, a partnership with the secondary school receiving most pupils at age 11 (which the school also values) was not seen in action. Plans include a science teacher coming in to work with nursery children and Year 6 pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** with strengths seen in the leadership of the headteacher. Its management and governance are **sound**.

Main strengths and weaknesses

- The headteacher motivates staff very effectively and has established a strong sense of purpose and shared commitment to improving the school and raising standards.
- Senior managers play a full part in identifying strengths and weaknesses, taking subsequent decisions and acting to bring about improvements.
- The importance placed on provision for children in the Foundation Stage, those with special educational needs and those learning English as an additional language is signalled unequivocally by co-ordinators for these aspects of school life, who are senior managers.
- The induction programme for newly qualified teachers and those new to the school is of very good quality.
- Administrative staff provide good support for the school.
- Governors have a strong sense of commitment to the school and the community it serves and fully support all aspects of its work.
- The headteacher bids successfully for additional funding to extend the work of the school but this takes valuable time away from her main responsibilities.
- Governors have a limited grasp of the way pupils' capabilities and learning needs affect teaching and learning practices and standards reached in statutory tests at ages seven and 11.
- The role of subject co-ordinators for non-core subjects (such as art and design, history and religious education) is underdeveloped.

Commentary

45. The headteacher is a very good leader. She has a clear vision of the school's aims based on her commitment to helping pupils reach their highest attainable standards within a context of concern for their welfare and personal development. Key to such vision is her commitment to fundamental principles of equality of opportunity for all, adult and child. Policies and practices linked to inclusion have a high profile, including the policy for race equality. The headteacher has high expectations of *all* members of the school community and the part each plays in its daily life. Her firm and perceptive educational direction for the school turns its broad aims into practical reality. Through her direct management style and a strong senior management team, she has built a firm foundation of continuing development. Since her appointment as acting headteacher three years ago, followed by her substantive appointment a year later, she has set in train real improvements in the school's overall leadership and management. Systems for appraisal and performance management are secure and have contributed positively to school improvement.
46. The quality of teaching and learning in classrooms from the Nursery to Year 6 are monitored regularly by the headteacher together with local education authority officers, focusing especially on English and mathematics in Years 1 to 6. English and science co-ordinators also know what works well and what needs to be done. This is because they have examined pupils' work systematically, observed lessons and set out personal agendas for action aimed at raising standards and the quality of provision in their subjects. The recently appointed mathematics co-ordinator has such work well in hand. While the co-ordinator for the Foundation Stage has previously undertaken all aspects of such monitoring, a change in staff this term has led to these being put on one side. In the main, other co-ordinators are not

involved in observing teaching and learning in their subjects, limiting their ability to detect variations in expectations and standards throughout the school. However, such activities are incorporated into proformas for action planning and school improvement planning continues to highlight this as an area for development.

47. The outcomes of monitoring activities are pursued rigorously to bring about desired improvements. This has been a major factor in lifting the quality of teaching and increasing rates of learning in recent times, especially in the core subjects. The headteacher's determination to improve learning opportunities through the arts is instrumental to developing this aspect of the school's work. Good illustrations are the Strings Scheme in Years 4 and 5 and the use of visiting artists for work in art and design.
48. Senior managers critically examine all assessment information, including statutory test results so that the school has an informed view of standards in the core subjects. Analysis of data is shared with teachers as part of a programme of professional development aimed at raising standards. It has helped highlight areas for further work, such as the need to improve boys' performance in English and mathematics and raise standards of literacy for all pupils across subjects. The headteacher sees the professional development of staff at all levels as basic to raising standards and retaining staff. Teachers and other staff speak highly of the opportunities they have to extend their professional understanding. Frequently, they express this in terms of enhanced job satisfaction. As a further means of tackling staff recruitment and retention, the headteacher promotes the school's partnership with teacher training institutions actively. This is already paying dividends in terms of underpinning support for staff newly appointed to the school. Induction procedures are comprehensive and extremely well organised. New teachers are enthusiastic about the programme and the benefits it brings in terms of being welcomed into the school community and understanding how it works.
49. The leadership and management of special educational needs provision is very good. The co-ordinator brings a well-informed perspective, having a very good overview of the progress pupils make and where adjustments need to be made. She is thorough and focused on making sure pupils are well supported in line with their identified needs in ways recognised by all concerned. The leadership and management of provision for English as an additional language are also very good. Communication with staff and the guidance provided to help them meet their pupils' needs are effective at an individual and whole-school level. Staff are supported by a planned programme of in-service work for staff ensuring a common stance taken on policies and practice.
50. All these processes support the making of priorities for the school improvement plan. This is a useful document, moving the school forward in crystallising its priorities for action. Improvement planning is based on accurate information gained from shared evidence-gathering. Increasingly, parents' and pupils' views are also canvassed and taken into account. School funds are targeted wisely where they are most needed (for instance, buying interesting books to stimulate pupils' involvement in reading). The likely costs of proposed developments are not always stated, leading to a fragmented approach. Co-ordinators do not, yet, manage the budget for their areas of responsibility.
51. There are good relationships between the school and its governing body and a shared sense of purpose. Governors have a clear understanding of and commitment to their roles and work hard to fulfil them. They support the headteacher and her staff and bring a considerable level of expertise to the school. They use sound systems, through their committee structure, to conduct their work. Governors have a good knowledge and understanding of 'where the school is at' through their study of documents, including test and assessment data showing how pupils' progress is 'tracked' as they grow older. They acknowledge they would benefit from more familiarity with classroom practices and the way pupils' learning needs affect these and their learning outcomes.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,082,807	Balance from previous year	-18,204
Total expenditure	1,022,925.66	Balance carried forward to the next	59,881.34
Expenditure per pupil	4,567		

52. The school has efficient financial control. The recommendations of the last auditors' report have been acted upon. The finance officer monitors spending closely and reports monthly to governors, giving them a clear view of the school budget. Governors apply principles of best value to all spending decisions and then monitor the impact of these decisions on financial planning, making sure the school spends its resources wisely. They are fully committed to the substantial additional funding agreed for special educational needs and pupils with English as an additional language (that is, above the grants allocated for these aspects of provision). The school has been successful in getting additional funds to support its priorities and new initiatives (such as extra teaching and support staff for literacy purposes, a play leader for lunchtimes and a co-ordinator for furthering its work with parents). These, and other funding available to the school, are used to very good effect. The school acknowledges that initiatives made possible by New Deal for Communities funding have made a very substantial difference to educational opportunities for pupils and the quality of school life. However, seeking out funding sources and making bids is a time-consuming activity and distracts the headteacher from her other work. The day-to-day administration of the school is good. The school office runs smoothly and efficiently.
53. The school has moved forward since the last inspection. However, difficulties faced immediately following this meant matters other than those identified for action planning gained priority. Positive developments, linked to action planning, are still at a relatively early stage of development. Although standards are rising in the core subjects such gains are not consistent across year groups, especially in Years 3 to 6 and standards remain well below those expected by age 11 in English and mathematics. In addition, many pupils' poor writing skills hamper improvement in other subjects. Nevertheless, given its strengths in leadership and management, its teaching across the age-range, its care and welfare of pupils, its partnerships with parents and the local community and the way inclusiveness for all informs every aspect of the school's daily life, the school is in a good position to bring about further planned improvements. It gives satisfactory value for money.

COMMUNITY PROVISION

What is the effectiveness of: community provision; provision for and standards achieved by minority ethnic and traveller children; and provision for and standards achieved by pupils with English as an additional language?

This is dealt with under "Partnership with parents, other schools and the community", following instructions in the framework for inspection.

Provision for and standards achieved by minority ethnic and traveller children

There are no children from Traveller families in school. A very high proportion of pupils across the age-range is of minority ethnic origin. Discussion of provision for these pupils and standards achieved can be found in relevant sections of the report, since they make up most of the school population.

Provision for and standards achieved by pupils with English as an additional language

Provision for and standards achieved by pupils with English as an additional language have also been dealt with extensively throughout the report. However, changes in the pupil-profile and particular aspects of the leadership and management of provision have not been fully explained. The following deals with these.

Main strengths and weaknesses

- The headteacher has very good knowledge and understanding of the learning needs of pupils with English as an additional language. She has a carefully structured approach to meeting these needs.
- The headteacher's vision extends to making sure *all* teachers and support staff have the skills, knowledge and understanding to plan for and work successfully with bilingual learners.
- The co-ordinator for ethnic minority achievement is also very knowledgeable about the needs of these pupils and an excellent classroom practitioner in this area.
- She has a thorough grasp of all aspects of provision through her work and her position as a senior manager, enabling her to deploy available resources to best effect.
- The support for pupils from a classroom assistant with specialist skills is of a very high quality.
- Specialist staff are used to maximum effect, but they are insufficient to meet the needs of all pupils who could benefit consistently.

Commentary

54. The co-ordinator for ethnic minority achievement keeps meticulous records, tracking pupils' progress systematically from entry to school. These show that, while the number of pupils with English as an additional language has remained fairly stable over the past five years, the profile of these pupils has changed significantly. For example, in 1999 around 57 per cent of pupils with English as an additional language were at an early stage of acquiring English language skills. In 2003, the proportion is 77 per cent. Over recent years, the school has suffered substantial cuts in staffing for these pupils. Present levels (1.5 teaching and support staff) are only maintained because governors agree substantial additional funding. In view of these factors and because the co-ordinator's role now has 'inclusion' as its remit, structural changes have been made to the way she works. The headteacher has been seminal in initiating change and supporting the work done.
55. To support teachers' better understanding of bilingual pupils' needs, the co-ordinator works closely with teachers in a variety of ways. Firstly, she liaises with them and checks planning where this is seen as a priority (for example, with new staff, especially newly qualified teachers). Secondly, she gives demonstration lessons to new staff (illustrated earlier). Thirdly, she undertakes staff in-service training dealing with important issues of inclusion in ways providing practical help. Lastly, but by no means least, she works closely with the specialist classroom assistant to monitor work in classrooms against targets set. The latter are linked firmly to all available assessment information, which helps identify 'target' groups of bilingual learners systematically for half-term periods of support throughout the school year. The classroom assistant provides this support. The co-ordinator also works with pupils, either for a whole-class purpose (as seen in Year 5) or with a 'target' group (as seen in Year 6). At times, particular attention is paid to supporting pupils in Years 2 and 6 judged able to benefit from an extra 'push' so that they will move to the next, higher, National Curriculum level of attainment in English or mathematics. These approaches make sure that slender resources are fully utilised in ways beneficial to those pupils identified for support. A crucial 'by product', however, is the way *all* learners benefit because, through her programme of work, the co-ordinator helps teachers acquire skills essential to communicating with beginner-bilinguals in ways affecting their practice much more generally. As well, a number of staff members have, themselves, languages other than English. Where these are matched to pupils' own languages, they are used unselfconsciously to promote learning. It is a credit to the school that such approaches are a matter of course and pupils with English as an additional language feel truly valued and achieve well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Main strengths and weaknesses

- The very good relationships adults form with children provide a sense of security.
- Good home links are initiated before children join the school. Parents are encouraged to be active participants in their children's learning.
- All children are valued and respected as individuals and included fully in classroom activities.
- There is a good balance between child-initiated and adult-led learning.
- Adults take sensitive account of what children have to offer when they start school and build successfully on their prior learning.
- Children with English as an additional language are well supported in developing their English language skills. Their home language is valued and, when possible, it is used by adults to help them learn English.
- Staff do not interact with children consistently enough to help them develop their language skills through imaginative play.
- Assessment procedures and ways of evaluating planning and teaching are still developing in line with the latest requirements for profiling children.
- Provision for outdoor play is limited, especially when compared to activities in classrooms. Access to it is difficult, causing a particular problem for reception children.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**. It is seen as a priority in the Foundation Stage, especially when children are settling in to classes when they start school.

Commentary

56. Positive relationships formed by the staff with children provide security and comfort and most children part happily and confidently from their parents. Children who speak little English gain confidence when spoken to in their own language, which positively affects their progress. The supportive ethos and the establishing of routines help teach independence. Through a range of play activities children develop self-awareness, beginning to see how people have different needs, customs and beliefs and learning to respond sensitively to others. This good inclusion practice is a hallmark of teaching in the Foundation Stage. Children's learning is carefully nurtured by nursery staff who realise that children new to the setting should be allowed to play by themselves. As their confidence builds, children begin to play with others, at first by copying and later (as in the Reception class) by negotiating and collaborating with each other.
57. Good teaching, in particular the high quality relationships and respect shown by adults for the children and their carers, together with effective behaviour management, leads to good progress for all children in this area. Staff present fine role-models, showing concern for others and demonstrating respect for all. Through constant encouragement, children begin to show consideration and to help each other. Most children are set to achieve the Early Learning Goals by the end of the Reception Year.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Commentary

58. The development of children's language skills has suitable priority and wide ranging experiences enable them to progress in their learning. Appropriate and meaningful language-rich environments are planned to support and extend the learning of children with English as an additional language and those with special educational needs. A high priority is given to assessing the fluency levels of children learning English as an addition language after they have settled into the Nursery. This assessment gives the staff a revealing picture of what pupils need to learn next. Speaking and listening skills are well taught in both classes and fostered at story times. Stories are carefully chosen and engage children's attention.
59. Staff select resources to stimulate and develop children's language. An effective use of puppets and other visual aids and the thoughtful choice of books with strong visual messages, ensures children grow in confidence as they extend their vocabularies. A routine use of songs to start sessions in the Reception class helps children join in as members of a group. It also reinforces well their recognising of the sounds of letters that start words. A structured programme teaching letter sounds is used. Four year olds are excited to name objects beginning with a chosen sound.
60. Staff use story sessions well to foster a love of books and stories. Younger children know that pictures tell a story and older children realise that print carries meaning. Some are starting to recognise key words. Children in the Reception class are able to find their own name at registration time, although only a few can write it in a recognisable form.
61. Writing materials are freely available in both classes and children are encouraged to write for different purposes. Younger children make marks and enjoy experimenting with lines and symbols. Older children try to write the letter-shapes they see in their name.
62. All children make good progress in this area of learning relative to their capabilities on entry. Most, however, will not achieve the Early Learning Goals in reading and writing by the end of the Reception year. Where children have been in the Nursery and Reception classes throughout the Foundation Stage, their speaking and listening skills are well developed and broadly in line with what is expected. This is commendable, given that most children are at a very early stage of acquiring English language skills when they start school.

Mathematical development

Provision in mathematical development is **satisfactory**.

Commentary

63. Nursery children have many opportunities to use a range of resources and this helps them to understand simple mathematical ideas. Children's mathematical understanding is very low on entry, due mainly to children's underdeveloped language and literacy skills. So staff make sure children have a good foundation for numeracy and have acquired skills of comparison and deduction. They gain mathematical understanding as they sort, order and match equipment. They improve their understanding of capacity through water play.
64. In the Reception class, well-planned provision effectively promotes children's learning. Every day there is a sharp focus on one aspect of mathematical development and resources are designed to encourage children to work systematically and logically. By the time they leave Reception, most children can order by size. They make sound progress with counting skills, number recognition and mathematical language. Mathematical concepts are reinforced

during registration when the number of children present is counted. By the end of Reception, children are in line to reach the Early Learning Goals in areas of practical mathematics such as sorting and counting. However, in areas requiring mathematical language, verbal reasoning and recording, standards are expected to fall well below expectations for this age.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Commentary

65. Children have a range of interesting activities to develop their natural curiosity. When they start in the Nursery, they have a sound grasp of their own community's traditions and practices but have limited experience and understanding beyond this. Adults sensitively encourage children to explore features of the wider world such as the changing seasons and creatures of the ancient world. Children in Reception learn how materials change through adding other products and processing these. Staff support children well in investigative activities by posing relevant open questions. There are opportunities for children to develop skills of prediction and scientific enquiry as they experiment with sand, water and magnets. There is a computer in each room with simple programs for children to explore. Children use computers with assurance as soon as they join the Nursery and handle a mouse with growing dexterity to select items on a screen. However, their finding out about past and present events is not stressed enough by staff; and although children are gaining a sense of time satisfactorily through regular routines this sense is not developed as well as it might be.
66. Although children make satisfactory progress in their knowledge and understanding of the world (especially in some aspects of the work they do) they are judged unlikely to reach most of the Early Learning Goals for this area by the end of the Reception Year. This is because of the generally poor knowledge of the world around them that they bring to school.

Physical development

Provision in physical development is **satisfactory**.

Commentary

67. A daily provision of many indoor and outdoor activities is designed to develop children's skills and initiative. Indoor provision is generally more successful than outdoor. Children enter the Nursery with good physical skills. They are confident, well co-ordinated and agile. They are taught well how to use small tools and equipment. They have a good grip when using pencils and other small items.
68. Children obviously enjoy their activities in the outdoor area. The fun they have, backed up by appropriate praise, contributes equally to their social development and physical skills. Children enthusiastically explore open spaces and try out different ways of using the climbing apparatus and other equipment. They ride tricycles confidently. However, because they are given the freedom to cycle around the whole area rather than in a safely cordoned off zone, they are a hazard to other children. In this regard, staff emphasise health and safety concerns insufficiently. The use of the outdoor space suffers from a lack of imaginative planning. It does not ensure richly stimulating experiences, helping children to learn effectively as they work on a larger more active scale than is possible indoors. In addition, a lack of direct access from classrooms to the outside means sessions are timetabled. Children are not able to flow in and out freely, especially those in the Reception class.
69. Children make satisfactory progress overall and do well with planned activities. Most should achieve broadly in line with the Early Learning Goals for physical development. Better achievement is constrained by limitations in provision, as outlined above.

Creative development

Provision in creative development is **satisfactory**.

Commentary

70. Provision for creative development gives children a chance to explore colour and texture effectively through a wide range of resources and sensory experiences. At this early point in the term, there is a strong emphasis in the Nursery on letting children express their feelings creatively. Colourful wall displays are evidence of children's lively contributions. The staff give children the scope to select materials for themselves and time for them to experiment. They only intervene at appropriate times to teach specific skills. However, intermittent interventions in children's activities by some adults are insufficiently challenging. Children do not go on to refine what they have made. Role-play areas do not contain enough stimulating costumes and artefacts to encourage children to act out familiar experiences. Much role-play is rooted in everyday events and does not frequently feature imagination and fantasy. The including of an adult in a hairdressing activity created a sense of excitement in the "salon" as children brushed, styled and decorated the teacher's hair. Key vocabulary was promoted effectively and children achieved well.
71. By the end of the Reception Year, most children are judged unlikely to reach the Early Learning Goals for this area, although the way children handle media such as paint goes beyond simple proficiency. Better learning is hampered in part by still developing English language skills (so, for example, imaginative play is limited in its scope) but also by underdeveloped aspects of provision, as described.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Reading standards have been raised; speaking and listening skills are improved.
- Teaching is frequently good or better.
- Visiting drama specialists enhance provision in ways adding to pupils' enjoyment of lessons.
- Pupils with identified learning needs have effective learning support.
- There is a wide range of quality resources.
- Leadership is very good.
- There is some inconsistency in matching tasks to the full ability range.
- Writing skills are not fully developed for a significant minority of pupils, with particular reference to spelling, handwriting and presentation.

Commentary

72. Inspection findings suggest that standards in speaking and listening, reading and writing at Key Stage 1 have improved since the previous inspection although results in statutory tests and assessments for seven-year-olds vary year-on-year, especially in writing. Results for 11-year-olds also vary but have risen steadily since 2001 with the latest test results suggesting the trend continues. Able pupils and those of average ability do broadly as expected for their age in speaking and listening, reading and writing at this early point in the school year.

73. Pupils develop their speaking and listening skills in many contexts, including assembly presentations. Teachers encourage them to share their views with peers and take part in discussion. Being able to speak to an audience helps most pupils extend their vocabularies and project their voices appropriately. Other planned opportunities for refining pupils' speaking and listening skills include effective teacher-questioning, partner work where pupils share ideas with their 'talk partner' to clarify their thinking, role-play and drama. Teachers' high expectations of pupils and pupils' ability to sustain concentration help further with the development of speaking and listening. However, the school has not yet developed a formal approach to assessing pupils' speaking and listening systematically, although all bilingual learners are assessed on entry to school and at regular intervals subsequently to assess their progress with necessary English language.
74. Reading enjoys a high profile, evident from the high level of enthusiasm with which pupils save up for a book in the weekly bookshop. The school's strategies, such as guided reading and the yearly 'book week', are paying dividends, though reading standards are still below average overall. Younger pupils benefit from being taught letter sounds and how these combine as words and sentences. Such teaching enables them to read with a fair amount of accuracy, if not always with understanding or fluency, by the end of Year 2. Most older pupils towards the end of Key Stage 2 have a good level of interest in books with the more able reading confidently and with understanding, expression and fluency. By Year 6, these pupils are already reaching expected standards. Pupils know how books are organised in a library, though their ability to skim or scan a text for key words is underdeveloped; so, too, are most pupils' abilities to use inference and deduction – for instance, when talking about the plot of a story.
75. Pupils write for many purposes. By the end of Year 2, they have some idea of how a story is structured, with the more able starting to rewrite familiar stories from the perspective of a character. Younger pupils in Year 1 respond appropriately to stories such as 'Rama and Sita' and can answer questions about content. Pupils in Year 3 write their own passages of dialogue on a given situation while those in Year 4 write instructions on how to play a game such as hopscotch. Older pupils in Years 5 and 6 explore how to use words to connect ideas in a piece of journalistic writing or continue a story idea by seeing 'what happens next'. However, many pupils in classes across the key stages rely heavily on copying and adult support and a significant minority finds spelling hard. Their handwriting and presentation skills also leave room for improvement. The use of drafting to refine work was not much in evidence during the inspection. All pupils are set writing targets, which are usually group targets they understand. This useful idea is recent and has yet to bear fruit.
76. Teaching ranges from excellent to unsatisfactory and is usually good. Lessons are well planned and resourced. They benefit from teachers' good subject knowledge and in most cases from a variety of approaches. Often, teachers' effective questions and clear explanations provoke good responses from pupils, ensuring tasks are understood. Where teaching is very good or excellent, activities are particularly well planned and presented. Pupils respond positively and gain much from lessons because of very high expectations. All this indicates a considerable improvement in teaching since the last inspection, especially at Key Stage 2. Teaching benefits a great deal from the high quality of specialist input. This was seen in Year 5 when the co-ordinator for Minority Ethnic Achievement introduced work to be done and in Year 2 when drama specialists led a hall session. During these lessons, the quality of pupils' learning is discernible in their high levels of motivation and enthusiasm. Most are well behaved and show well-developed co-operative and collaborative skills when dealing with tasks.
77. The subject benefits from very good leadership. The co-ordinator provides exemplary practice in literacy lessons and demonstrates this to teachers new to the school. She is energetic in monitoring all aspects of provision and analysing where further development is needed. Such analysis is well supported by her experience of working with children in the Foundation Stage of learning as well as in classes in Key Stages 1 and 2. She has worked

hard to ensure the National Literacy Strategy is well embedded, undertaking In-service sessions with staff on such matters as shared and guided writing for instance. Good resources also ensure all aspects of the curriculum are covered suitably. The school's emphasis on teaching literacy through many activities enriches learning, including from homework. Visitors use story-telling for their good contribution to pupils' spiritual, moral, social and cultural development, and drama work also reflects different cultural practices and traditions. The yearly 'book week' promotes literacy learning to very good effect with authors coming in to talk about their work and storytellers adding to the fun. Good monitoring and assessment procedures are in place and information collected is used systematically to inform planning - another improvement since the previous inspection. The school's action plan reveals a good awareness of the subject's strengths and what needs developing further. For example, writing, including improving boys' performance and further enhancing speaking and literacy skills across the curriculum, has already been picked out as a priority for development.

Language and literacy across the curriculum

78. Pupils have many opportunities to develop their speaking and listening skills to good effect across the curriculum. This is most obvious during whole-class sessions when work is first introduced and at the end when teachers check how far learning objectives have been met. In assembly, pupil-participation is often concerned with matters of 'right' and 'wrong' so as to promote social, moral and personal development as well as an ability to speak up in a large gathering. Pupils increasingly use literacy skills when word-processing on computers for English but also for other subjects. There was limited evidence of this wider prioritising of writing seen during the inspection (for example, in religious education or history).

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Planning takes good account of the National Numeracy Strategy's requirements and is frequently matched well to the learning needs of all pupils.
- *All* pupils benefit from teaching and learning strategies aimed at making sure those with learning needs understand and join in activities according to their capabilities.
- Classroom assistants work effectively with pupils in partnership with class teachers.
- A recently appointed co-ordinator already provides very good leadership.
- Resources are good and used well.
- Although there is a rising trend in standards (especially at Key Stage 1), statutory test results remain well below the national averages for seven and 11-year-olds.
- Pupils' presentation of recorded work is inconsistent.
- Teachers mostly give insufficient feedback to pupils in their marking.

Commentary

79. Inspection evidence shows seven-year-olds reach broadly average standards in number and in two-dimensional shape work covered since the start of the school year. In Year 6 - judging by work seen in a lesson and pupils' books - standards are below those expected of 11-year-olds overall. While able pupils and those of average ability do well and at least in line with expectations, a high proportion of these oldest pupils have identified learning needs and this adversely affects overall standards. This picture is similar to that of the previous inspection report and reflects results in statutory tests.
80. Teaching is never less than satisfactory and is mainly good or better. Teachers set group targets, known by pupils. Learning objectives are always shared at a lesson's start. In a very

good Year 1 lesson, a teacher recapped at the end to really good effect by asking pupils to decide “honestly” whether they had achieved set objectives. About 17 pupils (just over two thirds of the class) were sure they now knew their number facts to five and 18 said they were learning the mathematical vocabulary for two-dimensional shapes and could sort the shapes accordingly. The teacher checked their responses and nodded agreement, awarding the class as a whole ‘smiley faces’ for good work and honesty. Learning was aided in this lesson by strong visual clues and consistent repetition of a target vocabulary. This was rehearsed as part of pupils’ practical involvement in the lesson, meant to pick out key concepts. The classroom assistant was also active in giving good support by recording number sentences arising from the teacher’s discussion with pupils on a flip chart. Such a range of strategies is generally well used, providing valuable support for those with particular learning needs, such as pupils with English as an additional language. Teachers persist in using mathematical vocabulary related to each aspect of work and they check understanding via carefully phrased questions or by directing them at chosen individuals. This was seen to good effect in a Year 6 lesson when pupils answered ‘mental maths’ questions on multiples and products quite quickly. They could explain the terms used. Later, they showed a secure grasp of horizontal and vertical axes when recapping how to construct a graph. They soon learned to refer to these axes accurately as the x and y axes, making block charts from information linked to probability. Yet a significant number of these oldest pupils find it hard to work without adult support or close monitoring and seek distractions if support is not readily available. This affects everyone’s learning. At times, these pupils’ behaviour is not checked with sufficient firmness or consistently enough, exacerbating the problem for the teacher.

81. Teachers mark pupils’ work regularly but often in a cursory way, simply showing the work has been seen. Good marking was seen in Year 3 where a teacher’s comments directly reflected the work done, showing where a pupil had and had not succeeded. In this class, too, high expectations of work presentation are evident; pupils are congratulated when they increase their efforts.
82. The co-ordinator has made a determined and energetic start to leading and managing the subject since taking up her post at the beginning of term. She has checked teachers’ planning against requirements for each year and conducted a thorough audit of resources, updating and replacing these where necessary. This has led to her helping teachers practically to improve classroom learning environments for mathematics by making sure relevant resources are to hand and the subject gains a high profile through classroom displays of work. Displays of mathematical vocabulary include English as well as the other main languages represented in school (for example, Somali and Turkish). Through analysis of assessment information, the co-ordinator has pinpointed a small group of pupils in classes across Years 3 to 6 who will benefit from extra support through the ‘Springboard Mathematics’ programme. She has negotiated additional classroom assistant support and is liaising with teachers about how groups will be taken out of classrooms. She understands, well, the value of monitoring classroom teaching and learning practices to get a more secure hold on provision. She brings strength to her work across the school through her knowledge and understanding of early years practice, being a Foundation stage class teacher.

Mathematics across the curriculum

83. Few instances of pupils’ applying their mathematical skills to other subjects were seen during the inspection. However, skills of reading thermometers accurately and measuring pulse rates are included in science. Pupils also use measuring skills with tools such as rulers for design and technology. Data-handling programs are commonly used in information and communication technology lessons across the age range, linking to work in mathematics. In a Year 3 art and design lesson, pupils decided whether to make symmetrical, rotational or repeating patterns, showing a good understanding of mathematical concepts involved. As they cut paper for their patterns, the more able were intrigued by how many shapes they could get by folding paper once, twice or more times.

SCIENCE

Provision in science is **satisfactory** overall and is steadily improving.

Main strengths and weaknesses

- The co-ordinator makes good use of the local education authority advisory service, including for assessment purposes.
- Cross-curricular links with literacy and information and communication technology are being developed to good effect.
- Targets for learning are set throughout Years 1 to 6 and are shared with pupils.
- There is a deliberate and positive including of scientific vocabulary in lessons across classes.
- Good teaching in Years 3 to 6 is raising standards.
- Trends in statutory tests at ages seven and 11 show standards consistently rising towards national expectations since 2000.
- The policy is not yet in practice in classrooms, though it has been developed and is ready for discussion with staff.
- The co-ordinator has no dedicated job description or budgetary responsibility.
- Some pupils' recording skills are poorly developed.

Commentary

84. At this early point in the school year, a scrutiny of work from Key Stage 1 reveals little evidence of achievement at the expected Level 2, other than in the properties of materials. By the end of Key Stage 2, however, able pupils and those of average ability are working within criteria set for the expected Level 4 in all required elements of the subject. These pupils should reach standards at least in line with what is expected for 11 year olds by the end of their time in primary school. Less able pupils, including those with special educational needs and a statement of special educational need, succeed in line with their prior attainment. Those still at a relatively early stage of learning English having entered school late in their primary schooling also do well but are hampered by still developing English language skills. The amount of pupils' work completed by this time in the school year is small, but there are no perceptible gender differences in achievement.
85. Since the last inspection, teaching and learning have consistently improved. Teaching is good overall across Years 1 to 6 and it is always good in Years 3 to 6. A scrutiny of recent work, teachers' planning and observation of lessons, shows that science is planned and taught in line with curricular demands. However, in one Year 2 lesson standards were unsatisfactory overall. The lesson was well prepared, taking good account of relevant vocabulary and pupils enjoyed their learning and engaged fully with activities. Even so, they were hampered by insecure subject knowledge and understanding suggesting insufficient familiarity with scientific concepts on which to build. A significant number in this cohort entered school after their Reception Year and are still at an early stage of learning English as an additional language.
86. Teachers match work to the needs of various groups of pupils, including those identified as having special educational needs. These pupils and those with English as an additional language gain good support from classroom assistants, allowing them to progress in line with their prior attainment.
87. Leadership and management are good. A clear job description would make these even better by defining, more precisely, responsibilities to be undertaken, including managing a budget. The co-ordinator has improved resources to meet curricular demands. In partnership with a member of the local education authority advisory team, she has designed an assessment record to assess pupils' work systematically against National Curriculum criteria. A planned programme of in-service training will help teachers sharpen their

assessment skills in relation to these to give greater consistency across the school in understanding what pupils know, understand and can do. They will also help with planning for the next steps in learning.

88. Cross-curricular activities have been organised in conjunction with information and communication technology and with literacy. Good examples of this are the way information and communication technology is used for data control in designing safe sequencing for traffic lights and the way writing frames support the recording of work in science.
89. An interesting display "Celebrating Black Achievement" in the public area near classrooms for Years 4 to 6 includes information about black scientists of the 19th and early 20th centuries, celebrating Black History Month.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory** and improving.

Main strengths and weaknesses

- All pupils have full access to the subject.
- It is well resourced.
- It needs developing further across the curriculum as identified in school action planning.
- The co-ordinator does not monitor teaching and learning.

Commentary

90. Pupils reach standards broadly in line with those expected at seven. There was insufficient evidence to make a firm judgement about standards reached by 11-year-olds. However, observations in Year 5 and a scrutiny of available work at this early point in the school year suggests pupils should reach expected levels by the end of Year 6. This picture is similar to that at the previous inspection for Years 1 and 2 but shows improvement in Years 3 to 6. Issues for action identified at the last inspection have been addressed. A co-ordinator now leads the subject, while planning enables pupils to build successively on skills, knowledge and understanding in line with curriculum requirements. Also, assessment procedures are in place and teachers have been trained in subject expertise to give them confidence. Indeed, such training is ongoing, encompassing teachers new to the school and keeping everyone updated.
91. Pupils enjoy working in the computer suite and gain a range of appropriate skills. Year 5 pupils use Microsoft PowerPoint for graphical modelling, with the more able using mouse and keyboard to redesign their classroom. Others have started labelling and colouring different areas of their classroom on computers. In Year 2, pupils can log on and use a paint program to create pictures with shapes and designs linked to the theme of Diwali, the Hindu Festival of Light. In Year 4, pupils have appropriate skills in cutting, pasting and plotting co-ordinates using the database. There is no significant difference between boys' and girls' learning outcomes.
92. Teaching and learning are satisfactory, with some good teaching seen. Teaching assistants support pupils with special educational needs and those learning English as an additional language to good effect. These pupils are fully included in activities and fulfil their potential. Pupils are enthusiastic about 'hands on' experience. They work well together, sharing computers without much fuss. Those who have access to computers outside school gain most from lessons, showing good achievement.
93. The adopting of the latest recommended scheme of work helps teachers plan so as to build on pupils' prior learning. The computer suite is having a positive impact on this and in ensuring access to computers for all. The new co-ordinator is enthusiastic and

knowledgeable. He has already audited resources and reviewed other initiatives such as a 'boys only' club. He is also blending information and communication technology into developing pupils' literacy skills. The school uses local authority guidance for assessment. While planning over a school year is secure, it is recognised that planning within that period needs still to be reviewed. Regular monitoring of teaching and learning by the co-ordinator, to give him a clear understanding of where strengths lie and where improvements can be made, is another area for development.

Information and communication technology across the curriculum

94. There are good examples of information and communication skills (and the Internet) being used in some subjects, though such aspects need promoting further. The school has rightly included this need in its school improvement planning as a priority.

HUMANITIES

The humanities focus was on religious education and history. However, the school makes satisfactory provision for geography. This is confirmed by discussion with the subject leader and the file she keeps. There was insufficient evidence to make a judgement about standards in geography.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Provision was extended to very good effect through planned activities for Black History Month.
- Pupils enjoy handling real objects linked to their history studies and making visits to places of interest.
- Many pupils have difficulty with written work, which seldom reflects classroom learning in ways showing what pupils know and understand.
- The co-ordinator does not have an informed view of provision because she does not monitor teaching and learning.

Commentary

95. Only four lessons were seen, though a discussion was held with four Year 6 pupils about their history learning. Very little written work was available and the standards of what was available were below expectation given pupils' ages. It did not reflect learning observed in lessons, which was most frequently judged satisfactory with standards broadly meeting expectation. For example, Year 2 pupils explained at length what living conditions were like in the 19th century for poor people as they listed the main features of these conditions. They also had a surprisingly good grasp of the work of Emmeline Pankhurst who, a boy volunteered, "was a famous woman who fought for women's right to vote". He and others around the table could explain "right" in this context. A nearby display showed how well the concept had been explored through the lives of famous black people such as Rosa Parks, Gandhi and Martin Luther King. An exception to the quality of such learning was found in Year 6 where pupils made slow progress with a task because of two or three pupils' inappropriate behaviour, which affected outcomes across the class.
96. Year 6 pupils who have been in school since the Foundation Stage talk enthusiastically about history and can list the topics they have covered since Year 1. They recall key aspects of these in some detail, linking classroom work to visiting museums and other places of interest. They remember being "disgusted" by Roman style food offered to them on a visit to the London Museum in Year 3. Although they can mostly place different periods in correct order they are obviously uncertain about historical time. They hazard guesses about the dates of particular periods, such as when Henry VIII or Queen Victoria were on the throne.

Yet they are notably informative about teaching and learning activities organised for Black History Month explaining, for example, how they learned about Mary Seacole in Year 5 when studying the Victorian era. These pupils find history enlivened by video material, research activities with books and similar sources and handling “real artefacts”. They refer to “primary” and “secondary” sources in connection with such activities. They think history learning in Year 6 is “fun” because they are responsible for finding things out for themselves. Certainly, in a lesson, most pupils could say how an aspect of life in Britain has changed since 1948 by comparing pictures ‘then and now’ for each decade. They knew what they had to list. Those at an early stage of learning English were well supported by specialist teaching. However, as already stated, the behaviour of a minority affected learning outcomes for most of the class adversely.

97. Teaching ranges from unsatisfactory to good but is satisfactory overall. Teachers plan and organise lessons well although pace sometimes flags because of behaviour-management problems, as pupils fail to respond quickly enough to a teacher’s instructions. Such problems resulted, for instance, in a late start to a lesson in Year 5. Resources are used effectively, as seen in a good Year 4 lesson when pupils watched a video about Tudor times. The teacher stopped the tape at key points to ask questions such as “What is happening, here? What part of the story is this?” provoking pupils into accurate recall of the main characters and events met in prior learning and revealing where explanations were needed (such as making sense of the word “bankrupt”). This session served to consolidate learning to good effect by preparing for a planned writing task. A lesson in Year 5 was also effectively geared to preparing pupils to use research on the Internet, although use of the Internet is underdeveloped, as the school acknowledges. It is evident when talking to pupils in Year 6.
98. Interesting displays are seen in classrooms, with artefacts and books of information linked to a topic, as mentioned by Year 6 pupils. In some classes, pupils’ ‘work-in-progress’ enlivens displays. Planning conforms to the latest recommendations and, as noted, benefits from the high profile given to Black History Month. Visitors come in to school for a number of purposes: someone for example came to talk in assembly about a famous black engineer of the 19th century who, as well as improving railway systems, has gone down in history through the expression “the real McCoy!”
99. Leadership and management are satisfactory. The co-ordinator is parttime and is responsible for all subjects under the humanities umbrella. To date, she has mapped out the history curriculum to show how requirements are met across the year groups. She has audited resources and made sure these match curricula. She is checking how visits to places of interest support classroom learning and might be extended. So far, she has monitored teachers’ planning but has not sampled pupils’ work or observed classroom teaching and learning. She has no clear view, therefore, about what is needed to improve provision further. The development of leadership and management roles is a priority in school improvement planning.

Religious education

The provision for religious education is **satisfactory**. No judgement was made at the previous inspection.

Main strengths and weaknesses

- A very good school ethos promotes inclusion and value for each pupil.
- Pupils behave well in lessons and show positive attitudes and responses.
- There are no explicit links made in the curriculum map between the Locally Agreed Syllabus and the national document used for planning.
- Assessment procedures do not ensure that standards meet Locally Agreed Syllabus expectations.

Commentary

100. Only three lessons were observed during the inspection. Very little written work was available. Year 6 pupils have good recall of facts about the religions studied. They respect values and beliefs of different faith communities and are good at relating important issues to their own lives.
101. Teachers make sure that pupils clearly understand world faiths by exploring similarities and differences between religions. Lessons are planned to take advantage of pupils' own knowledge, especially the knowledge of those with different faiths willing to share their beliefs and customs. This was illustrated in all three lessons observed. Thus pupils' ability to reflect on their own experiences and those of others is well developed by Year 6. These older pupils have a mature and thoughtful approach to discussing issues such as rites of passage in different faiths and the importance of signs and symbols. They are plainly developing personal views of religious issues and are starting to evaluate their own and others' beliefs. Teachers' questions carefully guide without indoctrinating and pupils respond by concentrating. They learn as much as they can while also enjoying their work.
102. Teaching is satisfactory. Teachers make effective links with literacy by encouraging pupils to read and listen carefully. However, insufficient attention is given to pupils' writing skills. They achieve below expectations for their age when they record their work.
103. Leadership and management are satisfactory. As noted above, the co-ordinator is part time and has responsibility across the humanities. She has recently completed a curricular map for religious education. However, staff use a national document for planning their lessons and the map does not make explicit how this national document links to the Locally Agreed Syllabus so that all aspects are appropriately introduced. The subject is at an early stage of development because monitoring, too, is confined to a review of teachers' planning and some scrutiny of pupils' work. Classroom practice is not observed. The school is unable to make a valid judgement about pupils' achievement in relation to the expectations of the Locally Agreed Syllabus because assessment strategies are not in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Because of timetabling, lessons were seen in art and design and music but not in design and technology. Planning for the latter shows elements are organised for each year group across the school year, in line with the latest national guidance, to ensure pupils' acquire key skills, knowledge and understanding successively. Such planning is recent and its impact on learning is not known. Insufficient evidence was available to make a judgement on standards reached at seven or 11 years of age.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The latest curriculum guidelines ensure that all parts of the curriculum are now covered.
- Good links are made with other subjects.
- Good use is made of visitors to the school to stimulate pupils' imaginations and deepen their understanding of art and design.
- Resources are good.
- There is no co-ordinator although the headteacher is keeping a well-informed 'watching brief'.
- Time for the subject is short and evidence suggests pupils do not build consistently on necessary skills, knowledge and understanding.

Commentary

104. Lessons were seen in Years 2, 3 and 4. A scrutiny of work across classes was undertaken and a discussion was held with four pupils in Year 6 about their art and design experiences. Work in Year 2 classes suggests pupils do well when drawing and using media for colouring purposes. While standards are not as expected at the end of Key Stage 1, it is too early in the school year to make a definitive judgement. No completed work from Year 6 was available so a judgement on standards at the end of Key Stage 2 is not made. However, two-dimensional work in Years 3 and 4 reveals pupils' skills in handling media for drawing and painting are underdeveloped. No judgement on standards was made in the previous inspection report.
105. In each class, all pupils are catered for by planned work. Those with special educational needs and those at an early stage of learning English as an additional language achieve on a par with their peers because of support from adults and the structuring of lessons to make the most of visual aids. Year 6 pupils say they now have art and design lessons regularly but this has not always been the case. In fact, lessons are organised across half-term 'blocks' alternating with design and technology. They most frequently take up sessions lasting half an afternoon. Constraints on time and the impact this has on pupils' learning remain a concern, as at the last inspection.
106. Year 6 pupils talk enthusiastically about current work, which includes considering how artists use pattern when making masks. They have looked at masks from African countries, Jamaica in the West Indies and the Notting Hill Carnival in London. They think about the purpose of the masks, what effects are wanted, how materials are used to gain these and the nature of the materials. Preparatory drawings in sketchbooks show how carefully pupils work at their decorative ideas. They are confident about the next step of choosing materials and applying these with an eye for a desired effect. Work has extended over a half-term period and pupils have a thorough understanding of its nature and purpose. While there are real strengths in planning for teaching and learning to ensure such good understanding, limited opportunities for practical work are a matter of concern. This limitation was highlighted in a Year 3 lesson where pupils concentrated hard on making a pattern from differently coloured paper shapes they cut out, arranging these for repeating, symmetrical or rotational effects. They were reluctant to pack work away when it was time to prepare for the next lesson because most shapes were not yet stuck down and they were enjoying the activity. Indeed, the opportunity to evaluate work done was lost because of time pressures. It is likely that subsequent work would entail re-doing the patterns in many cases, affecting that lesson's impetus and pupils' learning outcomes.
107. Teaching is satisfactory overall, with strengths in the care taken by teachers in planning and organising lessons to meet curricular objectives. Attention is paid, too, to 'thinking like an artist' when introducing practical tasks and supporting pupils during a lesson. Teachers make good use of resources and explain lesson intentions clearly. So, Year 2 pupils chose freely from a range of drawing pencils and knew that 2B and 3B pencils give different densities when shading. They held pencils correctly. Such matters were reinforced usefully at the end of the lesson when pupils' work was reviewed. At times, though, pupils' capacity to choose is monitored too closely by adults. The chance to foster independence in developing knowledge and understanding crucial to art and design is missed. For example, Year 3 pupils could not go to the display of coloured papers to decide which to use next for their pattern making but had to wait for adult help. Having to wait not only slowed the pace unnecessarily but meant that pupils had no option but to make guided choices.
108. Good links are often made with other subjects. In fact, very good cross-curricular links were seen in Year 4 where pupils had made small collages with paint and other materials on the theme of "Journeys". They considered visual images they created in light of their story told in a sequence with a beginning, middle and end, as they commonly do when writing for literacy purposes. They thought carefully about the route for their journey and what symbols to

employ, making further links with geography studies. The theme was extended imaginatively to involve Black History Month in that, during the inspection week, a visitor told the story of how the masquerade travelled from the Caribbean to London. Pupils applied art and design skills to selecting from a very wide range of media and materials, putting colour and pattern on paper plate 'masks', stimulated by images conjured up by the storyteller. Pupils across the age-range use computer paint programs to make images, seen in displays around the building. For example, Year 2 pupils made 'firework' pictures when learning about Guy Fawkes in history.

109. Leadership and management are satisfactory. The headteacher is knowledgeable about art and design but plans to have the subject led and managed by someone else. Until it is, she makes sure planning meets requirements. She has a very good overview of classroom work and sees the standards reached because she is 'out and about' each school day. Her commitment to raising the profile of the arts has led to visitors coming in to school, including local artists taking workshops in clay and screen printing for all pupils and teachers, a policy she is determined to continue. As well as helping promote art and design, such sessions give confidence and inspire teachers in their classroom work. Issues about the time given to lessons feature in school development planning as a priority.

Music

Provision in music is **very good, with some outstanding features**. It is a strength of the school. It reinforces well the school's generally inclusive policies.

Main strengths and weaknesses

- The local education authority music service's Strings Scheme enhances school provision markedly. The scheme is taught effectively by highly skilled and well-qualified visiting specialist teachers and musicians.
- Pupils learn to play steel pans really well leading to performances in the community and major local festivals such as the South Tottenham Festival.
- The school encourages ex-pupils to maintain links through music; some Year 7 pupils come regularly to practise on steel pans.
- The headteacher – as music co-ordinator – is proactive in getting significant support from the local education authority music service.
- Year 6 pupils have few musical opportunities, with recent provision for choral work lasting only to the end of the current term.
- Although the headteacher is an effective co-ordinator, the appointment of a specialist post-holder is desirable.

Commentary

110. Since the last inspection, music has figured prominently in the life of the school and the three steel pan bands feature in the local community. The Strings Scheme gives even greater emphasis to the importance of music. The quality of music in performance and during lessons is good and sometimes very good.
111. By Year 3, pupils are able to maintain a beat and read rhythmic notation correctly. In one lesson, their singing of "Peace" was tuneful without instrumental accompaniment; pitch was maintained. A "rhythm clock" allowed pupils to choose rhythms and demonstrate their abilities while taking turns to direct the class. Their call and response work, modelled by the teacher before they interacted with each other around a circle, was accurate. In Years 4 and 5 the Strings Scheme lets pupils show their knowledge of more complex rhythmic patterns in simplified and standard notations, as well as their grasp of technical aspects of playing the instruments – violins and cellos. These aspects include physical readiness, bow holding and instrument support. They are able to show, for example, that they know that position on the staff relates to higher or lower pitch. In the lesson seen, theoretical aspects of music were

explained and music vocabulary used and taught. All pupils knew which strings were which on instruments they played and most were familiar with the repeated use of the letters 'A' to 'G'. Careful arrangements of the music ensured that parts were matched to different levels of ability and attention was paid to pupils' understanding of Italian musical terms. The performance included use of voice, though fun and excitement were stressed in the lessons and a good pace kept.

112. Composing activities were not seen in Years 4 and 5, but these are taught as an integral part of the Strings Scheme through improvisation later in the year. All pupils, including those with special educational needs and those learning English as an additional language, were fully involved in lessons. Extra support was provided for beginners, including one pupil new to the school with English as an additional language. Pupil mobility is recognised as an additional challenge for teachers and there is a good strategy for helping new pupils to assimilate into the group.
113. Time and opportunities for music vary between classes. For example, at first no lessons were timetabled for Year 6 during the first half-term of the academic year. This has now been rectified and lessons started during the inspection week. These gave the oldest pupils a new chance to prepare as a choir for a borough choral activity at the end of term, with a visiting teacher to direct them. In the lesson, pupils enjoyed singing and playing steel pans. They showed a good ability to sing tunefully and move between singing and instrumental playing with ease. It is not clear what curriculum provision is made for Year 6 pupils during the spring term but there is a strong emphasis on music-making for them later in the school year. Individuals who wish to continue with violin or cello lessons after Year 5 can opt for this, although provision depends on parents or carers supporting such learning.
114. The music repertoire is put together from a range of cultures and includes music for listening from around the world. Information about assembly music is displayed for all to read. The three steel pan groups regularly play in school and in local festivals as well as in other local community venues. They are popular. A visiting teacher comes in each week to work with groups, formed according to ability across Years 5 and 6. When a steel pan group played three pieces during the "Harvest Assembly" they were self-directed and showed confident musicianship – they knew one of the bass drums needed tuning! They played complex parts and harmonies from memory. Pupils have very good opportunities to practise skills during lunchtimes and are highly motivated to make good use of this time. As well as adding to their music making skills, such playing helps them work harmoniously as a team for common goals.
115. Leadership and management by the headteacher is good and the leadership and management from the head of the local education authority's music service is excellent, giving an energetic stimulus to the whole school. The headteacher works hard to get the best possible external support for maintaining and improving music. She encourages music through personal involvement. She will appoint a music co-ordinator as soon as possible, but, meanwhile, oversees the use of the latest guidance.
116. The school attaches importance to the arts as a means of enriching the curriculum and the learning experiences of pupils. This commitment is well exemplified through its approach to the provision made for music.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is effective specialist input to dance and games.
- There is some imbalance in time allocation.
- The physical education kit is used inconsistently.
- There is limited opportunity for evaluation.

Commentary

117. In the one lesson seen, pupils in Year 2 reached standards in line with those expected for dance at this early point in the school year. No lessons were seen in Year 6 so a judgement on standards at the end of Key Stage 2 is not made. No judgement on standards was made in the previous inspection report. Pupils do not learn to swim until Year 6. Most have little if any experience of swimming prior to this. A third completed at least the required length of 25 metres last year.
118. The achievement of pupils in Years 1 and 2 in dance and gymnastics is good. Most in Year 2 know basic steps for moving forwards, backwards and sideways during dance using different parts of their body. A few have difficulty turning around and balancing on one foot, while spatial awareness for some is poorly developed. Many pupils in Year 1 are developing balancing skills using benches and show a good awareness of safety issues for gymnastics. Pupils in Year 5 showed less than satisfactory achievement in a game of rounders when the chance to extend their knowledge of the rules and improve their throwing and batting techniques was lost. By contrast, pupils in Year 3 did well, exercising appropriate ball skills in an indoor games lesson and learning how to refine these. Most of these pupils can bounce, throw and catch balls with fair confidence and some of the more agile have begun developing passing skills and intercepting balls thrown by their opponents.
119. Teaching and learning are good in the main. When they are good, teaching is rooted in good subject knowledge, effective planning, careful preparation and sensitive management of pupils to ensure their full involvement in all activities. Some teachers challenge pupils well. For example, in the Year 3 lesson pupils extended their throwing and catching in ways that interested them (such as turning around while a ball was still in the air). Less than satisfactory teaching (observed on one occasion) lacks purpose and rigour, affecting pupils' learning adversely. Pupils are enthusiastic and work well together, usually on their best behaviour. There is no significant difference in the performance of boys and girls or of pupils from different groups.
120. Specialist input to dance and football enriches the curriculum. The school has recently earned the Chartered Standard for provision in games for Years 4 to 6. The subject contributes well to pupils' social and cultural development. However, the nature and extent of time given to the subject each week, revealed by teachers' time-tables, raises questions about how far pupils can build on prior learning to develop skills, knowledge and understanding successively. Few opportunities for pupils to evaluate each other's performance were seen in lessons and there is some inconsistency in the use of physical education kit. Opportunities for field games are limited, though pupils have access to some outside facilities and do take part in competitive sports with other schools. Resources are otherwise satisfactory. The new co-ordinator has accepted a need to review provision for gymnastics. Systematic assessment of pupils' learning outcomes and the monitoring of teaching and learning in lessons remain areas for further development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good** overall. Particular strengths are seen in the way the school strives to ensure pupils develop independence in learning and a capacity to support and help one another as members of a community. No lessons were seen but the school makes good provision through, for instance, time each day for the class 'star of the week' when pupils celebrate the personal qualities of their peers. Provision for spiritual, social, moral and cultural development also impinges productively on this aspect of pupils' learning, especially in assemblies. The school makes **satisfactory** provision for seeking pupils' views about its work and this area is being developed.

Main strengths and weaknesses

- Pupils have good opportunities to learn what it means to be a member of a community at class and school level.
- They show a good capacity to care for one another, especially when they take on the role of a 'Buddy' at playtimes.
- Consulting pupils about their views on school life is at an early stage of development.

Commentary

121. Planning arranges satisfactory opportunities for personal, social and health education through activities in lessons. The school's involvement in the Healthy Schools' project improved pupils' eating habits, raising their awareness of the need to eat healthily. This was linked well to science work. A programme of sex education and drugs awareness for Year 6, usefully including workshops for parents, has been extended to Years 4 and 5. There are also suitable arrangements for helping the oldest pupils to prepare properly for transfer to secondary schools. For example, teachers from the main receiving secondary school visit to work with Year 6 pupils in partnership with the class teacher.
122. Assembly themes are well directed at raising important moral and social issues linked to getting on well with others and valuing the contribution each makes to the life of the community. This was seen in whole school assemblies as well as those for Key Stage 1 or Key Stage 2 pupils. Immediately after lunchtime play at the start of the inspection week, pupils in Year 3 were observed sitting in a circle with the 'star of the week' at its centre – a boy in this instance. In turn, they each gave a considered answer when thinking about what he did well or what they liked about him. The teacher scribed these on a flip chart to act as a record. The session was brief but served to help pupils reflect seriously on positive personal qualities that enabled classroom life to run smoothly. It also established an ethos of calm for the afternoon's work after boisterous outdoor play.
123. At the time of the inspection, the school was re-establishing its peer mediation programme (interrupted by the school summer holiday) whereby pupils acting as 'Buddies' intervene when they see inappropriate behaviour at break times, or someone reports this to them. Teachers choose a boy and girl from volunteers in each Year 2 to 6 class to be mediators. Experienced pupils talked enthusiastically about the work and revealed a good grasp of its purpose. They know they must listen to each person's story and help them to a satisfactory resolution in the event of a dispute, in line with school policy and practice. They also know they must seek adult support if such resolution proves too difficult. Participants are proud to wear their 'Buddy' caps when it is their turn to be mediators although, as might be expected, some younger pupils are not yet fully secure in their roles - unlike their more experienced peers. Some new recruits also found expectations for being a 'Buddy' hard and have already been replaced by another member of their class. Nevertheless, the programme illustrates to very good effect the school's commitment to furthering pupils' understanding of what it means to be a member of a community together with developing pupil initiative generally. An informative display in the school hall includes photographs of each 'Buddy' so that everyone knows what is done and how work is organised.

124. It is very clear that the school values pupils' views and is concerned to include them in all aspects of its life. This attitude stems from the headteacher's commitment to promoting their independence as much as possible. To date, pupils' opinions are not canvassed systematically, although a recent pupil questionnaire heralds a start with this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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

