

**Haringey Standing Advisory Council for religious education (SACRE)
OFSTED REPORT - October 2002 Summary of issues**

Schools:

Alexandra Primary	(full inspection)
Devonshire Hill Primary	(HMI inspection)
Hornsey School for Girls (secondary)	(full inspection)

Collective Worship & Spiritual development

Provision for pupils' spiritual, moral, social and cultural development was judged to be good in **Alexandra Primary school** where *'as a result, pupils have good attitudes to school and are generally keen to learn..'* However the inspection team also reports that within these 4 areas, provision for spiritual development was satisfactory - i.e. not as strong as that for moral, social and cultural development. They point out some areas which they observed and which are usually strong vehicles for spiritual development where further development would be useful *'The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief, prayers are rarely said and stories are not often read from the religious scriptures'*. And in RE *'lessons give pupils limited opportunities to reflect on the beliefs and practices of several major world faiths.'*

The team also found that *'The taught curriculum in each subject does not plan for spiritual development'* and that although *'some pupils were inspired to write imaginative poetry in English.'* and *'The school environment has the potential to encourage pupils to develop an awareness of natural beauty and pupils plant seeds and watch them grow,'* others could be strengthened, e.g. *'Opportunities to appreciate art, literature and music are more limited and constraining standards.'*

The HMI report for **Devonshire Primary School** judged it to have made sufficient progress to not require 'special measures' any more. In relation to pupils' spiritual, moral, social and cultural development the team found *'many positive features.'* With a range of activities providing *'exciting opportunities to promote the pupils' personal growth and to celebrate cultural diversity,'* They judged relationships throughout the school to be *'positive....teachers take good care of the pupils... providing good role models. Teachers and pupils are courteous to each other, and the school is a caring community.'*

At **Hornsey School for Girls**, provision for pupils' personal, including spiritual, moral, social and cultural development was judged to be very good. *'The school's careful fostering of social and cultural development results in an ethos in which these characteristics are strong. There are good opportunities for spiritual development.'*

Collective Worship was found to *'celebrate a wide range of cultural and religious practices and enable the girls to explain themselves to their peers.'* Pupil participation is strong and the team reported that *'The mature way in which students take responsibility for many of these assemblies adds to their value and impact.'* A diverse range of music is used to good effect in the assemblies. The report states that *'the school is applying for a Determination from the appropriate local authority ..., on the grounds that this multi-faith assembly matches the needs and desires of pupils and their parents very well.'* So SACRE can expect to be receiving this application in the near future.

Religious Education

In **Alexandra Primary School** RE was a key issue for action at the last inspection and still is. Therefore the school has been asked to improve the curriculum so that standards and achievement are higher by:

- *ensuring that statutory requirements are met*
- *allocating sufficient time for the full curriculum to be taught*
- *reviewing the length of the taught curriculum and how time is allocated between subjects.*

RE standards were found to be below average in Years 2 and 6 where *'there are significant gaps in pupils' knowledge and understanding. Provision does not meet the full requirements of the Haringey Agreed Syllabus for the subject, because pupils have very little knowledge and understanding of Islam, Judaism, and Hinduism'*. The report details many issues that need to be addressed.

Where teaching was good there was good interaction of pupils and discussion encouraged more able pupils to question, for example *'One higher attaining pupil asked the question, 'How can Jesus be the son of God if Joseph was his father?'* In planning future courses SACRE and the LEA need to note that *'Weaknesses in teaching include insecure subject knowledge'*

There is need for further development of the role of the subject Co-ordinator who is new to the post. The school needs also to introduce assessment tied to planning work that is *'matched to pupils' needs, including the needs of higher attaining pupils.'* Work in religious education needs to make a higher contribution to pupils' literacy skills as *'Pupils do not have enough opportunities to write independently and too much is copied.'* and *'There are too few links between religious education and the literacy hour'* Links to ICT also need to be developed.

The inspection team also noted that *'There are too few resources for learning and pupils have too little contact with visitors from faiths other than Christianity.'* So SACRE's future work on a Directory of Places of Worship should be of use to the new coordinator as s/he develops the subject.

The HMI report for **Devonshire Primary school** stated that *'In their work on different religions, the pupils learn about faiths other than their own; for example, a Year 4 class considered the differences between Moslem and Christian worship.'*

At **Hornsey School for Girls** the school does not meet the statutory requirement for RE in the 6th Form. The time allocated to RE was also indicated as in need of development but overall, the quality of provision in religious education was judged to be satisfactory.

Strengths

- *Progress in Key Stage 3 is satisfactory, with the majority of pupils achieving well in relation to their earlier attainment.*
- *Teaching is good in Key Stage 3: lessons are carefully planned to include a wide range of activities to meet pupils' needs.*
- *Teachers' subject knowledge is good.*
- *Pupils' and students' attitudes to work are good.*
- *The subject is a popular examination course at Key Stage 4.*

Areas for improvement

- *Monitoring systems, to ensure that all pupils and students achieve high standards in relation to their earlier attainment.*
- *Current schemes of work, which do not yet comply with national guidance (QCA 2000). **SACRE may wish to comment on this, as these are non-statutory.***
- *Curriculum for 14 to 16 year olds, to meet statutory requirements in full.*
- *The use of computers in lessons and examination work.*
- *The definition of roles and responsibilities for each teacher within the department.*

Standards in religious education by the age of 14 were judged to be below average mainly because of the low standard of pupils on entry to the school, which are '*below what would be expected of all students nationally.*' However students were judged to be making satisfactory progress during Key Stage 3 '*and achieve well in relation to their earlier attainment.*' The team found that students who then choose to follow a GCSE course make satisfactory progress but attainment at GCSE is currently well below the national average. Whilst this could still be a residual effect of the weak baseline, the team also commented that RE results '*were below the school's results in other subjects.*' This is a poorer position than at the time of the last inspection (1995).

'Students' attitudes and behaviour in all lessons are good and make a considerable contribution to the progress they make.' Lessons were described as good and '*Teaching throughout the department is satisfactory and good at Key Stage 3. Teachers use a wide range of teaching strategies and methods in their lessons and considerable priority is given to maintaining a positive and disciplined working environment.*'

Some elements of planning and teaching were pointed out as requiring attention and this supports the department in planning action to move the subject forward. For example '*the importance of each objective is not shared with the students. Intended learning outcomes are not well defined and often non-existent. As a result, the task of monitoring the actual progress made by individual students in lessons is more difficult.*'

Leadership and management of the department were judged to be currently unsatisfactory and whilst the work of the current head of department in raising standards in Year 11 were suggested to have '*a positive effect on this year's GCSE grades.*' Other areas of management in the department were indicated as benefiting from further development.



INSPECTION REPORT

ALEXANDRA PRIMARY SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 130358

Headteacher: Ms Johanna Hall

Reporting inspector: Dr Alan Jarvis [2711]

Dates of inspection: 11th – 14th March 2002

Inspection number: 230715

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Western Road Wood Green London
Postcode:	N22 6UH
Telephone number:	0208 888 9771
Fax number:	0208 829 9776
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Clive Boutle
Date of previous inspection:	7 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2711	Dr Alan Jarvis	Registered inspector	Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19727	Eric Langford	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1963	Sibani Raychaudhuri	Team inspector	English Design and technology Geography History English as an additional language	
1224	Graham Todd	Team inspector	Mathematics Art and design Physical education Special educational needs	How good are curricular and other opportunities?
10270	Sandra Teacher	Team inspector	Science Information and communication technology Music Religious education	
20951	Philip Littlejohn	Team inspector	Equal opportunities	Truancy

The inspection contractor was:

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Alexandra House
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average primary school. Two hundred and twenty-five pupils are currently on roll between the ages of five and 11 years. There are more boys than girls. Twenty children attend the nursery on a full-time basis and seven part-time. Just over one half of pupils come from minority ethnic groups and speak English as an additional language (EAL) with around one fifth being at an early stage of the acquisition of English. A further one tenth are Traveller. One third are on the register of special educational needs, which is above average; most of these pupils have learning or behavioural difficulties. Five pupils (an average proportion) have a Statement of Special Educational Need. The proportion of pupils who receive free school meals is well above average. There is a very high degree of mobility, four times the national average, with over one half of pupils entering or leaving in any one year. Many pupils live in temporary accommodation, being asylum seekers or refugees. Children's attainment is extremely low at the start of the reception class. The current headteacher took up her appointment in September 2001. There have been few difficulties in filling vacant posts.

HOW GOOD THE SCHOOL IS

The school provides an acceptable quality of education. It caters well for its highly mobile and ethnically diverse community. The new headteacher has brought much needed vision and is systematically addressing a backlog of work that needs to be done. The school is now heading in the right direction and has swiftened the rate of improvement seen this year. Standards in Year 6 are still too low, but improving. Teaching overall is satisfactory and is improving, as is the overall quality of leadership and management. It provides sound value for money.

What the school does well

- The leadership of the new headteacher has brought much needed improvement in many areas.
- A harmonious teaching environment has been established in most classes, which enables all pupils from its very diverse ethnic community to be included, feel welcome and learn effectively.
- Provision for pupils' spiritual, moral, social and cultural development is good and, as a result, pupils have good attitudes to school and are generally keen to learn.
- Good inroads are being made into lateness and truancy, which is helping pupils with poor attendance to make better progress in their learning.
- Good teaching in the Foundation Stage, which results in children achieving well.
- Parents express a very high regard for the work of the school. Significant progress is being made to consult with them on the future direction of the school and provide them with up to date information.
- Pupils' behaviour has improved since the start of the school year, so they are learning better.

What could be improved

- Standards in English and mathematics to address the very low standards on entry and ensure good achievement.
- The curriculum in science, information and communication technology (ICT), design and technology, history, geography, music and religious education so that standards and achievement are higher.
- The overall quality of teaching, particularly in Years 2 and 6, so that standards are higher.
- The work of the governing body so that they hold the school to better account.
- The way most subject co-ordinators monitor and develop the work of their subjects to raise standards.
- The use of assessment data and records so that it better guides teachers' lesson planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Strengths have been maintained but the rate of improvement has been unsatisfactory overall and more change could reasonably have been expected in the five-year period since the last inspection. Standards could still be higher in English, mathematics and science, but are improving in line with national standards. Some key issues from the last inspection have been tackled well; standards in English are now more secure, provision for pupils with EAL has been strengthened and pupils' absence is now monitored more effectively. However, the full National Curriculum and agreed syllabus in religious education are still not covered. Most subject co-ordinators are not yet fully effective in their work. Assessment procedures are still not used well enough. The governors and past managers have not been as diligent as they could have been in monitoring the work of the school. ICT has not been embedded into learning. However, a more workmanlike approach to developments is now evident and a secure basis is being laid for long-term improvement. Teaching is better. There is a satisfactory capacity to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E*	E	C
Mathematics	E	E*	E	B
Science	D	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in the national tests, taken by pupils at the end of Year 2, have not kept pace with the general rise in standards found nationally and have been falling. In 2001, standards were in the bottom five per cent of all schools nationally in reading, writing and mathematics. Very low or low standards in these subjects have been evident for a number of years. The results of teacher assessments in science show that standards are also well below average. The above table shows that standards in the national tests in 2001, taken by pupils in Year 6, were well below average in English, mathematics and science compared to all schools nationally. This has been the general picture since the last inspection. Compared with similar schools, standards were average in English, above average in mathematics and below average in science; they were average overall. This picture masks the fact that standards in Year 6 have been rising in line with the national trend, because pupils who have been in school for all of their education achieved satisfactorily with nearly all reaching average or better standards in English, mathematics and science. The total picture is compounded by wide fluctuation because of the very high mobility factor and very low standards on entry.

Overall, children enter the nursery and reception classes with very low standards and personal skills, but some have average standards. By the time they are ready to start Year 1, standards have improved although they are below expectations based on the national Early Learning Goals in communication, language and literacy and mathematical development and below in their knowledge and understanding of the world and in personal and creative development. Standards in children's personal, emotional and social development are in line with expectations. Achievement is good. Standards seen in Year 2 were well below average in reading, writing and mathematics, although this represents an improvement on last year's national test results. Standards in Year 6 remain well below average in English, mathematics and science; however, this reflects satisfactory achievement from Year 2. More challenging, but realistic targets have been set in English and mathematics for pupils in Year 6. Standards are not as high as they could be because some pupils, particularly of Traveller or Black African backgrounds, have weak

attendance records and are sometimes badly behaved, which affects their learning. Standards in design and technology, geography, history, music and religious education are below average in Years 2 and 6 because the full Programme of Study is not systematically taught and developed, year by year. Standards in ICT remain weak and are well below average in Years 2 and 6. Standards in art and design and to a lesser extent physical education, are strengths. EAL pupils and those with special education needs are achieving satisfactorily. Through the school, overall achievement is good, given the very low starting point on entry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic learners and enjoy school life.
Behaviour, in and out of classrooms	Good. Pupils and parents welcome the recent improvements in behaviour. Unsatisfactory behaviour is only evident in the current Year 6 class. Racism or other oppressive behaviour is minimal in most classes with unkind behaviour only seen in Year 6.
Personal development and relationships	Good. Most pupils are friendly and considerate to each other. Teachers provide help to promote co-operation and the self-development of pupils. There is a sound range of opportunities for personal development.
Attendance	Well below average. Slowly improving with far fewer instances of absence, lateness or truancy this year than last.

Pupils on the recently formed school council take their responsibilities seriously, but wider roles for Year 6 pupils to take a lead are underdeveloped. Pupils from a wide range of ethnic origins are keen to learn and work and play well together. Only boys, mainly White UK or Traveller pupils, have been excluded.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is satisfactory overall, with a high proportion that is good, but is not currently strong enough to raise standards further. Two-fifths of lessons observed were satisfactory with one half being good or very good; this is a substantial improvement on the last inspection. Just under one in ten lessons were unsatisfactory or poor, which is similar to that seen at the last inspection. Teaching and learning in the nursery and reception classes is consistently good and a strength of the school. Teaching by the more experienced teachers in Years 3, 4 and 5 is consistently good. Teaching in art and design in Years 3 to 6 is also good and a further strength. A key weakness is that teaching and learning in Years 2 and 6 are unsatisfactory because some pupils' challenging behaviour is not managed satisfactorily. Pupils' behaviour is managed effectively in all other classes. The teaching of English and mathematics is satisfactory, as is that of science, history, geography and physical education. Teaching in all years in ICT is unsatisfactory because computers are not used enough in learning. Teaching in religious education is also unsatisfactory because the full Haringey Agreed Syllabus is not covered. Too few lessons were seen to judge teaching in design and technology, music and art and design in Years 1 and 2. Effective use is being made of the starts and ends of lessons. The learning needs of the diverse range of pupils are being met satisfactorily. Pupils with EAL and those with special educational needs (SEN) receive satisfactory support and so participate fully in lessons. School policies on attendance and punctuality are being implemented satisfactorily. The current arrangement of grouping pupils in same-age classes is proving beneficial. The main weakness in learning is that pupils are not clear enough about how well they are doing and what they need to do to improve. Pupils' learning is helped because

teachers reflect the ethnic mix of the local community and use their cultural strengths to illuminate teaching. Teachers are not yet planning effectively enough for the learning needs of higher attaining and EAL pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Good curriculum in the Foundation Stage. The curriculum in the main school is unsatisfactory because ICT and religious education does not meet statutory requirements. Teaching time is lower than normal.
Provision for pupils with special educational needs	Satisfactory. Good in the Foundation Stage - satisfactory in Years 1 to 6. Special needs staffing is allocated well and the learning support assistants have clearly identified roles and responsibilities.
Provision for pupils with English as an additional language	Satisfactory. Improved since the last inspection. EAL pupils are inducted well into the life of the school. There are good procedures for monitoring their progress in learning. More staffing is needed to support them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A strength. Provision for pupils' moral and social development is good; spiritual and cultural development is satisfactory. Pupils are made aware of their British heritage, but a wide range of other cultures are also emphasised. Provision for pupils' personal, social and health education is satisfactory.
How well the school cares for its pupils	Good. Very good child protection procedures are in place. Academic progress is soundly monitored, but assessment information is not used well.

The National Literacy and Numeracy Strategies have been implemented satisfactorily but literacy, numeracy and computer skills could be used better across subjects. Parents have a very high regard for the school and relationships with parents have improved considerably and are now very strong. Very good procedures are in place for recording pupil absence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is tenacious in her drive for better standards. Her newly established senior management team is helping to move the school forward. Subject co-ordinators are not yet fully effective in improving or being accountable for standards.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are keen to improve the effectiveness of the work of their committee structure, but do not yet effectively monitor practice. They have not ensured that statutory requirements are met in ICT and religious education. However, recently appointed parental governors are starting to make a valuable contribution to developments.
The school's evaluation of its performance	Satisfactory. Procedures for monitoring the work of teachers are starting to take root. Priorities are reflected well in the school improvement plan.
The strategic use of resources	Unsatisfactory. Governors do not sufficiently target resources to help to raise pupils' achievement. Spending decisions are not sufficiently linked to principles of best value.

68. Overall strengths in teaching outweigh weaknesses. However, improvements can be made, which will help improve standards, by:
- marking pupils' work more consistently so that pupils know what they have to do to improve;
 - better matching learning to the needs of higher attaining pupils and challenging them to learn at a high level;
 - helping pupils to have a better understanding of their own learning and what they might be able to achieve;
 - using ICT more effectively.

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

69. The overall quality of the curriculum is unsatisfactory. Insufficient progress has been made in addressing the key issues from the last inspection, which highlighted major shortcomings in the curriculum in ICT, history and religious education. The lack of a robust curriculum in science, ICT, the 'foundation' subjects and religious education is impairing standards.
70. The curriculum in the Foundation Stage, including religious education, for the children in the nursery and reception classes is good and is well rooted in the learning areas that are specified for children of this age. Close attention is given to the 'Stepping Stones' which indicate the steps in learning that are expected to take place and the Early Learning Goals, which are the expected standards that should be reached by the majority of children. Much thought has gone into planning and children have full access to a wide range of good quality learning experiences. Particular emphasis is given to developing children's personal and social skills and their literacy and numeracy standards and as a result most are much more favourably placed to start the National Curriculum in Year 1 than they were on entry.
71. In Years 1 to 6, statutory requirements are still not being met for ICT, because control technology and monitoring are not taught. Teachers are not using computers effectively in all subjects of the curriculum and there is very limited use of new technology such as the Internet and digital photography. As a result, standards are not as high as they should be in ICT and computer skills are not being used to help learning across the curriculum. In religious education, the school is failing to meet the requirements of the Locally Agreed Syllabus.
72. In Years 1 to 6, the actual teaching time per week is considerably lower than the national average. The allocation of time to different subjects varies considerably; for example, some of the literacy and numeracy lessons are too long, whilst history, geography, design and technology and religious education receive too little teaching time. There have been two consequences of this. Firstly, the school has rightly given due priority to developing English and mathematics, which are very important considering many pupils' weak attainment in these areas when they join the school. This has been beneficial as the curriculum in these areas is stronger than at the last inspection and standards have been rising. However, some time is occasionally wasted when the literacy and numeracy lessons unnecessarily overrun. Secondly, there has been no clear view on how long the school day should be or how time should be allocated between subjects. The consequence has been that too little time has been allocated to most of the 'foundation' subjects. Teachers have therefore selected only parts of the programme of work in these subjects and standards in many of these are not as high as at the time of the last inspection.
73. Statutory requirements are met in collective worship, sex and drugs education and personal, social and health education (PSHE) and these make a sound contribution to standards. The curriculum for PSHE is satisfactory, but needs to be more carefully planned and delivered. This has already been identified as an area for development in the school improvement plan. During the inspection some planned lessons for PSHE were not taught.
74. The school has satisfactorily introduced the National Literacy and Numeracy Strategies. This initiative has assisted teachers greatly with their planning and provided some much needed structure to the teaching of English and mathematics. The strategies have had the impact of improving and bringing more consistency to teaching in these subjects and the effect of this can

be seen in the rising standards. The school has received good support from the LEA to implement these strategies.

75. The school ensures that all pupils have equal opportunities. Good attention is given to ensuring that the curriculum is accessible to all pupils regardless of their gender, race, background or attainment level. The school is committed to inclusion for all. The previous inspection report noted that pupils identified as having special educational needs were withdrawn from lessons far too often. This issue has been successfully addressed; pupils are now not missing important parts of their lessons.
76. The curriculum is usually satisfactorily adapted and modified through planning to meet the specific learning needs of pupils with special educational needs and those with additional language needs, such as the bilingual learners. They are adequately prepared for the next stage of their education. Some of the pupils who start the school with little English make rapid progress with their learning and achieve well. The school is implementing the new Code of Practice satisfactorily and all identified pupils have individual education plans. The targets on the plans are generally sound, but in some classes they are not precise enough and therefore of little use to track progress; this is a similar judgement to the one made at the last inspection.
77. The provision for pupils with EAL and pupils with special educational needs ensures full access to the curriculum. A more rigorous system of assessment to guide planning needs to be implemented to help in identifying individual pupil needs if standards are to rise further.
78. The inspectors agree with parents that provision for extra-curricular activities is unsatisfactory and this is not helping standards. At present extra-curricular opportunities are limited, but the school has plans to develop these from the start of the summer term 2002 starting with clubs such as drama, nurturing, recorders, netball and football. In Year 6, booster classes give the pupils the opportunity to be taught in small groups on one day each week. This has worked well and this initiative is helping to raise standards in the key areas of literacy and numeracy.
79. The school has satisfactory links within the community. For example, a student from the Quicksilver Art Gallery visits each week and is helping pupils to develop three-dimensional display work. The Chair of Governors teaches country dancing in several classes. There are sound links with Alexandra Park Secondary School and this helps pupils to prepare for their next stage of education. One of the teachers from the secondary school taught Spanish to Year 6 pupils earlier this year. In addition, there is close liaison with Year 7 teachers and the special educational needs co-ordinator from the local secondary school, which helps to ease transfer.
80. Personal development is a priority at Alexandra and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and differentiation between right and wrong. These are shown both materially inside the building, through the use of flowers and plants, in displays and intrinsically through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings also permeate through the use of circle time.
81. Overall, provision for spiritual, moral, social and cultural development is good and there are many more strengths than weaknesses. This has been maintained since the previous inspection and leads to pupils generally having good attitudes to school and being keen to learn.
82. The provision for spiritual development is satisfactory. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief, prayers are rarely said and stories are not often read from the religious scriptures. Religious education lessons give pupils limited opportunities to reflect on the beliefs and practices of several major world faiths. Spirituality is fostered in some lessons; for example, some pupils were inspired to write imaginative poetry in English. The school environment has the potential to encourage pupils to develop an awareness of natural beauty and pupils plant seeds and watch them grow. Opportunities to appreciate art, literature and music are more limited and constraining standards.

- clarifying their roles and responsibilities;
- ensuring that members of the senior management team monitor and support their work more effectively;
- ensuring that they are more accountable for improvements in provision and standards;
- ensuring that co-ordinators receive sufficient training to enable them to undertake their roles effectively.

(paragraphs 121, 127, 129, 153, 183, 189, 196, 200, 203, 212, 220, 227, 233 and 237)

6. use assessment data and records more extensively to help guide teachers lesson planning by:
- improving the quality of marking so that pupils know what they have to do to improve;
 - ensuring that all teachers analyse all available data and use this analysis to help plan better lessons;
 - further developing the emerging systems for tracking pupils progress;
 - ensuring that pupils have a better understanding of their own learning and are given realistic targets for learning.

(paragraphs 26, 59, 102-103, 152, 183, 189, 203, 211, 219, 226, and 237)

The following minor issues should also be considered by governors for inclusion within the action plan:

- raise the awareness of Traveller culture. (paragraphs 25, 41, 56, 86 and 98)

* The school has already identified the need to further improve ICT, religious education, the roles of the subject co-ordinators and the use of assessment information within its development plan.

as well as being unhygienic. The pupils enjoy physical education and most are keen and eager to participate in lessons. However, in some classes pupils do not listen carefully enough and chatter far too much; this wastes time by having to stop lessons and remind pupils of how to behave.

232. The quality of teaching is satisfactory overall. Of the five lessons observed, two were good, two satisfactory and one unsatisfactory. The features of the best teaching were the warm-ups at the beginning of lessons, the use of pupils for demonstration purposes and good subject knowledge enabling skills to be well taught. In the unsatisfactory lesson the main weakness was a lack of control that led to unsatisfactory pupil behaviour.
233. The management of physical education is satisfactory and has improved satisfactorily since the last inspection. The school is following the national guidelines and has purchased a set of commercial lesson plans for all classes. The subject is being co-ordinated on a temporary basis and currently the opportunities for extra-curricular sport are limited; for example, there is no inter-school sport. The Year 6 pupils usually visit the outdoor pursuits centre at Pendarren, but this was cancelled last year due to the outbreak of foot and mouth disease.
234. Assessment is an area that requires further development. Insufficient thought has been given to the use of ICT; for example, the use of a camcorder and digital camera to improve and record pupils' performance.

RELIGIOUS EDUCATION

235. Standards in religious education are below average in Years 2 and 6 and there are significant gaps in pupils' knowledge and understanding. Provision does not meet the full requirements of the Haringey Agreed Syllabus for the subject, because pupils have very little knowledge and understanding of Islam, Judaism, and Hinduism. There has not been satisfactory improvement since the last inspection as this was a key issue.
236. The overall quality of teaching and learning are unsatisfactory. Analysis of pupils' work shows that very little has been recorded since the start of the school year. There has been some work on Judaism, Hinduism and Christianity, but the work does not progress in difficulty as the pupils move up the school. For example, pupils have studied the Christmas story, but there are only minor differences in the detail in different year groups. Pupils in Year 6 have some knowledge of 'Bible' stories commonly taught to younger children, such as the story of 'Joseph and his brothers' or the parables of Jesus, but have more limited knowledge of the world's leading faiths. There is very limited use of religious objects from a variety of faiths, both in teaching and display. Teaching varied from unsatisfactory to very good in the few lessons seen during the inspection. Strengths in the teaching include good opportunities for pupils to extend their biblical knowledge through the study of the events leading up to Easter. Pupils were made aware of the feelings of Jesus through his betrayal and were asked to compare this with their own experiences. There was good progress made by pupils with special educational needs and those pupils for whom English is an additional language, when they discussed the meaning of words such as 'confused' and 'betrayed'. One higher attaining pupil asked the question, 'How can Jesus be the son of God if Joseph was his father?'. Younger pupils learned the meaning of celebration when they were visited by a former member of staff and her new baby. There was good provision for spiritual development in the wonder of a new baby and the creation of life. Weaknesses in teaching include insecure subject knowledge and poor behaviour management. The limited use of artefacts and visual aids makes a significant impact, particularly when pupils are in the early stages of English language acquisition. For example, it was difficult for pupils in Year 2, to understand the Passover story when words like, 'locusts', 'hail' and 'yeast' were used, although, they did enjoy eating the matzot (unleaven bread).
237. Co-ordination of work across the school is unsatisfactory. Teachers do not yet assess pupils against the attainment targets of the Locally Agreed Syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher attaining pupils. Work in religious education does not make an effective enough contribution to pupils' literacy skills. Pupils do not have enough opportunities to write independently and too much is copied. Work is

not always recorded and there are fewer displays than for other subjects. There are too few links between religious education and the literacy hour and limited use is made of computers in teaching the subject. There are too few resources for learning and pupils have too little contact with visitors from faiths other than Christianity. The co-ordinator is new to the role and has devised a plan for action that needs to be incorporated into the school improvement plan.



A report from the Office of Her Majesty's Chief Inspector of Schools

Devonshire Hill Primary School

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Name of school:	Devonshire Hill Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Mrs P Stonehouse
Address of school:	Weir Hall Road, Tottenham, London N17 8LB
Telephone:	0208 8082053
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Ms B Simons
Local education authority area:	Haringey
Unique reference number:	102087
Name of reporting inspector:	Mr C Humphreys HMI
Dates of inspection:	25-26 February 2002

Introduction

CONTENTS

1. Devonshire Hill Primary school is situated in the London borough of Haringey. It is a two-form entry primary school with a 50 place nursery. There are 464 pupils on roll, which is an above-average size for a primary school. The school has a large ethnic minority population, representing 31 ethnic backgrounds and 30 home languages. Currently on roll there are 163 refugees or asylum seekers. About two thirds of the pupils have English as an additional language, which is a high proportion, and within the community there is a high level of unemployment. About two thirds of the pupils are taking free school meals, which is well above average. Twenty four per cent of the pupils are on the school's special needs register and six pupils have a Statement of Special Educational Needs.
2. The school was inspected under Section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in February 1997. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.
3. The school was visited by Her Majesty's Inspectors of Schools (HMI) in February, May and December 1998, February, July and October 1999, March, July and November 2000, and March, July, and November 2001 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February 1997.
4. In February 2002, two HMI returned to inspect the school for two days. The inspection was carried out under Section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a Section 10 inspection under the same Act.
5. Twenty two parts of lessons, one assembly, and four registration sessions were inspected. Inspectors also observed some workshops as part of the school's creative arts week. The pupils were observed at break and lunch-times and samples of their work were inspected. Meetings were held with the headteacher, senior staff, the chair of governors, and representatives of the local education authority (LEA). Informal discussions were held with other staff and pupils, and a wide range of the school's documentation was scrutinised.
6. The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 1997 and the action plan prepared by the governing body to address those key issues.

Main findings**CONTENTS**

7. In accordance with Section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:
 - overall standards of attainment are below average but improving. Standards are rising because the school has effective strategies to help the pupils make good progress;
 - when the pupils start in the nursery their social and linguistic skills are limited, but by the time they reach Key Stage 1 many have made sound progress against the Early Learning Goals. The 2001 national test results for seven-year-olds were below average, with only 64 per cent of the pupils reaching the expected level in writing and only 62 per cent in mathematics. However, the work seen in the Year 2 classes shows that the test results are set to rise in 2002. The 2001 national test results for 11-year-olds showed a very significant improvement on those for 2000. A marked feature of attainment across the school is the wide variation in standards of different year groups, often reflecting frequent prior changes of teachers;
 - in lessons, most pupils make effective gains in their knowledge and understanding or consolidate their skills. They made satisfactory or better progress in 20 of the 22 lessons, including a third of lessons where their progress was good. In the two lessons where their learning was unsatisfactory it was due to shortcomings in the teaching;
 - the pupils' behaviour and attitudes were satisfactory or better in all 22 lessons, including 16 in which they were good or very good. The pupils are attentive to their teachers, concentrate well on their work and are eager to do well. They move about the school in an orderly way and support each other well. They have good relationships with adults and each other. Teachers generally deal well with the rare occasions when pupils misbehave;
 - the pupils' attendance was about 93 per cent last term and is broadly satisfactory;

- the quality of teaching was satisfactory or better in 20 of the 22 lessons, including eight in which the teaching was good or very good. Lessons are well planned and have clear learning objectives. Most teachers use an appropriate range of teaching styles and organise their resources well. In the best lessons there is good interactive teaching, a brisk pace and a high level of challenge. In the two lessons that were unsatisfactory, the teachers did not settle the pupils at the start;
- the school makes good use of assessment data to track the pupils' progress and to identify areas needing further attention. Most teachers set work that is well matched to the pupils' needs. There are good examples of marking that help the pupils develop their work further, and the pupils also have clear targets for making improvements. The school is developing good systems for monitoring and evaluating the quality of education provided. However, the school is aware that it needs to improve the provision in some of the foundation subjects further;
- pupils who have special educational needs and those who have English as an additional language are well supported and make at least satisfactory progress. These pupils benefit well from the school's investment in a large team of teaching assistants;
- the good leadership of the new headteacher has been a key factor in the school's rapid progress in the last two terms. She has the confidence of the staff, governors and LEA. She has a clear vision for the future of the school and is implementing the school plan in a systematic way. She is supported by a strong senior management team; the deputy headteacher, key stage co-ordinators and core subject co-ordinators all have clearly defined responsibilities and make a positive contribution to school improvement. There are well-targeted action plans for each main area of the school's work and the school's capacity to make further improvements is very good;
- there is a good range of experience and expertise within the governing body, and the governors support the school well. Working with the staff, they have produced a statement of intent that identifies the values they wish to promote. The LEA is to return delegated powers to the governors on 1 April 2002;
- the spiritual, moral, social and cultural development of the pupils have many positive features. The creative arts week taking place during this inspection, for example, provided a wide range of exciting opportunities to promote the pupils' personal growth and to celebrate cultural diversity.

Key issues



8. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue the drive to raise standards of attainment;
- build on existing strengths to increase the amount of teaching that is good;
- further improve provision in the foundation subjects.

Inspection findings



Standards of achievement



9. Overall standards of attainment are below average but improving. Standards are rising because the school has effective strategies to help the pupils make good progress.

10. When the pupils start in the nursery, their linguistic skills are limited, and most speak little or no English. However, by the time they reach Key Stage 1, many have a command of a range of English words and have made sound progress against the Early Learning Goals. Some pupils, for example, talked with enthusiasm about the recent visit of the 'animal man' who brought a range of different animals to show to the pupils. The pupils' social skills are also limited when they arrive in school, and some pupils played by themselves rather than with others. Again, by the time they leave the reception classes, they have made sound progress, and nearly all relate to their peers in a positive way.

11. The 2001 national test results for seven-year-olds were well below average, with only 64 per cent of the pupils reaching the expected level in writing, 54 per cent in reading, and only 62 per cent in mathematics. However, the work seen in the Year 2 classes shows that the test results are set to rise in 2002. The 2001 national test results for 11-year-olds showed a very significant improvement on those for 2000. In English, for example, only 23 per cent of the pupils gained the expected level in 2000, but this rose to 68 per cent in 2001.

In mathematics, the improvement was from 32 per cent in 2000 to 64 per cent in 2001, and in science the results for the same two years improved from 48 per cent to 90 per cent. The current Year 6 pupils are also on target to achieve well. A marked feature of attainment across the school is the wide variation in standards of different year groups, often reflecting frequent prior changes of teachers. Many pupils in Years 3 and 5, for example, are not attaining well relative to their age, and the school still has much to do to raise standards further.

12. In English, standards remain below average, but the pupils develop their skills effectively as they move through the school. In the nursery, a strong focus on communication, language and literacy underpins the activities, and the pupils make sound progress. Shared writing is well used in the reception year. Following a live performance from a 'rapper' artist, Year 1 pupils constructed simple sentences to describe their response, but most needed considerable support to do so. This carefully structured support was also necessary to enable Year 5 pupils to successfully extend a rap poem, and for Year 6 pupils to develop simple sentences into grammatically complex ones. In Year 2, a particularly well-managed and well-paced shared reading session was followed by some good work on phonemes and in Year 3, pupils clearly enjoyed their reading, albeit from simple books. For many older pupils, standards in speaking and listening are higher than those for writing, and although many are fluent and confident readers who decode words effectively, their understanding of the text is not always secure.

13. In mathematics, the implementation of the Numeracy Strategy is successfully raising standards, and although overall standards are below average, the pupils' mathematical skills and understanding are improving well. Year 3 pupils, for example, were beginning to understand how to use their number squares to help them add and subtract quickly. Many of these pupils were able to explain how they had arrived at their answer, and to suggest alternative ways of coming to the same answer. A low-ability group in Year 6 solved money problems, although the pupils needed a good deal of support from their teacher.

14. Work in the pupils' books shows an improvement in their recording skills in science. Scientific investigation is given satisfactory emphasis for younger pupils, as shown at Key Stage 1 in their work on classification, description and the testing of fabrics for waterproofing. In Year 3, the pupils understood how to carry out fair testing. Pupils in Year 6 are covering a wide range of science topics in preparation for their National Curriculum tests, and lunch-time science clubs are planned for Years 5 and 6 from the summer term 2002 to help raise standards further.

15. Pupils are generally improving their skills appropriately in information and communication technology (ICT), although standards are below average overall. In the nursery, the pupils were using a mouse effectively to make patterns on the screen; in Year 2, the pupils were able to manipulate shapes to make imaginative pictures; and in Year 4, the pupils used data-handling software to interpret information. The resources for ICT are relatively new and the staff are still developing their use of computers; opportunities for the use of ICT within lessons are sometimes missed.

16. Pupils who have special educational needs and those who have English as an additional language are well supported and make at least satisfactory progress.

17. On the whole, standards in the foundation subjects need to be raised further, although some good work was seen. In art, for example, teachers make effective use of the work of artists as a stimulus for the pupils' drawing and painting, as in Year 5 where they were looking at the work of David Hockney.

18. In lessons, most pupils make effective gains in their knowledge and understanding or consolidate their skills. They made satisfactory or better progress in 20 of the 22 lessons, including a third of lessons where their progress was good. In the two lessons where their learning was unsatisfactory it was due to shortcomings in the management of the pupils.

19. The pupils' behaviour and attitudes were satisfactory or better in all 22 lessons, including 16 in which they were good or very good. The pupils have a high level of commitment to their learning. They are attentive to their teachers, concentrate well on their work and are eager to do well. When asked to do so, they work well in pairs or groups, co-operating with each other in a sensible way. They move about the school in an orderly fashion and support each other well. They have good relationships with adults and each other. Teachers generally deal well with the rare occasions when pupils misbehave.

20. The pupils' attendance was about 93 per cent last term and is broadly satisfactory. Some pupils miss days at school due to religious festivals, although this does not impede their progress unduly.

Quality of education



21. The school has had a history of staffing changes that slowed the rate of school improvement. Now, however, the staffing is more stable, staff morale is good, and the school is moving forward quickly.

22. The quality of teaching was satisfactory or better in 20 of the 22 lessons, including eight in which the teaching was good or very good. Much of the teaching benefits from the school's well-structured programme of staff development. Lessons are well planned and have clear learning objectives that are shared explicitly with the pupils, so that they know what they are going to learn. Most teachers use an appropriate range of teaching styles: in some lessons, for example, the teachers modelled the work well, so that the pupils were clear about what they had to do; many teachers used questioning effectively to test the pupils' understanding. Teachers mostly made good efforts to set work that was well matched to the abilities of different groups of pupils, and they organised their resources well. In the best lessons, there was good interactive teaching, a brisk pace and a high level of challenge. Many lessons benefited from the good training teachers have received relating to the literacy and numeracy strategies. In the two lessons where the teaching was unsatisfactory, the teachers did not settle the pupils well at the start, and so the activities did not proceed in a purposeful way.

23. The curriculum is broad and balanced, and there is a clear curriculum framework. The school has rightly focused on the core subjects of English, mathematics, science and ICT in the drive to raise standards. Other subjects are becoming the focus of more systematic development, and some are progressing well. However, the school is aware that it needs to improve the provision in some of the foundation subjects further. There are clear subject action plans for the development of different areas of the curriculum, and good use is being made of the guidance published by the Qualifications and Curriculum Authority in the schemes of work.

24. The school makes good use of assessment data to track the pupils' progress and to identify areas needing further attention. This data has been thoroughly analysed in relation to ethnicity and gender, and the school has a clear picture of the pupils' attainment. Each half term, for example, each pupil has a piece of writing assessed and given a National Curriculum level. There are good examples of marking that help the pupils develop their work further, and the pupils also have clear targets for making improvements. The school is developing good systems for monitoring and evaluating the quality of education provided.

25. Pupils who have special educational needs and those who have English as an additional language, benefit well from the school's investment in a large team of teaching assistants. Every class has a designated teaching assistant and there were many examples where they were well used. In these lessons, the teaching assistants were clear about their role, who they were to support and how best to use their time. In one Year 4 mathematics lesson, for example, the teaching assistant modelled the work on a white board as the teacher talked the pupils through the mathematical processes being used. The deputy headteacher has worked well with the teaching assistants to develop their work. However, there are still times when teaching assistants could be used more effectively, particularly at the start of lessons. Some lower-ability pupils benefit from small group work in the 'rainbow room', away from their main class. The special needs co-ordinator ensures that records on and support for the pupils are well maintained.

Management and efficiency of the school



26. The good leadership of the new headteacher has been a key factor in the school's rapid progress in the two terms that she has been at the school. She has the confidence of the staff, governors and LEA. She has a clear vision for the future, is implementing the school plan in a systematic way, and is keenly aware of the school's strengths and weaknesses. She has set high expectations of her staff, who are responding positively to the lead she is giving. She is putting into place all the right structures and systems required to make the school effective. Teachers' planning, for example, is carefully monitored.

27. The headteacher is supported by a strong senior management team; the deputy headteacher, key stage co-ordinators and core subject co-ordinators all have clearly defined responsibilities, understand their role and make a positive contribution to school improvement. Subject co-ordinators, for example, are beginning to monitor teaching and learning within their area in order to ensure consistency across the school. There are well-targeted action plans for each main area of the school's work and a planned programme of developments over the coming terms. The school's capacity to make further improvements is very good.

28. There is a good range of experience and expertise within the governing body, and the governors support the school well. There is a clear programme of meetings for the various committees, each developing their own terms of reference. The chair of governors has a good understanding of her role and is eager to see the school improve further. Appropriate efforts have been made to ensure that the local community is represented on the governing body. Working with the staff, the governors have produced a statement of intent that identifies the values they wish to promote, and there is in the school a shared sense of common purpose. Some governors visit the school regularly to see for themselves how well developments are progressing, and a pro forma for this is being developed. The LEA is to return delegated powers to the governors on 1 April 2002.

Pupils' spiritual, moral, social and cultural development



29. The spiritual, moral, social and cultural development of the pupils have many positive features. The creative arts week taking place during this inspection, for example, provided a wide range of exciting opportunities to promote the pupils' personal growth and to celebrate cultural diversity, and included a music performance by a 'rapper', workshops taken by an African dancer, a visiting theatre-in-education group, and workshops with a photographer.

30. Relationships throughout the school are positive and the teachers take good care of the pupils in their charge, providing good role models. Teachers and pupils are courteous to each other, and the school is a caring community. The pupils work and play together well.

31. Assemblies provide the pupils with moments for quiet reflection, with a lighted candle to help them focus their thoughts and to provide a sense of special occasion. Pupils are given opportunities to make presentations in assembly, and their efforts are appreciated by their peers. Assemblies are also used to reward the pupils with certificates and to celebrate their achievements in a positive way.

32. In their work on different religions, the pupils learn about faiths other than their own; for example, a Year 4 class considered the differences between Moslem and Christian worship.

33. The pupils' personal and social development is also promoted through special events, such as a recent residential visit to the outdoor activity centre at Pendarren House for Year 6.

Implementation of the action plan



34. Following the inspection of February 1997, the governors prepared an action plan to address the key issues identified in the inspection report. Since that time the action plan has had some revision, but progress against each key issue is shown below.

35. Key Issue 1: raise pupils' attainment in English, mathematics and science

The school has made reasonable progress on this key issue. Improvements in writing, for example, can clearly be seen in the progress books of the pupils across different year groups. The development of the numeracy project is proceeding well and is having a positive impact on standards in mathematics. Pupils' books also show they are making sound progress in science.

36. Key Issue 2: improve the quality of class based teaching in Key Stages 1 and 2

The school has made reasonable progress on this key issue. The school now has mostly permanent staff, following a period of many staff changes. This new stability means the school is able to benefit from the effects of staff development. The quality of teaching is sound or better in nearly all classes.

37. Key Issue 3: provide a more balanced curriculum

The teachers' planning addresses all curriculum areas, and teachers plan together effectively in year teams. The curriculum is broad and balanced. Good progress has been made on this key issue.

38. Key Issue 4: improve procedures for assessment

The school has appropriate procedures for assessment, and data is increasingly used to inform teaching and learning. There is some further work needed in strengthening the teachers' skills in using assessment to inform their planning, but overall, the school has made good progress on this key issue.

39. Key Issue 5: improve the efficiency of the school

The LEA is returning the governors' delegated powers in April 2002, as they have confidence that the school is

able to manage its finances appropriately. The school has made good progress on this key issue.

40. Key Issue 6: build up learning resources

The school has made good progress on this key issue. The general level of resources in the school is such that teachers are well placed to meet the requirements of the curriculum. The new computer resources for ICT are good.

41. Key Issue 7: improve the school environment

The school has made good progress on this key issue. The school environment is bright and stimulating. The quality of corridor and classroom displays has improved markedly in recent terms, although there is room for further improvements in some classrooms.

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INSPECTION REPORT

HORNSEY SCHOOL FOR GIRLS

London, N8

LEA area: Haringey

Unique reference number: 102153

Headteacher: Ms Jean Lebrecht

Reporting inspector: Mrs Sylvia Richardson
1038

Dates of inspection: 25th February - 1st March 2002

Inspection number: 194369

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1038	Mrs Sylvia Richardson	Registered inspector		The school's results and how well pupils and students achieve How well are pupils and students taught? How good are the curricular opportunities offered to pupils and students?
9163	Mr Geoffrey Humphrey	Lay inspector		Pupils' and students' attitudes, values and personal development How well does the school care for its pupils and students? How good is the partnership with parents?
19530	Ms Jennifer Bray	Team inspector; Co-ordinating the inspection of the sixth form	Geography	How well is the school led and managed?
20629	Mr John Bryson	Team inspector	English Drama Literacy	
12630	Mr David Naylor	Team inspector	Mathematics Numeracy	
23188	Mrs Virginia Maunder	Team inspector	Science Chemistry Biology	
15406	Mrs Jennifer Adey	Team inspector	Art and design	
14522	Mr Ian Smith	Team inspector	Design and technology	
15576	Mr David Nebesnuick	Team inspector	History	
17985	Mr Hugh Magee	Team inspector	Information and communication technology	
13054	Mr Michael Pennington	Team inspector	Modern foreign languages – French and German	
8696	Mr Abul Maula	Team inspector	Modern foreign languages – Bengali and Turkish	
11672	Mr Peter Harle	Team inspector	Music	
18888	Ms Jan Boulton	Team inspector	Physical education	
30317	Mrs Elizabeth Barthaud	Team inspector	Religious education	
2480	Mrs Christine Gilder	Team inspector	Special educational needs	
22957	Mr Avtar Sherri	Team inspector	Equality of opportunity English as an additional language	

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A good range of options, and open access to all courses provides very good equality of opportunity. The curriculum review is taking all relevant national factors and girls' needs into account.
Provision for pupils with special educational needs	Very good. Pupils are very well supported by the specialist teachers and make very good progress. They are not consistently well supported by all subject teachers.
Provision for pupils with English as an additional language	Good. Early identification of pupils' language learning needs helps them to develop their English and tackle their learning. However, insufficient specialist support limits pupils' progress towards the success in national tests and examinations of which they are capable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's careful fostering of social and cultural development results in an ethos in which these characteristics are strong. There are good opportunities for spiritual development. Moral development is also good.
How well the school cares for its pupils	Good. The school has excellent support structures for pupils who have individual problems. Procedures for child protection and for ensuring pupils' welfare are very good.

Parents believe that the school is doing a good job and they appreciate the efforts made on behalf of their daughters. The partnership with parents is developing well. The curriculum meets almost all statutory requirements, except for the time available for religious education and information and communication technology. Planning for curriculum change is good. The care and support for pupils and students are good overall and are very well managed. However, there is insufficient co-ordination of staff efforts and follow-up of absences is too slow to tackle effectively the problem of poor attendance. Some parents condone their daughters' absences.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction and a strong framework of values for the school. She is very well supported by her leadership team, who provide wide ranging expertise and high levels of commitment to school improvement.
How well the governors fulfil their responsibilities	Very well. They have brought specific expertise and vision to the school. They are strongly committed to the school's effective development and have taken an active part in planning changes in accommodation.
The school's evaluation of its performance	Satisfactory. There are some recent developments of high quality, such as the departmental self-reviews in English and mathematics. In general, self-evaluation is satisfactory and improving.
The strategic use of resources	Good overall. Resources are adequate in all subject areas. Accommodation is unsatisfactory in some subjects and insufficient in many.

Leadership is very good overall and very good at the most senior levels. The effectiveness of most heads of department is an important factor in the school's improved results. Plans for a Public Finance Initiative

INFORMATION ABOUT THE SIXTH FORM

The sixth form of this large 11-18 comprehensive school has 203 students and has expanded from 120 students five years ago. Most students are from ethnic minorities and many speak English as an additional language. A significant minority require special educational needs support. Well over half of the students from Year 11 continue into the sixth form and some students attend courses at Hornsey from the consortium partner school. Students embark either on a two-year programme leading to A level examinations or on a range of foundation, intermediate and advanced vocational courses.

HOW GOOD THE SIXTH FORM IS

The sixth form caters well for its students through a wide range of courses and provides a very supportive environment for their personal development. Teaching in the sixth form is good in most subjects and there is some very good teaching.

Strengths

- The very good leadership with a clear vision for the future.
- The open access policy which encourages students to pursue sixth form studies.
- The range of AS and A level and vocational courses offered.
- The good quality of teaching, so that students are challenged to learn independently.
- The very good quality of personal support for students and their positive attitude to the sixth form.

What could be improved

- The low level of attendance and punctuality.
- The provision of statutory religious education.
- Enrichment courses do not include sufficient opportunities for physical education.

The areas for improvement will form the basis of the governors' action plan. Strengths and areas for improvement in individual subjects are identified in the sections on individual subjects in the full report.

THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

The table below shows overall judgements about the provision in the subjects and courses that were inspected in the sixth form. Judgements are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

61. The co-ordinators of special educational needs and English as an additional language are part of the Inclusion Group which meets on a regular basis. Links between the two are satisfactory but are not yet strong enough to ensure that all pupils with both English language learning needs and special educational needs receive integrated support. Links are also not yet strong enough to ensure that all pupils and students who are at the early stages of learning English are not seen as having special educational or learning difficulties.
62. The provision for pupils who are higher attaining and may have special gifts or talents is very good. Teachers ensure that pupils are identified early and have opportunities to deepen their knowledge, understanding and skills in lessons, and schemes of work have been well developed in French and German, mathematics, English and other subjects. Beyond the classroom, these pupils are well catered for by extension lessons, which challenge them with more difficult and thought-provoking work. These sessions contribute to improved standards and maintain a momentum of learning.
63. There is a good range of extra-curricular activities for everyone and take up is good throughout the school, including the sixth form. These activities enrich the girls' personal development, stimulate their interest and imagination and support learning outside the classroom. In English and music, for example, visits are linked closely with the subject matter being studied, and this improves pupils' and students' motivation to succeed. Music in particular involves a large number of pupils and students in public performance, increasing their confidence, interest and commitment to the subject, and their pride in the school. Other opportunities range from sport to debating, visits to the theatre and events in London, to musical activity of every sort. The school's designation as a specialist college for the performing arts justifies fully the time and effort put into building up the very good range of musical activities. These provide very good opportunities for pupils to experience both a wide range of aspects of music and the pleasure of public performance at a high standard. There is much less extra-curricular drama, but the provision of a performing arts centre will provide similar opportunities for an extra-curricular enrichment programme.
64. A strong feature of the school's life is the positive relationship between students from different ethnic groups, both in and out of the classroom. The various lunchtime clubs are well attended by pupils with English as an additional language and minority ethnic pupils and students and provide a valuable opportunity for students to talk and engage in activities in a secure and supportive environment. There are very good positive images and role models in the form of posters and displays, including multi-lingual signs. This is important as it makes ethnic minority students feel that the school values their cultures. Activities such as the Black History Month and units of work on equal opportunities issues such as women composers, together with the celebration of religious and cultural festivals in the weekly newsletter, create additional positive images for all girls, which also deepen their knowledge and understanding of their own and other cultures.
65. These features all contribute very well overall to pupils' personal, including spiritual, moral, social and cultural development. Spiritual and moral development opportunities are good, and social and cultural development very good. Assemblies celebrate a wide range of cultural and religious practices and enable the girls to explain themselves to their peers. The mature way in which students take responsibility for many of these assemblies adds to their value and impact. Music plays an important role in all such assemblies and this is not confined to Western and English musical traditions. The school is applying for a Determination from the appropriate local authority to exempt itself from providing an act of worship for all pupils which is broadly Christian in character, on the grounds that this multi-faith assembly matches the needs and desires of pupils and their parents very well. Parents commented on the importance to them of the respect which the school's approach fosters.
66. Lessons also play an important part in developing opportunities for pupils' spiritual, moral, social and cultural development. In many subject plans, this area has an important place, and although this is not consistent, the efforts made in history, geography, English, modern foreign languages and other subjects all sustain the school's approach.

Sixth form

67. The sixth form curriculum is devised in close co-operation with the school's sixth form partner, Highgate Wood School. The curriculum is appropriate to the needs of most students. The open access policy encourages students to pursue sixth form studies. The range of A level and vocational courses offered is good. The co-ordination between the two schools generally ensures that provision is accessible to any student.
68. The school has recently introduced units of work on Key Skills, covering aspects of literacy, numeracy and ICT. All girls have to elect to study one unit. Although these have not proved as popular as the school had hoped, and attendance has been quite poor, the courses are providing satisfactorily for students' development needs. There is no planned provision for physical education or religious education (apart from A level) in the sixth form and this is unsatisfactory. In the case of religious education, the poor provision breaches statutory requirements.
69. Students' views of the curriculum were generally positive. However, a significant minority felt that they were not well advised about future options. This emerged more as a comment on the alternative establishments in which they could take their courses, than on the courses at Hornsey or the quality of careers education and guidance which was offered to them prior to the sixth form. Careers education facilities in the school are very good and sixth form students have virtually open access to the resources.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

70. The school provides good support and guidance to pupils and sixth form students and the care taken over their welfare is good overall, with some areas of great strength. Teachers and support staff have a very good understanding of the personal and academic needs of pupils and sixth form students. Tutors know and understand their pupils very well and care for their personal needs in a supportive and sensitive way. The complex needs of many pupils, including the significant number of new arrivals mid-phase every year presents challenges that the school responds to with great skill.
71. There is in-depth support available to every pupil. Individual learning, social and personal development needs are diligently assessed and monitored. The progress of pupils' personal and academic development is meticulously recorded. Parents who attended the pre-inspection meeting and returned questionnaires confirmed that their daughters feel happy, secure and cared for, and that where there is a concern, effective action is taken to remedy it. The school actively promotes equality of opportunity and ensures that all pupils and students, irrespective of ethnicity, attainment, learning or personal difficulty, are provided with appropriate and timely personal care, support and guidance.
72. The procedures for dealing with child protection are very good. One of the deputy headteachers leads a highly experienced child protection team and ensures that all concerned with the welfare of pupils and students are well-trained and alert to the signs of need. The co-ordination of all external agencies, and the support teams which work in the school, is very good. The school provides learning mentors for pupils who lack personal organisational skills and for some with emotional difficulties. Pupils and students have access to a professional counsellor and there are schemes to provide professional academic and peer mentoring for those who need the additional support. Overall, the support provided to pupils and students, and on occasions where appropriate, to their families, is a great strength of the school.
73. The health and safety policies and procedures are well documented. There is a health and safety committee that meets regularly. Risk assessments covering the buildings and site are conducted on a regular cycle. Fire and electrical equipment is checked annually and there are regular evacuation drills. The arrangements for first aid are good and the school has a medical room with a full-time welfare assistant. The implementation of health and safety procedures in some departments is unsatisfactory and a number of specific issues were raised with the school during the inspection. Risk assessments in some departments where practical activities take place have lacked rigour, with the result that the storage of chemicals, gases and other reactive materials has

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

115. The governors, headteacher and staff, to carry on improving their school, should:

(1) give immediate attention to improving levels of attendance, in particular by:

- establishing a rigorous system for following up casual unexplained absences on the day they occur
- involving parents in improving punctuality and attendance as fully as possible;

(See paragraphs 26, 27, 76, 77)

(2) develop and implement urgently a school-wide policy and approach to the National Numeracy Strategy;

(See paragraphs 41, 54, 136, 137)

(3) investigate further the reasons for disproportionately high numbers of exclusions of African Caribbean girls and implement a development programme to ensure that the numbers of these exclusions are reduced;

(See paragraphs 23, 83)

(4) introduce as quickly as possible a taught programme in information and communication technology in Years 8 and 9 and ensure that departments are in a position to implement National Curriculum requirements for their contribution to pupils' and students' capability with computers.

(See paragraphs 42, 54, 55, 57, 135, 147, 163, 179, 192-194, 197, 208, 221, 250)

Sixth form

(1) improve the levels of attendance in the sixth form by:

- discussing with parents and students the importance of regular attendance
- linking quickly with the partner sixth form consortium school to monitor the degree and impact of lack of punctuality at the start of lessons;

(See paragraphs 14, 30, 85, 112, 239, 240)

(2) meeting the statutory requirements for religious education in the sixth form;

(See paragraph 68)

(3) introduce opportunities for physical education and fitness activities in the sixth form.

(See paragraph 68)

116. Governors and the headteacher may also wish to consider the amount of time allocated to religious education in the main school, and ways of seeking a Determination from the local SACRE in respect of collective acts of worship in this multi-faith school.

(See paragraph 65)

RELIGIOUS EDUCATION

Overall, the quality of provision in religious education is **satisfactory**.

Strengths

- Progress in Key Stage 3 is satisfactory, with the majority of pupils achieving well in relation to their earlier attainment.
- Teaching is good in Key Stage 3: lessons are carefully planned to include a wide range of activities to meet pupils' needs.
- Teachers' subject knowledge is good.
- Pupils' and students' attitudes to work are good.
- The subject is a popular examination course at Key Stage 4.

Areas for improvement

- Monitoring systems, to ensure that all pupils and students achieve high standards in relation to their earlier attainment.
- Current schemes of work, which do not yet comply with national guidance (QCA 2000).
- Curriculum for 14 to 16 year olds, to meet statutory requirements in full.
- The use of computers in lessons and examination work.
- The definition of roles and responsibilities for each teacher within the department.

231. Standards in religious education by the age of 14 are below average. When students enter the school, their knowledge and skills in religious education are below what would be expected of all students nationally. At present, the teachers do not assess students at the end of Key Stage 3. From the work seen in lessons during the inspection students are making satisfactory progress during the key stage and achieve well in relation to their earlier attainment. Students who then choose to follow a GCSE course in religious education continue to make satisfactory progress but attainment at GCSE is currently well below the national average. The GCSE results at grades A*-C in 2001 were well below the national average and were below the school's results in other subjects. The last inspection reported on the 1995 results and at that time, attainment at GCSE was only slightly below the national average. The summer 2000 results came very close to equalling the national average in the A*-C category and were the highest recorded since the subject was introduced at GCSE level in 1994.
232. Students' attitudes and behaviour in all lessons are good and make a considerable contribution to the progress they make. The structure of lessons enables students with special educational needs to make satisfactory progress. This is also true for students who have English as an additional language. In the lessons where teachers deviate appropriately from the detail of the lesson plan and develop tasks that are more open-ended, gifted and talented students also make satisfactory progress. In all lessons, students are very keen to offer responses to questions posed by teachers: orally, they are very confident and very willing to share their experiences and ideas. When given the opportunity they are able to use and analyse a wide range of source material to make clear deductions. This was clearly demonstrated in a Year 11 lesson when all students had to discuss the range of moral issues relating to animal rights and then consider the effect of these on the relationship between animals and society.
233. Teaching throughout the department is satisfactory and good at Key Stage 3. Teachers use a wide range of teaching strategies and methods in their lessons and considerable priority is given to maintaining a positive and disciplined working environment. Lesson plans clearly identify the learning objectives for the lesson and whilst they are often written on the board, the importance of each objective is not shared with the students. Intended learning outcomes are not well defined and often non-existent. As a result, the task of monitoring the actual progress made by individual students in lessons is more difficult. Students' work is regularly marked and homework regularly set. However, marking does not sufficiently advise pupils on how to improve their work. As a result students' are unclear as to what they specifically need to focus on to improve. Teachers have access to a wide range of data produced by the school to support the learning of all students. The next step is for the department to consider how to use this data to raise standards for all

students.

234. Leadership and management of the department are currently unsatisfactory. The current head of department joined the school in September 2001. Her main areas of focus since that time have been on raising standards in Year 11, re-writing the scheme of work and on developing the range of resources available for teachers to use. Recent Year 11 examination results suggest that the strategies she has currently introduced will have a positive effect on this year's GCSE grades. The range of new resources available includes ICT software, videos and recently published textbooks. Currently, the schemes of work do not comply with QCA (2000) guidelines. The department has yet to agree and publish a set of policies and procedures which focus on raising standards. The department needs to agree on and publish an improvement plan so that it can review and monitor its effectiveness. There are a number of important initiatives that need to be discussed and agreed within the department as a matter of urgency. To enable the department to move forward, the roles and responsibilities for each member of the department need to be clearly defined and effective monitoring procedures need to be established.

Religious education update

from the Religious Education, Citizenship & PSHE Team at the Qualifications and Curriculum Authority

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Religious education update is produced termly at QCA to provide information about curriculum, assessment and qualifications developments in Religious Education from QCA. This document may be freely copied for non-commercial educational purposes. It is available on QCA's website www.qca.org.uk/ca/subjects/religiouseducation. We prefer to send *Religious education update* to you by e-mail. If you would like to be added to the electronic mailing list please contact the RE team by e-mail (religiouseducation@qca.org.uk). We also produce *Citizenship/PSHE update*, also on QCA's website at www.qca.org.uk/ca/subjects/citizenship.

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