

INSPECTION REPORT

St James CE Primary School

LEA area: Haringey

Unique Reference Number: 102136

Headteacher: Carol O'Brien

Reporting inspector: Patrick Cobbe
T12964

Dates of inspection: 22nd - 26th June 1998

Under OFSTED contract number: 508130

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

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Information about the school

Type of school :	Primary
Type of control :	Voluntary aided
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing body
Name of chair of governors :	Roger Boustred

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Mrs P Goldsack Lay inspector		Attendance Attitudes, behaviour and personal development Partnership with parents and the community Support, guidance and pupil welfare
Mrs F Gaywood	English Information technology Music Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources
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Main findings

1 St James CE Primary School is a good and improving school that provides a caring and well organised ethos in which pupils make good progress in their learning. Particular strengths include the quality of teaching and the leadership offered by the headteacher.

2 Children who are under five attain standards that are above those expected of their age in language and literacy, knowledge and understanding of the world, creative development, personal and social development, physical development and mathematics. Pupils at the end of Key Stage 1 and at the end of Key Stage 2 attain standards that are above the national average in English, mathematics and science. In design and technology, information technology, history, geography and art pupils attain standards that are in line with national expectations.

3 In all subjects of the national curriculum pupils' speaking and listening skills and their spelling and writing skills are good; all of which positively affects their rate of learning. Number skills are very well used to support learning activities across all curriculum subjects. Pupils use of information technology also supports their attainment and progress in the majority of subjects throughout the school.

4 Children who are under five make very good progress in language and literacy, knowledge and understanding of the world, creative development, personal and social development, mathematics and in physical development. Pupils at Key Stage 1 and Key Stage 2 make good progress in all subjects of the National Curriculum apart from music and physical education where progress is satisfactory. Throughout the school pupils with special education needs make satisfactory progress against the targets identified in their individual education plans.

5 Children who are under five respond positively to lessons, listen carefully to instructions and help each other. Throughout Key Stage 1 and Key Stage 2 pupils display very good attitudes towards teaching. They concentrate well, show enthusiasm and generally work hard. They question appropriately to extend their understanding and support each other to make progress. This positive attitude to learning is consistent across the school and their behaviour in class and around the school is also good. They usually work and play sensibly, take turns and develop positive relationships with adults and friendships with one another.

6 Pupils' attendance is satisfactory and at 93.7 per cent it is broadly in line with the national average for primary schools. Punctuality at the beginning of the school day is also satisfactory. Pupils' overall prompt and regular attendance has a positive effect on their attainment and progress.

Quality of education

7 The quality of teaching throughout the school is very good, with all lessons observed being satisfactory or better, and thirty five per cent being good or excellent. The quality of teaching for children who are under five is consistently very good and often excellent. The quality of teaching at Key Stage 1 is generally very good and at Key Stage 2 it is consistently good. Throughout the school lessons show clear planning and are presented at a good pace. Planning is successfully supported by appropriately high expectations of what pupils will attain and good use of learning resources. Positive relationships between teachers and pupils also enhance teaching, as do the effective questioning techniques used by all teachers to encourage pupils to make good progress. Teachers' daily planning of classroom work is good and identifies appropriate learning outcomes for lessons. Homework, however, is less well used and there is evidence of inconsistent practice

across the school.

8 The school provides a broad, balanced and well organised curriculum that meets statutory requirements in National Curriculum subjects. There are appropriate arrangements for health, drugs and sex education. All pupils have full access to the curriculum, and those with special educational needs receive satisfactory support. The quality of the curriculum for children under five is very good and appropriately covers the recommended areas of learning. It is organised into a clear two year programme that progressively builds towards the National Curriculum. Marking is consistent across the school and effectively informs pupils how to make further progress. The use of day-to-day assessment of pupils' progress, in order to inform planning, is very good and a strength of the school.

9 Pupils' spiritual, moral, social and cultural development is good and a strength of the school. Pupils are honest, understand the principles of right and wrong and show consideration for others. Across the school pupils' behaviour is good with most pupils being courteous and friendly towards each other. Pupils are encouraged to help and support those in need and see each other as equals regardless of race or gender. Assemblies are very well planned and contribute significantly to the school's spiritual values enabling pupils to reflect on aspects of their own and other's experiences. Opportunities for pupils' cultural development are good and appropriately supported through music, art and dance.

10 Whilst the provision for the support, guidance and welfare of pupils is generally satisfactory there is a significant area of weakness. The governing body fails to comply with health and safety requirements both in policy and practice. There are, however, good procedures for monitoring pupils' academic progress and personal development with records regularly updated. Liaison with, and use of, support agencies is appropriate and has a positive effect on pupils' progress. The school successfully follows local authority child protection policies and procedures.

11 Whilst the partnership with parents and the community is satisfactory the quality of information published by the governing body for parents in the prospectus and annual governors' report does not meet statutory requirements. Annual academic reports, however, fully meet statutory requirements and the school sends home informative newsletters on a regular basis. In terms of parents supporting their children's work at home the school is less successful. There is parental confusion over homework and the provision for special educational needs. Links with the community are satisfactory and are strong with the church.

Management and efficiency

12 The headteacher is knowledgeable and provides clear, energetic and caring leadership of the school community. This contributes considerably to the school's success in meeting its aims. Together with teachers with management responsibilities, she has promoted very good day-to-day management of the school. There is, however, a lack of clarity concerning some job descriptions and the precise role of subject coordinators in terms of how the quality of teaching is monitored. The governing body does not meet its statutory responsibility with regard to maintaining a strategic overview of the development of the school. Meetings, despite taking up a considerable amount of time, are insufficiently focused on supporting school initiatives and holding the school to account, standards achieved and the effectiveness of expenditure. The governing body fails to act as critical friend to the school.

13 All staff are satisfactorily deployed, and those with management responsibilities have a

direct influence on the development of the school. The school makes good use of learning resources, which are at least adequate, but in many instances good. The staff make good use of all available space and have worked hard to enhance the learning environment by colourful and varied displays of pupils' work. The inside accommodation and outdoor environment is generally good. A significant strength is the excellent outside provision for children under five.

14 Taking into account the judgements on pupils' attainment, progress and attitudes together with the quality of teaching and other contextual factors, the school provides good value for money. Educational developments are supported through careful financial planning with the school development plan focusing on improving educational outcomes for pupils in both the short and long term. Funds that are made available to support pupils with special educational needs are used appropriately. The school's finances are managed very efficiently, with very good systems in place to monitor the budget, manage day-to-day spending and to keep the headteacher and governors informed about all financial matters. The governing body is fully involved in the financial aspect of the decision making process: identifying school development priorities.

Key issues for action

15 In order to rectify the weaknesses, the governors, headteacher and staff, as appropriate, need to:

- identify and agree the structures and processes through which the governing body gains a strategic overview of the development of the school;
- ensure that the governing body satisfies its statutory responsibilities with particular reference to health and safety procedures and the information it publishes for parents in the school prospectus and annual governors' report.
- ensure that all parents are encouraged to act as partners in their children's learning by establishing more clearly how teachers and parents can work together to provide appropriate support for pupils' work at home;
- agree appropriate job descriptions for all staff and develop the post of subject coordinator, including the position of special needs coordinator, in terms of monitoring the curriculum and the effect teaching has on pupils' attainment and progress;
- clarify the provision for pupils with special educational needs with particular reference to communications with parents and the role parents play in supporting individual education plans.

Introduction

Characteristics of the school

16 St James is a Church of England voluntary aided Primary School catering for approximately 203 pupils aged between the ages of three and eleven. The pupils mainly live locally in Haringey although some come from further afield including Barnet. Although the building is thirty years old it has benefitted from the addition of a new library and a resources centre. In the main building the accommodation includes seven classrooms, a nursery, a hall and the usual administration offices. Outside there are two hard playgrounds and pupils have access to various grassed areas.

17 The headteacher has been in post for six years, and during the last two years seven members of staff have left the school and six have been appointed. The school aims to foster Christian values in an atmosphere of mutual care and respect. The link with the church is particularly important and is the background to the philosophy of the school. At present there are thirty two pupils on the school's register of special educational needs with three having statements. Seven pupils are entitled to free school meals. The attainment of pupils on entry to the school is above that expected of pupils of this age nationally.

18 The school benefits from an active friends association which raises a considerable amount of money each year to provide additional equipment for the school. The school also benefits from having some governors, parents and members of the local community who give up their time to support the pupils in a variety of ways.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1997	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	11	14
	Girls	13	13	15
	Total	24	24	29
Percentage at NC Level 2 or above	School	81	81	97
	National	80	80	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	11	14
	Girls	16	14	15
	Total	25	25	29
Percentage at NC Level 2 or above	School	81	81	97
	National	80	83	85

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1997	10	18	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	8
	Girls	17	16	15
	Total	25	24	23
Percentage at NC Level 4 or above	School	89	86	82
	National	63	62	68

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	8
	Girls	17	16	17
	Total	24	23	25
Percentage at NC Level 4 or above	School	86	82	89
	National	63	63	69

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	6.3
	National comparative data	5.6
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	35
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

19 Children who are under five attain standards that are above those expected of their age in language and literacy, knowledge and understanding of the world, creative development, personal and social development, physical development and mathematics. Pupils at the end of Key Stage 1 and at the end of Key Stage 2 attain standards that are above the national average in English, mathematics and science. In design and technology, information technology, history, geography and art pupils attain standards above national expectations. In music and physical education pupils attain standards that are in line with national expectations.

20 Across the school pupils listen carefully, speak with confidence to a variety of audiences and express themselves clearly. Younger pupils successfully use their good knowledge of letter sounds in developing their reading skills. This enables them to read a range of texts fluently, showing clear understanding of the main points and characters. Older pupils display a good command of spelling and punctuation when writing for a range of purposes. Handwriting and the presentation of work is good across the school with pupils consistently demonstrating a pride in their work.

21 In mathematics, pupils across the school have a very good knowledge of the place value of number, and use mental recall of addition, subtraction and times tables confidently. There is clear progression in pupils understanding of the properties of regular shapes. Pupils' data handling skills are also good, with the majority being able to represent information correctly in a variety of ways.

22 In science pupils across the school demonstrate good investigative skills when conducting an experiment. They have a very good understanding of fair testing, work well together and record observations accurately. At the end of Key Stage 1 pupils understand that magnetism is a force and that only some metals are magnetic. By the end of Key Stage 2 pupils have a good knowledge of the solar system and the phases of the moon.

23 In design and technology pupils have a good understanding of the properties of a variety of materials. When using information technology pupils generate and communicate their ideas in different forms including text and pictures. In history pupils across the school have developed an awareness of the past and are able to identify ways in which it differs from the present. In geography pupils enthusiastically study their immediate environment and are developing a good awareness of the wider locality. In art pupils successfully experiment with a variety of modelling materials and have a clear understanding of primary and secondary colours. In music pupils sing well, controlling voice, breathing and diction appropriately. During physical education pupils practise and refine movement skills with appropriate control and accuracy.

24 In all subjects of the National Curriculum pupils' speaking and listening skills and their spelling and writing skills are good; all of which positively affects their rate of learning. Number skills are very well used to support learning activities across all curriculum subjects. Pupils use of information technology also supports their attainment and progress in the majority of subjects throughout the school.

25 Children who are under five make very good progress in language and literacy, knowledge and understanding of the world, creative development, personal and social development, mathematics and in physical development. Pupils at Key Stage 1 and Key Stage 2 make good progress in all subjects of the National Curriculum apart from music and physical education where progress is satisfactory. Throughout the school pupils with special educational needs make satisfactory progress against the targets identified in their individual educational plans

26 The 1997 teacher assessments of Year 2 pupils at the end of Key Stage 1 indicate the percentage of pupils attaining level 2 or above in English was not significantly different from the national average. In mathematics and science, however, the percentage of pupils attaining level 2 or above was above the national average. The percentage of pupils reaching level 3 or above in all three core subjects was above the national average. The results of tests in English, including reading and writing, indicate attainment also in line with the national average for pupils reaching level 2 or above and above the national average for those reaching level 3 or above. In mathematics the percentage of pupils reaching level 2 or above and those reaching level 3 or above was above the national average.

27 The 1997 test results and teacher assessments of Year 6 pupils at the end of Key Stage 2, indicate attainment that was above the national average in English, mathematics and science for the percentage of pupils reaching level 4 or above and for those reaching level 5 and above.

Attitudes, behaviour and personal development

28 Children who are under five are confident, behave well and carry out jobs with enthusiasm and interest. They have a clear understanding of right and wrong and have formed good relationships with adults and other children. They work well independently and treat property and resources with respect.

29 Pupils at Key Stage 1 and Key Stage 2 display very good attitudes towards learning. They show interest, maintain high levels of concentration and listen attentively to the teachers and to one another. They work hard and persevere to succeed and take pride in their work. These very good traits were seen consistently across the school. The youngest children listen carefully to adults and are keen to ask questions; similarly older pupils concentrate hard to improve their skills.

30 Pupils' behaviour is good. The successful behaviour policy has resulted in an orderly community where pupils know what is expected of them. Staff have high expectations of behaviour and pupils are at their best during lessons. The complimentary relationship between good teaching and good behaviour was evident throughout the inspection. Pupils listen very well to adults and to each other and this has a positive effect on learning. The lunchtime routine is orderly and effectively supervised. However, there are recurring incidents when boisterous behaviour turns into misbehaviour. During the inspection a small group of Year 6 boys were poorly behaved on the playground after the school day ended. There has been one exclusion for poor behaviour over the past year.

31 Relationships within the school are very good and result in an atmosphere of calm, purposeful learning. The value that the headteacher places on listening to pupils permeates the school. There were many good examples observed when pupils worked together, confidently expressing their own opinions and encouraging others to contribute their views.

32 Pupils show initiative and take responsibility both in lessons and as part of the school community. The progressive arrangements for personal development are planned well and the pupils' response is good. Younger pupils perform their classroom monitoring jobs with care and pride. Class representatives from Key Stage 2 take part in the school council and confidently express their views on improving the school to the headteacher. Year 6 pupils complete assigned jobs around the school including taking part in paired reading sessions with Year 2 pupils and supervising the playtime equipment. The success in developing a mature sense of responsibility is displayed at the end of the year when pupils vote to award the 'Peace Prize' for a boy and girl in each class. Invariably, the school is delighted with the choices the pupils make.

Attendance

33 Pupils' attendance is satisfactory and broadly in line with the national average for primary schools. Registers are called promptly at the beginning of each session and kept according to guidelines. Pupils' overall prompt, regular attendance has a positive effect on their attainment and progress.

Quality of education provided

Teaching

34 The quality of teaching throughout the school is very good with all lessons observed being at least satisfactory and often very good or excellent. At Key Stage 1 just under half of the lessons were very good or excellent and at Key Stage 2 fourteen per cent were very good or excellent.

35 The quality of teaching for children under five is consistently very good and often excellent. Lessons are well organised with appropriate activities in order to encourage children to work both independently and cooperatively. Teachers have a good subject knowledge and sensitively match children's needs to the targets identified in lesson planning. Support staff are effectively used in supporting children's attainment and progress.

36 The quality of teaching at Key Stage 1 is very good and ranges between excellent and satisfactory. The vast majority of lessons are well planned and paced with appropriate tasks set for pupils, and there are clear expectations of what pupils will attain. Good relationships between teachers and pupils enhance teaching. Questioning and the teachers' use of language are effective in encouraging pupils to make progress. Teachers mostly have high expectations of pupils and support them well during lessons. Appropriate methods are used so that teaching meets the needs of pupils, and resources are used effectively to support their learning.

37 The quality of teaching at Key Stage 2 is consistently good. All lessons have the good features listed above, and pupils are well supported in attaining appropriate standards, concentrating well and working accurately. Teachers are secure in their knowledge of National Curriculum subjects and activities and resources are well chosen to promote learning and progress.

38 Teachers' daily planning of classroom work is good and clearly identifies appropriate

learning outcomes for lessons. The quality and use of day to day assessment across the school is good and informs planning appropriately. Long term planning is very good and is appropriately supported by schemes of work. Teachers' marking of pupils' work is generally satisfactory although there are some excellent examples of written comments for older pupils that help them to move forward and make progress. Verbal comments to pupils whilst pupils are working are usually very helpful, well thought out and challenge their knowledge and understanding.

39 Teaching strategies are very well used to support pupils' learning, with whole class, group and individual teaching used appropriately. The explanations given by teachers in almost all lessons are very good as is the interaction between teachers and pupils. The vast majority of lessons throughout the school have activities and tasks that are appropriately planned to match pupils' learning needs. Homework, however, is an area of confusion with the school's policy lacking clarity and many parents unsure of their role in supporting their child's learning at home.

The curriculum and assessment

40 The curriculum for children under five is particularly well organised and provides a coherent framework that covers all aspects of the desirable learning outcomes. The curriculum builds systematically into the National Curriculum and is a strength of the school.

41 The school provides a broad and balanced Key Stage 1 and Key Stage 2 curriculum which successfully meets statutory requirements in all National Curriculum subjects. The curriculum also provides enrichment for pupils' learning through personal, social, physical, health and sex education. As a whole, it prepares pupils well for the next stage of their development and contributes significantly to the standards achieved by all pupils.

42 The provision for the areas is satisfactory and appropriately supported through planned opportunities for pupils to perform music to a variety of audiences, take part in dance and study different artists and writers.

43 The curriculum provides equality of access and opportunity for all pupils, regardless of gender, background, ethnicity and attainment. Pupils with special educational needs are supported appropriately. The school follows the code of practice and the local education authority's guidelines. There are detailed targets and individual education plans where appropriate, and pupils have equal access to the curriculum. However, there is insufficient monitoring of planning for all subjects. Able and talented pupils are usually well catered for in terms of planning for challenge.

44 Whilst the school has some subject policies and schemes in place, others are in the process of development and four subjects currently have no curriculum co-ordinator. However, this in no way hinders the attainment and progress of the pupils because the teachers plan effectively, and in most cases they prepare work, successfully, for differing levels of attainment. However, this is not always consistent across all subjects. They also take into account what pupils have learned before and how that will fit in with what will come next. This is a very effective way to work. Staff plan well for cross-curricular links, for example a Key Stage 1 class, using materials to build a bird table in design and technology, successfully draw upon the experience of a builder on site as they interview him, and make a book in an English lesson. Such a process enriches the resulting work. There are, however, few extra curricular activities and this is an area of weakness, but visits and residential courses enhance the curriculum in other ways.

45 Assessment systems and procedures are very good. The school organises these in a

variety of ways, all of which effectively ensure consistency across both key stages. Whilst the information gathered from these assessment procedures is analysed in such a way as to provide clear targets for future action in some subjects, such as mathematics and English, it is less well developed in science. Baseline assessment has been trialed for the under-fives and the process is under review for the future.

46 There are exemplary portfolios of work, appropriately annotated and these are kept up to date on a regular basis. All the teachers assess and moderate all the pieces of work which helps them to keep track of standards. Day to day assessment of pupils' progress is well developed and so work planned for pupils of differing abilities is usually appropriate in terms of meeting individual needs. However, the school recognises the need for greater consistency across all subjects. There is a policy for marking pupils' work which encourages positive praise, whilst moving pupils on in their learning, by judicious comments, hints, reminders and examples. This is used particularly well by teachers at the end of both key stages. Many pupils begin to set their own targets for working and evaluate what they have produced.

Pupils' spiritual, moral, social and cultural development

47 The provision for pupils' spiritual, social, moral and cultural development is good and a strength of the school.

48 The provision for the spiritual development of pupils is good. Pupils are given well planned opportunity for prayer and reflection when worshipping together and they are encouraged to think about their environment and experiences. Collective worship and religious education lessons make an effective contribution to the pupils' spiritual development. Whilst pupils are introduced to other faiths, this is an area that is underdeveloped.

49 The provision for pupils' moral development is very good. Pupils are provided with a clear moral framework which is fully supported by school policies and by a whole staff approach to good practice. Moral education is naturally integrated into school life with values and rules being consistently reinforced by all staff. The success of this provision is evident through happy, confident pupils who display good attitudes around the school.

50 The provision for social education is very good. There is good pupil collaboration with each other. Circle time is used very effectively and the social development of older pupils is enhanced by the school council where pupils elect representatives who discuss matters raised by pupils. Minutes are taken by a Year 6 pupil, recorded, and sent around to all classes. There is an awareness for those less fortunate than themselves and funds are raised for a number of different causes including Romanian children, the local children's hospice, the donkey sanctuary, Blue Peter and many others.

51 The school's provision for pupils' cultural development is good. Very many outings, associated with current curriculum work, are undertaken by all classes. For example, Year 2 visit the Florence Nightingale Museum in connection with the Red Cross work they were doing. Year 5 visit St Albans and Verulamium to develop their historical work on the Romans and Year 6 attend a music concert in Westminster Hall. Visitors are welcomed into the school. The local church comes in regularly and also other religious groups including the Salvation Army. The Guide Dogs

for the Blind and the RSPCA and the Unicorn Theatre have all visited the school. The awareness of our multi-cultural society and its cultural traditions is satisfactory and supported through subjects such as geography and art.

Support, guidance and pupils' welfare

52 Pupils are happy at school and their well-being is an important focus for the staff. Pupils' academic progress and personal development are very well monitored and the information is used appropriately to support the next step in learning. The monitoring of attendance is thorough but there is no similar system in place to check on pupils' punctuality. The school's behaviour policy is successful in its positive approach to discipline and staff apply rewards and sanctions consistently and fairly. All of these procedures have a positive effect in promoting pupils' attainment and progress.

53 The school's arrangements for child protection are satisfactory and meet statutory requirements. The deputy headteacher holds responsibility in this area and all members of staff have been informed of the procedures and are clear about their roles.

54 Whilst the quality of the building and the daily routines ensure pupils' health and safety the procedures for identifying and correcting health and safety issues within the school are unsatisfactory. The governors have approved a health and safety policy which lacks clarity and does not establish specific routines and responsibilities. The governors' premises committee meets irregularly and has not been directly involved in any risk assessments on site. In order to promote safe practices the headteacher and class teachers have completed their own risk assessments and fire drills are held frequently. The use of the medical room is inconsistent, with the inappropriate practice of leaving pupils in there on their own still occurring.

Partnership with parents and the community

55 Whilst the quality of information given to parents about pupils and the school community is good the governing body does not meet statutory requirements in the information it publishes in the prospectus and annual governors' report. The school's regular programme of planned consultation meetings and the end-of-year reports help to keep parents fully informed about their children's progress. The headteacher's newsletters are informative and friendly and the school maintains an open door policy with all members of staff easy to approach. These procedures contribute positively towards pupils' attainment and progress.

56 Parents help to support the school in a variety of ways including through the activities of the Friends Association. A generous amount of money is raised each year through various fundraising and social events. Extra equipment, such as computer software and outdoor play equipment, has been purchased as a result of these activities. However, parents contribution to pupils' learning is unsatisfactory because of the confusion surrounding homework. A significant

number of parents have expressed their concern about the work their children are expected to do at home and are confused by the school's policy. There is also parental confusion concerning the provision for pupils with special educational needs in terms of communications and the role parents play in supporting individual education plans.

57 Appropriate school trips and visitors are the school's main link with the community. Trips are planned to support the curriculum and range from the Chalkwell National Gallery, London Zoo to the National Gallery. Pupils in Years 4,5 and 6 are able to take part in a residential trip which also adds to their personal development. There is an established link with the local police and the liaison officer visits regularly to support an awareness of personal safety among pupils. Year 6 pupils also take part in the Junior Citizen Scheme where good practices are taught by local police, fire, underground and road safety officers. Members of the clergy visit regularly to help lead assemblies. The school also benefits from the generosity of the Greig Trust Donations.

The management and efficiency of the school

Leadership and management

58 The headteacher provides energetic, effective and caring leadership for the school community. Together with the senior management team and teachers with management responsibilities she has promoted very good day-to-day management and organisation within the school. Through her leadership the school demonstrates a clear sense of purpose which is very well supported by all staff working together as a strong team who share her vision.

59 Whilst the organisation and structures that are in place produce a clear educational direction for the work of the school the governing body does not meet its statutory responsibility in terms of maintaining a strategic overview of where the school is heading. The governing body also fails to act as a critical friend to the school and does not hold the school to account for the educational standards it achieves and the quality of education it provides. The lack of clarity concerning the structure for committees to report back to the full governing body meeting, together with the lack of governor involvement and accountability in aspects such as monitoring and target setting, is a great concern. The governing body also fails to meet its statutory requirements with particular reference to health and safety procedures and the information it publishes for parents. Despite meetings taking up a great deal of time the minutes fail to demonstrate continuity and a shared sense of purpose. There is also evidence that whilst great demands are made on the headteacher's workload, for example through the premises committee, other governors have very little to do with the school other than to turn up for some meetings.

60 The school development plan is a very useful guide for staff and governors and is central to management processes and the future development of the school. The links between the identified priorities, and raising the quality of education and attainment of pupils, are clearly defined. Teachers with subject responsibilities have produced policies, guidelines and schemes of work in most subjects which plan for continuity and consistency across the school, and meet National Curriculum requirements. The role of co-ordinators, however, is underdeveloped with few being involved in monitoring the curriculum and the effect teaching has on pupil's attainment and progress. The lack of appropriate job descriptions contributes significantly to their role being underdeveloped.

61 The agreed aims and values have encouraged a very positive ethos that is evident throughout the school. These aims and values are supported by pupils, parents, staff and governors. Relationships between staff and pupils are very good. The staff very successfully

promotes equal access to the curriculum for all pupils. The management of the provision for pupils with special educational needs is generally satisfactory except for these areas of confusion concerning communications and parental involvement. The school fully meets its statutory responsibilities in relation to pupils' individual education programmes and annual reviews as set out in the 'Code of Practice'.

Staffing, accommodation and learning resources

62 There are sufficient appropriately qualified teachers to teach the curriculum. They are an energetic team and committed to the school and its success. They are well deployed to maximise their skills, particularly in the early years and at the ends of both key stages. At present, four subjects have no coordinator, but plans have been established to rectify this situation.

63 The experienced support assistants are deployed satisfactorily, working well alongside teachers. Relationships between teaching and non-teaching staff are very good, contributing significantly to the friendly atmosphere of the school. In addition, the school is helped to function effectively by the efficient work of the administrative, kitchen and lunchtime supervisory staff as well as the new site manager and his team.

64 The school has a relatively new induction policy. The staff who have been through the process recently feel supported by the arrangements made within this process. There are also new guidelines for support assistants. The appraisal procedures are very comprehensive. Teachers meet formally with the headteacher once per term and targets are set for their work across a wide spectrum of activity. Teachers take part in professional courses, both for their own interest and development and for the school's requirements. The balance is well kept through the school's development planning.

65 The accommodation is good overall. It is secure, well maintained, generally clean and litter-free. The classrooms have carpeted areas; they are a good size to incorporate special areas such as reading and writing corners as well as enough room for pupils. There are attractive, interactive displays of artefacts and pupils' work in classrooms and public areas. The library is less successful in this respect. There are no displays or posters and many of the books are out of date in terms of age, stereotyping, suitability and information. The general lack of enough, good quality, up-to-date information books and other materials provides insufficient opportunity for pupils to make effective use of it. The accommodation is adequate, if cramped, to support the teaching of pupils with special educational needs or disabilities.

66 Whilst the quality of the outside environment is good, with seats in sun and shade, climbing frames and other equipment with soft-fall landing pits, walls and playground markings and grassy places, there is no large playing field and the football nets are not well kept. The outside areas for children under five are very good, imaginative and varied.

67 Overall, the resources for teaching and learning are good. The school has worked hard to organise its resources and most are readily accessible. English and mathematics have enough materials which are good in range and quality and science is satisfactory even though it is less well-resourced. Design and technology, information technology and art have sufficient good equipment in terms of range and quality. All resources in history, geography, music, physical education and those for pupils with special educational needs are satisfactory in all respects.

The efficiency of the school

68 The school provides good value for money. Educational developments are supported through careful financial planning with the school development plan focusing on improving educational outcomes for pupils; the most important targets for 1997/8 being the raising of levels of pupils' attainment and curriculum development. Whilst the governing body fulfils its strategic responsibilities for planning the use of the school's resources it does not monitor the effectiveness this provision has on raising levels of attainment for its pupils. Discussions and financial planning decisions are based on detailed, accurate budget information provided for meetings by the administrative assistant and the headteacher. Whilst the governing body is not sufficiently involved in the formation of the school development plan, it has a clear view of the priorities identified by the school. Funds that are made available to support pupils with special educational needs are used appropriately.

69 All members of staff, including those with curriculum or management responsibilities, are involved in financial planning. Subject coordinators produce appropriate action plans for the development of their subject area and are allocated a budget annually. The school's staff are satisfactorily deployed and offer pupils very good support. Good use is made of the school's accommodation and learning resources.

70 The school has a very good system of financial control. School and financial administration are good. The most recent auditors report was satisfactory and found no significant weaknesses. Administrative procedures in the school run very smoothly due to the hard work of efficient office administrative staff. These procedures provide clear support for the central purposes and aims of the school, allowing the teaching staff to concentrate their efforts on working with pupils and the headteacher to lead the curriculum.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

71 The nursery and reception classes make very good provision for pre-school aged children. Attainment by the time children reach the age of five is well in line with the desirable outcomes in all six areas of learning. Many children in reception are working well into the National Curriculum Key Stage 1 both in literacy and numeracy and achieving appropriate levels. Children with special educational needs are well provided for.

Language and literacy

72 Children in the nursery make very good progress. They are able to listen well and respond both to their teachers and to each other. They sit quietly and concentrate when listening to a story and they are able to develop the story as instanced in children making their own up about Goldilocks. Children treat books with care and begin to understand that written language moves from left to right. In reception this work is extended. Children acquire a good phonic awareness of word structure and read and write letters correctly with some writing words in sentences. Reading standards are good and children are working towards or at Key Stage 1 level 1 and some are further on.

Mathematics

73 In nursery children develop an awareness of number. They understand the number of days in the week and can count at least up to ten. They understand the difference between large and small and recognise basic shapes.

74 In reception this is further developed. Children understand the concepts of adding and taking away. They count, understand simple number bonds, categorise objects into sets and use simple block graphs. The most able understand halves and quarters. A significant number are well into National Curriculum level at Key Stage 1.

Knowledge and understanding of the world

75 Children in nursery talk with confidence, for example, about their families. They are keen to explore their environment and begin to explore features of living things and to question. They use a variety of materials such as sand and clay to experiment in making things and develop dexterity in cutting, joining and folding.

76 In reception all of these skills are naturally developed. Children explore colour in their painting and talk very readily about themselves and their homes. They begin to understand about different people and cultures. They acquire technological skills as they become increasingly familiar with the computer, the keyboard and the mouse.

Creative development

77 In the nursery children explore sound, and their ability to listen and to sing in time is very high indeed. They remember songs and move to time and appreciate variations in tone. They use a widening range of materials well to express ideas and communicate feelings.

78 In reception children continue to explore across a wide range of ways to express their creativity. Their work involving three-dimensional models and the use of paint in creating a picture is an example of the high standard that they achieve.

Physical development

79 In the nursery children move confidently with sound control and co-ordination. They have developed a good awareness of space. They use a good range of large and small equipment with increasing skill and handle tools and materials well. By the time they leave reception children have benefited from a wide variety of experiences and have little or no difficulty in using apparatus, tools and materials with confidence.

Factors influencing achievement

80 In both nursery and reception the quality of care and of teaching is high. Teachers have very good relationships with the children and use a variety of good teaching methods. Work is well planned and well paced. Teachers clearly know their children well and so are able to pitch demands appropriately. Support staff are totally involved and make a very positive contribution to the levels of achievement. Planning is good and clear and the monitoring and assessing of pupils' attainment and progress is effective.

81 Children are very responsive. They listen carefully, and from an early age in the nursery are very willing to join in and to co-operate. They quickly acquire confidence and relate very well both to each other and to adults.

82 The curriculum is well devised, and all six of the areas of learning are well balanced and easily lead into the national curriculum. Records are well kept and there is good parental involvement. Some parents help in school, for example hearing reading in reception and offering general support in nursery. Meetings are held in October for new parents to be introduced to the curriculum and there are both informal meetings with parents and formal meetings during the year.

83 Accommodation both inside and out is good and the range of resources for all areas of development is very good. Rooms are very attractive with much evidence of children's work and they are very well arranged with sand and water areas, work areas, reading corners and play areas. Outdoor equipment is extensive with trikes, gardens, climbing and adventure areas all appropriately surfaced and secure.

English, mathematics and science

English

84 Overall, pupils at the end of Key Stage 1 and at the end of Key Stage 2, attain standards in English which are above the national average. This differs from the 1997 test results, where the percentage of pupils at Key Stage 1 reaching level 2 was not significantly different from the national average. The improvement is mainly due to the close analysis of results, by the school, and careful target setting in reading, writing and spelling. At the end of Key Stage 2, a higher than average percentage of pupils reach level 4 with most pupils in the class working at or above the expected standards. Again, this is due to the focused target setting in preparation, writing and handwriting and by the use of ability grouping in years five and six. Throughout the school, pupils'

use of English in other subjects is good.

85 Attainment in speaking and listening is good throughout the school. In geography, older Key Stage 1 pupils speak well about what they have learned about cyclones and in mathematics, younger pupils use appropriate language well. Generally, pupils ask relevant questions, demonstrating careful listening by responding appropriately. They show an increasing confidence in their use of language and vocabulary. They discuss and evaluate their own and each others' work sensitively, demonstrating a high level of thinking. At the end of Key Stage 2, pupils participate well, asking searching questions and listening to advice about their work in mathematics. Throughout the key stage, pupils demonstrate good listening by appropriate response, following an idea and building upon it.

86 Throughout the school the pupils' attainment in reading is good. In the 1997 tests the percentage of pupils at the end of Key Stage reading level 2 or above was not significantly higher than the national average. However, the percentage of pupils reaching level three or above was well above the national average. The school has focused on raising standards by targeting several areas of reading, resulting in the consistently good levels of reading seen during inspection week. At the end of Key Stage 1, pupils demonstrate an increasing sight vocabulary and read with greater confidence and expression. Many are able to use skimming and scanning techniques to find passages in text, quickly. They predict what will happen and discuss their feelings about characters.

87 At the end of Key Stage 2, readers are usually confident and accurate. Many older pupils appreciate meanings beyond the literal sense, looking at texts on several different levels as they analyse their class reading book. Most read a range of texts, fiction and non-fiction, including autobiography. Reading for information is good and most pupils develop appropriate research skills. Many pupils interviewed indicated a liking for, if not a love of, reading. Pupils in both key stages show a growing knowledge of authors and indicate preferences. Parents often make use of the home/school books to have a dialogue with teachers about their child's reading, but there is some confusion amongst some parents about how best to support the process at home.

88 At the end of Key Stage 1, pupils' attainments in writing are good. This is slightly better than the results for 1997, when the percentage reaching level two or above was not significantly different from the national picture. However, the school's results for level three or above were well above the national average. The school has targeted writing and spelling for this year and the differences are beginning to show during the inspection. The same improvements are seen in Key Stage 2, where specific targets have led to the increase in levels of attainment seen during inspection week.

89 Pupils throughout the school present their work well and show a pride in what they produce. Younger pupils in Key Stage 1 concentrate very well when practising their handwriting, forming letters of consistent size in many cases, and write perceptively about animals in their locality or the lenses of a fly's eye. Older pupils write for a range of purposes in different styles, for example in response to poetry, as an interview with a builder and in stories. At Key Stage 2, pupils also write in interesting ways about a variety of subjects including work from topic areas, sensitive poems about moonlight, exciting escape stories based on a class book, their own versions of a 'Just So' story and when considering how an author creates mood and setting.

90 Progress is good in both key stages due to the quality of focused, lively teaching observed in lessons. Work set is usually challenging at an appropriate level and pupils respond to this well. Progress is carefully monitored and pupils often set their own targets for improvement. They have opportunities to discuss their own work and that of others, evaluating how well what they produce meets the objectives set. This is a very valuable way of working. Each year group and stage of the school builds successfully upon the previous one in a consistent, steady progression. Pupils with special educational needs make satisfactory progress compared with their prior attainment, as do those with targets set in individual education plans.

91 Pupils throughout the school have good, positive attitudes to English work. In all classes, they work unsupervised whilst the teacher is with another child or group. They respond well to the challenges set for them, sustaining concentration and enthusiasm. They are attentive and polite. They are able to work as well co-operatively as they are individually. Pupils make good relationships with each other and with teachers and other adults.

92 The quality of teaching is good, overall, ranging from excellent to satisfactory. Where teaching is of a very high standard, teachers plan effectively, creating challenge for pupils at all levels of ability. They use questioning styles which support, but demand high levels of thinking, and they set clear objectives which the pupils know and understand. Lessons have a strong sense of purpose and are well paced. The sustained good quality is partly due to the teachers' management of pupils, which leads to an effective, positive, purposeful learning environment. Discipline is always consistent, fair and firm and pupils know what to expect. Good marking helps pupils to know how to improve and this is particularly effective in the classes at the top of both key stages. Teachers also remind pupils how a piece of work fits into what they are learning and tell them the pattern of the lesson, so that they know what to expect. Appropriately focused work is planned for pupils with special educational needs and is carried out satisfactorily, by the special educational needs co-ordinator, usually by withdrawing small groups of pupils to work on particular targets.

93 The curriculum and assessment for English is under review at present, in line with preparations for the national literacy strategy, which will be introduced in the next academic year. The school has already carried out an audit of need and several areas identified for action. These include reading, spelling and writing in Key Stage 1. Some areas of the strategy have already been put in place and are working well for most groups of pupils, especially in raising standards in test results. Similar, careful focusing has also been carried out in Key Stage 2.

94 The subject is led, at present, by the deputy headteacher and this gives it an appropriately high profile. The current end of key stage teachers are very good role models as teachers and are well deployed to use their expertise in these areas. Accommodation is well used and purposeful, attractive, helpful displays enhance the learning environment. The library is less successful as there are insufficient books and no displays of pupils' work. Many of the books are out of date in terms of gender issues and information, and the school acknowledges this. However, resources are generally good for the subject. Many new books have been bought in readiness for the national literacy hour. The range and quality are good and they are well organised and accessible. Good use is made of information technology and visits enhance and enrich the provision.

Mathematics

95 Pupils' attainment in mathematics at both Key Stage 1 and Key Stage 2 is well above the

national average. At Key Stage 1 the percentage of pupils achieving Level 3 is markedly higher at 59% this year than it was in 1997 at 29%.

96 In Key Stage 1 pupils understand the language of number. They are able to use basic number operations confidently up to 20 or above and are aware of the numerical order to 100. They understand the four rules of number. Pupils are able to name common two-dimensional and three-dimensional shapes and confidently describe their properties. Most pupils understand how to divide into halves and quarters. There is also good emphasis on making the pupils think out problems for themselves, and by Year 2 pupils begin to understand the mathematics of probability.

97 In Key Stage 2 pupils have a secure knowledge of place value and undertake arithmetical operations with confidence. They add, subtract, multiply and divided accurately, they are able to approximate and understand both fractions and decimals. Pupils know formulae for finding area and can calculate the area of regular and irregular shapes correctly. They understand coordinates, recognise and use a variety of charts and flow graphs. As in Key Stage 1, there is considerable emphasis on enquiry and understanding, and topics such as probability are well understood.

98 Pupils' progress is good through both key stages. Throughout the school provision for pupils of differing abilities is in place with target setting. In Key Stage 2 some classes are set. This, in turn, allows every pupil to be evaluated and consequently all pupils are properly and fully challenged. Appropriate help is given to all, especially to the less able. Pupils with special educational needs are fully involved in appropriate class work and are in no way disadvantaged. Pupils' response to lessons is at least good and often very good. At all ages they show real enthusiasm for the subject. They work very well independently and have good relationships with teachers and with each other. Even the youngest cooperate and work well in pairs or groups. A significant feature is their very positive response to the challenge of thinking about and solving problems. A good example of this was noted in a Key Stage 1 class learning about probability. The enthusiastic and excited contributions made by the pupils clearly demonstrated that the concepts of 'certain, possible and impossible' were fully understood.

99 The quality of teaching is consistently good and often very good. Lessons are well planned and teachers have good subject knowledge. There is very good management and a variety of teaching strategies are used to promote a brisk and demanding pace. Whole class sessions introduce topics and pupils quickly move into well differentiated groups and are well supervised. The constant challenge is for pupils to think, enquire and solve. As the teachers have established a very firm numerical foundation in the pupils the challenge is responded to in a very positive, manner. Correct mathematical language is encouraged from the earliest age, and work is very well matched to individual pupils' needs. In some classes marking, with appropriate comments, is of the highest standard and consequently promotes high performance from the pupils.

100 The subject coordinator has initiated a good policy and schemes of work that are progressive and evaluative. Key Stage 1 and 2 results are analysed and, along with internal evaluation of pupils, individual targets are set and differentiated groups established as well as the setting of some classes. A high value learning environment has been created by the coordinator to which all staff and pupils respond enthusiastically. Resources are good and accessible and contain an appropriate amount of practical mathematical equipment which is well used to support learning.

Science

101 Pupils at the end of Key Stage 1 and at the end of Key Stage 2 attain standards that are above the national average.

102 At Key Stage 1 pupils have a growing understanding of 'fair test' and demonstrate a willingness to predict outcomes and make comparisons when involved in experimentation. Pupils organise themselves well when investigating, make accurate observations and record their findings in a variety of ways. They display a good knowledge of the properties of materials and understand that magnetism is a force. At Key Stage 2 pupils successfully use data gained from experimentation when clarifying their thoughts and reaching conclusions. They have a good understanding of how to control variables when performing a fair test. They have a good knowledge of sound and how the ear hears.

103 At Key Stage 1 pupils' progress is good with the majority of pupils suitably challenged in their thinking. Through the good use of questions and effective planning teachers offer pupils sufficient opportunities to build upon their prior knowledge. At Key Stage 2 pupils' progress is also good. Pupils are given sufficient opportunity to develop their vocabulary and to extend observation, evaluative and verbal skills. In lessons where pupils' progress is good, it is encouraged through appropriate challenges and well planned opportunities to investigate.

104 Pupils' response to the teaching of science is good. When given appropriate challenges pupils work with interest and enthusiasm; particularly in practical activities. They are able to sustain concentration for long periods and work together sharing ideas and equipment very successfully. Pupils listen carefully and are eager to answer questions and talk about their work. This positive attitude to their work contributes significantly to their high levels of attainment and progress.

Other subjects or courses

Art

105 Although there was insufficient opportunity to observe art being taught at Key Stage 1 judgements are based upon the scrutiny of pupils work, discussions with teachers and pupils and looking at lesson planning. Pupils at the end of Key Stage 1 and Key Stage 2 attain standards that are above national expectations.

106 Close observational drawing is very well developed across the school in a variety of subjects. Examples include Year 4 work on stamps and Year 2 work on light and dark where pupils produce good quality line drawings paying good attention to detail. Across the school pupils show sound skills in colour mixing and can clearly describe the different qualities of paint and shades of colour. This was particularly evident in Year 3 where pupils expressed a good knowledge of primary and secondary colours. Across the school pupils critically evaluate their own work and are able to use paints and brushes with confidence.

107 Pupils enjoy art and make good progress across the school. Pupils persevere with tasks and are able to explain clearly what they are doing. They discuss their work with each other in order to improve the quality of their work as was evident when pupils were sketching jewellery in

Year 4.

108 Overall the quality of teaching at Key Stage 2 is good. Lessons identify clear learning objectives and expectations are appropriate to the task in hand. Teachers have a secure knowledge of the subject and resources are well organised indicating careful planning and effective management.

109 The subject is well by an enthusiastic and knowledgeable coordinator. The school has a good range and a sufficient quantity of art materials to ensure that all pupils experience a wide range of activities, including clay and collage. All of which successfully supports them in developing their skills and confidence. Whilst there is an agreed whole school policy, there is some inconsistency across the school concerning the use of sketch books. At present the coordinator does not monitor the effect teaching has on pupils' attainment and progress.

Design and technology

110 Whilst there was insufficient opportunity to observe lessons during the inspection judgements are based on scrutiny of pupils' work, discussions with pupils and with some staff.

111 Pupils at the end of Key Stage 1 and Key Stage 2 attain standards that are above national expectations. At Key Stage 1 pupils work out designs for a specific task, select appropriate materials, create working models and a finished article. They handle a variety of materials well and cut, saw and glue with confidence. For example, the mugs and bird tables being constructed in Year 2 are of a high standard. In Key Stage 2, there is evidence of a wide variety of work, including Year 4 making alarmed money boxes, Year 3 making waterproof bags, Roman helmets being made in Year 5 to reinforce the history project currently being done, and Victorian hats being made in Year 6. In all years there is evidence of good planning, good construction work and evaluation, and a wide variety of materials being used.

112 In both key stages teachers display a good knowledge of the subject. From the photographic evidence and talking with pupils good progress is made throughout both key stages.

113 The curriculum is fully covered and there is an appropriate policy in place. The subject, however, lacks a coordinator and so there is no monitoring of the effects that teaching has on pupils' attainment and progress. Resources are good in quality and quantity. They are easily accessible to teachers and pupils.

Geography

114 The National Curriculum in this subject is well covered in both key stages. Pupils' attainment at the end of both key stages is above national expectations. Judgements are based on the few lessons seen, on scrutiny of written work and on conversations with the subject coordinator, staff and some pupils.

115 In Key Stage 1 pupils learn geographical terms such as place, hill, sea, town etc. In their outside expeditions to the locality they make simple plans and think about distance. They begin to understand why different environments look different, for example after a visit they note the difference between buildings and any evidence of industry. Pupils develop a real appreciation of a contrasting overseas environment and why and how the people live differently. For example, in their work on Bangladesh. In Key Stage 2 work on the weather, mapping, settlement and land use, classification of buildings and on a contrasting country is well developed. In their studies pupils use a range of appropriate skills including sketch maps, diagrams, recording, note making and plans. Their work is consistently of a good standard. Information technology is well used for example in an extremely good survey of people moving around Muswell Hill. Pupils surveyed pedestrians and motorists and then recorded and printed out their information using graphs and diagrams of a very high standard. From this information they were also able to evaluate their findings and make predictions.

116 Pupils across both key stages make good progress in all aspects of their geography work.

117 Pupils show real interest in the subject and work hard both independently and cooperatively. They enjoy all aspects of the work outside school and the semi-practical nature of the subject. Pupils with special educational needs are fully involved and are not disadvantaged in any respect.

118 Teaching in the few lessons seen was good or very good. Good subject knowledge allied to brisk pace and demanding and challenging concepts encourages pupils to develop a sound critical approach. Good and varied strategies are used to promote this. For example, a lesson on banana growing and harvesting in St Lucia began with the pupils listening to a tape from which they had to take notes. They then had to sort themselves out into groups and through role play work out a scene to show how bananas were harvested.

119 The coordinator is developing a good policy and scheme of work that covers, in a progressive manner, the whole curriculum from nursery to Year 6. Regular staff meetings are held and a portfolio of annotated work is being produced. Whilst the subject is monitored through inspection of plans there are no full pupil assessment records nor monitoring of the effect teaching has on pupils' attainment and progress. Resources are adequate and accessible.

History

120 The National Curriculum in this subject is well covered in both key stages. At the end of each key stage pupils achieve levels above national expectations. Judgements are based on a small number of lessons seen, on the very considerable amount of written work and display work around the school, and on conversations with staff, the curriculum coordinator and with pupils.

121 In Key Stage 1, pupils begin to learn the elements of time through looking at, for example, photographs of different eras at the seaside. They develop a good awareness of historical perspective through studying local connections with interesting aspects of history such as Baird, television and the Alexandra Palace. In doing so they become aware of how people's lives and attitudes have changed. In Key Stage 2 all relevant programmes of study are covered. Work on the Vikings, the Romans and on the Victorian Age shows good or very good levels of attainment.

Sketches, maps, diagrams and writing show a good and varied approach. Work on the Romans is a very fine example of cross-curricular work which includes Roman soldiers writing home from England, a Roman newspaper, cartoons, and other pieces of descriptive work, as well as maps and Roman ships.

122 Pupils show real interest in their work. They respond well and clearly are able both to work independently and to cooperate. They respect books and artefacts and gain immensely from the subject. Pupils with special educational needs are well integrated into class lessons.

123 Pupils make good progress throughout both key stages. As they progress through the school their knowledge and experiences are systematically developed and catered for.

124 From the small amount of teaching observed there is evidence of good subject knowledge allied to brisk pace and demanding concepts that challenge pupils' thinking. This in turn leads to high expectations that are well met by the pupils. Good strategies are used. For example in the class working on the Romans, after a short plenary session to introduce the concept of Roman religion and the differences between it and Christianity, pupils of all levels had to research a variety of books to find out about gods and goddesses before writing about them.

125 The subject coordinator is developing a good policy with appropriate schemes of work, this identifies, in a progressive manner, a whole school approach which builds systematically from the nursery up to Year 6. The subject is well monitored through consideration of planning by staff. A school portfolio of levelled work is being compiled but, at present, there are no full pupil assessment records. Resources including artefacts are satisfactory in quality and quantity and are easily accessible.

Information technology

126 Throughout the inspection, computers were seen in effective use by all classes in the school. Judgements are based upon a small sample of lessons, observations, interactions with pupils and scrutiny of teachers' planning. Pupils' attainment, at the end of both key stages is above national expectations.

127 From the youngest children to the oldest pupils in the school, they are familiar with the keyboard, use of the mouse, loading, printing, saving and retrieving. They use the technology successfully to print out stories, make charts and handle data. Pupils at the end of Key Stage 1 use computers to manipulate information gathered in a transport survey and word process work about symbols, as well as sizing, changing colour and style of font to make their name card. Younger pupils make a humorous class book, word processing their writing about a listening walk. Pupils at Key Stage 2 use programs to handle data in a spreadsheet, word process poems, accounts and stories and successfully manipulate each others' survey and graphical information to consider how it might be improved. At the end of the key stage, pupils use a control program to investigate the writing of their own short programs in order to create a given shape. They use colour to enhance the final printout. They are also familiar with simulations.

128 Pupils in both key stages make good progress because they have the opportunity to use computers from their earliest time in school. This ensures that they make a good foundation upon which to build. Pupils with special educational needs make good progress compared with their prior attainment.

129 Pupils are confident, work well with the resources and treat them with respect. They enjoy working with the technology: they are cooperative, enthusiastic, curious and sustain concentration for long periods.

130 In the small sample of lessons observed, teaching is satisfactory or better. Teachers are working hard at developing their own skills and enthusiastically encourage the use of computers across the curriculum. Lesson planning is good and access for all pupils is carefully monitored.

131 The school has good resources that are easily accessible and well used. Plans are laid to link with the Internet later in the year. At present, the enthusiastic, newly appointed coordinator has no formal written policy but the subject is due to have a strong focus during the next academic year as identified in the school development plan. The staff is working through the present scheme of work basing it upon the guide offered by the local education authority.

Music

132 Judgements are based upon a very small sample of lessons, observations, interactions with pupils and analysis of teachers' planning. Using this evidence, pupils' attainment is broadly in line with national expectations at the end of both key stages.

133 Throughout the school, pupils develop an appropriate sense of rhythm and they understand such musical terminology as pulse, beat, rhythm, pitch and tune. At Key Stage 1, younger pupils successfully sing names to a two note pitch and use a limited number of chime bars to compose their own pulse. At the end of the key stage, groups of pupils use voice and body parts to compose and graphically notate a piece of their own 'music', based upon the sounds of rain. They perform their piece and evaluate the whole work very sensitively. At Key Stage 2, pupils sing round the circle, passing the tune, words, pulse and rhythm back and forth, in complex forms. They practise ostinato and pentatonic scale, appraising their own performance and deciding how to improve it. Few instruments were seen in use, the choir did not meet during the inspection, and singing generally lacks enthusiasm or confidence.

134 Progress is satisfactory in both key stages. Pupils listen carefully, with increased understanding and appreciate each other's performance. They cooperate well and express ideas sensitively, showing pride in their finished work. However, there is little 'sparkle' about the making of music.

135 Teachers' planning is satisfactory but the school acknowledges that the subject is less well developed than many others are. There is no coordinator or formal policy statement at present, and the staff is working through the scheme devised by the local education authority. A coordinator has been appointed for the new academic year and the school's development planning indicates that music will have a strong focus then. At present the school uses the services of a peripatetic specialist for a small part of the week and she is using her expertise well in helping teachers to develop musicality with their pupils. The resources are adequate in range and quality. They are accessible but under-used.

Physical education

136 Across the school pupils at the end of Key Stage 1 and Key Stage 2 attain standards that are in line with national expectations. At Key Stage 1 pupils successfully practise small ball handling skills and refine body movements through different travelling and balance techniques. At Key Stage 2 pupils successfully explore moods through dance. They are able to send and receive a ball accurately and employ good tactics during team games. Pupils across the school make satisfactory progress in all aspects of physical education.

137 Pupils' response to physical education is generally good. They behave well, listen carefully to instructions and work hard. The majority are successful either working alone, in pairs or in small groups, responding to challenges with interest and enthusiasm.

138 Overall, the quality of teaching is satisfactory although there were some examples of good and very good teaching observed. At Key Stage 1 the quality of teaching is satisfactory. Teachers' knowledge is generally secure with opportunities to improve pupils' skills and techniques identified and promoted. At Key Stage 2 the quality of teaching is good with clear lesson planning and appropriate use of resources promoting pupils, satisfactory progress and learning. The quality of teacher interaction challenges the pupils' thinking and demands high expectations.

139 There is a satisfactory range of resources that are in a reasonable state of repair and are easily accessible to both teachers and pupils. The school hall, although small, accommodates sufficient large apparatus for gymnastic work. Whilst there is an agreed scheme of work that supports the whole school policy there is some inconsistency in practice. For example, pupils having incorrect footwear for gymnastic lessons and not knowing how to carry apparatus. The lack of an appointed coordinator also means that the effect teaching has on pupils' attainment and progress is not monitored.

PART C: INSPECTION DATA

Summary of inspection evidence

140 The inspection team consisted of four inspectors, including one lay inspector. The inspection was concentrated on the week starting 22nd June 1998. Before the inspection there was a meeting of parents to discuss inspection issues and to hear the views of the 65 parents who attended. An analysis was made of the 71 questionnaires completed by parents.

141 During the inspection 52 lessons or parts of lessons were observed by the team. Daily assemblies were observed as were registration periods. A sample of pupils was heard reading aloud from each class and pupils' behaviour in the playground and around the school was observed at breaktimes and during the lunch period. Inspectors also spoke to pupils about their work. Samples of pupils' work from each class and displays of pupils' work around the school were looked at carefully. In total 44 hours of inspection activity focused on pupils.

142 Discussions were held with members of the governing body, the headteacher, subject co-ordinators, administrative staff, special educational staff and a few parents. These focused on curriculum, school organisation and aspects of school management. These activities took over 14 hours of inspection time.

143 The team scrutinised school financial information including monitoring statements and budget plans, minutes from governors meetings, school curriculum documents, reports written for parents, the teachers' plans, school assessment information, National Curriculum results and attendance registers. The provision of pupils with special educational needs was assessed as were the procedures for monitoring their progress and attainment.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	203	3	32	7
Nursery Unit/School	26	1	1	2

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

9

Number of pupils per qualified teacher

23

Education support staff (YR - Y6)

Total number of education support staff

6

Total aggregate hours worked each week

113

[Where applicable]

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)

1

Number of pupils per qualified teacher

26

[Where applicable]

Education support staff (Nursery school, classes or unit)

Total number of education support staff

2

Total aggregate hours worked each week

41.5

[Primary and nursery schools]

Average class size:

29

FINANCIAL DATA

Financial year:	1997/98
	£
Total Income	399,204
Total Expenditure	394,286
Expenditure per pupil	1,877
Balance brought forward from previous year	16,880
Balance carried forward to next year	22,807

PARENTAL SURVEY

Number of questionnaires sent out:

162

Number of questionnaires returned:

71

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36.6	59.2	1.4	1.4	1.4
I would find it easy to approach the school with questions or problems to do with my child(ren)	36.6	38.0	9.9	11.3	4.2
The school handles complaints from parents well	10.6	33.3	36.4	12.1	7.6
The school gives me a clear understanding of what is taught	14.3	62.9	12.9	7.1	2.9
The school keeps me well informed about my child(ren)'s progress	18.3	49.3	18.3	11.3	2.8
The school enables my child(ren) to achieve a good standard of work	15.7	48.6	18.6	12.9	4.3
The school encourages children to get involved in more than just their daily lessons	15.5	46.5	21.1	12.7	4.2
I am satisfied with the work that my child(ren) is/are expected to do at home	7.1	34.3	12.9	35.7	10.0
The school's values and attitudes have a positive effect on my child(ren)	47.1	38.6	7.1	5.7	1.4
The school achieves high standards of good behaviour	44.3	45.7	8.6	1.4	0.0
My child(ren) like(s) school	45.7	41.4	10.0	1.4	1.4