

**HARINGEY Standing Advisory Council for religious education (SACRE)
OFSTED REPORTS - Summary of issues, July 2004**

South Harringay Infant school
Bounds Green Junior school
Devonshire Hill Primary school
Mulberry Primary school

Collective Worship & Spiritual development

In this SACRE meeting's sample of schools, two schools have been judged to meet the statutory requirements for an act of collective worship and two do not.

In **Bounds Green** Junior school inspectors found that provision for children's spiritual, moral and social development is good overall an improvement since the last inspection when spiritual development was unsatisfactory. *'Collective worship now takes place regularly and follows a soundly planned programme. At its best, it provides very good opportunities for children to reflect in a quiet and reverent way on their own and others' beliefs and feelings.'* Some curriculum areas also contribute to the spiritual development of pupils.

'They report that *'In some lessons, in science for example, they are moved by the beauty and complexity of the natural world.'* The school meets statutory requirements for collective worship and *'In some assemblies children reflect on their own and others' values of kindness and generosity in a calm and reverent way.'*

Disappointingly there is no reference to pupils' spiritual development in the good report on **Devonshire Hill** Primary, however the report does tell us that *'The school meets the statutory requirements in the respect of a daily act of collective worship; however there is not always enough opportunity for pupils to reflect in assemblies.'*

Provision for pupils' spiritual, moral, social and cultural development is good in **Mulberry Primary** school, where *'Pupils develop good self-awareness and personal values through the good teaching of spiritual, moral and social values through assemblies, the wider curriculum, ... Pupils learn to respect the views of others, develop good social skills and to act according to their own principles.'* However the school is not meeting statutory requirements for a daily act of collective worship, and this is an area the school has to address following the inspection

In **South Harringay Infants'** school, although provision for spiritual development is good, the requirements for a daily act of collective worship are not fully met and this is an issue for the school to address following the inspection. The school's ethos is praised and *'The curriculum generally supports awareness of self and others.'* Pupils are encouraged *'to reflect on the feelings of others and tolerate the many differences that they find and experience amongst themselves.'*

Religious Education

In **Bounds Green Junior** school RE provision has improved since the last inspection and was judged to be satisfactory. Attainment is in line with the Agreed Syllabus

The areas for development in the previous inspection have been addressed *'The timetable has recently been adjusted and this has made more time available for religious education. Coupled with a good new scheme of work based accurately on the locally agreed syllabus, this has led to a more consistent programme from class to class and fuller attention to all the required faiths'*

Although resourcing for RE was still found to be unsatisfactory, the school is making good use of links with local faith communities *'Visits add extra zest to the programme and help make learning real for the children. Recently they have visited an Orthodox and an Anglican church and a Jewish friend has come to school to talk with them about Judaism and what it means to her family.'*

The ability and approaches of the new RE subject leader are affirmed in the report and areas for development of the subject indicated which will support future planning.

In **Devonshire Hill** Primary school provision for religious education is satisfactory, and standards of work *'are what might be expected in both key stages.'*

Teaching was good in the lessons observed and *'Teachers found interesting stories to illustrate their learning objectives and were skilled in leading class discussions where all pupils had the opportunity to contribute.'*

Both Attainment Targets of the syllabus are being addressed and *'Pupils understand that religious beliefs often influence the way people live.'* The report refers to the relatively new use of the Agreed Syllabus and the school has units of work devised to ensure coverage. However the subject leader has too many areas of responsibility and not enough time to develop effective monitoring and support for colleagues, *'The subject coordinator has three areas of responsibility and has insufficient time to monitor or develop the curriculum, with the result that there is too little guidance for staff, or monitoring to ensure that teaching is consistent.'*

In **Mulberry** school work in religious education work was sampled, but no lessons were seen; *'therefore, a firm judgement cannot be made on provision but inspectors looked at pupils' work, analysed teachers' plans and met the coordinator.'*

The religious education curriculum follows the agreed syllabus. *'Pupils take a pride in their work, and recorded work shows that literacy skills are being extended in religious education lessons. However, the overall volume of work is insubstantial and suggests that not enough time is given over to this subject in all classes.'*

The coordinator is encouraged for his management of the subject and enthusiasm. *'He helps teachers with resources and is able to tap into connections within the community to borrow artefacts ... The overall management of the subject is satisfactory, given the fact that religious education is not a priority for the school at the moment. However, leadership is not as robust as it should be to ensure that pupils receive their full entitlement and that teachers' expertise keeps abreast of requirements to teach religious education to a sufficiently high standard.'* ... *'There are no assessment procedures in place to track pupils' progress or to assist teachers in planning work for pupils of different abilities.'* These comments give the school an agenda for further development during the next year.

In **South Harringay Infants'** school the curriculum for religious education fails to meet statutory requirements and, as with collective worship in this school, is an issue for action following the inspection.

Standards in RE are unsatisfactory for a number of reasons. Firstly the team found that the school is not following the Haringey Agreed Syllabus. Added to this not enough time has been allocated to RE, therefore 'too little work is undertaken of appropriate breadth or depth in all classes. As a result, pupils have a very shallow knowledge base on which to build.' Pupils' lack of understanding is detailed in the report.

Teaching and learning were judged to be unsatisfactory as teachers lack subject knowledge and *'The work that teachers are supposed to be doing is not carried out in practice and pupils are denied the opportunity to learn. Teachers demonstrate a marked insecurity in dealing with the subject,'.. 'In general, insecurities in basic factual knowledge are leading to a lack of challenge for pupils and a measure of underachievement for them. Teachers do not plan their work with the same rigor with which they plan their other work. Too little emphasis is placed on this necessary part of the curriculum.'*

At the time of the inspection there was no permanent subject leader for RE and *'as a result, considerable pressure falls on the acting co-ordinator. This undoubtedly contributes to the school's difficulties in meeting requirements.'*

COLLECTIVE WORSHIP seeking a determination

Part A COLLECTIVE WORSHIP

(i) The law on collective worship (a summary)

The delivery of collective worship in community schools is guided by the law, which states that:

- collective worship must be provided daily (separate arrangements may be made for nurseries and special schools);
- collective worship may take place at any time of the school day;
- schools may decide on the age/groupings of pupils and these may vary from day to day;
- the times decided for the delivery of collective worship may vary for different groups from day to day;
- generally collective worship should take place on the school premises;
- the content of the majority of acts of collective worship in a term should be “wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief.”;
- the choice of content should have regard for the family backgrounds, ages and aptitudes of pupils;
- parents may withdraw their children from collective worship;
- teachers may withdraw from collective worship;
- in a community school the responsibility for managing the provision for collective worship is with the head teacher after consultation with the governing body; and
- every maintained school is required under the Education (Schools Information) Regulations 1996 to include in its annual prospectus information about the collective worship provided by the school and how parents may withdraw their children from it.

(ii) What is Collective Worship?

The law has never clearly defined collective worship. It is known, however, that it is **not** the same as faith community worship (corporate worship) because:

- a community school is not a faith community;
- a community school contains pupils and staff from many different faith backgrounds as well as those who have no religious beliefs or no faith background; and
- a school community contains a wide range of people with different views on what 'worship' might mean and what or whom may be worthy of worship.

Neither is collective worship the same as an Assembly because staff and pupils do not have the right to withdraw from Assembly.

Assembly may be taken to mean the time when members of the school are gathered together to pass on information and move forward matters of secular business (notices).

(iii) What is a determination?

If the headteacher of a school feels that the provision of collective worship within the broadest interpretation of the law is still not suitable for that particular school, then the headteacher needs to investigate whether it might be appropriate to ask the SACRE to grant a "Determination" in accordance with the law. (See Circular 1/94).

The determination is the decision of the SACRE as to whether it is appropriate for the requirement for Christian collective worship to apply in the case of the school, or in the case of any class or description of pupils at the school, having regard to any circumstances relating to the family background of the pupils at the school. The SACRE must review the determination if the school so requests and, in any event, within five years of the date when the determination was made or last reviewed.

Part B of this document sets out guidance on the process of the determination procedure.

Part B GUIDANCE

The purpose of this paperwork is to support a headteacher:

- (a) in clarifying whether seeking a determination is appropriate to the school; and
- (b) in collecting the evidence base and other documentation that will be needed in order to make an application to SACRE.

1. Seeking a determination

- 1.1 The law states that the majority of acts of collective worship in a term should be wholly or mainly of a broadly Christian character and it is considered that this should be appropriate for most pupils across the country.
- 1.2 In schools where the head teacher and the governors believe that this requirement is inappropriate for their pupils the school may apply to its local SACRE (Standing Advisory Council on Religious Education) for a “determination” that the “wholly or mainly broadly Christian” criterion will not apply.
- 1.3 This may be in respect of the whole school or in respect of a particular group of students within the school. However, the school must continue to make provision for collective worship for all pupils.
- 1.4 Factors that may inform a head teacher's decision to make an application to the SACRE are:
 - (a) the number of withdrawals from broadly Christian acts of collective worship; and
 - (b) where there are significant numbers of pupils from non-Christian backgrounds
- 1.5 The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school where the requirement is inappropriate.
- 1.6 The head teacher of the school must first decide:
 - (a) why wholly or mainly broadly Christian collective worship is not appropriate; and
 - (b) what alternative form of collective worship would be appropriate, and why.

- 1.7 The head teacher will need an evidence base for the school's proposals which should be submitted with the application. It could include:
- Pupils' faith (or other relevant) backgrounds;
 - Information from the school's most recent OFSTED inspection;
 - Evidence of the number of withdrawals and the reasons for them;
 - Evidence of the views of governors, teachers and / or parents.
- 1.8 There must be consultation with governors, and it is advisable to also canvass the opinions of parents and staff. All of those being consulted will need the following information to guide their decisions:
- a statement from the school as to why the "wholly or mainly broadly Christian character" of collective worship is not appropriate (for all or part of the school);
 - clear information about what the alternative form of collective worship would be and to whom it will apply;
 - an outline timetable of the determinations procedure; and
 - any other information that the head teacher considers may be appropriate to supporting their application, e.g. relevant paragraphs from the school's OFSTED report, the school's current policy on collective worship.
- 1.9 Governors must be consulted on the proposals. Governors should be given the opportunity to see collective worship in the school, should they wish. Governors must vote at a meeting of the full governing body.
- 1.10 Best practice would involve seeking the views of parents and teachers and schools will be asked to inform SACRE of the efforts they have made to canvass the views of these groups and the results of any consultation. If views are sought by ballot these groups must be given the opportunity to vote in a secret ballot which must be time restricted (i.e. there must be a published deadline).
2. **Timetable**
- 2.1 SACRE will consider determinations annually. This will normally be at **SACRE's first meeting of the summer term**. SACRE may consider an application at other times if, on the Advice of the SACRE's RE Adviser Consultant, it considers that an earlier decision should be made.

- 2.2 In order to ensure that SACRE members have sufficient time to consider them in its annual timetable, applications for a determination must be sent to the Clerk to the SACRE **no later than the half term holiday in the spring term.**
- 2.3 Applications received after the spring half term holiday will not normally be considered until the following year, unless there are special circumstances that may require an earlier decision.
- 2.4 Therefore, schools will need to organise their consultations with governors and any other groups so that they allow reasonable time for them make a proper consideration of the head teacher's proposals. If a school wishes to make an application, SACRE recommends that the **consultation process should begin during the autumn term.** It should be remembered that governors should be given the opportunity to see collective worship in the school should they so wish.
- 2.5 The headteacher and a governor of the school or their representatives should attend SACRE's determinations meeting to answer any questions or to provide supplementary evidence.

3. What if a determination application is agreed by SACRE?

- 3.1 Where a determination has been granted in respect of all or some of the pupils in the school, daily collective worship must still be provided for them. This will be in the form agreed by the SACRE to be more suitable for their needs.
- 3.2 Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion.
- 3.3 **Parents continue to have a right to withdraw their children from the collective worship.** The parental right should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.
- 3.4 Where a single determination has been granted for the whole school, it is not permissible for pupils to be divided into faith groups for worship.
- 3.5 Where a determination covers only part of the school, or where more than one determination has been granted in respect of different pupils at a school, a single act of worship may be provided for each group of pupils covered by a single determination. Where such a group has been defined in respect of the pupils' faith background, it follows that the single faith worship may be provided for the pupils involved.

- 3.6 Each group in respect of which a determination has been made may, of course, be further subdivided by school or age group if that is felt to be appropriate.
- 3.7 Information about new arrangements for collective worship in the school should be published in the school prospectus. This information should also be made available to OFSTED.

Please Note:

- (I) If the Secretary of State is satisfied, either on complaint by any person or otherwise that any SACRE:
- (a) has acted or is proposing to act unreasonably in determining whether it is appropriate for the requirement for Christian collective worship to apply in the case of a school or group of pupils; or
- (b) has failed to discharge its duty in this respect;
- the Secretary of State has the power to direct the SACRE to revoke the determination, withdraw the proposed determination or, as the case may be, to discharge its duty.
- (II) Determinations last for no longer than five years.
- (III) Haringey SACRE is concerned that seeking a determination for some of the school may be divisive and conflict with the desire that the school will have to create a cohesive community. In such cases, SACRE hopes that headteachers will be able to reassure them as to how and why this will not be the case in their particular school.
- (IV) In this guidance the term Parents should be understood as including pupils' legal guardians.

Further information or guidance can be sought from:

SACRE's Adviser for RE (Denise Chaplin)
South London Multi-Faith Multi-Cultural Centre
Kilmorie Road
LONDON SE23

Clerk to the SACRE (Nick Evans)

Tel: (020) 8-314-7636

Tel:

Lewisham SACRE
(Standing Advisory Council on Religious Education)

Part C
APPLICATION

Please use additional sheets if there is not enough space in any section.

Qualifying Information

1. Do you wish the requirement to be lifted for: **(please tick)**

some of the pupils in the school? or
all of the pupils in the school?

2. In what ways do you consider the requirement for collective worship to be of a wholly or mainly broadly Christian collective worship to be inappropriate for the pupils indicated?

3. The SACRE must have regard to any circumstances relating to the **faith backgrounds** of the pupils, which are relevant for deciding what type of collective worship is appropriate. If the Headteacher of a school considers that the requirement for collective worship to be "wholly or mainly of a broadly Christian character" conflicts with what is appropriate to the **family backgrounds** of the pupils, their **ages** and their **aptitudes** they can apply to the SACRE to lift or modify the requirement. Therefore:
 - 3.1 what circumstances relating to the faith backgrounds, ages or abilities of the pupils in your school are relevant to your request?

- 3.2 **how many pupils are currently withdrawn from collective worship?** (Please state why, if the reason is known)
- 3.3 **Please provide a breakdown of the faith groups represented in the school.**
- 3.5 **as your request may be related to either a clearly described and defined group or to the whole school, **which group(s) are to be included in your case?****
4. **What type of collective worship do you consider to be appropriate to your school and why?**

Consultations

Consultation 1 - Governing Body (Statutory)

Before making an application for a determination, the head teacher must consult the school's **full** governing body. The governing body must be issued with the paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

5. **Have you formally consulted the full governing body?** Yes/No

6. **Is the governing body in agreement with your request?** Yes/No

7. **How have you consulted the full governing body and what was the response?** (Please provide a copy of the minute)

Consultation 2 – Parents (Optional)

SACRE would like schools to seek the views of parents (or other guardians if appropriate). Parents should be given the same information as governors - see paragraph 1.8 (above) - and should be offered the same opportunity to see the collective worship currently provided in the school.

A parents' vote should be by secret ballot. SACRE would expect majority to be in agreement with the headteacher's proposals in order to proceed.

Parents should be informed that they would still have the right to withdraw their children from collective worship under any new arrangements.

- | | | |
|----|--|--------|
| 8. | Have you formally consulted parents? | YES/NO |
| 9. | If 'yes', are the majority in agreement?
(Please provide evidence of any ballot) | YES/NO |

Consultation 3 - Teachers (Optional)

SACRE would hope that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteacher's proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). If a teachers' vote is organised it should be by secret ballot.

Teachers will still have the right to withdraw from collective worship under any new arrangement.

10. **Have you consulted with teachers at the school?** YES/NO
11. **What was their response?**
(Please provide evidence of a ballot)

Other Requirements

Before applying for a determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would still be more appropriate.

12. **How have you safeguarded the interests of such parents and their children?**

Following the Determination Application

Haringey SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

13. **How do you intend to notify the governing body, school staff and parents should the determination be made?**

It is essential for the head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a determination for a group of pupils.

14. **Are you already keeping such information and how do you intend to inform parents of their existence?**

Supporting information

Please list here what supporting information is enclosed with this application.

Date: _____

Signature: _____ Headteacher

Signature: _____ Chair of Governors

Name of School: _____

SACRE's use only

Date received	Date of Determination
Agreed/Not Agreed	Signed: _____ Chair of SACRE _____ Clerk to the SACRE
Details of the SACRE's decision may be obtained from the Clerk to the SACRE	

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HARINGEY SACRE

STAGE 1

Influences on Head teacher's view
 e.g.
 National and local debate
 OFSTED
 Withdrawals from CW
 Anxieties about content of CW
 Faith communities represented in school

Head teacher considers whether a determination should be sought and applies for the paperwork
 Paperwork is available from SACRE Clerk

Head teacher produces the suggested alternative form of CW, collects relevant paperwork and organises ballot process

DETERMINATIONS PROCEDURE - FLOW CHART

STAGE 2

Full Governing Body meeting held and vote taken

Head teacher provides GOVERNORS with information and opportunity to see CW

Governors DO NOT Agree

STAGE 3

Governors AGREE

Head teacher provides TEACHERS and PARENTS with information and parents have opp. to see CW

TEACHERS & * PARENTS balloted separately

EITHER PARENTS OR TEACHERS DO NOT AGREE

STAGE 4

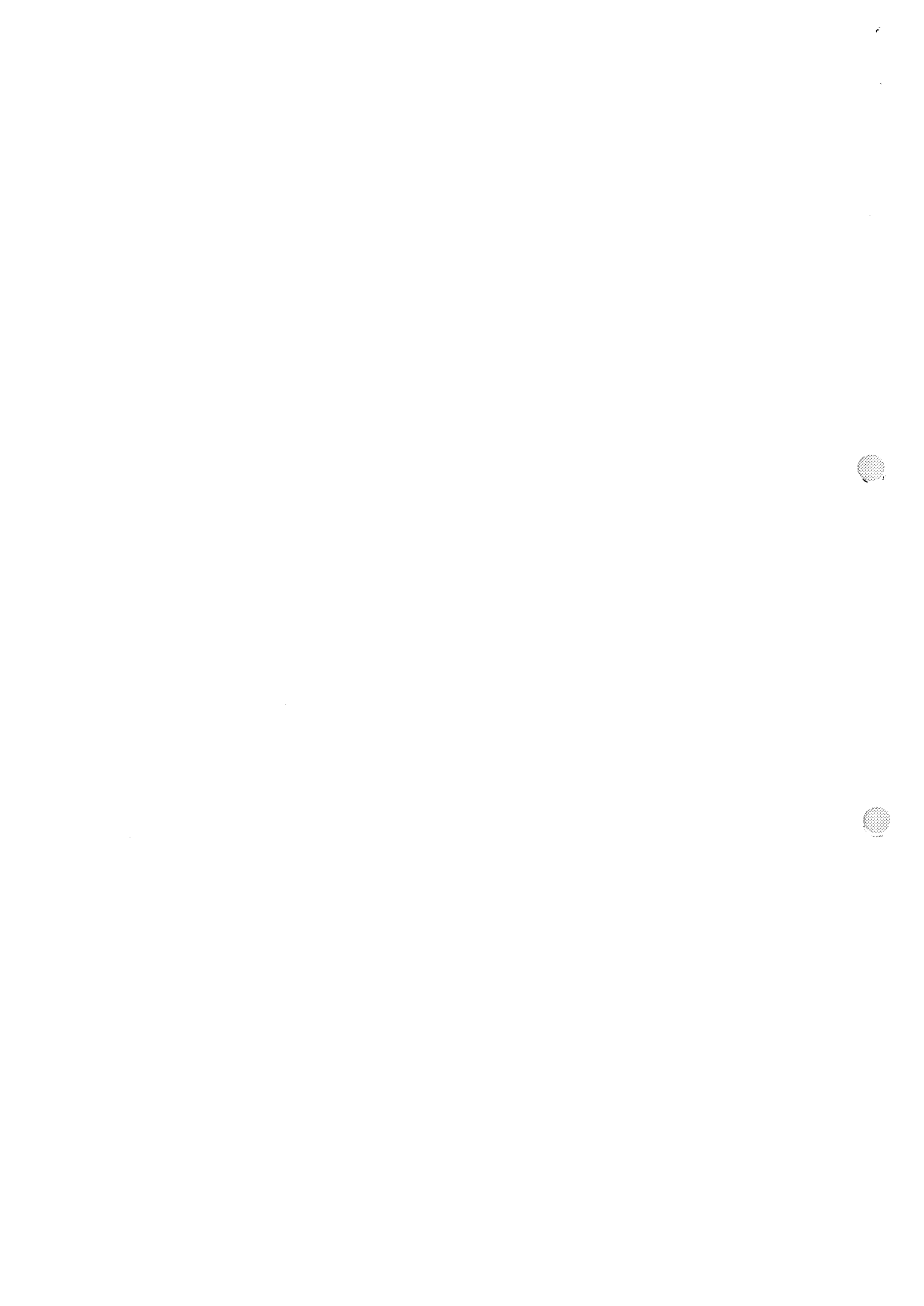
* Parents and teachers AGREE or Headteacher decides to go ahead regardless of ballot

Application made
 Headteacher prepares and submits papers to SACRE

SACRE considers the application on the basis of the evidence

* Headteacher considers whether to continue

* Although only the agreement of governors is required for an application to be made, the SACRE will want to know the views of teachers and parents, particularly if teachers do not agree with the decision to seek a determination



INSPECTION REPORT

SOUTH HARRINGAY INFANT SCHOOL

London

LEA area: London Borough of Haringey

Unique reference number: 102111

Headteacher: Ms T. Rojas

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 2nd - 5th February 2004

Inspection number: 257502

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	247
School address:	Pemberton Road London
Postcode:	N4 1BA
Telephone number:	020 8340 7138
Fax number:	020 8340 7698
Appropriate authority:	Governing body
Name of chair of governors:	Mrs T. Quinn
Date of previous inspection:	27/04/1998

CHARACTERISTICS OF THE SCHOOL

South Harringay Infant School, in the London Borough of Haringey, is an inner city school, which operates within exceptional circumstances. The area has high levels of social deprivation and the population is highly mobile. The proportions of pupils, who arrive at school or leave at times other than the start or end of the academic year, are high, at about a third. There are frequent new arrivals in all year groups. Often the pupils have little previous experience of the British education system. Of the 247 boys and girls who attend either the nursery part time, or the main school full time, 83 per cent have English as an additional language, which is a far higher proportion than nationally. Over three fifths of these pupils are at very early stages of learning English, as are many of their parents. Ninety three per cent are from black and minority ethnic backgrounds. Forty two per cent of the pupils are from asylum seeking and refugee families. The pupils and their parents speak 30 different languages overall, the main ones spoken being Turkish, Bengali, Somali, Albanian, Greek, Arabic, Urdu, French, Tigrinya, Lithuanian, Polish, Russian, Spanish and Farsi. Seventeen per cent of pupils have special educational needs and, of these, four pupils have a statement of their need. Several of these children have special needs that include health issues that require regular visits to a number of London hospitals. Attainment on entry to the school is well below that expected for children of that age overall. Skills in communication, language and literacy through the medium of English are poor. The school has recently won a Healthy Schools Award. It is involved in a number of initiatives including The Children's Fund, the Leadership Programme for Serving Headteachers, and the Millennium Award scheme. At the time of inspection, one permanent teaching post was unfilled.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	Science Educational inclusion Personal, social and health education Art and design Design and technology Music
9577	Mrs E. Parrish	Lay inspector	
23026	Mrs M. Mullen	Team inspector	Foundation Stage ¹ Special educational needs Mathematics Religious education History Art and design
15023	Mr A. Hauoas	Team inspector	English English as an additional language Information and communication technology Geography Physical education

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which is exemplary in many aspects, and which serves its pupils and community well. It is effectively led by the headteacher. All staff and governors work together as an efficient team for the benefit of pupils and their families, and pupils make good progress as a result. Pupils from all groups achieve well as a result of the good teaching. The school provides good value for money.

The school's main strengths and weaknesses are:

- Provision for pupils with English as an additional language is excellent.
- Provision for pupils' cultural development is excellent.
- Excellent attention is paid to issues of inclusion and ensuring equality of opportunity, and as a result, the ethos of the school is excellent.
- Provision for social and moral education is very good. Provision for spiritual development is good, although the requirements for a daily act of collective worship are not fully met.
- Provision for pupils with special educational needs is very good.
- Links with parents are very good.
- Teaching is good and teachers manage pupils very well.
- Pupils like school, but their attendance is unsatisfactory.
- The curriculum for English is very good, for mathematics and science is good, and pupils' achievements are very good in English and good in mathematics and science as a result. However, the curriculum for information and communication technology is unsatisfactory and the curriculum for religious education fails to meet statutory requirements.

The school has shown a good level of improvement since the previous inspection, despite its difficult circumstances, due to the good quality of leadership. All of the issues raised have been effectively resolved. Good use is now made of the school's very thorough assessment procedures in English, science and mathematics to ensure pupils make good progress in these subjects. The standards pupils attain in mathematics are now in line with the national average. There has been very significant improvement in provision for pupils with special educational needs. In addition, there have been significant improvements in the overall progress pupils make in Years 1 and 2, which is now good. Standards in teaching and learning have also shown improvement, and are now good overall.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E*	E	E	D
Writing	E*	D	E	C
Mathematics	E	D	C	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals. E indicates results in the lowest five per cent of schools nationally.*

Overall, the achievement of boys and girls of all levels of prior attainment, is **good**.

Children in the nursery and reception classes (the Foundation Stage) achieve well overall in all six areas of the curriculum for their age. In personal and social development, and in physical development, achievement is very good, due to the very good opportunities provided for them.

By the end of Year 2, standards attained are average in mathematics and below average in science and English. Pupils' achievements in mathematics and science are good and in English they are very good. This is also the case for pupils who arrive at the school at times other than at the start of the school year. These pupils are supported very effectively by the school's efficient systems. The achievements of pupils with special educational needs and those with English as an additional language are very good. Pupils' achievements in religious education and information and communication technology are unsatisfactory, due in the main to deficiencies in the curriculum for these areas.

The overall quality of pupils' personal development is **very good**. Pupils' attitudes and behaviour are very good. The school is exceedingly efficient in promoting good relationships and racial harmony, and pupils work in freedom from bullying or harassment as a result.

Pupils' spiritual, moral, social and cultural development is **very good overall**. The school prepares pupils very effectively for life in a diverse multi-ethnic society. Cultural development is excellent. The school works exceptionally efficiently to ensure that pupils appreciate their own and others' cultural traditions. However attendance and the monitoring of attendance are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

The quality of teaching and learning is **good** overall. It is good for the Foundation Stage and in Years 1 and 2. Teachers plan lessons effectively for the core subjects of English, mathematics and science. High emphasis is given to developing pupils' skills in speaking and listening, especially in extending their vocabulary. Teachers take good care to ensure that lessons have an active nature, wherever possible, in order to appeal to boys as well as girls and to enable pupils at early stages of acquisition of English to be able to take part with understanding. They manage pupils' behaviour very effectively, insisting on high standards. Pupils respond to these clear expectations well and apply themselves to their work diligently. Very good use is made of the highly skilled classroom assistants, who play a very positive role in lessons. They support pupils, including those with special educational needs, and those with English as an additional language very effectively. Provision for these pupils is very good and they make very good progress towards their targets.

The curriculum is unsatisfactory overall as statutory requirements for religious education are not met and too little emphasis is given to information and communication technology. However, planning for English, mathematics and science is good overall, and for developing speaking and listening skills it is very good. Pupils' learning is effectively enriched by, a wide range of extra activities including working with visiting musicians, dancers and artists. Procedures to provide a caring and safe environment for pupils are very good. The provision for pupils' guidance and support is also very good. School places high emphasis on ensuring equality of access to all activities. As a result, the level of inclusion is excellent. The school pays good regard to pupils' views. As a result, pupils' levels of self-esteem and confidence develop well and they are prepared to try new things. The partnership the school has forged with parents is very good and makes a positive contribution to pupils' achievements. There are very good links with the community and other schools and colleges, which extends the range of opportunities the school gives to its pupils very effectively.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** overall.

The leadership of the headteacher is good and has many distinctive strengths, including a strong commitment to inclusion for all. It provides vision and stability for staff and pupils alike. Leadership by co-ordinators is good overall. The management of the school is efficient. Governance is satisfactory. Governors do a good job in many areas, including supporting staff, but do not always challenge the school with sufficient rigour. Several statutory requirements are not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils regard the school **very highly**.

Parents are particularly appreciative of the hard work of all staff to ensure that all pupils are given equal opportunities to do well. They particularly like the opportunities the school provides for them to learn how to support their children's learning at home.

IMPROVEMENTS NEEDED

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

- Raise standards in information and communication technology and religious education.
- Improve attendance.
- Review the curriculum and collective worship to ensure that statutory requirements are met and suitable time is planned for teaching in all subjects.

numbers of pupils who are still acquiring English as an additional language, including those who join the school at later stages, move on to achieve well in mathematics. This is partly due to the fact that parents are more confident in their abilities to help their children in this subject. It is also the result of good teaching and very good leadership that has been very focussed on driving up standards and ensuring pupils' progress is tracked effectively so that they all achieve well. Pupils of all abilities and ethnic groupings, including those with special educational needs, make the same good progress in the subject. Results of the Statutory Assessment Tests in 2003 show standards to be average overall, and this was confirmed by observations. When compared with schools of a similar social intake, these standards were well above average. Currently boys and girls from all groups achieve well.

5. Standards in science are currently below average and have risen significantly over the past few years. Pupils from all groups are achieving well. Teacher assessments of science in 2003 indicated that the proportion of pupils attaining the expected Level 2 was well below the national average and below the standards achieved by similar schools. The proportion reaching the higher Level 3 was below the national average, but this was above the standards achieved in similar schools. Results in the experimental and investigative aspect of science were in line with standards achieved nationally.
6. In personal, social and health education and art and design pupils achieve well. In music, pupils' achievements are satisfactory. Across the school, pupils with special educational needs are very well supported and more able pupils have work that is appropriate and challenging so that they make good progress. In religious education and ICT pupils do not achieve satisfactorily or reach standards that are in line with those expected.
7. There are currently an average number of pupils identified as having special educational needs, including an average number with statements of their need. Pupils with special educational needs are those identified as having separate difficulties from just the more common need to develop their language. These pupils are mostly very successful in achieving standards that at least match their individual capabilities, due to the very good provision made for them.

Key Stage 1

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

Standards in:	School results	National results
Reading	13.3 (13.3)	15.7 (15.8)
Writing	12.9 (13.7)	14.6 (14.4)
Mathematics	16.2 (16.0)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

The attitudes, values and other personal qualities of pupils are **very good**. The school makes **very good** overall provision for pupils, spiritual, moral, social and cultural development. Attendance, and the school's procedures to monitor and improve attendance, is **unsatisfactory**.

Main strengths and weaknesses

- The quality of cultural provision is excellent.
- There is a very high degree of harmony amongst pupils from diverse backgrounds.
- Teachers build very good relationships, which inspire pupils to please them.
- Pupils behave very well in lessons, concentrate on their work and are keen to do well.
- Staff have high expectations for good moral and social behaviour.

- Assemblies do not fulfil statutory requirements.
- The school's overall attendance figures are well below national averages.

Commentary

8. The very good standards found in these aspects make a highly effective contribution to the standards of work achieved. Pupils mix and work very comfortably with each other and respond very well within the wholly inclusive atmosphere created in the school. Pupils with English as an additional language mix well with their peers whatever their background and are very keen to participate fully in activities and school events. They are highly motivated and keen to learn. This contributes significantly to the progress they make. Pupils know their teachers expect a lot of them and this fosters a climate very conducive to success.
9. Children in the Foundation Stage make very good progress in their personal and social development due to the very good provision made by teachers to develop this aspect. Pupils are generally very attentive listeners in class. This is particularly commendable in view of the difficulties many experience in understanding English. They make notable efforts to engage themselves purposefully in the work provided. They concentrate very well and are mostly keen to achieve in their classroom tasks and this has a positive impact on the standards they achieve. Parents are very satisfied with this aspect of their children's education and are appreciative of the standards of work and behaviour expected.
10. Outside of the classroom, most pupils behave appropriately and are very willing to play properly together. A few instances of more energetic behaviour are sometimes observed at lunch times, mostly from a few of the boys. There have been no recent exclusions. No incidences of bullying or unacceptable behaviour were noted. Most pupils demonstrate the successful development of personal qualities. They are polite and friendly when spoken to, though limitations in spoken English sometimes affect their levels of self-confidence.
11. The excellent ethos that pervades the school is reflected in the very good efforts that are made to foster pupils' spiritual, moral, social and cultural development.
12. Provision for pupils' spiritual development is good overall. The curriculum generally supports awareness of self and others. Good emphasis is placed on recognising the value of each individual person, regardless of language, background or ability. Pupils are encouraged to reflect on the feelings of others and tolerate the many differences that they find and experience amongst themselves. However, at present, assemblies do not meet the legal requirements for a collective act of worship.
13. Provision for moral and social development is very good. In assemblies, and throughout the day, emphasis is placed on acting in the right way. Pupils are steadily developing a very positive sense of moral rights and wrongs. Teachers are particularly competent in organising very harmonious working groups. Pupils from all racial and religious groups work very well together. Pupils know how to share materials and equipment generously. They work very sociably in the different groups arranged to meet pupils' varied learning needs.
14. Provision for pupils' cultural development is excellent. This is because the school meets the challenges presented by the exceptionally diverse range of ethnic and faith groups to an unusually high degree. Teachers are solidly united in their promotion of the need to accept and esteem the great many separate racial and cultural groups from which the pupils take their roots. In all classes, the understanding of the need to foster an impressive level of inclusiveness is tangible. Cultural tolerance and appreciation is built into the general teaching style of the school and permeates all lessons. In every corner of the school examples of the value accorded to the different traditions is successfully displayed. Opportunities are taken regularly, such as in "Refugee Week", to profitably involve members of the community in school projects.

Religious education

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- The requirements of the Haringey Agreed Syllabus are not met and so pupils do not learn about all of the aspects of the subject.
- There are weaknesses in the school's planning, which gives teachers too little guidance on what to teach.
- Teachers' subject knowledge is weak.
- Insufficient time is allocated to subject.

Commentary

76. By the age of seven years, pupils' standards in religious education are unsatisfactory. Pupils of all abilities make little progress and their achievement is unsatisfactory.
77. Achievement is unsatisfactory because far too little work is undertaken of appropriate breadth or depth in all classes. As a result, pupils have a very shallow knowledge base on which to build. Elementary factual knowledge of, for example, Judaism and Christianity is lacking. Many pupils remain confused about a range of different aspects of the topics, which they are supposed to have studied. For example, they are unaware of the distinctions between the Old and the New Testaments, and accordingly believe Moses and Jesus to be of the same time. As a consequence of the inadequate provision, pupils are missing out on developing an understanding of much of the religious traditions that underpin the mores of different societies.
78. Teaching and learning are unsatisfactory. The work that teachers are supposed to be doing is not carried out in practice and pupils are denied the opportunity to learn. Teachers demonstrate a marked insecurity in dealing with the subject, as their own knowledge is often very weak. In the brief lessons seen, pupils were well managed and proper efforts were made to draw out the central message of the stories told. However, teachers' inadequate, and sometimes inaccurate, knowledge undermined pupils' learning. In general, insecurities in basic factual knowledge are leading to a lack of challenge for pupils and a measure of underachievement for them. Teachers do not plan their work with the same rigor with which they plan their other work. Too little emphasis is placed on this necessary part of the curriculum.
79. The school does not use the locally agreed syllabus and legal requirements are not met. Some minimal planning, based on other sources, is in place, but it is not sufficiently detailed to be helpful to teachers. Failure to use the proper syllabus, coupled with weaknesses in planning, make the task for teachers much more difficult than it should be. This is particularly so where there is a considerable need for subject knowledge support.
80. The time allotted for the subject in Year 2 is not sufficient. It does not allow teachers to carry through the prescribed work that should be taking place. Currently in Year 1, no religious education is timetabled at all for the whole term. Consequently pupils are missing out on their curricular entitlement and underachievement results.
81. There is currently no permanent co-ordinator for the subject in place and, as a result, considerable pressure falls on the acting co-ordinator. This undoubtedly contributes to the school's difficulties in meeting requirements.
82. No judgement on religious education was made at the time of the previous inspection, due to insufficient evidence. It is uncertain, therefore, if the present judgement represents a decline in standards or not.



INSPECTION REPORT

MULBERRY PRIMARY SCHOOL

London

LEA area: Haringey

Unique reference number: 133707

Headteacher: Mr Alan Jenner

Lead inspector: Gail Mclean

Dates of inspection: 23 – 27 February 2004

Inspection number: 256980

Inspection carried out under section 10 of the school inspections act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	704
School address:	Parkhurst Road Tottenham London
Postcode:	N17 9RB
Telephone number:	020 8808 2109
Fax number:	020 8808 8693
Appropriate authority:	The governing body
Name of chair of governors:	Father Luke Millar
Date of previous inspection:	Not applicable

CHARACTERISTICS OF THE SCHOOL

Mulberry Primary School opened in September 2002. It is an amalgamation of two schools, an infant and junior school. There is special provision for pupils with Autistic Spectrum Disorder (ASD). The ASD provision, infant and junior school occupy separate buildings although they are on the same site. The school is much larger than other primary schools, with over 700 pupils on roll. There are more boys than girls, although the spread is not even across the school. There are more boys than girls in the nursery, reception and Year 3. Children start in the nursery with very low levels of skill in literacy and social development. Although they make good progress, the majority are one or two years behind where they should be at age five. The school is in an Education Action Zone in Haringey and it is involved in the Sure Start and English as an Additional Language for Adults initiatives. This part of London is an area of low affluence, which accounts for the much higher than normal percentage of pupils eligible for free school meals (64 per cent). The school's composition is similar to other large city schools in that pupils come from a rich diversity of ethnic backgrounds; about one third is Black or Black British, almost a third are White British or of other White backgrounds, about a third are Asian and a small number are from other ethnic minority groups. A small number are Traveller children. A significant proportion of pupils are members of families seeking asylum or who are refugees. As a result, a much higher proportion of pupils have English as an additional language than is usual for schools in Britain and a very high percentage of these pupils are at an early stage of learning to speak English (about a third). The school supports more pupils with specific learning difficulties, speech and communication, social, emotional and behavioural difficulties than is typical of other schools (20 per cent). Within this large group of pupils with special educational needs there is a high percentage with Statements of Special Educational Need (2.6 per cent). Although a reasonable core of pupils stay at the school from age three to 11 a high proportion are only at the school for a short time. This high level of pupil mobility is a barrier to learning but, equally, makes it difficult for the school to demonstrate its effectiveness. Staff turnover is similarly high but the school's recruitment and retention policies, especially in relation to overseas teachers, is bringing a degree of much needed stability to the workforce.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21650	Gail McLean	Lead inspector	Information and communication technology Religious education
9163	Geoffrey Humphrey	Lay inspector	
16773	Raminder Arora	Team inspector	English as an additional language Mathematics Music Physical education
321181	Maria Coles	Team inspector	Foundation Stage History Geography
21765	Patricia Potheary	Team inspector	Special educational needs English
32002	Annette Quelch	Team inspector	Science Art and design Design and technology

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mulberry Primary School is a moderately effective school providing a satisfactory standard of education for its pupils. There is a strong commitment to raising standards and decisive action is being taken by the headteacher and governors to bring about required changes. As a result, the quality of teaching and learning are improving. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are generally well below average at Year 6 but achievement is at least satisfactory, with pupils doing as well as those from similar schools
- The support offered to pupils with English as an additional language is very effective for those at an early stage of language acquisition but it is not so robust or effective for those at higher stages
- The very good attitudes shown by pupils towards school are attributable in large part to the very good partnerships with parents and considerable care shown towards pupils by staff
- The quality of teaching and learning is sound, overall, with good features, but there are inconsistencies
- Appropriate emphasis is given to literacy and numeracy but equality of opportunity is not sufficiently well addressed in other subjects
- The governors and headteacher are providing a strong leadership but a significant number of key staff do not fulfil their roles well enough to build on the school's strengths and to remedy weaknesses
- Provision for very young children in the nursery and reception is good but, in contrast, it is only satisfactory for pupils with Autistic Spectrum Disorder (ASD)

This is the school's first inspection. Improvement since it opened has been satisfactory. Appropriate priorities have been established and the school has rightly focused on raising standards in literacy and numeracy. Turnover of staff, although high initially has reduced, leading to greater stability, more effective teamwork and improvements in standards of achievement. Relationships are very good in all respects. This has been hard won and reflects considerable commitment by the staff. The limitations of the school building have been recognised. A major building project has started in order to bring the accommodation up to date.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E*	C
mathematics	n/a	n/a	E*	D
science	n/a	n/a	E	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E* - lowest five per cent.

Similar schools are those that achieved similar average point scores at Key Stage 1.

Achievement, overall, is satisfactory. When children start school their attainment is generally very poor. Although they achieve well, very few reach the expected levels in any area of learning at the end of the reception year or subject at Year 2. Consequently, standards in reading, writing and mathematics at Year 2 are well below average. The test results for 2003 reflect this position. The test results also show that pupils are achieving well overall, because although they do not do as well as those from similar schools in mathematics they do equally well in reading and do better in writing. Inspection findings for Year 6 indicate that pupils continue to achieve at a satisfactory level and standards are rising in English and mathematics. Although standards remain well below the national average they are better than in 2003 when test results indicate that they were poor (in the lowest five percent). In science improvement is not so well marked because the 2003 test results and inspection findings both indicate that standards are well below average. Nevertheless, the test results show that

Year 6 pupils did just as well as those in similar schools in English and science although they were below in mathematics. The test results suggest that Turkish and Kurdish pupils did not achieve as well as other groups. This was not borne out by inspection findings. The percentage of pupils with English as an additional language is very high, as, too, is the percentage of pupils with special educational needs. The school is increasingly successful in meeting the needs of these pupils, which is having a positive impact on levels of achievement. Boys and girls are attaining similar standards across the school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils like school and the majority are keen to attend. As a result, attendance levels and punctuality are satisfactory, overall. Behaviour is good and there is a very high degree of harmony throughout the school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Although there are some inconsistencies, due in large part to lack of experience, **teaching and learning are sound overall.** It is good in the nursery and reception. Recent changes to the deployment of the high number of teaching assistants is successful. As a result, pupils in most classes, especially those with special educational needs, are benefiting and this is contributing well to the school's work to improve standards. The curriculum meets statutory requirements but some subjects are not being taught often enough to ensure equality of opportunity for all pupils. The level of care and attention given to all aspects of pupil welfare is impressive, contributing significantly to pupils' self-esteem and the very high levels of racial harmony. Partnership with parents is very good. This is particularly evident in the way in which parents are welcomed into the school.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good and this is beginning to improve the quality of education offered to pupils. Governors are very perceptive, fulfil their roles effectively and are increasingly holding the school to account for standards attained. Statutory requirements are met with the exception of the requirement to hold a daily act of collective worship. Governors are seeking dis-application from this requirement. The strong lead taken by the headteacher, supported by the deputy headteacher and some senior managers, is contributing significantly to raising standards. This is particularly noticeable in relation to English and the support given to children from minority ethnic groups who are at an early stage of English language acquisition. Although subject co-ordinators are generally aware of their strategic role, few are taking responsibility and fulfilling their roles effectively. As a result, progress towards raising standards is uneven and not as rapid as it should be.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents of children with ASD have concerns, but parents are generally satisfied with the school. They appreciate what the teachers do for their children but there is some dissatisfaction with lunch-time arrangements.

Pupils are happy with the school. They think lessons are interesting and they learn something new every day. They would like more opportunity to participate in music and physical education.

IMPROVEMENTS NEEDED

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

- Raise standards in all subjects throughout the school
- Continue to raise standards for EAL pupils; especially those at the later stages of English language acquisition
- Improve the quality of teaching and learning so that all lessons come up to the best
- Improve the breadth and balance of the curriculum in all subjects to ensure equality of opportunity for all pupils
- Improve the quality of leadership of subject co-ordinators so that they make a greater contribution to raising standards
- Improve provision for children with ASD

And to meet statutory requirements the school should:

- Ensure that a daily act of collective worship takes place for all pupils

address this issue. For example, regular well-planned sessions are held for those pupils in Year 1 identified as being in need of most support.

Pupils' attitudes, values and other personal qualities

Spiritual, moral, social and cultural development is good. As a result, pupils' attitudes and behaviour are good. They demonstrate engagement and interest in their work and enjoy being able to contribute to the life and work of the school. Their personal development is promoted well. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' attitudes and engagement in their learning are good
- Relationships and racial harmony are very good
- Pupils enjoy school and like being able to make a contribution to its work and to the school community
- Spiritual, moral and social development is good
- Cultural development is satisfactory, but not enough is done to take advantage of the rich diversity within the school community

Commentary

11. Pupils' attitudes and engagement in their learning are good. Pupils say they enjoy school and find the work interesting and challenging. They co-operate very well with one another, want to learn, and show interest and commitment towards their work. Most pupils in the nursery and reception classes initially find it very difficult to respond to structured activities and to play and work together. Although most will not have reached the expected levels by the time they complete the reception year they achieve well in relation to their starting point, especially in personal and social development. Most are able to concentrate, observe school rules, and participate well in learning activities.
12. The attitudes of pupils with English as an additional language are consistently positive in all lessons. They behave well, listen with interest and are enthusiastic about all learning. A similar picture emerges for others who have special educational needs. These pupils respond well to the gentle and caring methods used by the school to develop self-esteem. As a result, they work hard and are proud of their achievements.
13. Pupils welcome and actively participate in the many opportunities provided for them to take responsibility and show initiative. Individual class councils, and a whole-school council, provide effective platforms from which pupils can express their views, influence the development of school policies and actively contribute to the life and work of the school. Through these councils pupils have the opportunity to directly participate in the democratic process and develop negotiating skills and leadership qualities. The principles, knowledge and life skills required to live in a community are developed well.
14. Pupils develop good self-awareness and personal values through the good teaching of spiritual, moral and social values through assemblies, the wider curriculum, in particular through lessons devoted to personal, social and health education and citizenship (PSHEC), religious education and the study of literature and poetry. Pupils learn to respect the views of others, develop good social skills and to act according to their own principles. They are prepared, in a mature way, to challenge things that they consider to be unfair.
15. Pupils develop a satisfactory appreciation of their own and others' cultural traditions through:
 - opportunities to visit places of cultural and historic interest
 - performances in school by dancers and musicians of African and Asian origin
 - visits by story-tellers from other ethnic minority groups

control technology, data-handling and word processing enables pupils to develop appropriate skills, and to understand the range of different uses of technology and its importance in today's society.

84. The quality of teaching and learning until recently was largely unsatisfactory because there was no coherent approach to the subject and a lack of resources. Due to the strong guidance and good leadership of the co-ordinator this position is being reversed. The quality of teaching and learning is now more consistent and of a satisfactory standard. Teachers are more confident in their own abilities as competent users of the hardware and software available to them. They plan work well under the careful and thorough guidance of the co-ordinator. As a result, information and communication technology is gaining a higher profile in the school's curriculum and pupils are covering more work specified in the National Curriculum. Although there is limited evidence to show that information and communication technology has been used effectively to support learning in all other subjects in the past, schemes of work and lesson plans indicate that much more is being done now and to a greater depth.
85. The school has a small computer suite. This is no longer adequate for the school's needs and the systems installed are not compatible with other systems used in different parts of the school. The technician offers a very high level of support so that, despite the limitations of the resources, lessons proceed well and pupils are making gains in knowledge and understanding. The support offered by the technician is a major factor in ensuring that lessons take place because teachers are confident that any technical malfunctions will be corrected swiftly, causing minimum disruption to lessons and disappointment to pupils.
86. Special initiatives, such as Alpha Smart 3000, which harness the capabilities of technology to advance pupils' skills in writing and their general awareness of the world of technology, have been grasped, so much so that an article featuring the school appeared in a national newspaper.
87. The major building project currently underway incorporates a new information and communication technology suite. Furthermore, the school has secured involvement in new information and communication technology initiatives. Although these developments are still on paper, they demonstrate that the school recognises the need to improve provision in this vital area of the curriculum and is taking imaginative measures to improve resources and raise standards.

Information and communication technology across the curriculum

88. Information and communication technology is used reasonably effectively to support work in literacy and numeracy. This is appropriate given the emphasis placed on these priority areas throughout the school. Analysis of work shows that information and communication technology capabilities are being used in other subjects, such as art and design, with reasonable effectiveness. The school has rightly recognised that this is an area for development and the co-ordinator has sensible plans to move this forward.

HUMANITIES

89. Work in **history, geography and religious education** work was sampled. No lessons were seen; therefore, a firm judgement cannot be made on provision but inspectors looked at pupils' work, analysed teachers' plans and met the co-ordinators.
90. In **history and geography**, the work scrutiny and detailed timetable analysis reveal that there have been insufficient opportunities to develop knowledge and understanding in these subjects. Furthermore, there are discrepancies between the amount of work produced by pupils in similar year groups and the depth to which units of work are studied. For example, in the autumn term 2003, in Year 2, there are only two or three pieces of work for a whole term covering the Great Fire of London. In the spring term, there is evidence of work undertaken in relation to developing pupils' understanding of maps in one class but not in the other two. This indicates that

improvement is needed in the coverage of the curriculum and standards of work in these subjects. The co-ordinator is aware of the barriers to learning faced by the school but

lack of training and experience as a co-ordinator is limiting her ability to improve levels of attainment, teaching and learning in history and geography. This is most keen in relation to raising standards in the key skills of reading, writing, speaking and listening.

91. The **religious education** curriculum introduced at the time of the amalgamation ensures that teaching of the subject takes place following the locally agreed syllabus. Opportunities are provided for pupils to learn about a range of religions and to begin to understand the similarities and difference between the major world religions. The work seen indicates that a variety of tasks and activities are used to add variety to teaching in this subject. Pupils take a pride in their work, and recorded work shows that literacy skills are being extended in religious education lessons. However, the overall volume of work is insubstantial and suggests that not enough time is given over to this subject in all classes.
92. The co-ordinator is knowledgeable and clearly has a keen interest in this area. He helps teachers with resources and is able to tap into connections within the community to borrow artefacts when the occasion arises. The overall management of the subject is satisfactory, given the fact that religious education is not a priority for the school at the moment. However, leadership is not as robust as it should be to ensure that pupils receive their full entitlement and that teachers' expertise keeps abreast of requirements to teach religious education to a sufficiently high standard. For example, ideas and information gained from courses and training events are not disseminated widely or frequently enough to help teachers remain up to speed with current good practice. There are no assessment procedures in place to track pupils' progress or to assist teachers in planning work for pupils of different abilities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

93. It was only possible to sample work in **art and design**, so a judgement cannot be made about the school's provision in this subject. Curriculum plans, displays and samples of work were examined and a discussion held with the co-ordinator.
94. The displays and records of children's previous achievements and the detailed curriculum plans indicate that there are opportunities to learn some skills and techniques but that not all areas of the art curriculum are being covered. Pupils are given the chance to develop their observational skills through pencil sketching, shading and the use of pastels, but they do not have sufficient opportunities to use paint. Year 2 pupils showed good observational skills in pencil sketches of their school, which were then developed into a painting. In Year 6, pupils had observed leaves, fungi and flowers and produced pictures in the style of Georgia O'Keefe, demonstrating good observation of shades and tones of colours as well as form. Pupils in many classes are given opportunities to see artists' work and create pictures based on their styles. They also use this approach to develop skills in ICT whilst using painting programs.
95. Work in three dimensions is found in Year 5, where pupils have made clay pots in the style of the ancient Greeks. These demonstrate a variety of painted and surface decorations. Other three-dimensional work was produced in the art club, based on the Chinese New Year, using paper-folding and large-scale work with cardboard. Printing is undertaken in Year 1, as well as on textiles in Year 3. Links with literacy are made with collages of scenes from fairy tales. Opportunities for developing understanding of different cultures are missed in this subject, as are opportunities for enabling those whose language skills are at an early stage to work at the same levels as others.
96. The co-ordinator is aware that art and design is not taught consistently across the school. She feels that when the subject can be given higher priority she will be able to move it forward effectively.



INSPECTION REPORT

DEVONSHIRE HILL PRIMARY SCHOOL

London

LEA area: Haringey

Unique reference number: 102087

Headteacher: Ms N Sheikh

Lead inspector: Linda Murgatroyd

Dates of inspection: 22-25 March 2004

Inspection number: 262066

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	459
School address:	Weir Hall Road Tottenham London
Postcode:	N17 8LB
Telephone number:	020 8808 2053
Fax number:	020 8801 4489
Appropriate authority:	The governing body
Name of chair of governors:	Ms Launa Lorde
Date of previous inspection:	February 2002

CHARACTERISTICS OF THE SCHOOL

Devonshire Hill Primary School, Tottenham, is in the London Borough of Haringey. It has 459 pupils aged from three to eleven, much larger than average, and includes a nursery with full-time places for 50 children. The majority of pupils come from the housing estate around the school, in a ward designated the second poorest in Haringey. The percentage of pupils who join or leave the school at times other than the start of the year is above average.

Children's attainment on entering the nursery is well below average compared with what might be found nationally. Approximately one third of pupils enter the nursery in the early stages of learning English as an additional language. Overall, pupils' socio-economic circumstances are adverse, and many pupils face complex difficulties. Almost two thirds of pupils are eligible for free school meals, well above the national average, and this statistic does not include the children of asylum seekers. The school's population is very diverse. Over two thirds of the pupils have a mother tongue other than English, and over one third of the pupils are judged by the school to be in the early stages of learning English. At least thirty languages are spoken by pupils in the school. Turkish, Twi and Somali are the main languages other than English. Approximately seven per cent of pupils come from asylum seeker families, mainly from Eastern Europe. There is a small number of pupils from Traveller families.

The proportion of pupils identified as having special educational needs is about average, as is the proportion of pupils with statements. Pupils' needs include moderate learning difficulties, social, emotional and behavioural problems, speech or communication difficulties and physical difficulties. The school achieved Healthy Schools Award, Charter Mark, and Schools Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21541	Linda Murgatroyd	Lead inspector	Foundation Stage Information and communications technology English as an additional language
13481	Douglas Binfield	Lay inspector	
32254	Robin Taverner	Team inspector	Mathematics Art Design and technology Physical education
32716	Alison Hosford	Team inspector	English Geography History Special educational needs
32257	Kathryn Wood	Team inspector	Science Religious education Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Devonshire Hill Primary School is a good school where pupils achieve well. Behaviour is very good; pupils have very positive attitudes to their work and are keen to take responsibility. The standards the oldest pupils are likely to achieve in 2004 when they leave the school in Year 6 are close to average, despite the many adverse circumstances faced by the school. This is an improvement, as in 2003 tests, results were below average, although better than those in similar schools. The quality of teaching is good in the Foundation Stage and Key Stage 2, and satisfactory in Key Stage 1. The school is led satisfactorily by senior management. Governors' involvement is also satisfactory. Parents appreciate the good work the school does. The school provides sound value for money.

The school's main strengths and weaknesses are:

- Good achievement by the time pupils are 11.
- Pupils have very good attitudes to school and they behave very well.
- Almost two thirds of the teaching is either good or very good.
- Planning is not always clear enough about what pupils need to do next.
- Activities to enrich learning, such as sports and additional support for pupils outside the school day, are very good.
- Some subject co-ordinators have too many responsibilities to allow them to manage their subjects effectively enough.
- Systems for managing teachers' performance are not linked well enough with priorities for whole school improvement.
- Links with parents and the community are good.
- Attendance is below the national average, but improving because of the efforts of staff.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All the key issues from the previous inspection have been addressed. The quality of teaching continues to improve, and almost twice the amount of good or very good teaching was seen. The acting headteacher, supported by her staff, has maintained the focus on raising standards. Work to improve the provision in foundation subjects has been successful, and the full statutory curriculum is being covered. Achievement is now more consistent, reflecting a period of stability in the school.

STANDARDS ACHIEVED

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

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

By the time they are 11, most pupils have made good progress, and are achieving well compared with their previous attainment. The table shows that in the 2003 national tests for 11 year olds, whilst results in English were below average, pupils did much better than others in schools in similar circumstances. Standards in mathematics and science were well below the national average, but here again, pupils did better in mathematics and much better in science than pupils in similar schools. This represents a considerable achievement.

Overall, pupils achieve well when measured against their levels at entry to the school. Many children enter the nursery with skills well below what might be expected, and although they do well in the Foundation Stage, they are still below the national expectations when they enter Year 1. By the time they are 11, boys and girls of all abilities and backgrounds achieve well, partly because of the good teaching, and improve their standards. Evidence from the inspection indicates that the work of many pupils in the current Year 6 is close to average. There are no significant differences in the performance of boys and girls, or pupils from different minority ethnic groups.

Behaviour is very good. Children make very positive relationships with each other and with adults. They understand the school's expectations and try hard to live up to them, and are very keen to take on responsibilities. Pupils from all backgrounds get on well with one another, and there is very little bullying. **Pupils' personal development is good overall.** Attendance in the last full year was below average. However, the school does all it can to promote good attendance and punctuality, and recently attendance figures have improved.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good overall, with some very good teaching, mainly in Year 6. Pupils learn well because most teachers make them work hard and do their best. Staff have high expectations of behaviour, and pupils understand what is required of them. Some pupils would make faster progress if teachers used their assessments to plan the next steps in more detail.

The curriculum is broad and balanced, with good strategies for teaching literacy and numeracy. It is enriched with a good range of activities outside the school day. The good guidance and support given to pupils mean that they are safe and well looked-after. The school is successful at working with parents, and links with other schools and the community are good, encouraging pupils to succeed.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The clear purpose of the acting headteacher has kept a focus on raising standards and improving behaviour through a time of uncertainty. Most curriculum co-ordinators carry out their responsibilities thoroughly and enthusiastically, but some have too many responsibilities to carry them all out equally well. Governors take their responsibilities seriously, and have a good knowledge of the school. Financial management is satisfactory. Targets for staff development are not clearly linked to the school's priorities for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and express confidence in it. They appreciate the efforts of the school staff to work with them in supporting their children's education. Nine tenths of parents are pleased with the progress their children are making, and believe that teaching is good.

Pupils also appreciate the school. Over four fifths of pupils feel that teaching is interesting and challenging, and that they are helped to improve their work. They are also confident that they are listened to by staff, and could approach an adult in school if there was a problem.

IMPROVEMENTS NEEDED

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

- Continue the work to raise standards in core subjects;
- Ensure that teachers make greater use of their assessment of pupils' attainment to improve planning what pupils need to learn next, particularly for pupils with special educational needs, and those in the early stages of learning English as an additional language;
- Ensure that staff with additional responsibilities have the time and resources needed to carry these out effectively;

Commentary

8. Standards of behaviour are generally very good. The school is an orderly community where pupils listen, take turns well and move about the school sensibly. They are polite, respectful and pleasant to visitors. There is a clear structure for behaviour management and all classes have behaviour books to record incidents, monitored regularly by senior staff and learning mentors. Year 6 pupils were able to explain the system very clearly with examples of rewards and sanctions, and believed that there were far fewer "naughty children" in the school since the books were introduced. Pupils who find it hard to behave co-operatively have behaviour targets and try hard to achieve them. They have extra support and a "listening ear" from the learning mentors who provide individual and group sessions to develop self-esteem, co-operation and anger management. A Year 3 group worked well together to prepare sandwiches. They took turns and co-operated. They listened carefully to each other and were very effectively encouraged to express feelings and opinions by the learning mentor. The pupils greatly appreciate and value this work and feel well supported. In some classes however, where there have been changes of teacher and where relationships are less well developed, some challenging behaviour was observed. In some cases this adversely affected the quality of teaching and learning. This minority of challenging behaviour highlighted the good work in the school, as it showed the potential for difficulties if good systems were not established.
9. Relationships throughout the school are very good. The school is a racially harmonious community where the diversity of pupils and staff is valued. During breaks, pupils were observed playing and chatting pleasantly in groupings of boys and girls, with varied ethnic backgrounds and in different age groups. The school deals quickly with any problems that arise.
10. Most pupils have very good attitudes to their work and to all aspects of school life. They participate well in the range of opportunities offered to them during the school day, and before and after school. These include sports and physical activities, breakfast club to promote good attendance and punctuality, lunchtime homework, information and communications technology and discussion groups. All clubs and groups are well attended and popular. Teachers give good opportunities for pupils to take responsibility as class and corridor monitors and pupils are keen to help. Monitors explained their roles and responsibilities with enthusiasm, describing the different types of necklet worn by pupils inside the building during breaks. Two pupils from each class are elected members of the school council. They take this role seriously and enjoy representing their classmates in decision making.
11. The school develops pupils morally, socially and culturally very effectively. All classes and shared areas display the "Golden Rules" code of conduct alongside motivational posters and displays which highlight and reinforce the high expectations of staff, pupils and parents. There are very good links with Business Enterprise which promote effective citizenship programmes. Advisers come into school to develop a variety of themes connected with community issues, working with all classes to extend understanding of personal development alongside gender issues, health and safety and employment potential. Teachers plan good opportunities for discussion during "circle time" to promote social skills. Less confident pupils benefit from sessions with learning mentors. The school prepares pupils well for life in a culturally diverse society. Pupils understand that all cultures have similarities and differences. In a Year 2 religious education lesson on celebrations, pupils dressed in clothes worn at home on special occasions. They proudly explained the costume names and purposes while the class listened carefully and contributed their own ideas. The school meets the statutory requirements in the respect of a daily act of collective worship; however there is not always enough opportunity for pupils to reflect in assemblies.

INSPECTION REPORT

Bounds Green Junior School

Bounds Green Road, London N11 2QG

LEA area: Haringey

Unique reference number: 102080

Headteacher: Ms J Edwards

Lead inspector: Kath Beck

Dates of inspection: 10th -12th November 2003

Inspection number: 255565

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
Number on roll:	263
School address:	Bounds Green Road London
Postcode:	N11 2QG
Telephone number:	020 8888 8838
Fax number:	020 8365 7986
Appropriate authority:	Governing Body
Name of chair of governors:	Nigel Scott
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

Bounds Green Junior School caters for children aged seven to eleven and is about the same size as most other primary schools. It is housed in a large two, storey Victorian building and shares its site with its partner infant school. Since the last inspection, the infant school has ceased to use the building because of the extension of its own premises. Some of the accommodation has been refurbished, but the parts vacated by the infant school await refurbishment. Currently, the school has 263 children on roll. Most of these have transferred from the infant school. However, there is considerable mobility in and out of the school so that a significant number of children join or leave other than at the usual times. The children are divided into 10 classes, two each in Years 3 and 4 plus three each in Years 5 and 6. Attainment on entry is generally below average. The children come from a wide range of ethnic backgrounds and include Traveller children as well as those from asylum seeking or refugee families, some of whom have had no prior experience of school and have come from war zones. The largest ethnic groups are Black Caribbean and Black African, including Congolese, Ghanaian and Nigerian children. English is not the mother tongue of nearly half the children at the school. A significant number of these are at the early stages of learning English. Almost half the children on roll are eligible for free school meals. The socio-economic circumstances of many families are low. The percentage of children identified as having special educational needs is above the national average. It includes four with statements of particular need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Design and technology Art and design
6436	Alan Andrews	Team inspector	English Special educational needs
13481	Doug Binfield	Lay inspector	
32162	Adrienne Beavis	Team inspector	Information and communication technology Geography History Science
7694	Martyn Richards	Team inspector	English as an additional language Mathematics Music Physical education Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

Overall evaluation

This is a satisfactory school that is facing its many challenges with determination. It is emerging positively from a difficult period involving considerable staff instability and refurbishment of much of its accommodation. Inclusion, the needs of individual children and a close working relationship with parents are paramount. The school works hard to see that all children do as well as they can. However, a significant number of them join or leave the school other than at the usual time and this is a barrier to achievement. The school's results in national tests are better when compared to schools with children from similar backgrounds than when they are compared to all schools nationally. In the current Year 6, standards are below those found nationally. Action has been taken on evidence of underachievement by Black African and Caribbean heritage boys. The effectiveness of the action has not yet been checked, but there was no evidence of underachievement among these children during the inspection. Teaching and learning is satisfactory, although some very good teaching was observed and the specialist teaching of children at an early stage of learning English is excellent. The leadership, management and governance of the school are satisfactory and there is an awareness of the need to raise standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses:

- There is good provision for children with special educational needs and they achieve well as do those with English as an additional language. The specialist teaching of the latter is excellent.
- Inclusion is good. Children's views are actively sought and they are guided and supported well.
- Staff are good role models for the children and there have been good appointments in key areas.
- Parents are pleased with the school. The information given to them is good.
- Standards in English, mathematics and science need to be raised as does children's competence in information and communication technology.
- In spite of the school's efforts, attendance is poor.
- Children's behaviour in some classes and outside of lessons is unsatisfactory as is their ability to undertake responsibility and to work independently and collaboratively.
- Better use needs to be made of assessment to help set individual targets. Teachers' marking should more often show children what they need to do to improve.
- There is a lack of support staff other than for children with a particular special educational need.
- Some of the accommodation and resources are unsatisfactory.

The school's improvement since the last inspection is satisfactory. Disruption to staffing in the past year has interrupted some of the developments. There are now policies, schemes of work and staff with curriculum responsibilities for all subjects as well as a suitable performance management programme. Provision for children with English as an additional language has improved significantly. A collective act of worship takes place each day. Steps have been taken to improve attendance, the use of assessment data and information and communication technology, but there is still work to do.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	E	C
mathematics	C	E	E	D
science	D	E	E	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals.

22% of the children taking the tests joined the school at times other than Year 3.

The school has generally sustained the standards noted in the previous inspection and improved them in English. This is despite the considerable barriers that children experience in their learning. These include special educational needs, low levels of attendance, little prior experience of school and moving from school to school. In addition, in the past year there have been difficulties with staffing and accommodation. Depending on the abilities of the children in the year group, its results in national tests rise and fall dramatically when compared to the national scene. Its performance when matched with similar schools is better. The schools trend in improvement is below that found in schools nationally, but it adds satisfactory value to children's education. In the current Year 6, standards in English and mathematics are below those of most schools and in science they are well below. However, from a below average start, children are **achieving satisfactorily** over time when their prior attainment is considered. Those with special educational needs or English as an additional language make good progress. Children's competence in information and communication technology is below average, but a newly installed computer suite provides opportunities for improvement. Children's attitudes towards the school are satisfactory and in the good lessons they show interest and work hard. However, behaviour is unsatisfactory in some lessons and around the school. Children's spiritual, moral, social and cultural development is **satisfactory** overall. They get to school on time, but attendance is poor despite the school's actions to bring about improvement. This is because some parents do not make enough effort to ensure regular attendance.

Quality of education

The school provides a **satisfactory** quality of education for its children. Teaching overall is **satisfactory**, although there is some good and very good teaching. The specialist teaching of children with English as an additional language is excellent. Children with special educational needs, Traveller children and those from asylum seeking backgrounds are accommodated very well in lessons. High priority is given successfully to promoting equal opportunities. However, there are no assessment procedures for tracking progress in science and information and communication technology. In other subjects, assessment information is not used fully to inform the setting of individual targets. Teachers' marking is sometimes untidy and too often there is no clear indication to the child about how to improve. The curriculum is enriched through good use of visits and visitors. Children are cared for and supported well. The school makes effective use of its challenging accommodation and the new computer suite is a good facility. Resources for learning are unsatisfactory in several subjects. While the number of teaching staff is satisfactory there are insufficient classroom assistants to provide children and teachers with support they need. The school's partnership with parents is good and its links with the community are satisfactory.

Leadership and management

2. The school places strong emphasis on trying to meet the needs of the individual. Analysis of national tests results in 2002 indicated that there was some underachievement of children from Black African and Black Caribbean heritage. The school, supported by the local education authority, has taken some action to improve these standards, especially among black boys of African and Caribbean heritage. The impact of the initiative has yet to be evaluated, but there was no evidence of underachievement among this group during the inspection. The school has also introduced a national initiative, *Springboard*, to enhance the rate of progress of children thought to be underachieving in Years 3 to 5. A new teaching assistant is supporting this initiative as well as developments in numeracy throughout the school. The school now sets children by ability for English and mathematics and this is helping to match work more closely to needs. Systems for assessing children's progress have not been developed in science or information and communication technology sufficiently. In English and mathematics the school uses optional national tests to gather information. However, this together with teachers' marking and assessments are not used effectively enough to set individual targets to enhance the rate of progress or inform children of what they need to do to improve in the short term.

3. Children learning English as an additional language achieve well in school. Their speaking, reading and writing skills develop systematically, although even the most fluent often find difficulty in mastering complex and abstract ideas in subjects, such as mathematics and religious education. Children at the earliest stage make particularly rapid progress because they receive high quality teaching provision. Children from most ethnic minority and Traveller backgrounds also make steady progress as they move through the school. Children from asylum seeking and refugee families settle well in school and also achieve in line with their abilities. Brighter, gifted and talented children usually benefit from work matched to their needs and achieve satisfactorily.

4. Current standards in Year 6 in English and mathematics are below average. This is because there are a number of children in the year group with significant special educational needs. The national literacy and numeracy strategies have been implemented appropriately. Improvement in children's writing skills has been a priority for development and action taken is proving effective. Children are taught in ability groups for writing work shops and in Year 6 children are taught by ability to improve their comprehension. These initiatives are sustaining satisfactory achievements. Children's limited vocabulary holds back skills in speaking and listening and understanding the relevant vocabulary in mathematics. In reading, while brighter children read fluently, other children find it hard to understand the text when they take little notice of the punctuation. Few have the research skills to find information they need independently.

5. In science, standards are currently well below average. Opportunities for scientific enquiry have improved since the last inspection, but limited resources means there is too little emphasis on children's participation in lessons. As a result, teachers use worksheets that do little to take children's learning forward and make it hard for them to track children's achievements. Some of the brighter children are not challenged enough.

6. The new computer suite is beginning to impact standards in information and communication technology, but they remain below average as they were at the time of the last inspection. This is because changes to the building and staffing disruption interrupted teaching in the subject. In addition, children's progress is not assessed adequately and so it is difficult for teachers to ensure skills are developed well enough to reach higher standards.

7. In religious education, children's attainments are in line with those of the locally agreed syllabus. This is an improvement since the last inspection. More time is available for teaching the subject and visits to places of worship enhance children's understanding, but resources to make learning in class lessons more purposeful are unsatisfactory.

8. Other factors that influence standards and achievement include teaching, children's attitudes, behaviour and resources. Teaching is satisfactory overall, but in the better lessons, children learn at a faster rate. Activities interest them and they work hard. In other lessons, children become restless and talk while their teacher is talking. This slows the pace of learning for all children in the class. In addition, there are a few children who are troubled and find it hard to behave well. The lack of teaching assistants means teachers do not have the help they need to provide for these challenging children. In history, geography, design and technology and art and design, resources are unsatisfactory and do not support the curriculum as well as they should. These subjects have not had the benefit of consistent leadership and management in recent years.

Pupils' attitudes, values and other personal qualities

Attitudes to learning are satisfactory, but poor attendance and unsatisfactory behaviour in some lessons means that academic standards are not as high as they could be. Provision for spiritual, moral and social development is good.

Main strengths and weaknesses

- Good relationships throughout the school contribute to the racially harmonious community.
- Punctuality has improved and is now good.
- Attendance is very low compared to most schools and the level of unauthorised absence is very high.
- The incidence of unsatisfactory behaviour in lessons and around the school results from undemanding work, lack of opportunities to use their initiative, work collaboratively and develop their capacity to work independently.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	3.7
National data	5.4	National data	0.4

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

9. Low attendance levels have been a problem for many years despite the school's extensive efforts to improve them and this has an impact on children's attainments. A contributory factor is the high number of children leaving the school each year without informing the school. The importance of regular attendance is frequently stressed to parents verbally and in writing. The school has very clear procedures for monitoring attendance. This includes an impressive computer system that provides prompt information, but as yet there is no break down of absence by ethnicity. The current arrangements for the immediate follow up of unexplained absences were introduced in January 2003. These have had a positive impact including greater parental awareness of the need for their children to attend school. There is close co-operation with the education welfare officer who visits the school regularly. The target for attendance in 2003 to 2004 is 91%. A level of 91.9% was achieved in the first seven weeks of the year, although absence, without permission from the school remained very high. The improvements made in punctuality ensure that planned activities start promptly each morning.

10. In the very good lessons children are keen to learn and work hard on both written and practical tasks. In small group sessions for children with special educational needs or English as an additional language, attitudes are very good as a result of the high quality teaching. In these sessions, children concentrate hard and become engaged in their work. However, in other lessons concentration is not sustained and children become restless. This happens sometimes because

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

14. Children's spiritual, moral, social and cultural development is satisfactory. This improves on the last inspection, where provision for spiritual development was unsatisfactory. Collective worship now takes place regularly and follows a soundly planned programme. At its best, it provides very good opportunities for children to reflect in a quiet and reverent way on their own and others' beliefs and feelings. Often however, whole school assemblies, with a minimal staff presence, fail to create the necessary sense of occasion and intimacy. Some class lessons also call on children to think about right and wrong, about fairness and about sacrifice. In one lesson for example, the theme of Remembrance was handled in a moving and effective way. Children extend their social skills through group work in class and other collaborative and team activities. Lessons, such as one in religious education on "How we can help each other," also reinforce social responsibility, while the annual residential trip to Wales provides experience of social living away from home. A school council, which gave children a rare opportunity to learn some of the skills of active citizenship, has been disbanded, but this is to be reviewed. The curriculum, especially in the arts, reflects a broad range of cultures. However, too little is done to celebrate the wealth and richness of the particular cultural experience of the children themselves. Little acknowledgement is made of the impressive bilingualism and multilingualism of most of the children.

15. Personal development is helped by the good role models set by staff. Children are encouraged to take on responsibilities, such as house captains and helping in the dining hall and acting as monitors. However, there are not enough opportunities for children to understand their responsibilities with regard to their behaviour. An impressive programme of educational visits extends children's experience and helps to encourage self esteem.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school offers a satisfactory quality of education. Teaching is mostly satisfactory, although that for children with special educational needs is very good and for those at an early stage of learning English, it is excellent. The school has a commitment to inclusion and equal opportunities for all children. It seeks to enliven the curriculum with visitors, visits to places of interest and for the older children, a residential visit to Wales. Assessment is unsatisfactory as individual targets are not set well enough to enhance the rate of children's progress. In some subjects, resources are unsatisfactory and do not support the curriculum appropriately. Accommodation is unsatisfactory overall and presents many challenges. The new computer suite is good and offers opportunities for improvement in computer skills. Staffing is satisfactory, but there are not enough teaching assistants to support learning.

Teaching and learning

The quality of teaching and learning is satisfactory. The assessment of children's work is unsatisfactory.

Main strengths and weaknesses

- Specialist teaching of children at an early stage in acquiring English as additional language is excellent.
- In the very good lessons, teachers have high expectations and children respond very well.
- Teachers emphasise opportunities for children to extend their vocabulary and complexity of their sentences.
- Children with special educational needs and those from asylum seeking backgrounds are fully accommodated in lessons.
- Children benefit from good relationships with their teacher and grow in confidence in most lessons.
- There is some acceptance of unsettled behaviour so the pace of lessons is slowed. There is also a lack of consistency in enforcing expectations for calm application to work.

79. Teaching observed was satisfactory in one lesson and good in the other. Good teaching set the scene well so that children were fully involved in their learning. Questioning was good and children were engaged in discussions and given enough information to take part in role play. Teachers were well prepared and the use of available resources was good. However, the needs of the varying abilities of the children are not taken into account fully in teachers' planning. Overall there are too few opportunities for children to develop skills in the interpretation of evidence and historical enquiry. Tasks are too dependent on the use of worksheets that do little to take children's learning forward. The curriculum is enriched through educational visits to the Museum of London and the Transport Museum and with work completed in Black History month. The school makes use of the local authority lending service to show the children historical items and make learning real. The school's own resources are limited.

Religious education

Provision in Religious Education is **satisfactory**.

Main strengths and weaknesses

- Provision is much better than at the time of the last inspection.
- Most lessons are taught well.
- Visits to places of worship and visitors to school extend and enrich the programme.
- Children generally respond with interest and respect to their lessons in the subject.
- Some lessons are too prescriptive, unduly dependent on teachers simply passing on information to the children.
- Resources for the subject are unsatisfactory.

80. The previous inspection had many criticisms to make of the religious education programme. Central to these was the lack of an adequate scheme of work to make sure lessons built up children's knowledge and skill in a systematic way as they moved through the school. Faiths other than Christianity were underrepresented in the programme, too little use was made of visits and visitors to school and the subject was not led positively enough. However, standards were found to be satisfactory.

81. The school's response to the findings of the previous inspection has been very good. The timetable has recently been adjusted and this has made more time available for religious education. Coupled with a good new scheme of work based accurately on the locally agreed syllabus, this has led to a more consistent programme from class to class and fuller attention to all the required faiths. Visits add extra zest to the programme and help make learning real for the children. Recently they have visited an Orthodox and an Anglican church and a Jewish friend has come to school to talk with them about Judaism and what it means to her family.

82. Standards of work by the age of eleven are similar to those expected from the locally agreed syllabus. Children have a fuller understanding of the factual elements of the religious education curriculum, such as festivals, places of worship, sacred texts, than of issues of faith and belief. This is because few have yet acquired the linguistic facility necessary to master many of these more complex ideas. Because they are interested in the work and taught well, children achieve well in relation to their abilities, despite the language difficulties often faced. For example many can explain the main events of the life of the Buddha and of how Buddhists express their faith in their lives. They know the main festivals and celebrations of the Jewish year and what these represent. After learning about the Sermon on the Mount, they were able to relate Christ's teaching to their own lives and behaviour. A brighter child could also explain the Buddhist values of hard work, peacefulness and respect for life.

83. In most lessons children with special educational needs and those still at an early stage in learning English as an additional language, progress well because modified tasks, or extra help, are available for them.

84. Apart from one lesson where poor behaviour impeded learning, all the religious education lessons seen were at least satisfactory and several were of a very good quality. The strengths of these lessons lay in the teachers' enthusiasm for the subject and their confident knowledge of the material being taught. They established an excellent classroom atmosphere, of calm and respectful interest, that enabled them to address challenging ideas. The children listened intently and concentrated throughout. They responded well to the high expectations of their teachers. They bring a range of personal and family religious experience to the lessons and teachers sometimes make good use of this. Occasionally teachers talk for too long, leaving children as passive recipients of the lesson, rather than active participants in it. When this happens, interest slackens and children do not progress as well as they could.

85. The subject leader for religious education who took on the post only recently has a good depth of specialist knowledge of the area and presents a good example in teaching for others to follow. The subject leader rightly encourages colleagues to focus their work where possible on the children's own faith experiences, commitment and religious values. This makes an important contribution to the ethos of the school. The subject leader oversees the programme of work by discussing lesson plans, but as yet has not been able to see other colleagues at work, or collect samples of children's work for evaluation. Resources are unsatisfactory and the subject leader is seeking improvements. The equipment is inconveniently and uninvitingly stored. The overall leadership and management of religious education are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in music and physical education and three were observed in art and design. No lessons were observed in design and technology and so judgements cannot be made about the quality of overall provision.

86. Displays of pictures in the corridors and public areas of the school show that work in **art and design** represents studies of cultures from around the world, such as Aborigine, African, Japanese and Indian. Examples of children's work based on Ndbele Art are of high quality. In Year 3, children studied images that illustrate different relationships. This was based on the work of Contes Barbares and enabled children to look in depth at expressions and features that convey the characteristics of the people in the pictures. Children used digital cameras to support their sketches and others used computer programmes to work in the style of Kandinsky. Displays of activities completed in the school's art club show the effective use of a range of media, including clay and imaginative use of colour, water resist and ink. In the lessons observed, children learned about the ways in which people in action are represented in terms of scale, proportion and composition. Two of the lessons were taught well and developed children's skills successfully. Work in sketch books indicate children achieve satisfactorily over time. Resources are limited.

87. The main examples of children's work in **design and technology** on display were hats, shelters and pop up books made following the visit of several authors. These showed opportunities for children to use their initiative, explore how structures could be strengthened and understand how pop up books are made. The main emphasis was on design and making, with limited evaluation of how the items could be improved. The difficulties with staffing mean that there has been no leader for the subject over the previous year. The current subject leader is new to the school and has yet to have an impact on provision. Resources are limited.

88. In **music**, a Year 5 class learned to sing a *round*, while in **physical education** a Year 6 class worked on sequences of gymnastic movement in the hall. The teaching of both lessons was satisfactory, although in both some restlessness affected concentration. While most children successfully developed the new skills required, some did not progress to the better levels of performance of which they are capable. The standard of singing, while enthusiastic, was not as