

INSPECTION REPORT

OAKTHORPE PRIMARY SCHOOL

Palmers Green

LEA area: Enfield

Unique reference number: 131407

Headteacher: Geof Cumner-Price

Lead inspector: David Tytler

Dates of inspection: 26th – 28th April 2004

Inspection number: 265755

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:	4-11
Gender of pupils:	Mixed
Number on roll:	477
School address:	Tile Kiln Lane Palmers Green London
Postcode:	N13 6BY
Telephone number:	020 8 807 4689
Fax number:	020 8 807 3302
Appropriate authority:	Governing Body
Name of chair of governors:	Peter H. Sinclair
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Oakthorpe Primary School is a large multi-ethnic school in Palmers Green, Enfield, catering for 477 pupils aged 4 to 11. The vast majority of pupils spend their entire education from reception to Year 6 in the school. Most of them come from the immediate area and represent a wide range of ethnic minority backgrounds. The largest group is from a white non-British background (156 pupils). The two other largest groups are black or black British-Caribbean (28) and black British African (25). The school does not have a nursery but 70 children attend full time in the reception classes. A large number of pupils come from families where English is not the first language, but none of them are at early stage of learning English and most are well settled in the UK. The number of pupils having special educational needs is below the national average, although the number having statements is broadly in line with the national average. These children have a range of learning, social, emotional, and behavioural needs, speech or communication or medical needs.

Oakthorpe is a Beacon School and has effective partnerships with a number of different schools. The school is part of an EAZ and Excellence in Cities. It is a training school with a number of training partners and operates the student associate scheme for graduates and under-graduates. The school has received a number of awards including the Activemark in 2002, Artsmark in 2003, Basic Skills Quality Mark in 2001, Healthy Schools Award in 2003, Investors in People in 2002, Schools Achievement Award 2002, Schools Extra Awards 2003 and Enfield in Bloom 2003. The school is used by community organisations such as a Greek school, a Turkish school, Saturday school, a dance and a drama school.

The school takes children from a number of nurseries. Their attainment on entry into the school's reception classes is below that expected of children of their age nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	Lead inspector	
9519	Sue Pritchard	Lay inspector	Personal, social and health education
20063	Gerry Slamon	Team inspector	Mathematics Geography Information and communication technology Physical education Special educational needs
12764	Wendy Thomas	Team inspector	English History Music Religious education English as an additional language
7336	Lindsay Howard	Team inspector	Foundation Stage (the reception classes) Science Art and design Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Oakthorpe is a very good school with excellent features. It provides a high quality of education for all its pupils, who in Year 6 attain standards above the national average in mathematics and science. Pupils generally achieve very well throughout the school as a result of the very good teaching and the outstanding leadership of the headteacher. Pupils benefit considerably from Oakthorpe's role as a training school, which results in small classes and a high level of adult support in every classroom. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils' spiritual, moral, social and cultural, including multi-cultural, development is excellent and underpins their exemplary attitudes and behaviour.
- The school's efforts to involve all pupils in the life of the school are outstanding: pupils are treated with the utmost respect, listened to and taken seriously.
- Arrangements for the induction of children into the reception classes are exemplary and give them a good start to their education.
- Relations between this training school, nurseries, other schools and colleges are excellent.
- The very good teaching enables pupils to achieve very well throughout the school.
- The high quality curriculum is very well enriched through drama, music and a good range of high quality after-school activities, trips, visits and visitors.
- The role of subject co-ordinators in analysing pupils' performance, tracking their progress and in monitoring teaching and learning in the classroom is an area for further development.
- Provision for pupils with special educational needs is very good and they achieve very well in relation to their individual education plans.
- The governance of the school is very good but the governors' annual report to parents does not contain all the required information.

The school is significantly more effective than it was at the time of the last inspection, which contained only minor areas for improvement. Nevertheless, improvement since the time of the last inspection has been good. The school has maintained the many strengths identified then and is continually seeking further improvement in all aspects of its work. It has been recognised as a Beacon School and an effective training school and has received a number of awards, including those recognising its good provision in the arts and sport. The quality of teaching has risen significantly throughout the school and pupils continue to achieve well in religious education and in all areas of the National Curriculum inspected.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	C	C
Mathematics	A	A	C	D
Science	A	A	B	B

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

Pupils' overall achievement is very good. Pupils in the current Year 6 are achieving very well in mathematics and science and well in English. In the current Year 6, standards are above the national average in mathematics and science and average in English. This represents a considerable improvement in mathematics since the national tests in 2003 for 11-year-olds in mathematics. Standards in the current Year 2 are above average in reading, writing and mathematics and match

the national average in science. Standards in information and communication technology (ICT), art and design and music are above national expectations throughout the school. In religious education, standards are above the expectations of the locally agreed syllabus throughout the school. Standards in physical education match the national expectations by the end of Year 2 and exceed them by the end of Year 6. Timetabling arrangements during the inspection, meant that it was not possible to make judgements on standards in geography and history. The attainment of children on entry to the reception classes is below that expected nationally for children of their age. As a result of the consistently good teaching, children achieve well in all areas of the curriculum and the vast majority will have reached the learning goals expected of them by the time they enter Year 1.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Their spiritual, moral, social and cultural development is outstanding and pupils are very well prepared for life in a multi-cultural society. Relationships are very good throughout the school, which is a happy, harmonious and caring community. Pupils have very positive attitudes and behave very well as a result of the high quality care provided for them. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is very good. Overall, teaching is very good. The good teaching in the reception classes, together with a very good curriculum, enables children to achieve well in all areas of learning. Teaching and learning in Years 1 to 6 are very good overall, with some outstanding teaching seen, enabling pupils to achieve very well in their lessons and over time. The high quality curriculum is particularly well enhanced by a wide range of visits and visitors and a very good range of after-school activities. The very good support, advice and guidance, together with the very good links with parents, the community and the excellent links with other schools and colleges, make an important contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are very good overall. The headteacher's outstanding leadership provides the impetus for further raising standards and continuous improvement in all aspects of the school's work. He is very well supported in the unrelenting drive to raise performance by the senior leadership team and all staff and governors. Whilst the management of all the subjects inspected was good, and sometimes very good, co-ordinators' role in monitoring and evaluating teaching and learning in the classroom is an area for further development in some subjects. The governance of the school is very good, although there are some omissions in the governors' annual report to parents. The governing body, which is representative of the school community, contains a range of expertise and plays an important role in planning for the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are delighted that their children attend Oakthorpe. No significant concerns were raised either at the pre-inspection parents' meeting or in the parental survey. Parents value all aspects of the school's work and support their children's learning very well at home and at school. Pupils' involvement in the day-to-day life of the school and in planning for the future is outstanding. They know that their views will be listened to and taken seriously.

IMPROVEMENTS NEEDED

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

- ensure that subject co-ordinators are able to take a full part in analysing pupils' performance, tracking their progress and in monitoring teaching and learning in the classroom and to meet statutory requirements.
- ensure that all legal requirements are met in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average in mathematics throughout the school, in English in Years 1 and 2 and in science by the end of Year 6. Pupils generally achieve very well as they move through the school. By the time they enter Year 1, most children reach all the nationally expected early learning goals. Children in the reception classes achieve well.

Main strengths and weaknesses

- Standards are high in mathematics in all year groups.
- Pupils, including those with special educational needs or speaking English as an additional language, achieve very well.
- Children in the reception classes are given a very good start to their school education.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.2 (27.1)	26.8 (27.0)
Mathematics	26.5 (29.2)	26.8 (26.7)
Science	29.7 (30.6)	28.6 (28.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year

1. Standards in mathematics and science are above the national average in the current Year 6, which represents an improvement in mathematics since the national tests for 11-year-olds in 2003. Standards in English continue to be at the national average in Year 6, but the subject co-ordinators have introduced a number of strategies and standards are steadily rising. When compared with similar schools, based on pupils' prior attainment in their Year 2 tests, pupils' attainment in the national tests in 2003 was above average in science, average in English, but below in mathematics. An analysis of school data shows that the Year 6 cohort in that year had more pupils with special educational needs than is usual, but that they achieved well.
2. Pupils enter the school with attainment that is below that expected nationally for children of their age. As a result of the very good teaching in all year groups, pupils make good progress as they move through the school and they achieve very well. The school met its challenging targets for the number of pupils to reach the expected: Level 4 and the higher Level 5 in English and mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.3 (16.6)	15.7 (15.8)
Writing	15.3 (15.1)	14.6 (14.4)
Mathematics	17.1 (18.0)	16.3 (16.5)

There were 73 pupils in the year group. The figures in brackets are for the previous year.

3. Results in the national tests for seven-year-olds in 2003 were above average in writing and mathematics but below the national average in reading. When compared with similar schools, pupils' achievement was above average in writing and mathematics but below in reading.
4. Raising standards in reading became a priority of the school: new resources have been purchased and guided reading sessions are now well established. As a result standards have risen and are now above average in reading and writing. Raising standards in mathematics, particularly in Years 1 and 2, has been a priority of the school and attainment in the current Year 2 is above average. Standards in science remain average in Years 1 and 2.
5. The consistently good, and often very good, teaching in all subjects helps pupils achieve very well across the curriculum. Standards in ICT, art and design, and music are above average by the end of Years 2 and 6. Standards in religious education exceed the expectations of the locally agreed syllabus throughout the school. In physical education, standards are average by the end of Year 2 and above average by the end of Year 6: standards in design and technology are average throughout the school. Timetabling arrangements during the inspection meant that it was not possible to see enough lessons in geography or history to make a judgement on standards.
6. Children enter the reception classes with attainment below that expected nationally for children of their age. As a result of the consistently good teaching in all areas of learning, children make good progress. By the time they enter Year 1, children meet the early learning goals expected of them and a few will exceed the goals in communication, language and literacy and in some aspects of mathematical development.
7. Pupils with special educational needs are very well provided for and achieve well in relation to their prior attainment. Pupils who have special gifts and talents are identified and they are also very well provided for and achieve as well as they can. Pupils speaking English as an additional language are well supported, attain standards comparable to those of other pupils and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes to their work and are very well behaved in classes and around the school. Their personal development is very good. Pupils' spiritual, moral, social and cultural development is outstanding. Attendance and punctuality are good.

Main strengths and weaknesses

- Relationships throughout the school are excellent and underpin the harmonious and inclusive nature of the school.
- Assemblies give very good support to pupils' excellent spiritual, moral and social development, which is embedded throughout the curriculum.
- The absence of exclusions over the last six years reflects the very good behaviour seen throughout the school.

Commentary

8. The school's excellent ethos underpins the very good personal development of pupils, including their spiritual, moral, social and spiritual development. Pupils trust and respect their teachers, who enjoy coming to the school as much as they do. The school's commitment to high quality music and drama performances is central to building pupils' confidence and self-esteem and in supporting their outstanding spiritual, moral, social and cultural development. The sheer enjoyment and pride of pupils and teachers in taking part in performance assemblies, which were seen during the inspection, cemented the sense of common purpose in this outstandingly inclusive school.

9. A notable characteristic of the very good behaviour of pupils in lessons, assemblies and around the school was pupils' self-discipline. In one assembly, for example, pupils were invited to dance to the music if they wished. Many did and as soon as the music finished, they sat down and listened attentively as the assembly continued. In the reception classes pupils achieve very well in their personal, social and emotional development and most will reach the levels expected when they enter Year 1.
10. Assemblies and lessons in many subjects such as English, mathematics, science, history, art and design, music, physical education and religious education, encourage pupils to think for themselves, refine their ideas, understand the need to work collaboratively and to respect the views of others. Pupils are well prepared for life in a modern multi-cultural society.. As a result, pupils' spiritual, moral, social and cultural development is a central part of their personal development and not an add-on extra. Overall, the pupils' spiritual, moral, social and cultural development has improved since the last inspection.
11. The excellent relationships between all adults and pupils and between pupils are based on mutual trust and respect. As a result, pupils work in an atmosphere free from oppressive behaviour of any sort. Teachers are very skilful in ensuring that all pupils are listened to in class but without deflecting concentration from the task in hand. Pupils' very positive attitudes to their work, and their desire to do well, are largely because they know that their ideas will be taken seriously. They particularly value the free and friendly access they have to the headteacher, who is a key figure in setting the ethos of the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.4	National data	0.4

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

12. The strong family ethos of the school gives rise to pupils being very happy to come to school. Unauthorised absence is below the national average. Parents and carers encourage the prompt and regular attendance of their children, with most pupils arriving at school in good time for registration. A breakfast club provides a comforting, well-organised start to the day, helping to reduce lateness as well as improving attitudes and motivation to learn.

Exclusions

13. There have been no exclusions since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a high quality of education for all its pupils. Overall, teaching and learning are very good. Arrangements for gathering and using information on what pupils know and can do are good. The very good curriculum is considerably enhanced by many opportunities to take part in music and drama, together with a very good range of after-school activities. The support, advice and guidance provided for pupils are of high quality. The very good links with parents and community and the excellent links with other schools and colleges make an important contribution to pupils' learning.

Teaching and learning

Teaching and learning are very good in Years 1 to 6 and good use is made of the information gathered on what pupils know and can do.

Main strengths and weaknesses

- The consistently good teaching in the reception classes enables pupils to achieve well and meet the learning goals expected for children of their age.
- The overall very good teaching and learning in Years 1 to 6 enables pupils to make good progress as they move through the school and achieve very well.
- All adults in the classroom go out of their way to ensure that all pupils are engaged in their learning and can take a full part in their lessons.
- All teachers make very good use of ICT in their lessons to support learning by engaging and holding the pupils' interest.

Commentary

Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	26 (39%)	28 (42%)	9 (14%)	0 (0%)	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.

14. The quality of teaching and learning has improved significantly since the last inspection, with a higher proportion of very good and better teaching. The consistently good teaching in the reception classes - with particularly good teaching of literacy skills - enables children to achieve well. As a result, most will reach the early learning goals by the time they enter Year 1. Children respond well to the high expectations of work and behaviour, showing good levels of concentration. Very good use is made of teaching assistants to support children's learning in small groups. Children are quickly introduced to the interactive whiteboards and many can use them without help. These boards are a regular feature of lessons throughout the school and are used very well by teachers to provide a range of interesting teaching methods. For example, in a good Year 4 history lesson comparing the ancient Olympic Games with the modern games, the teacher made good use of an interactive cartoon program to stimulate discussion amongst pupils.
15. The overall very good, and sometimes excellent, teaching in Years 1 to 6 enables pupils to achieve very well. Many of the lessons seen were stimulating and inspiring. Details of an outstanding religious education lesson are given as an example of excellent practice in the religious education section in Part C. Teachers are keen to make lessons interesting and involve pupils as much as is possible using a variety of techniques including drama and role play. A very good Year 4 lesson about bullying used Ann Fine's *Angel of Nitshill Road*; pupils sat in the *hot seat* answering questions from their classmates about either what it was like to be bullied or to be the bully. Pupils responded very well and their answers showed good understanding of their characters.
16. As an experienced training school, Oakthorpe is able to provide small classes and good adult support, either through graduate trainee teachers, teaching assistants or learning support assistants to ensure that all pupils are fully engaged in the lesson. Teachers who have trainees attached to their classes are skilful in using the extra help in very effective team teaching or in providing support for groups or individual pupils. In a very good Year 3 English lesson, the trainee worked very effectively with two pupils with special educational needs in a carefully planned session, which enabled them to achieve very well. Equally good use is made

of the skilled non-teaching staff. In a very good Year 2 lower set mathematics lesson, the teaching assistant led a very effective mental maths session in which all three adults in the lesson ensured a very high level of pupil involvement.

17. In addition to the very effective and skilful use of ICT in all lessons, most teachers were careful to include cross-curricular links, with particularly good use of literacy in lessons such as ICT, history and religious education. Teachers have very good subject knowledge, as was seen in a high quality Year 6 mathematics lesson. In this lesson, pupils achieved very well as a direct result of the high level of subject expertise and stimulating teaching.
18. No unsatisfactory teaching was seen. In the small proportion of lessons judged to be satisfactory, pupils did not always understand precisely what was required of them and there were very occasional lapses of behaviour as the tasks were not sufficiently interesting.
19. The very good teamwork between teachers and teaching assistants enhances the learning of pupils with special educational needs. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual educational plans. These are well drawn up by class teachers. The favourable adult/pupil ratio ensures that pupils speaking English as an additional language are well supported and teachers include key vocabulary in their planning and support pupils well. Great care is also taken to identify, and provide for, gifted and talented pupils and they too achieve very well.
20. The generally high quality teaching is underpinned by good arrangements for gathering information on what pupils know and can do and using it to plan for the needs of all pupils. School data is carefully analysed to set targets, although subject co-ordinators could be more involved in this process and in the subsequent tracking of pupils towards meeting them. Targets are discussed with pupils, who have a good understanding of their learning and know what they need to do to improve the good assessment of pupils having special educational needs or speaking English as an additional language ensures that their needs are quickly identified and met. Where necessary, the local education authority provides bi-lingual assessments.

The curriculum

The very good curriculum from reception to Year 6 is relevant to all the school's pupils and is very well enriched by a very good range of extra-curricular and after-school activities together with many visits and visitors. Accommodation and resources support the curriculum very well.

Main strengths and weaknesses

- The very well planned, rich and varied curriculum provides pupils with a good range of relevant and interesting learning opportunities.
- Cross-curricular links are strengths of the curriculum.
- The curriculum is very well enhanced by opportunities for music and drama, which are a hallmark of the school.
- Pupils' experiences are widened through a good range of visits, visitors and many high quality after-school activities.
- Personal, social and health education is very good, making a very important contribution to pupils' personal development, their very positive attitudes and good behaviour.
- Good provision is made to ensure pupils of all needs and backgrounds are fully included in all the school's activities.
- Trainee teachers and skilled support staff make an important contribution to the quality of education provided.

Commentary

21. The well planned curriculum in the reception classes ensures that all six areas of learning are well planned for. The curriculum throughout the school provides pupils, including those with special educational needs or speaking English as an additional language, with a wide range of interesting and relevant activities, whilst at the same time providing a strong grounding in literacy and numeracy. Everything is very carefully planned and while individual teachers have styles of their own there is a striking consistency of approach in year groups and across the school.
22. Strong cross-curricular links are planned into many lessons and are a strength of the curriculum. Pupils make particularly good use of their skills in literacy, numeracy and ICT in other lessons. ICT is very carefully used so that it is an integral part of the pupils' learning. Teachers are confident enough not to use it if they feel more would be gained by using pencil and paper in their writing.
23. The curriculum fully meets statutory requirements and is regularly reviewed to ensure that it remains relevant and is fine-tuned to meet particular needs. Pupils are currently set in mathematics in Year 6, but the generous staffing arrangements mean that extra sets and groups can be provided to meet specific needs as and when they arise.
24. The provision for personal, social and health education is very good and makes a very important contribution to the pupils' personal development, their very positive attitudes and good behaviour. The many opportunities for music and drama are particular strengths of the curriculum. Good examples of these were seen during the inspection and they are undoubtedly important to pupils and staff in cementing relationships and promoting self-confidence and self-esteem. Pupils' experience is also broadened through a good range of visits to places of interest and of visitors into school and a good range of well-attended, high quality after-school activities.
25. The curriculum the school provides for pupils with special educational needs is very good ensuring their inclusion in lessons and in all aspects of school life. Setting arrangements, use of staff expertise and a wide range of extra-curricular activities, curriculum events and public performances, help pupils to develop their special gifts and talents.
26. Pupils benefit considerably from the good use the school makes of its trainee teachers and skilled support staff. The curriculum is very well supported by the school's accommodation and the good resources for teaching in all subjects of the National Curriculum and religious education.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good overall. The provision of support, advice and guidance based on monitoring is very good. The involvement of pupils in the school's work and development is excellent.

Main strengths and weaknesses

- Adults support pupils very well, based on very good and careful monitoring of their needs.
- The induction arrangements for pupils are very good; they are excellent for those starting school.
- The school actively listens to all pupils and places a high value on their views.

Commentary

27. In the pre-inspection survey of their views, pupils were firmly of the opinion that there is always an adult to turn to in school if they find themselves in difficulty. This confidence is founded in the very good arrangements made for settling pupils into the school. The outstanding induction

arrangements in the reception ensure that children are well prepared to begin their learning. Their view reflects the warmth and effectiveness of the staff and the high number of supporting adults that are on hand to help. The ethos of the school is excellent. Pupils are infected by the enthusiasm of the staff. There is shared excitement about gaining new knowledge and developing new skills. Assemblies are joyous occasions with staff, pupils and visitors singing, dancing, praying and generally having fun together.

28. A significant number of children enter school with below average personal and social skills but they quickly form good relationships with the adults in school. This is enhanced by the excellent induction procedures, with staff encouraging parents to become involved in their children's education well before they start school. All staff exercise a high degree of patience, kindness and goodwill in their dealings with pupils. They employ a sophisticated range of persuasive and supportive tactics that work splendidly in encouraging co-operation and participation in lessons and other activities. This high quality support makes a noticeable and positive impact on pupils' personal development.
29. Pupils easily absorb the basic principles of citizenship and democracy through their daily experiences in school. Through class and school council meetings, pupils of all ages acquire an in-depth knowledge of how the school operates and are constantly looking for ways to improve it. They aspire to positions of responsibility, knowing their views will be heard. They are proud to show their visitors the many colourful displays and photographs that celebrate achievement. The stimulating environment acts as a purposeful reminder to pupils to aim for success and to follow the good examples of others.
30. First aid procedures work well. Many of the support staff are trained in basic first aid. Individual health care plans are drawn up to support pupils with specific medical needs, and the staff who work with them are specially trained in implementing these. This represents very good practice. However, there is only one fully trained first-aider on the staff and the school has yet to carry out a risk assessment to find out whether this is sufficient for a school of this size. Good use is made of governors' expertise in identifying health and safety issues. The school takes prompt action to minimise risks as soon as they become apparent.
31. Staff are vigilant and suitably aware of the likely indications of a child failing to thrive. They are clear about their responsibilities towards children at risk and 'looked-after' children. The school is keen to develop the knowledge and understanding all staff have of child protection issues, although there are no firm plans to do so at present. Reporting procedures for the rare incident of racial intolerance or bullying type behaviour are followed correctly. The school is able to manage most, if not all, situations for these different groups of pupils within the defined procedures.
32. Teachers have developed very effective procedures that show how pupils have achieved and developed personally. This information is used very well in targeting specialised support to ensure that pupils' academic and personal needs are met. Very good use is made of the records teachers keep to guide pupils into tasks aimed at helping them achieve the next level of knowledge, skills or understanding, for example as they move from the reception classes to Year 1.
33. Pupils with special educational needs receive very good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is very well managed. They have full access to all outside support agencies. Parents and carers are consulted at all stages to ensure that all aspects of the care are used to help these pupils gain maximum benefit from all they do at school.

Partnership with parents, other schools and the community

The partnership between the school and parents and the community is very good. Links with other schools and colleges are excellent.

Main strengths and weaknesses

- Parents think very highly of the school. They make a very good contribution to school life and to their children's education.
- Parents receive very good information about the school and their children's progress.
- Links with the community provide very good enrichment of the curriculum as well as broadening pupils' experience of other cultures from a variety of perspectives.
- There are excellent and very supportive links with other schools and colleges.
- Not all the necessary information is included in the governors' annual report to parents.

Commentary

34. Parents made it known right from the start of the inspection that they are very happy with the school and the education it provides for their children. They struggled to find anything they felt needed improving. They were particularly impressed by the hard-working staff, the stimulating teaching and the enriching curriculum, rightly linking these very positive features to the high levels of confidence and self-esteem shown by their children. The inspection evidence supports the strength of their praise.
35. Parents are keen to find out about the progress their children make and are provided with a variety of opportunities to do so. Newsletters, curriculum updates, assemblies, productions, wall displays and the school's own website with its many useful links, keep parents up-to-date with school events and success stories. The very good assessment procedures support the well-informed feedback parents receive at consultation evenings. The information given in the end of year reports is also very good and provides helpful pointers to parents on what their children need to concentrate on next. Parents whose children have special educational needs are consulted about the individual educational plans and kept very well informed about their progress.
36. The prospectus and governors' report are attractively presented documents that provide most of the information parents must have, with the exception of an update on the last inspection action plan and sufficient detail on the existing arrangements and facilities for pupils with disabilities.
37. Exchanges between parents and teachers are friendly and supportive and as a result parents willingly act on the advice teachers give to help pupils improve. Parents believe that they are fully consulted about any planned developments and that their views are given serious consideration. Parents give a high level of support in encouraging their children to speak clearly, listen attentively, read regularly and behave well. They appreciate and recognise the very positive contribution that school assemblies, productions, special themed days, visits and visitors have made to pupils' personal development. Parents and carers of pupils having special educational needs or speaking English as an additional language are consulted regularly to ensure that these pupils gain maximum benefit from all they do at school.
38. The school is very well embedded in the local community. Pupils engage in a broad range of subject-based day visits during the year covering sport, creative, environmental, community and artistic activities and in doing so develop a host of talents and abilities of which they are justifiably proud. One whole school event among the many that attract the keen support of parents is the programme of celebrations for Black History Week. Parents from ethnic minority groups join together in organising a range of activities, which broaden pupils' knowledge of the history of Asian, African and African Caribbean peoples. Similarly events are held to celebrate the Greek and Turkish cultures.

39. Excellent links have been forged with many local primary and secondary schools through the regular sharing and disseminating of good teaching and learning practices. The links with the secondary schools ensure a smooth transfer from Year 6 to Year 7. The inspirational work carried out by the school has been recognised by many of the educational award giving institutions. Parents too appreciate the benefits of a school which is open to innovative teaching practice and where additional adults are always on hand to make learning fun and accessible for all.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The headteacher provides outstanding leadership, which underpins the very good management of the school.. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher's leadership underpins the high quality of education provided.
- He is very well supported by senior staff, all other staff, governors and parents.
- Clear priorities have been identified to enable the school to plan securely for the future.
- Rigorous and regular monitoring of teaching and learning has been a major factor in improving the quality of teaching but this is not yet carried out by all subject leaders.
- Governors have a wide range of expertise are representative of the school community and play an important role in planning for the school's future.
- With the exception of some information in the annual report to parents, governors fulfil statutory requirements.

Commentary

40. The outstanding leadership of the headteacher underpins the high quality management, which is focused on raising standards further and seeking continual improvement, in a school which has already been recognised for its achievements on many fronts. Oakthorpe is, for example, now a training school. This aspect of the school's work is well managed and has brought many benefits, not least small class sizes and a generous adult/pupil ratio.
41. The headteacher is very well supported by a leadership team of four senior teachers, each with clearly defined responsibilities which cover all areas of the school's work. The strengths found at the time of the previous inspection have been maintained and that the improvement since then has been good. Where areas for development have been identified, such as the comparative weaknesses in standards in reading in Years 1 and 2 and in mathematics in Years 3 to 6, the school sets out thoughtfully and analytically to find remedies. Overall, the school's arrangements for self-evaluation are very good and the senior management ensure that any issues that emerge are tackled effectively.
42. The monitoring of teaching and learning in the classroom by the senior management team and local authority advisers has led to an improvement in the proportion of very good and better teaching since the last inspection. Subject leaders monitor curriculum planning and pupils' work very effectively, but not all are given the time to monitor teaching and learning in the classroom.
43. The school is outstandingly successful in ensuring that all pupils, whatever their needs or backgrounds, are included in all aspects of the school's work and can take full advantage of the many high quality learning opportunities available to them. The school has a very effective race equality policy, which is regularly monitored as is the performance of groups of pupils within the school. The very good arrangements for the professional development of staff are securely focused on further improving the quality of education provided. Professional development, which includes an annual review, is linked to the school development plan and the school's performance management scheme. Good arrangements support newly qualified teachers and graduate trainees.

44. The governing body work closely with the headteacher and staff but is prepared to ask challenging questions where necessary. A range of committees reviews all aspects of the school's work and helps with strategic planning. With the exception of some information in their annual report to parents, governors meet all statutory requirements. The governing body is fully representative of the school community and as a result has a good understanding of the school's strengths and areas for further development.
45. Provision for special educational needs is very well managed by the special needs team, which ensures that all aspects are well organised. Documentation is up-to-date, and individual education plans are working documents, which are regularly reviewed and updated. Whilst new to the post, the link governor meets regularly with the team, gives full reports to the governing body and has received training to improve her effectiveness. The provision for pupils speaking English as an additional language is well led and managed ensuring that these pupils are very well catered for.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£1,839,790	Balance from previous year	£25,035
Total expenditure	£1,791,790	Balance carried forward to the next	£48,000
Expenditure per pupil	£3,756		

46. The headteacher and the governors ensure that all the resources available to the school are used to meet educational priorities and that the principles of best value are applied in all aspects of its work. The school is adept at gaining extra money to support the education it provides but also ensures that it provides very good value for money through careful spending and evaluating the effectiveness of spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter school with levels of attainment in all areas of learning that are below those expected of children of similar age, which is slightly higher than at the time of the previous inspection. Children, including those with special educational needs or speaking English as an additional language make good progress. By the time children enter Year 1 with standards overall are similar to those expected. A minority of children exceed the goals in communication, language and literacy and in some aspects of mathematical development.

The leadership of the Foundation Stage is very good. The co-ordinator has a good understanding of the Foundation Stage curriculum and planning makes provision for all six areas. The classes are generously staffed and all staff work well together. Accommodation and resources are very good. There is an excellent programme of home visits and pre-school support for children entering the reception classes. This means that many difficulties have been addressed before children come to school, parents are already working with the school to help their children. As a result, children settle into school very quickly and with confidence because they already know the adults and the environment. Parents listen to their children read at home and help them with the appropriate homework tasks they are given.

Teaching is always good and the main strengths are:

- Staff have high expectations of what children can learn and how well they can behave and children respond very well to these.
- Teaching methods are varied and effective, capture children's interests and enable them to learn with enjoyment.
- All nursery nurses are used very effectively to support children's learning directly in small groups so that learning is of high quality.
- The respect with which children are treated plays a large part in how children gain confidence and become active learners.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teachers treat children with respect so they become confident.
- Opportunities for this curriculum area are well planned.
- The joint LEA and school induction programme is exemplary.

Commentary

47. In the area of personal, social and emotional development, the children achieve very well as the result of the consistently good teaching and the majority will reach the early learning goals by the time they enter Year 1. This is because the whole curriculum provides many opportunities for this area of development. The exemplary induction and pre-school support programme enable children to make a smooth transition to school. Parents and children already know the school well and feel confident to come and to talk to the staff. Children soon adapt to the systems and routines of school. They feel safe and able to work with a variety of adults. They learn to work in small and large groups with other children, to share and take turns. They are able to concentrate for increasing lengths of time without adult intervention, especially when experiencing creative activities. They are happy, confident and active learners.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching is very good and skills in sounding out words are especially well taught.
- Some children exceed the early learning goals for reading and writing.

Commentary

48. Consistently good teaching ensures that children achieve well in communication, language and literacy and the majority will reach the early learning goals by the time they enter Year 1. They make a good start to reading because they are taught to recognise the words they need before they read the book. Therefore they are confident that they can *read* a new book and are sure they know all the words. They listen well to stories and enjoy new ones and old favourites. Phonic skills are taught in small ability groups and this enables all children to make very good progress. Staff plan interesting activities that challenge children and make them keen to learn. More able children can write such words as *chick* and then write a word that rhymes with it. These children are already working within the English National Curriculum. During the inspection other children were learning the sounds *th*, *sh* and *ch*. The teacher's use of visual props for each sound kept the children interested and by the end of the lesson many children could correctly match objects to the initial sound. These children are working at an appropriate level for their age. Most children write recognisable letters and identify the initial sounds in the words they want to write. Adults provide well-planned opportunities throughout the school day for speaking and listening.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- Number skills are developed through everyday activities.
- Children enjoy their lessons.

Commentary

49. In terms of their mathematical development children achieve well and the majority will reach the early learning goals by the time they enter Year 1. The introductory activities are well matched to the children's abilities and capture their interest. The initial learning is reinforced by the practical tasks later in the lesson. Children enjoy these and work hard to complete them. They are well supported by adults who allow them time to think out the answer for themselves. Teaching is good in this area of learning and opportunities are used during the day to reinforce mathematical concepts. After taking the register, for example, children work out how many are present in the class. They do this sometimes by counting the children and sometimes by being told how many are absent. Many children can work out that in a class of 24 children only 22 are there if two are away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and staff provide a vibrant exciting environment for this area of the curriculum.
- Children have good access to computers.
- The outdoor classroom is very well used to promote this curriculum area.

Commentary

50. In the area of knowledge and understanding of the world children achieve well and the majority will reach the early learning goals by the time they enter Year 1. During the inspection the children were studying minibeasts. The many varied activities provided by the staff, such as the different outdoor minibeast environments and the role play *Safari camp* inspired the children to experiment and to learn. They learnt what they had to take for a safari in the jungle and the similarities and differences of the various types of minibeasts. They are eager and confident to explore new situations and are proud of what they know. There are many opportunities for children to use a computer throughout the day. They develop good mouse control and can complete many programs independently. They also use the interactive whiteboard with confidence.

PHYSICAL DEVELOPMENT

Provision is **good** for physical development.

Main strengths and weaknesses

- Access to a high quality outdoor environment
- Well planned appropriate outdoor lessons
- Good teaching

Commentary

51. Children achieve well in the area of physical development because there are opportunities for most of the day for them to work outside the classroom. The majority will reach the early learning goals by the time they enter Year 1 as a result of the good teaching. They have a chance to ride tricycles and scooters and are careful to keep to the designated track. They can use a variety of spades to dig in the sand and fill buckets carefully. In PE lessons they learn to balance a small ball on a bat and to hit a ball through goalposts. A few children exceeded the early learning goals for these activities. Most children use pencils, crayons, glue and scissors accurately and safely.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good teaching.
- Systematic teaching of such skills as cutting with scissors.

Commentary

52. Children have many opportunities to develop their creative skills through planned tasks such as colour mixing, working with clay and dough and through tasks of their own choosing, such as painting. Teachers carefully teach skills which pupils use as they enjoy cutting and sticking, making books and finger painting. They have a wide range of songs that they sing with enthusiasm. They play untuned musical instruments well, keeping in time to the music. Their ability to play in parts is very good. Children achieve well and the majority will reach the early learning goals by the time they enter Year 1 as a result of the good teaching.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English show steady improvement.
- Teaching in English is good overall with some examples of very good teaching observed.
- The co-ordinators for English work well as a team and manage the subject well.
- Monitoring of teaching and tracking of pupils' progress needs to be developed further.
- Improvement since the last inspection is good.

Commentary

53. Results in the national tests in 2003 show that pupils aged 11 attain average standards in English. The proportion attaining the higher Level 5 was in line with that found in schools nationally. Seven-year-old pupils attained above average standards in writing, although standards in reading were below those expected nationally. Writing has been a focus for the school recently and standards are steadily improving. The co-ordinators have worked hard to address the decline in reading standards in the last year and standards are now above national expectations by the end of Year 2.
54. When they start school, pupils speaking skills are below average. Teachers work hard at giving pupils opportunities to talk in pairs, small groups and to the class. In a good Year 2 lesson, pupils enjoyed a role play based on the story of *Little Red Riding Hood*. They took turns in the role of *grandma*, telephoning *Red Riding Hood* and persuading her to visit. Their discussions were lively and when presenting their work to the class, pupils spoke confidently in complete sentences. In an assembly, Year 6 gave a very confident presentation about *Freedom Day* and the end of apartheid in South Africa. Other pupils listened very attentively. Pupils enter the school with some weaknesses in speaking and listening but achieve well and match national expectations by the end of Year 6.
55. The school has worked hard to improve standards in reading and pupils achieve well. New resources have been purchased to ensure that pupils are given good quality texts to engage their interest. Guided reading sessions are now well established. Teachers encourage pupils to use pictures and context clues to justify their opinions about what they read.
56. Older pupils read well in lessons. Year 6 pupils read the challenging text of a poem, *The Highwayman*, confidently and with good expression. Pupils are able to find information confidently from books and other sources. Whilst pupils have the reading skills they need, some are not enthusiastic about reading for pleasure. In a discussion with Year 6 pupils, they expressed interest in a very narrow range of popular children's fiction and struggled to name books they liked.

57. The school has recently focused on raising standards in writing and pupils achieve well. The additional strategies to support literacy are well established and are having a beneficial effect on raising standards. Pupils write for a range of purposes. Year 6 pupils made good progress in their understanding of how poets convey mood and emotion in their writing. They identify examples in the text they are reading and then begin to experiment with using the techniques in their own writing. Year 3 pupils made good progress in using a range of adjectives to make their writing more interesting and also finding different ways of joining their sentences. Pupils use their writing skills well across the curriculum for example in writing historical accounts.
58. Teaching in English is good, and in a small proportion of lessons, it is very good. Teachers have a secure understanding of the subject and make good use of ICT where appropriate. They work hard to make lessons interesting and provide pupils with challenging tasks. In the teaching of reading, teachers take care to encourage pupils to use the text to justify their opinions and make predictions about what will happen next. A strong feature of teaching is the excellent teamwork between adults. Support teachers, teaching assistants and student teachers are all clear about their roles and have been involved in planning. As a result, all pupils are supported very effectively. Adults provide very good role models for pupils, which set a positive working atmosphere. Pupils know what is expected of them and they work productively. Teachers use information gained from assessment to plan suitable activities for pupils. The high ratio of adults to pupils in most lessons ensures that pupils with special educational needs and those for whom English is an additional language are well supported.
59. In the best lessons, teachers use a range of strategies to help pupils with special educational needs or who are gifted or talented. Whilst lower attaining pupils are well supported by adults, teachers do not always use different strategies to support them and help them to become independent in their writing.
60. The marking of pupils' work is inconsistent. In some cases, teachers give pupils clear guidance as to what they need to do to improve their work. However, particularly with lower attaining pupils, this is not always done. Teachers are good at celebrating pupils' efforts but do not always make it clear what pupils need to do next.
61. English is well led and managed by a team of three co-ordinators. They work very well together and have a good understanding of what needs to be done to improve standards further. Planning is monitored closely to ensure that the different strands of English are covered in sufficient depth. They regularly monitor pupils' written work. However, they have not recently monitored class teaching. They have recently put in place a range of strategies to improve standards in reading. They give good support and advice to colleagues, particularly to student teachers.
62. Since the last inspection, the National Literacy Strategy has been introduced. The school has implemented this well. Standards for seven-year-olds have improved since the last inspection and those for eleven-year-olds have been maintained. Progress since the last inspection has been good.

Language and literacy across the curriculum

63. Pupils use their language and literacy skills well in other subjects. They are confident speakers and listen well to their teachers and one another. Pupils are encouraged to develop their performance skills in assemblies and in drama productions. Teachers provide opportunities for discussion in all subjects and this is a regular feature in religious education lessons. Older pupils confidently use reference books and other sources to find information to support their work in history and geography. Pupils write fluently and express their ideas well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Pupils achieve very well because of the very good teaching and learning.
- Teaching assistants provide very good support to pupils' learning.
- The subject is very well led and managed.
- Information and communication technology is used well to support pupils' learning.
- Setting arrangements are effective in providing for pupils of different abilities.

Commentary

64. Standards in mathematics in Years 2 and 6 are above average. In the national tests in 2003, 88 per cent of pupils in Year 2 reached the expected standard and 26 per cent achieved higher levels. Seventy-eight per cent of pupils in Year 6 reached the expected standard and 16 per cent reached higher levels. The school explains, and data shows, that last year's Year 6 cohort was less capable and had a higher number of pupils with special educational needs than is usual for the school. Nevertheless, the school does very well for its pupils, with all groups making very good progress and achieving very well. Teachers and teaching assistants give very good support to pupils with special educational needs, and those who speak English as an additional language, allowing them to achieve as well as their classmates. Boys and girls are currently making similar progress. The introduction of setting provides very well for different abilities and extends the more able pupils and those with a particular flair for the subject. Pupils who are found to be underachieving are also well provided for.
65. Since the last inspection the school has worked hard to raise standards in mathematics particularly in Years 1 and 2. In both 2002 and 2003, standards were higher in Year 2 than those for schools with similar intakes. In Year 6, standards were well above those of similar schools in 2002 but below the average for similar schools in 2003. The reason for this decline has already been explained. Most pupils enter the school with below average mathematical understanding, but by the end of Year 2 are attaining standards above the national expectations.
66. The school has carried out a thorough analysis of test results to identify any weaknesses in provision. As a result, there is now a greater emphasis on mental arithmetic and on challenging pupils to explain their thinking mathematically. By the end of Year 2, most pupils understand the place value of digits and sequence numbers to 100 and apply knowledge that subtraction is the inverse of addition. In lessons seen they were being taught and challenged to recognise number patterns and to use different strategies for solving problems.
67. In a very good Year 5 lesson pupils of average ability showed a good understanding of fractions and times tables as they found $\frac{4}{7}$ and $\frac{7}{8}$ of 56, for example. Many pupils in Year 6 devise efficient methods when working with decimals when, for example, subtracting 2.714 from 5.83. As a result of the added emphasis on mental calculation, the speed and range increases as pupils move up the school. However, it was evident in Year 6 lessons, that the school has correctly identified mental calculation as an area that has not been consistently developed step-by-step.
68. An analysis of pupils' work shows that all aspects of mathematics, including data handling and shape, space and measure, are given due attention. Most pupils in Year 2 use mathematical names for two and three-dimensional shapes, describing properties including the number of sides and corners. Pupils in Year 1 were using computers to develop and explore symmetrical patterns. By the end of the lesson, most had gained a good understanding of reflective

symmetry because of the interesting nature of the tasks and effective use of information and communication technology. The use of computers to support learning in mathematics has become a common feature in lessons and is particularly effective in developing data handling skills. Most pupils by the end of Year 6 understand the use of formulae to calculate perimeter and area and know the angle sum of a triangle and the sum of angles at a point. Two very good lessons on data handling were seen in Year 6. Pupils in the less able set achieved very well to construct and interpret line graphs to show the results of a science investigation. Pupils in the higher ability set gained a good understanding of the probability scale of 0 to 1 through clear explanations and highly motivating tasks which challenged them to predict results and to test their predications.

69. The quality of teaching seen was very good, as it was at the time of the last inspection. Teachers are well trained and are effectively supported by the recent implementation of a commercial scheme of work linked to the National Numeracy Strategy. This ensures that all strands are fully covered and provides a useful basis for assessment. Lessons are very well planned with a range of interesting activities which capture pupils' enthusiasm for the subject. Learning objectives are shared with pupils, and good use is made of final review sessions so that they are aware of their own learning. Teachers give clear explanations, using interactive whiteboards and attractive programs so that all pupils understand how to complete tasks successfully. The very high level of direct teaching as pupils work results in the pace of learning being maintained. The very capable teaching assistants are well prepared and give confident support to pupils' learning. Teachers regularly mark pupils' work, indicating to them how they can improve. As a result, pupils present their work well and work hard to reach individual targets set by teachers in consultation with pupils.
70. The strong leadership of the mathematics team has played a key part in subject improvement. A regular pattern of monitoring arrangements has resulted in consistency of practice across the school. A very good bank of resources is efficiently used to support teaching and learning. The annual Mathematics Week with whole school challenges, visitors and trips, brings the subject alive for pupils and develops their enthusiasm for the subject. The governors linked to mathematics are very supportive and are familiar with the work of the school. They prepare reports for the annual report to parents and worked in conjunction with the mathematics team to prepare an advice booklet for parents. Homework is very well used to consolidate pupils' learning and to develop their independent learning skills.

Mathematics across the curriculum

71. Pupils frequently use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. They use graphs and tables to record data in science and geography and apply all their skills through specific planned opportunities during the Mathematics Week. The subject makes a good contribution to pupils' literacy skills because of the strong emphasis on teaching the correct mathematical terminology in all year groups.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Attainment by the end of Year 6 is above the national average.
- Teaching is good throughout the school.
- Investigative skills are well taught.

Commentary

72. The satisfactory standards for Year 2 found at the time of the previous inspection have been maintained and pupils achieve well. Standards for pupils in Year 6 have improved and are now above the national average and pupils achieve very well. About half of the pupils achieve Level 5 at the end of Year 6 as a result of the good teaching they receive throughout the year and the structured programme of revision prior to taking the national tests. Pupils cover the content of the units of work in depth and then spend time revising areas less well known. Importance is placed on investigative work. Pupils learn to plan and carry out experiments well. They understand how to construct a fair test and go about this work in a mature and methodical manner.
73. The quality of teaching for the pupils in Year 6 during the inspection was satisfactory, with clear explanations and appropriate tasks engaging pupils' interests. It is, however, obvious from the work in pupils' books that teaching through the year is more rigorous and challenging and provides well for pupils, including those having special educational needs or speaking English as an additional language. The amount of work pupils produce is commendable. Marking clearly shows pupils what they need to do to improve and challenges their understanding. All teachers plan well to develop pupils' scientific vocabulary. Practice papers for the national tests show that pupils have understood the scientific concepts well and can apply what they have learnt to new situations.
74. The quality of teaching seen was good in Year 2 and very good in Year 1. Strengths included:
- Well planned and resourced lessons.
 - Interesting tasks that challenged pupils.
 - Very good use of ICT (interactive whiteboard).
 - The monitoring of teaching and learning in the classroom is underdeveloped.
 - A variety of ways to record findings.
 - Good investigative work.
 - Support staff used very well throughout the lessons.
75. All pupils were able to have hands-on experience throughout the lessons. This meant that they had the opportunity to experiment with the equipment, predict what might happen, discover if that was right and to experiment again. This enabled pupils of all abilities and whatever their needs to be successful in the end and to have acquired much scientific knowledge on the way.
76. The management of the subject is good. The co-ordinator has a clear idea of the strengths and weaknesses of the subject through monitoring lessons and undertaking rigorous work scrutiny. However, the monitoring of lessons does not take place often enough for her always to know the quality of teaching and learning throughout the school. Her present aims, as well as improving attainment by the end of Year 2, are to incorporate ICT into science lessons and to develop more cross-curricular links with subjects such as geography, design and technology and with work done during field trips and residential visits.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- There have been very good improvements in hardware and software since the last inspection.
- Teaching is very good and pupils achieve well.
- The subject is very well led and managed by a knowledgeable co-ordinator.

Commentary

77. Standards attained by pupils currently in the current Years 2 and 6 are above national expectations, a significant improvement since the last inspection. During his two years out-of-class, the subject co-ordinator gave very good support and training for staff so that all are now confident in using the new resources. The ICT technician supported the co-ordinator well in this and continues to give very effective help to keep computers up and running. The school's own scheme, which is linked to national guidance, ensures that all pupils experience the expected subject strands. Examples of pupils' work and teachers' planning, as well as discussions with staff and pupils, show they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling.
78. The overall quality of teaching is very good. In all of the lessons seen, teachers' own specialist knowledge was well used to give clear explanations and demonstrations using the interactive whiteboard. The effective use of this resource and very good questioning maximised pupils' involvement in their learning and ensured a brisk pace to learning. This meant that all pupils, including those with special educational needs and those who speak English as an additional language, achieved well.
79. Pupils enjoy ICT and rise to the challenges presented to them in lessons. Pupils in Year 2, for example, worked very well and enthusiastically in pairs as they designed a graph to help decide which bricks and how many they required to help reception children with their building. The class teacher built effectively on what pupils had done in the previous lesson when they produced and printed out pictograms of favourite foods. Most pupils in a Year 6 lesson worked hard and achieved well in learning to control simple devices by giving direct instructions. By the end of the lesson, most understood that an input causes an event to occur and that an event produces an output. The teacher's high quality explanations, based on a high level of subject expertise resulted in good learning, particularly in the early stages of the lesson.

Example of outstanding practice

A Year 5 lesson in which pupils learnt to enter formulae using a spreadsheet

In this outstanding lesson the teacher's excellent knowledge and use of resources resulted in a fast pace to pupils' learning being maintained throughout the lesson. Clear, crisp explanations and a very high level of direct teaching helped pupils to learn and to develop their understanding at all stages of the lesson. The excellent relationships established resulted in all pupils working hard and confidently asking questions when the need arose. The teacher was very clear about what she wanted pupils to learn and both she and the teaching assistants were firmly focused on this throughout the lesson. As a result, pupils of all abilities achieved highly during the lesson.

Information and communication technology across the curriculum

80. Teachers make very effective use of interactive whiteboards to focus pupils' attention and to add pace to their learning in most lessons. Good examples were seen of pupils using computers in mathematics, for example, and pupils talk about their use of computers in science, history and geography. The school has come a long way in this respect since the last inspection, and the use of ICT across the curriculum continues to be a focus for training and professional development of staff.

HUMANITIES

81. Timetabling arrangements meant that it was only possible to see one lesson in **history** and two in **geography** and therefore is not possible to make an overall judgement on provision in these subjects. Additional evidence was gathered through a scrutiny of pupils' work, teachers' planning and interviews with staff.

82. In the good Year 4 history lesson, pupils made good progress as they learned about the ancient Olympic Games and compared them with the modern Olympics. Teachers' planning shows that the history curriculum is covered well and that National Curriculum requirements are met. There is not enough evidence to make a secure judgement on teaching and learning.
83. The limited evidence in **geography** means that it is not possible to form an overall judgement about provision. There is every indication from discussions with pupils, and from their work and lessons seen, that standards are broadly as expected for their age as they were at the time of the last inspection. The curriculum meets statutory requirements and is enriched well by visits to places of geographical interest such as the Rainforest visit by Year 2 pupils and Osmington Bay by Year 5 pupils. Events such as Black History Month, when pupils carry out a detailed study of Trinidad, as well as the Global Citizenship Week and links with a South African village school, do much to widen pupils' knowledge of the world. Throughout the school, pupils recognise the way people can improve or damage the environment and even the youngest can explain the reason for the school's involvement in the local recycling project. The subject makes a strong contribution to pupils' moral, social and cultural development. They are given good opportunities to research the subject using books, maps and information and communication technology.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards in religious education are above the expectation of the locally agreed syllabus.
- Pupils enjoy the subject and achieve well.
- Teaching in religious education is good.
- The subject is well led and managed.

Commentary

84. During the inspection, it was only possible to observe two lessons in religious education - in Years 5 and 6. Further information was gained from scrutiny of teachers' planning, discussions with pupils and a scrutiny of work in books. Teachers' planning in Years 1 and 2 shows that the scheme of work that supports the locally agreed syllabus is followed and a good range of work is covered. There is little written work for pupils in this age group. Planning shows that much discussion and role play takes place.
85. The planning for pupils in Years 3 to 6 also shows that a good range of work is covered and the requirements of the locally agreed syllabus are met. In the lessons observed, pupils of all abilities showed enthusiasm and good understanding of the topics covered. Year 5 pupils worked in small groups to enact parts of the Exodus story. In discussing what this story means to Jewish people today, pupils offered mature and thoughtful responses. The teacher related the lesson well to the day's assembly on 'Freedom'.
86. Teaching in religious education is at least good and often better. Teachers have a good understanding of the scheme of work that supports the locally agreed syllabus. Lessons are well planned and cover a good range of topics. Teachers use drama and discussion which engages pupils and results in them enjoying the subject. Teachers use challenging questions and help pupils to think about the significance of what they learn to the lives of believing communities today.

87. Religious education is well led and managed. The co-ordinator has a good understanding of the strengths and weaknesses of the subject. She has ensured that there is a good range of resources to support teachers and has supported colleagues in their professional development. She monitors colleagues' planning and regularly reviews pupils' work, although she does not yet have the opportunity to monitor teaching and learning in the classroom. This includes discussions with pupils. Work in religious education is supported by a range of visits to different places of worship. Improvement since the last inspection is good.

Example of outstanding practice

A Year 6 lesson on the Hindu faith

In an outstanding Year 6 religious education lesson on how to understand that Hindus believe that God descends to earth when evil threatens to overtake good, the teacher skilfully set up an enthralling discussion. Challenging questions encouraged pupils to think carefully about their answers, with many showing thoughtful and mature responses as they considered how evil might be represented in the world today. As well as learning facts about religion, pupils developed a good understanding of what these facts mean to believing communities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. It was only possible to observe one lesson in **art and design** and part of one in **design and technology**. It is not possible therefore to make a judgement on the quality of teaching. There are examples of work around the school that reflect the importance that the school gives to creativity and the need for pupils to have 'hands-on' practical experiences. The standard of work on display for **art and design** is above those expected at the end of Years 2 and 6. A strength of the subject is the way in which pupils have been introduced to the work of a wide range of famous artists and have created works in the style of such artists as Warhol, Miro and Munch.
89. Standards in **design and technology** are in line with those expected at the end of Years 2 and 6. Pupils spend the minimum of time on this subject and so do not have sufficient opportunities to develop fully all the necessary skills over time. Curriculum areas such as the humanities, science and especially drama, afford opportunities for pupils to use their design and technology skills. However, these opportunities are not set in the important format of *design, make and evaluate* that is the basis of the subject. There are too few resources for a school of this size and the annual budget is too small to pay for consumables, to build up permanent resources of tools and to buy teacher resources to support the delivery of lessons. This adversely affects the standards that the pupils attain.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards in music are above average and pupils achieve well.
- Music is well led and managed.
- There are good extra-curricular opportunities in music.

Commentary

90. Standards in music are above average by the end of Years 2 and 6 as a result of the generally good teaching. Pupils show good understanding and achieve well. Year 2 pupils show good knowledge of pulse and rhythm. Pupils are able to repeat given rhythmic patterns and maintain a steady pulse as an accompaniment to speech patterns. Year 3 pupils learned how to combine different sounds to build up the texture of a composition in response to a

sunset picture. They enjoyed listening to a recording of their work and were able to suggest

how they might improve their compositions. Pupils in Year 5 showed good understanding of how to adapt a song keeping to the rhythm and structure.

91. Music is well led and managed. The two co-ordinators work well together. They have supported colleagues in implementing the new scheme of work. They have monitored teaching throughout the school and have provided good advice and support to colleagues. The curriculum is enriched through a good range of visiting groups who perform for pupils.
92. There are good opportunities for pupils to take part in a wide range of extra-curricular musical activities. Many pupils have individual instrumental tuition. Pupils recently took part in a concert at the Royal Albert Hall as part of the 'Enfield Sings' project. They have also performed in a concert at the Civic Centre for the Holocaust Memorial Day. Progress since the last inspection is good.

Physical Education

Provision in physical education is **very good**.

Main strengths and weaknesses

- The overall quality of teaching is very good.
- Behaviour is very well managed so that all pupils can learn safely and without disruption.
- The subject is well led and managed.
- A wide range of extra-curricular sport enhances the curriculum.
- The subject contributes very well to pupils' social development.
- Staff training needs are very well met.

Commentary

93. Lessons or parts of lessons, in games and dance were observed during the inspection. Standards in games are in line with expectations for pupils in Year 2 and above those expected for pupils in Year 6. Standards in dance are well above those expected for pupils in Year 6. Records show that standards in swimming are also above expectations. Overall pupils achieve well. Teachers report that Years 5 and 6 pupils achieve well in outdoor and adventurous activities during their annual residential trip. The curriculum and pupils' social development are highly enriched through a wide range of extra-curricular sports clubs and opportunities for dance performances and to take part in competitive sport with other schools. Pupils' success in these competitions reflects their good attainment in the subject. This very good provision provides well for pupils with a particular talent for sport. The subject makes a strong contribution to pupils' moral development as they are taught the need for fair play in their games.
94. The overall quality of teaching and learning is very good. Teaching is guided by a broad and balanced curriculum which is designed to promote pupils' physical development and social interaction. The expertise of teachers, teaching assistants, and coaches from local sports' clubs, is very well used so that correct skills are taught. Teachers manage behaviour very well and all pupils work together happily and safely. The very good relationships established by teachers give pupils the confidence to perform for the class and larger audiences. A very good example of this was seen in a Year 5 dance lesson, where after watching each other's performances, pupils were able to consider improvements to their own. As a result of this, and the class teacher's high quality demonstrations, pupils' learning was very good. This class went on to give a very polished performance at the weekly performance assembly.

95. Opportunities to consider their emotions in dance lessons add a valuable dimension to pupils' spiritual development. Teachers and teaching assistants ensure that boys and girls of all abilities and backgrounds are fully included in challenging and enjoyable tasks. Competitive teamwork at the end of games' lessons is effective in allowing pupils to use the skills they have been taught and adds edge to their enjoyment.
96. The accommodation, both indoor and outside, and a very good range of equipment, allow the subject to be taught effectively. The knowledgeable and hard-working co-ordinator manages the subject well and provides good advice for teachers. The introduction of an annual Fun and Fitness Week is a very good example of the school's commitment to the well-being of its pupils. Information and communication technology is very well used to allow staff and pupils to assess and improve their work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. This area of the school's work was sampled by looking at provision throughout the school's everyday practice, in breakfast club, assemblies, during extra-curricular activities and through speaking with pupils. Personal, social and health education is very well planned and implicit in most lessons. Teachers encourage pupils to express their views, to listen to others and to take responsibility. Assemblies, special focus days and themed weeks ensure that health and social issues maintain a high profile. The programme, together with science and physical education lessons, covers work on drug awareness, health and sex and relationships education. School and class councils introduce pupils to the concept of democracy, and they feel they have a voice in managing the school. This helps to develop their understanding of citizenship. Pupils are encouraged to reflect and consider how they can help others. Display boards show evidence of pupils raising funds for worthy causes and achieving success in challenging tasks, all of which help pupils become confident about their abilities. The school has gained recognition for the good work it does in promoting pupils' health and fitness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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