

**Haringey Standing Advisory Council for religious education (SACRE)
OFSTED REPORT - September 2003 Summary of issues**

Schools:

Muswell Hill Primary	(full inspection)
Noel Park Primary	(full inspection)
Seven Sisters Primary	(full inspection)

Collective Worship & Spiritual development

Muswell Hill Primary school ' offers a good curriculum, which promotes pupils' spiritual, moral, social and cultural development very well.' The inspection team report that 'Pupils' spiritual awareness is promoted through assemblies and the curriculum, ' and that work in a range of subjects, including religious education 'provides opportunities for pupils to reflect on their own and others' feelings and emotions and to celebrate their own and others' achievements.'

Although **Noel Park Primary school** was found to have serious weaknesses in a number of areas, its provision for the spiritual, moral, social and cultural development of pupils was judged to be satisfactory overall. *'This represents a significant improvement since the previous inspection'* Within that *'the provision for spiritual development is good. Collective worship and assemblies play a very important role in developing pupils' spirituality.'* Other planned experiences which develop pupils' spirituality are described including *'Music is used to provide a thoughtful atmosphere for assemblies'; 'Visitors to the school promote spirituality through the music and dance in other countries'; 'In class sessions pupils express their feelings and consider who they are and why they are here' and 'Assemblies end with a period of reflection and a prayer and pupils mostly respect this time.'*

Spiritual development in **Seven Sisters Primary school** was judged to be good. *'Pupils are given many opportunities to reflect.'* Whilst *'Let peace reside here' informs the approach to moral development.'* Everyone is valued as an individual in and this permeates all subjects. Collective worship meets statutory requirements and contributes well *'In a Year 2 class assembly, pupils had a good opportunity to think about their inner voice and reflect on it. In one assembly, pupils were asked to pray to God the way they want to and if they have no religious belief they can plan to do good. This supports pupils' spiritual development well. Celebration of achievement is well used to praise each other's efforts '.*

Religious Education

In **Muswell Hill Primary school** the curriculum has not been reviewed since the school amalgamated in order to provide a coherent curriculum offer across key stages. Issues raised in RE are reflected in the areas for action following the report: *'Ensure that there is a designated co-ordinator for all subjects and key areas, and, develop manageable systems to regularly monitor the teaching, curriculum coverage and standards in every subject, so that any weaknesses are identified and addressed. (Paragraph 133)*
Improve the way in which pupils' attainment and progress are assessed and the marking of pupils' work (Paragraph 132)

'The coverage of the curriculum is inconsistent because the Agreed Syllabus has not yet been fully integrated with the school's existing scheme of work' and 'teachers still require more training on the implementation of the Agreed

Syllabus'. Attainment at the end of key stages 1 and 2 is in line with syllabus expectations. 'Analysis of the work displayed and in pupils' books and conversations with pupils as well as lesson observations indicate that some pupils have generally good knowledge of a range of religious beliefs' and 'Pupils have a satisfactory understanding of religious concepts, their application to the everyday lives of believers and sound ability to form thoughtful views on religious issues.'

Lessons demonstrate a range of teaching approaches and links to the local community, for example when a parent supports an RE lesson on Islamic prayer *'The outcome of the lesson was that pupils gained both in their knowledge of and respect for the practices and beliefs of Islam.'* Examples are also given of good links made between religious education and pupils' work in other subjects.

Unfortunately as the issues for action demonstrate, marking and the assessment of pupils' work are unsatisfactory. *'There are no systems to check pupil progress and standards and therefore identify future learning objectives for different groups of pupils.'*

At the time of the inspection there was no RE subject leader and the headteacher was *'currently acting as a "caretaker"'*. A new subject leader is given a clear agenda from this inspection including monitoring the subject *'monitor more closely the teaching of religious education to ensure that it complies with the school's planned timetable.'* This should also address the team's concern about the regularity of teaching RE *'Work samples show there is a minimal amount of recorded work in some year groups, which also raises questions about the frequency of teaching.'*

In **Noel Park school** the team judged that the subject is very well led. *'Teachers have been supported very well and demonstration lessons have been given to help less confident and experienced staff. 'Very good lessons were observed in a wide range of subjects but there were more in English and religious education than in other subjects. This reflects the hard work done by the co-ordinators of these subjects to improve the quality of teaching.'*

Pupils' knowledge and understanding of RE at the end of each key stage meet the standards of the locally Agreed Syllabus. *'an improvement since the last inspection report, when standards were below those expected for pupils' ages.'* RE is taught within a culture of respect *'a caring and supportive atmosphere, which encourages pupils to respect the ideas and beliefs of others. Together with collective worship, religious education makes a good contribution to pupils' personal development.'*

A range of interesting tasks is described in the report, and resources are described as adequate. Weaknesses to address in RE include a greater amount of written tasks being set, supporting teachers who have weak subject knowledge and reviewing the sequences in the scheme of work.

Religious education at **Seven Sisters Primary school** meets the requirements of the Haringey Agreed Syllabus. And by the end of the key stages pupils meet the standards required in the Agreed Syllabus. The leadership of the RE co-ordinator has been judged central to the development of RE *'There has been rapid improvement since the arrival of the new co-ordinator, who has given good leadership. He has put the new curriculum plans in place, promoted the subject enthusiastically and improved the range of curriculum materials, visits and religious artefacts to support pupils' learning. He monitors teachers' planning and gives effective advice to colleagues on curriculum delivery.'* Pupils' religious backgrounds

are considered significant too *'The majority of pupils have their own personal religion and this deeper knowledge helps to raise standards.'*

A range of activities is described in the report including the good use of artefacts, local faith communities and places of worship. Also *'Teachers plan their lessons in accordance with the locally agreed syllabus and are careful to teach the meaning of specialist vocabulary and symbols'* Both Attainment Targets are being addressed, examples of Attainment Target 2 include. *'They know that people get help from their religion to make the world a better place. They also know that some people who are not religious also want to achieve the same aim because of their own personal code of ethics.'*

Good teaching is noted although there are some teachers whose subject knowledge and subsequent confidence are a cause for concern and result in pupils making less progress. Other areas for development include assessment and the use of ICT.

Inspectors found that *'Religious education is making an important contribution towards developing an understanding for the pupils of other ways of life, both in other parts of the world and multicultural Britain. It is giving pupils the opportunity to reflect on their own and other peoples' beliefs and to examine how this might impact on their own behaviour and attitudes'* all in line with the Haringey syllabus aims.



INSPECTION REPORT

MUSWELL HILL PRIMARY SCHOOL

Muswell Hill, London

LEA area: Haringey

Unique reference number: 131871

Headteacher: Ms J Hughes

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 10th - 13th March 2003

Inspection number: 248863

Full 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:	4 - 11
Gender of pupils:	Mixed
School address:	Top of Muswell Hill Muswell Hill London
Postcode	N10 3ST
Telephone number:	(0208) 444 8488
Fax number:	(0208) 444 2615
Appropriate authority:	The governing body
Name of chair of governors:	Stephen Engelhard
Date of previous inspection:	Not applicable - designated new school

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	K Taylor	Registered inspector	History English as an additional language Educational inclusion	Standards How well are pupils taught?
9163	G Humphreys	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values The provision for pupils' spiritual, moral, social and cultural development
16761	M Hemmings	Team inspector	Science Design and technology Art and design	How good are curricular and other opportunities offered to pupils?
23044	V Singleton	Team inspector	Provision for pupils with special educational needs English Information and communication technology	How well is the school led and managed?
27667	C Renault	Team inspector	The provision for pupils in the Foundation Stage of learning Music Religious education	
28200	P Stevens	Team inspector	Mathematics Geography Physical education	

The inspection contractor was:

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The Office for Standards in Education
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London
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Muswell Hill Primary School is a new school that was formed in May 2000 following the amalgamation of the former infant and junior schools. The school is oversubscribed. It is bigger than most primary schools and currently has 420 boys and girls aged between 4 and 11, arranged into 14 single-aged classes. The school does not have its own nursery. Children join the Reception classes in the September following their fourth birthday. The children have a fairly wide range of attainment when they start school, but inspectors judged that overall attainment is above is that usually found. Thirty per cent of pupils are from ethnic minority backgrounds. Pupils' ethnic origins are fairly diverse. The main ethnic minority groups are Turkish, Greek, Albanian, Afro-Caribbean, Black African, Chinese, Indian and Pakistani. Eight pupils are refugees. Seventy-three pupils learn English as an additional language, which is a high proportion. Sixteen pupils are currently at the early stages of learning English. The main first languages spoken are Turkish, Greek, Farsi and Albanian. Twenty-four pupils receive specific additional support through the ethnic minority achievement grant funding. The proportion of pupils entitled to free school meals is in line with the national average. The number of pupils on the special needs register is in line with the national average. Twenty-four pupils are on the higher stages of the special needs register, including nine pupils who have a statement of special educational need. Pupils' special needs relate to learning, behaviour, physical disability and medical needs. The socio-economic circumstances of the majority of pupils attending the school are favourable. Staff and pupil mobility is fairly low.

HOW GOOD THE SCHOOL IS

This is a good school, where each child is respected and valued as an individual. Standards and pupils' progress in English, mathematics and science are good. Racial harmony is very good. The teachers and support staff, parents and governors have a strong sense of shared purpose and a commitment to the school and pupils. Staff morale is high and the staff work well as a team. The teaching is good. The headteacher and seniors managers have worked very hard and successfully to amalgamate the former infant and junior schools so that the school is now well placed to make further improvements. The school provides good value for money.

What the school does well

- Pupils' attainment in English, mathematics, science, art, physical education and music are above national expectations by age seven and 11. Pupils make good progress in these subjects.
- The teaching is good.
- There are strengths in the headteacher's, senior staff and governors' leadership and management of the school. Some subjects are well led and managed.
- Pupils' attitudes and behaviour are very good. Relationships are excellent: boys and girls and pupils of different ability and from different ethnic backgrounds relate very well to each other and to adults.
- The school offers a good curriculum, which promotes pupils' spiritual, moral, social and cultural development very well.
- The provision for pupils with special needs is good.

What could be improved

- The school's management structure: the headteacher and deputy headteachers are carrying too much responsibility for managing subjects rather than developing a strategic overview.
- In some subjects, standards, the curriculum coverage and teaching are not being monitored carefully enough.
- The way that teachers check pupils' progress in some subjects and the quality of teachers' marking.

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

	absence is below the national average and most pupils arrive on time.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Good	Good

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

Throughout the school the quality of teaching and learning is good. Teachers are well organised and prepared for lessons. They provide interesting activities. Pupils enjoy very positive relationships with teachers and the support staff and their personal development is promoted very well. The teaching of English and mathematics is good: the basic skills of reading, writing and mathematics are taught well. Some relevant links are made between subjects. However, in subjects such as history, geography and religious education, pupils are not given enough opportunities to write about what they have learned, especially the pupils in Years 3 to 6. Science, information, and communication technology, music, physical education and art are taught well. No judgements could be made about the teaching of design and technology because there is insufficient evidence. Teachers could make better use of marking, both to check pupils' progress and to inform pupils about how they might improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and includes all subjects. An appropriate amount of time is given to English and mathematics and good attention is given to music, art and drama. The provision of extra-curricular activities, including visits, is very good. Very good use is made of the local community, visitors and visits to places of interest.
Provision for pupils with special educational needs	Good. Pupils are supported well in class by teaching assistants and the trained specialist needs assistants. Pupils' progress is regularly monitored. The special needs co-ordinator has a clear idea about how things can still be improved and has taken action to begin to address this. Pupils are also supported very well by the school's very positive ethos.
Provision for pupils with English as an additional language	Satisfactory overall. Pupils are given extra support in class. However, class teachers and the support staff need further training and guidance on how best to meet pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school has a very strong moral code and pupils' social development is given a very high priority from the time when they start in Reception. The teaching and the curriculum promote pupils' personal development very well. The rich ethnic diversity found within the school community is reflected in the curriculum.
How well the school cares for its pupils	Pupils are very well cared for. Staff know the pupils very well and care for their individual needs in a most supportive and sensitive way. Pupils' academic progress in some subjects, however, is not always being checked regularly and rigorously enough.

Parents have very positive views of the school and links with parents are very good. Parental support for their children's education makes a strong contribution to pupils' standards and progress.

investigations. The recent opening of a computer suite has improved the provision for information and communication technology. This provides opportunities for whole class teaching of basic skills.

29. Since the amalgamation, the staff have gradually been reviewing the curriculum for each subject so as to develop a coherent whole school approach from Reception to Year 6. Work in some subjects, for example, design and technology, geography, religious education and history, has not yet been reviewed. Current arrangements are not secure enough to ensure that pupils develop all of the necessary skills, understanding and knowledge in a progressive way as they move up the school. Different approaches to teaching are sometimes evident in the lower and upper school. There is good provision for personal, social and health education, with activities being carefully planned to help pupils to learn to respect the values and beliefs of other pupils and adults and to develop their self-esteem. The provision for extra-curricular activities, including educational visits, residential trips and visitors to school, is very good. Pupils take part in a rich variety of experiences in art, drama and music. There are visits to the many places of educational interest in London such as the National Art Gallery and the National History Museum. Visitors, including artists, musicians and theatre groups, work with the pupils to develop a wide range of skills. Pupils take part in a variety of musical and drama performances. The curriculum comes alive through first-hand experiences, such as celebrations of 'Egyptian Days' and 'Roman Days', when pupils dress up, make and eat food from those eras.
30. The school is successful in ensuring that all pupils have access to the curriculum. The provision for pupils with special educational needs is good. Extra help is arranged for pupils, mostly within the class. Pupils benefit from the good focus on teaching basic skills of literacy and numeracy, and from activities that involve hands-on experiences. This was evident in drama activities and music lessons, for example. The very positive ethos, inclusive environment and the emphasis on raising pupils' self-esteem offers very good support to pupils with special needs and contributes significantly to their success.
31. The school has a very good written policy for monitoring and promoting race equality. This makes clear the intentions and what the school is working towards. Teachers make effective use of opportunities to incorporate, reflect upon and promote the diverse cultural heritage of pupils attending the school, for example, through the curriculum, celebrations and focused events such as Black History Month and Multicultural Mathematics Week. Recent initiatives to promote pupils' writing in home languages have been successful in raising awareness and in promoting pupils' confidence and self-esteem. All of this supports pupils well because it is clear that all pupils are accepted and valued.
32. The provision for pupils who learn English as an additional language is satisfactory, but with areas needing improvement. The very good levels of support staff mean that pupils are supported to access the curriculum and make sound progress. Greater attention, however, needs to be given to determining pupils' precise linguistic needs and providing focused support to address them.
33. There are strong links with the community that also make a very good contribution to pupils' learning. Parental input supports the successful running of the school orchestra and some of the after-school activities are led by groups from the community, such as representatives from the 'Palace Soccer Skills Group' who work with pupils to develop their football skills. Pupils visit the local Baptist Church to sing to members of the congregation. Links with local businesses resulted in members of the community coming into school to help pupils with their reading. The headteacher is keen to strengthen the links with the local secondary school, so as to better prepare pupils in Year 6 for when they transfer there.
34. The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual awareness is promoted through assemblies and the curriculum, especially subjects such as English, science, music, religious education and art. Work in these subjects provides opportunities for pupils to reflect on their own and others' feelings and emotions and to celebrate their own and others' achievements. There are very good opportunities for pupils to develop their independence and to take some responsibility for their own learning.
35. The school provides very well for pupils' moral development. There is a clear moral code that is promoted consistently. Positive behaviour and values are fostered very well through the supportive and

caring relationships that exist between all staff and pupils. In school assemblies, and through many areas of the curriculum, opportunities are taken to demonstrate the differences between right and wrong and the importance of truth, justice and fairness.

36. The provision for pupils' social development is very good. Teachers provide many planned opportunities in lessons for pupils to collaborate and work together. As a result, pupils learn to respect others' ideas and contributions. Pupils are also encouraged to develop an appreciation of the needs of others less fortunate than themselves. They frequently raise money for a range of national and local charities and pupils themselves initiate some such fundraising events. Pupils respond very well to the opportunities provided for them to exercise leadership, be independent and take responsibility for their actions and learning. The effective organisation and leadership by supervisory staff and site manager of the leisure and sporting activities at break times and lunchtimes make a very good contribution to the development of pupils' social skills. During these times, pupils also learn a variety of social skills, such as working together and caring for others. Pupils are given opportunities, in and out of classrooms, to show initiative and take responsibility, which supports their personal development well. A good example of this is the school council, which allows pupils to express their views about school issues and learn about the democratic process.
37. The school provides very well for pupils' cultural development and the multicultural aspect is very strong. Through subjects such as music, history, literature and art and through visits to places of cultural and historic interest, there are very good opportunities for pupils to explore the values and traditions of the diversity of British society and of customs in other places and in times gone by. Through the religious education syllabus, pupils are able to study and develop an appreciation of other world religions. They learn to understand the benefits of racial harmony, equality of opportunity, and to appreciate their rights and responsibilities in a modern, ethnically diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Pupils are very well cared for. This view is shared by the large number of parents who attended the pre-inspection meeting and by those who returned questionnaires. Teachers and support staff know the pupils very well and care for their individual needs in a most supportive and sensitive way. The procedures for monitoring and recording pupils' personal development are very good. Equality of opportunity is positively promoted to ensure that all pupils, irrespective of gender, ethnic origin, ability or learning difficulty, are fully included in all opportunities provided by the school.
39. There is rigorous attention to all matters relating to health and safety. The governors' effective health and safety committee ensures that appropriate risk assessments are undertaken in relation to the use of school premises, particularly when buildings and the site are being refurbished, and for all school trips. There are regular evacuation drills and fire and electrical equipment is routinely tested. There are good arrangements for the provision of first aid. Personal hygiene practice is emphasised, particularly to younger pupils and Reception children. Children learn, for example, the importance of washing their hands after practical activities, before lunch and after visiting the toilet.
40. The headteacher is the designated person in charge of child protection and established procedures are effective. All members of staff are alert to the needs of vulnerable pupils and aware of the guidelines for dealing with sensitive issues. The school maintains close links with social services and other relevant outside agencies. The procedures for promoting and monitoring behaviour are very good. The management of behaviour is consistent throughout the school. Good learning attitudes are much encouraged and celebrated and this results in pupils almost always striving to do their best. Any incidents of unacceptable behaviour, or showing a lack of consideration towards others, are dealt with effectively and sensitively. The procedures for monitoring and promoting attendance are good and this has resulted in an improvement in attendance since the school was first established.
41. Some improvements are needed to the monitoring of pupils' academic progress. The school, in line with all other schools, is preparing to implement new national assessment procedures for children in the Reception classes. Reception teachers maintain good and regular records of children's attainment, but this information is not used well enough to plan for the next steps in learning so as to challenge the children. In Years 1 to 6 there are some good procedures for assessing pupils' attainment and progress in English and mathematics. Pupils' progress in science and in ICT is also

teacher and teaching assistant gave good support where necessary so that all pupils, irrespective of prior attainment, were able to use their imagination and skills to compose a sequence.

123. The school is currently introducing a new scheme of work for music and this should provide for continuity in the teaching of all aspects of the National Curriculum music requirements and further develop the teaching of composition. There is a need to develop a method of recording pupils' attainment in order to plan the next step in learning for all pupils, in particular to ensure that those pupils who receive extra-curricular instrumental tuition and are above national standards in their skills and knowledge are appropriately challenged during class lessons.
124. The leadership and management of music are satisfactory, with good awareness of the school's strengths and areas for development. There have been few opportunities to monitor class teaching, but the high level of performance by the school choir and orchestra during assemblies and in special productions and festivals enables the co-ordinator to evaluate the overall quality. The school is justly proud of its achievements and reputation for its standards in music.

PHYSICAL EDUCATION

125. Standards exceed national expectations by age seven and 11. The quality of teaching seen was good, which led to good learning, attitudes and behaviour. The curriculum is good, as is provision for pupils with special needs. Teachers ensure all pupils are included in lessons. The subject is effectively led and managed. The co-ordinator has had some opportunities to check teaching and learning in lessons and regularly monitors teachers' plans.
126. In a lesson seen in Year 2, pupils attained very good standards. Pupils demonstrated very good poise on and off the apparatus. They had a wide repertoire of movements, which they used to create phrases and sequences. This was also an example of the subject making a good contribution to pupils' personal development, with good opportunities for self-expression. Pupils' sequences of movements were aesthetically pleasing, and they learned to work both on their own and in groups. Pupils improvised freely but with control.
127. In an unsatisfactory lesson seen in the upper half of the school, the pupils' immature behaviour on that occasion depressed their attainment and the teacher did not manage pupils well enough. Standards achieved by pupils in this lesson are not representative of the work seen elsewhere in Years 3 to 6. Pupils' attainment in lessons in Years 3 and 4, for example, was above the level expected for the pupils' age.
128. The quality of teaching seen ranged from unsatisfactory to excellent and was good overall across Years 1 to 6. This enabled most pupils to achieve good standards. In the best lessons seen, there was a very good balance between input from the teacher, discussion and activity, which raised the level of pupils' attainment because pupils listened well to instructions and performed sequences of movement on and off apparatus well. This was the case with all pupils, including those with special educational needs and those for whom English was an additional language. Teachers sometimes do not give enough attention to raising pupils' pulse rate during lessons.
129. The co-ordinator has correctly identified a number of priorities to raise the subject profile and enable good practice to be shared. She recognises that, whilst the curriculum is covered, there is room for development in dance. She has also arranged recent training in teaching gymnastics. Subject development is not yet accompanied by more formal assessment of groups of pupils so that teachers can plan to meet the needs of all pupils. Indoor accommodation and the resources are good, but the outdoor playground is in need of refurbishment. The school has been successful in its bid for additional sports funding to improve the outdoor facilities and work is due to be undertaken during this academic year.

RELIGIOUS EDUCATION

130. Attainment in religious education at age seven and 11 is in line with the expectations of the locally agreed syllabus. Analysis of the work displayed and in pupils' books and conversations with pupils as well as lesson observations indicate that some pupils have generally good knowledge of a range of religious beliefs. This is well supported by the religious diversity of the pupil intake. Pupils have a

satisfactory understanding of religious concepts, their application to the everyday lives of believers and sound ability to form thoughtful views on religious issues. Discussions with pupils and their response in lessons show that pupils know more than their written work would suggest. Work samples show there is a minimal amount of recorded work in some year groups, which also raises questions about the frequency of teaching.

131. Teaching was seen in some but not all year groups during inspection. Teaching was good or better in a number of lessons seen during the inspection. In these lessons teachers demonstrated good subject knowledge, lessons had good pace and included a variety of activities and resources. For example, in a very good lesson in Year 3 the teacher used well-chosen pictures and artefacts to reinforce pupils' knowledge and understanding of the customs and traditions of the Jewish faith. Her questioning was skilled and increasingly challenging, enabling pupils of all abilities to make very good progress during the lesson. A parent-volunteer in a lesson in Year 4 demonstrated the Muslim prayer ritual and good intervention from the class teacher helped clarify the vocabulary used in order to ensure pupils' understanding. The outcome of the lesson was that pupils gained both in their knowledge of and respect for the practices and beliefs of Islam. In a good lesson in Year 5 the teacher managed the class effectively and used drama well to enhance pupils' knowledge and understanding of the events of Palm Sunday. There are some good links made between religious education and pupils' work in other subjects. For example, pupils in Year 5 have made clay models of Ganesha, a Hindu God, and painted symmetrical Hindu patterns using traditional materials. They have created their own hand-painting patterns using a template.
132. The marking and assessment of pupils' work are unsatisfactory. There are no systems to check pupil progress and standards and therefore identify future learning objectives for different groups of pupils. Given the wide range of pupils' prior knowledge because of their diverse faith backgrounds, this would help to ensure appropriate progress is made by all pupils. The further encouragement of pupils to share their knowledge about their own faith practices would build on the good respect the pupils show for the diversity of faith and cultures within the school and enable them to learn from one another.
133. In the absence of the subject leader the headteacher is currently acting as a "caretaker". There is a need to monitor more closely the teaching of religious education to ensure that it complies with the school's planned timetable. The coverage of the curriculum is inconsistent because the Agreed Syllabus has not yet been fully integrated with the school's existing scheme of work and teachers still require more training on the implementation of the Agreed Syllabus. The teaching of religious education has not been monitored in recent years.

INSPECTION REPORT

NOEL PARK PRIMARY SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 131881

Headteacher: Tunay Hussein

Reporting inspector: Mary Summers
25455

Dates of inspection: 24 -27 February 2003

Inspection number: 248865

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Gladstone Avenue Wood Green London
Postcode:	N22 6LH
Telephone number:	020 8888 8967
Fax number:	020 8365 8161
Appropriate authority:	Local Education Authority
Name of chair of governors:	Matt Brown
Date of previous inspection:	22 January 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25455	Mary Summers	Registered inspector	Education inclusion Art Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9977	Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14596	Antony Fiddian-Green	Team inspector	Special educational needs Mathematics Religious education	How good are the curricular and other opportunities offered to pupils?
23402	Birendra Singh	Team inspector	Design and technology	
22452	Mary Farman	Team inspector	English Information and communication technology	
1395	Pauline Hoey	Team inspector	Foundation Stage English as an additional language History	
22704	Garry Williams	Team inspector	Science Geography Physical education	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Noel Park is a very large school catering for 486 full-time pupils, 251 boys and 211 girls. In addition 48 pupils attend the nursery part-time. Children start school at extremely low levels of attainment for their age. About 90 per cent of the pupils come from ethnic minority backgrounds including 29 per cent who come from refugee families, mainly Turkish/Kurdish. There are also significant numbers of Black African and Caribbean children. There are 21 pupils from traveller families. Nearly three quarters of the children speak English as an additional language and nearly half of these are in the early stages of learning English. The school serves an area that is severely economically and socially deprived. Just under half the children are entitled to free school meals which is much higher than in most schools. Similarly, the number of children with special educational needs (40 per cent) is much higher than average although there is a similar proportion with statements of special educational need as in most schools. Their difficulties are often to do with their emotional and behavioural development. A significant challenge for the school is the very high number of pupils who start or leave the school at times other than the normal points of admission or transfer. The school roll has fallen considerably since the school was amalgamated from separate infant and junior schools in 2000. This is due to the constantly changing population and the fact that many families have moved out of temporary housing. The school has had great difficulty in attracting and retaining good quality staff. It took more than a year to appoint the deputy headteacher, who took up the post in September 2002. Currently the situation appears much better, with all senior posts filled and only a small number of temporary teachers employed.

HOW GOOD THE SCHOOL IS

The school faces considerable challenges but the headteacher and senior managers show great care for the pupils and a deep commitment to succeed in the future. Staffing difficulties are being addressed and the current team of staff show loyalty to the school and to the headteacher. At present, however, because of the low standards and achievement of the pupils and some of the weaknesses in teaching, the school cannot be said to be meeting the needs of all its pupils effectively. It provides unsatisfactory value for money.

What the school does well

- The school provides well for pupils with special educational needs; teaching in small groups is particularly effective and helps these children make steady progress.
- There are good procedures in place to ensure pupils' health, welfare and safety; adults know the pupils well and cater well for their personal needs.
- There are good new systems in place to track pupils' progress and these are beginning to be used well to identify pupils who need extra support.
- The headteacher is very committed to the school and is working extremely hard to secure more rapid improvement in the future.

What could be improved

- Standards in English, mathematics and science are much too low at the end of both Years 2 and 6; in most other subjects, pupils do not reach the levels expected for their ages.
- The quality of teaching and learning for pupils in Years 3 to 6 is unsatisfactory in too many lessons.
- The school is not providing well enough for pupils in Years 1 to 6 who speak English as an additional language; recent changes in procedures have not yet made a significant impact on the progress of these pupils in lessons.
- Rates of absence are much too high and many pupils arrive late to school in the mornings.

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

Although the school provides an acceptable standard of education, it has serious weaknesses in standards of achievement and the quality of teaching in Years 3 to 6.

- teachers' management of their pupils in some cases, which results in pupils not listening to each other or their teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Children in nursery and Reception classes receive a full range of appropriately planned activities. The National Curriculum is taught but some subjects, for example history, are not covered in sufficient depth. The 'Explorers' project provides a good range of art and physical education activities for pupils in Years 3 and 4.
Provision for pupils with special educational needs	Good. Pupils receive well-organised and effective support from their class teachers. The support provided by specialist teachers is particularly good.
Provision for pupils with English as an additional language	Unsatisfactory. This has led to these pupils making slow progress in Years 1 to 6. Procedures have been improved recently but have yet to impact on the quality of teaching for these pupils and the progress they make in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school celebrates the wide range of cultural backgrounds of its pupils. Pupils have good opportunities to consider their own beliefs and respect others' during lessons and assemblies. Pupils have useful opportunities to work together in lessons and in out of school clubs.
How well the school cares for its pupils	Good overall. The school cares well for its pupils. Staff know the pupils well and provide good levels of personal care and support. New assessment systems are good and are helping to target individual pupils for extra support but they have not yet been in place long enough to raise standards. Systems to improve attendance and punctuality do not have a high enough profile and have, to date, been unsatisfactory in reducing absence.

The school provides a satisfactory range of information to parents, although little is translated into pupils' home languages. It is not active enough in enlisting parents' support and this results in a few parents holding negative views of the school.

affected not only by the vast number of different teachers that they have had, but also by weaknesses in teaching, including the provision made for pupils who are learning English as an additional language. This is a serious weakness of the school as almost three-quarters of its pupils are in this position. The standards of work produced by these pupils are well below national expectations, as they have not yet acquired enough English to work at levels expected for their age.

10. The school has many other challenging factors with which to contend. Pupils join or leave the school at an extremely high rate. Last year, for example, nearly half the pupils either started or left the school at times other than at the normal admission to the nursery or transfer to secondary at the end of Year 6. This is because a large number of pupils come from families which are housed temporarily in the area. Many are from refugee families and have often experienced great trauma and upset during their short lives. This makes it even more difficult for them to settle into school and begin to learn. There is a high rate of absence which means that a significant number of pupils miss vital parts of their education.

11. Almost 40 per cent of pupils are identified with special educational needs. These pupils however, make steady progress because the school is providing appropriate support to address their needs. The good relationships in the school and the good knowledge which teachers and learning support assistants have of their pupils help pupils to feel secure. Pupils receive support that is well matched to their needs and the school has developed satisfactory systems for tracking pupils' progress.

12. The situation appears more hopeful for the future. Only a few of the teachers employed currently are on temporary contracts and the staffing situation is more stable than it has ever been. This is enabling pupils to make faster progress than in the past and pupils in Year 5 look more likely to reach higher levels in the Year 6 tests next year than pupils previously. The school has firm plans in place to address the weaknesses in teaching for pupils with English as an additional language to help these pupils develop their fluency and confidence and widen their vocabulary.

13. Pupils' attainment varies in other subjects. Evidence from the inspection confirms that by the end of Years 2 and 6, pupils reach appropriate levels for their age in art and design, information and communication technology, religious education and physical education. Standards in these subjects have risen in the last two years, mainly because teachers are more knowledgeable and confident in the subjects but also because the subjects are being covered more systematically as pupils move through the school. This enables them to build successfully on what they have learned before. In all other subjects pupils reach standards which are below those expected for their ages at Years 2 and 6. These findings are much the same as at the last inspection, except in music and geography at Year 6. Standards in music, though still below average, are slightly better than two years ago because of some new initiatives the school has introduced, including a better organised curriculum and the provision of activities such as African drumming and guitar lessons. Geography standards have fallen to below average because the various strands of the subject have not been covered well enough in previous years.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and values have improved since the last inspection when they were found to be unsatisfactory at times and the improvement of behaviour and attitudes was a key issue for action. They are now satisfactory.

15. Pupils' moral development is satisfactory. At the parents' meeting, some parents expressed concern over the behaviour of some children particularly at lunchtimes but inspectors found it to be satisfactory overall. In some lessons, where teachers have high expectations of behaviour and where pupils are well supervised, behaviour is good. In some cases where teaching is not so good, behaviour deteriorates. Outside lessons, in the dining hall and on the playground where there is appropriate adult supervision, behaviour is satisfactory and sometimes good, but around the building when pupils are unsupervised, behaviour often deteriorates. Most pupils form sound relationships with one another. In some lessons pupils get on well and work together in pairs

and in groups successfully. However, in a few lessons the pupils do not get on so well; they argue and there is an undercurrent of potentially poor behaviour.

16. Spiritual and cultural development are satisfactory. Children have a reasonable understanding of the beliefs of others. Quiet discussions in class are used to give pupils the opportunity to explore their values and feelings and as a result, most pupils understand the difference between right and wrong and how their actions can affect others. During the inspection, no oppressive behaviour, sexism or racism was seen. Generally pupils care for their environment and take care of books and equipment. No damage or graffiti were seen during the inspection.

17. Pupils' social development is satisfactory. The school runs a breakfast club for pupils in Years 2 and above. This is well attended by pupils who come in early and then move onto a range of organised activities such as African drumming or football. There are a few opportunities for pupils to take on additional responsibility. From Year 2 onwards pupils have the opportunity to be members of the school council, where a range of issues are discussed such as how to welcome new children into the school. There are class monitors, lunchtime monitors in Year 5 and older children are involved in paired reading. Pupils respond well to these opportunities, however, there are few opportunities for pupils to use their initiative. Where pupils work for the good of others, their teachers have usually planned these for them and they do not initiate them for themselves. Therefore, many pupils are not yet at the stage where they are responsible for their own actions; this is particularly evident outside the classroom.

18. Attendance at the school remains as low as it was at the time of the last inspection, when it was a key issue for improvement. Attendance remains well below the national average, with unauthorised absence well above the national average. In addition, there is still a significant number of pupils who often arrive late for school in the mornings. This not only disrupts their own learning, but also has an impact on the learning of others. The school had an extremely high rate of exclusions in the year prior to the inspection. Although there were 15 exclusions of Black or Black-British Caribbean children, the proportion was not significantly different to the proportion of exclusions of children from any other ethnic group. The school is working hard to try and reduce this level by putting in place a number of strategies to work with both pupils and parents. There are signs that these have been successful with the number of exclusions over the past term reducing considerably.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning in the school is satisfactory overall although it is unsatisfactory in Years 3 to 6 because of the high proportion of unsatisfactory and poor lessons observed.

20. During the inspection, 99 lessons or parts of lessons were observed. Of these, 19 per cent were judged to be very good, 39 per cent good, 32 per cent satisfactory, eight per cent unsatisfactory and two per cent poor. The vast majority of the very good and the less than satisfactory lessons were in classes in Years 3 to 6 and this reflects the wide range of experience of teachers in these classes. One quarter of the lessons seen in these classes were very good but 15 per cent were either unsatisfactory or poor. The quality of teaching and learning depends to a large extent on the subject knowledge of individual teachers. Very good lessons were observed in a wide range of subjects but there were more in English and religious education than in other subjects. This reflects the hard work done by the co-ordinators of these subjects to improve the quality of teaching. Similarly, the unsatisfactory lessons were in a range of subjects and reflected teachers' lack of confidence in, for example, art, design and technology and geography.

21. Since the last inspection, the quality of teaching and learning has improved only marginally. The last inspection noted that the main weaknesses were in the youngest classes up to Year 2 but this is no longer the case. Generally, the teaching in these classes is satisfactory. The proportions of lessons graded very good and good are slightly higher than at the last inspection and there are

appropriately and, in the better lessons, pupils are asked to demonstrate for their classmates. This recognises high quality work and shows others in the class what can be achieved if they persevere.

168. Leadership and management of physical education are satisfactory. Areas for development which have been identified include improving equipment and providing more opportunities for pupils to participate in competitive sport. Swimming provision is under consideration to try to give pupils the opportunity to begin their swimming at an earlier stage and thereby raise the current level of success. Standards are now in line with those expected nationally and result from the improvements that have been made in planning, improved staff confidence and better teaching.

RELIGIOUS EDUCATION

169. By the end of Years 2 and 6, pupils' knowledge and understanding of religious education meet the standards of the locally Agreed Syllabus. This is an improvement since the last inspection report, when standards were below those expected for pupils' ages.

170. The school has a caring and supportive atmosphere, which encourages pupils to respect the ideas and beliefs of others. Together with collective worship, religious education makes a good contribution to pupils' personal development. Pupils make good progress in their knowledge and understanding of the topics they study, often because teachers present their lessons enthusiastically and involve the pupils well in activities. The emphasis is on oral work and there is comparatively little written work, which is a weakness in the subject overall. Pupils whose home language is not English, and those who have special educational needs make satisfactory progress towards their own targets.

171. The quality of teaching and learning is generally good throughout the school. Pupils learn that there are special places and people in all religious faiths. For example, in Year 1, pupils were learning about what they might see in a Christian church. They suggested marriage, and saying prayers as reasons for going to church. Most of them knew there would be pictures of Jesus, probably on the cross. Later in the lesson, the topic changed to what they might see in a mosque and pupils were much better informed about that. They talked about reading from the Qur'an, and prayer. The teacher involved Muslim pupils well, using their knowledge to share the topic with the class.

172. The quality of teaching was very good in a Year 2 lesson where the teacher had wrapped up a shoebox in coloured paper. With an air of great mystery, he slowly unwrapped it and invited several pupils to come out, individually, to see what was hidden inside. They were told not to tell anyone else until later. This captured the imagination of the whole class and they sat spellbound, waiting either for their turn, or to see what the box contained. The lesson was about special people and inside the box was a mirror. Pupils learnt very well from this, and they understood that each one of them is very special in their own way.

173. Analysis of pupils' work shows that they study Judaism, and have looked at pictures and diagrams of a synagogue. They are beginning to understand that sometimes special dress is used in worship. They learn respect for other faiths and opinions, and this is emphasised well by teachers. Pupils have heard the story of creation, and have considered human responsibility for the earth and its future.

174. Where lessons are occasionally unsatisfactory, it is because the teacher's knowledge of the topic is insecure, and insufficient use is made of pupils' expertise in that religion. In the very good lessons, teachers make sure that the activities are suitable for those pupils who are at early stages of learning English, and those who have special educational needs. A very good lesson in Year 4 exemplified this well. Pupils were learning about the events of Palm Sunday. The pace was very brisk from the start of the lesson, and all pupils were soon caught up in the growing excitement. They talked about royalty and the pomp and ceremony usually attending royal families.

In contrast they knew that Jesus chose to ride on a donkey. As the teacher continued to build up the mood, he asked a few to move into the corridor, one taking the part of Jesus. Inspired additions were the use of the African drum and the reference to Carnival. When the 'Jesus party' entered the room, the atmosphere was electric. Pupils learnt very well because they were involved fully. In quite a different mood, a very good Year 5 lesson also gave all groups of pupils activities to do and a feeling of ownership of the lesson. They were given copies of a verse from Psalm 170, words which are acceptable to all the faiths represented in the room. They had the verses written in English, Afrikaans and Turkish. A Turkish pupil read his text aloud for the class. All pupils were included because of the teacher's careful planning and preparation.

175. The subject is well led. Teachers have been supported very well and demonstration lessons have been given to help less confident and experienced staff. There has, understandably, been little time to focus on religious education, and the sequences in the schemes of work, although adequate, need review. Resources are adequate and the development plans show that these are to be added to, as they are needed.

INSPECTION REPORT

SEVEN SISTERS PRIMARY SCHOOL

Tottenham

LEA area: Haringey

Unique reference number: 132253

Headteacher: Mrs Denise Patrick

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 24th - 27th February 2003

Inspection number: 248974

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	South Grove London
Postcode:	N15 5QE
Telephone number:	(0208) 802 6670
Fax number:	(0208) 880 1158
Appropriate authority:	The Governing Body
Name of chair of governors:	Georgia Davis
Date of previous inspection:	None

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20451	Brenda Spencer	Registered inspector	Foundation Stage Curriculum	How high are standards? How well are pupils taught? How well is the school led and managed?
9079	Ann Moss	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	English as an additional language Art and design	
20963	Judy Keiner	Team inspector	English Information and communication technology	
22657	Mark Madeley	Team inspector	Mathematics Physical education Equal opportunities	How good are the curriculum and other opportunities offered to pupils?
27301	Cynthia Messom	Team inspector	Religious education Music Special educational needs	
20324	Vera Morris	Team inspector	Geography History	
3574	Kanwaljit Singh	Team inspector	Science Design and technology	

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TEACHING AND LEARNING

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

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

Overall, teaching and learning are satisfactory. The quality of teaching of English and mathematics is satisfactory and pupils' literacy and numeracy skills develop satisfactorily. Strengths in teaching include: positive behaviour management, good use of questions, effective use of resources and books, very good use of visual prompts, simple language structures and extension of vocabulary to support pupils at an early stage of mastering English, clarity of the purpose of lessons supported by good planning and good subject knowledge. These factors helped pupils do well. In a few unsatisfactory lessons pupils did not make sufficient progress. This related to teachers' weak subject knowledge of physical education, a slow pace to the lesson and mismatch of the work to the pupils' capabilities. Consequently, pupils were underperforming or were over challenged. In otherwise satisfactory lessons sometimes explanations were not backed up sufficiently by the use of visual cues to ensure all pupils understood. Overall, the school meets the needs of all pupils satisfactorily. Support staff generally make a good contribution to supporting pupils in lessons. The youngest children are developing positive attitudes to learning. The expectations for behaviour provide a climate in which pupils develop good concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the quality and range of learning opportunities at all stages is good. Emphasis is placed on English and mathematics leaving too little time for some subjects to be studied in depth. Provision for children in nursery and reception is good.
Provision for pupils with special educational needs	Good. All pupils have individual education plans which address their difficulties effectively and set appropriate and clear targets for improvement.
Provision for pupils with English as an additional language	Satisfactory. Pupils' needs are identified well. Where teaching includes visual support, small steps in learning and repeated language they do well. This is not consistent in every lesson. Provision is good in reception and nursery. Specialised support is thinly spread.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are given many opportunities to reflect. 'Let peace reside here' informs the approach to moral development. The organisation of groups in lessons supports social development well and the cultural richness of the school is celebrated well.
How well the school cares for its pupils	Pupils are looked after well. Child protection procedures are strong. Assessment is good for English and mathematics but is not properly in place for other subjects. Links with parents are very good.

capabilities when planning their teaching. The school is working hard to address the very varied needs of pupils with English as an additional language. This is particularly successful in nursery and reception classes. The EAL teachers carefully analyse the language demands of the curriculum for targeted pupils and some support is also given in other subjects as appropriate, particularly in developing the new subject related vocabulary. In Years 3 to 6 there is not enough support of early stage English speakers to acquire the technical vocabulary needed to succeed in school, partly because there are insufficient staff with specific expertise. All pupils have equality of access to the curriculum offered by the school.

46. Provision for pupils' personal, social and health education is good. Specific lessons in personal, social and health education regularly feature within the curriculum of every class. Provision for pupils' health education is well established, mostly through the science units on growth. Educating pupils on the dangers of drug misuse is a high priority in the personal education programme and very good use is made of the local authority support unit to help provide this programme. The governing body is committed to the provision for sex education. Appropriate policies are in place for both sex and drug education and consultation with parents about sex education takes place before lessons are taught. The school nurse teaches lessons in older classes, with some teacher support through the science unit on 'growth'. Parents are informed of their right to withdraw their children from sex education, though very few take up this option.
47. The school's links with the local community enhance pupils' academic progress and their personal development very significantly. The effect of community links on pupils' awareness of society is very significant. One aspect of this is reflected in a growing awareness amongst pupils that the police support the community and make it a safer place. The school makes good use of local resources and grants are used to fund the clubs. The community makes good use of the school. Parents and the community are welcomed into the school to attend English classes and 'mother and toddler' groups. Plans, in response to requests, to open the gymnasium to the community will go ahead when funding is secured. The school very regularly uses the experiences and skills of visitors to broaden the pupils' experiences. It works extremely hard to encourage visits from representatives of the range of cultures and religions that make up the school community. There are some useful links with commerce for example in promoting healthy eating. The school is very committed to participation in local community events.
48. Overall, relationships with local schools are satisfactory. There is regular contact with parents and children before they start school and some contact with local providers of early years' education. The school quite regularly plays sports against other local schools and this enhances the quality of its sporting provision. The subject coordinators make good use of the local authority expertise to help improve teaching and learning in their subjects. There are positive relationships with local secondary schools, which have, in particular, improved some teachers' expertise in the use of information and communication technology, though this link has yet to impact fully on pupils' attainment.
49. Overall, the provision for spiritual, moral, social and cultural development is very good.
50. The provision for pupils' spiritual development is good. The development of pupils' self-esteem is central to the school's ethos and is firmly embedded in the teaching. Everyone is included and each individual is valued. Pupils' self-esteem is raised when they sing the school song 'Little light of mine' in assemblies and see their own work on display. They experience a sense of joy when they sing with a visitor who makes a strong contribution to the music curriculum. Art plays a strong part in providing good opportunities for pupils' self-expression and for reflecting on the work of others. Religious education gives good opportunities to consider personal beliefs and those of others. In a Year 2 class assembly, pupils had a good opportunity to think about their inner voice and reflect on it. In one assembly, pupils were asked to pray to God the way they want to and if they have no religious belief they can plan to do good. This supports pupils' spiritual development well. Celebration of achievement is well used to praise each other's efforts. Daily Acts of Worship meet statutory requirements.

education. Teaching and learning are unsatisfactory in physical education because of weak subject knowledge. No teaching was observed for Years 1 and 2 in history and geography.

32. In the small number of unsatisfactory lessons the following weaknesses were evident:
- weak subject knowledge leading to incorrect teaching points;
 - mismatch of work to the pupils' attainment so the demands on them were too great or too little; and
 - slow pace so the progress in learning was insufficient.
33. Overall, teachers' subject knowledge is weak for physical education. As a consequence pupils are sometimes not well organised to move equipment and the lesson starts very slowly. Teaching points do not help pupils to make progress as demonstrations sometimes provide incorrect examples of techniques. The level of activity in the lesson is too low so pupils do not make sufficient progress.
34. In other lessons, whilst there had been clear assessment of pupils' attainment, outcomes were not used to ensure the teaching was appropriately matched to pupils' prior attainment. For example, pupils who had limited knowledge of letters and sounds were expected to learn all the letters of the alphabet. This was too much for them to cope with. In a physical education lesson pupils were not given scope to devise their own sequence of movements and performed at a lower level than they should. In both cases pupils made unsatisfactory progress.
35. Weaknesses in otherwise satisfactory lessons included:
- time management of beginnings and endings of lessons so that pupils became restless or had too little opportunity to review their learning;
 - weak behaviour management, so that pupils were not attentive enough to their lessons; and
 - insufficient use of visual cues and resources, small steps in learning and rehearsal of vocabulary.
36. There are examples of best practice of all these features in teaching. Given that so many pupils have needs related to improving their competence in the use of English at a range of levels it is important that all lessons without exception provide practical and visual prompts. Where teaching relied only on verbal instructions and explanations these pupils required individual help to understand the tasks set.
37. Some useful examples were seen in lessons where gifted and talented pupils were given more challenging work to extend their capabilities. This is not consistent across the school and in many instances the nature of the 'gifted' or 'talented' is not sufficiently sharply identified so that teachers could take account of this in their planning.
38. Seventy per cent of the teaching staff has changed since the school was established. This high turnover of teaching staff partly explains the inconsistencies in aspects of the quality of teaching. The staffing has been stable in this academic year. As a consequence the school is well placed to build on the good practice which exists.

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

39. Overall, the quality and range of learning opportunities at all stages is good. The breadth and balance of the curriculum, overall, is satisfactory. The curriculum in Years 1 to 6 complies with statutory requirements, and the curriculum for children in nursery and reception classes reflects the Government guidelines for children of this age. The requirements of the locally agreed syllabus for religious education are being met and parents are informed of their right to withdraw their children from religious education.

51. The very good provision for moral development is supported well by the personal, social and health education programme and is also evident in the very strong caring ethos of the school. There are very clear structures for behaviour management and an effective system of rewards to promote good behaviour. All staff provide positive role models that give pupils insight into what is wrong and right. Any incident of bad behaviour is dealt with immediately and fairly. Clear messages are given to the children about how to treat property and each other. Those children whose behaviour is sometimes challenging are usually managed skilfully and sympathetically. An assembly story was well used to promote telling the truth and to live at ease with your conscience. The school belief 'Let peace reside here...' gives a strong moral message of peaceful co-existence.
52. Provision for pupils' social development is very good. Teachers encourage and provide good opportunities for pupils to work in collaboration with each other. They are encouraged to take up responsibility in their classroom and around the school. Year 6 pupils help younger pupils during lunchtimes and work as monitors in Reception classes. Staff set good examples in their relationships with each other and the pupils. Pupils respect each other's opinions, listen and give their views confidently as was seen in a personal, social and health education lesson. Many displays of notices around such as 'Happiness comes from kindness and does not come from hatred' promote pupils' social development. The extra curricular provision makes a very good contribution to pupils' social development.
53. The provision for pupils' cultural development is very good. The school provides a broad curriculum which supports pupils in developing their understanding of culture through art, religious education, geography, music, history and literature. The school community is rich in diversity and there is an emphasis on the appreciation of pupils' cultural and linguistic background. Display of pupils' writing, about famous black people in history and celebrations of Black History Month, promote positive attitudes to their own and others' cultures. Pupils' writings about their religious beliefs promote confidence in their own religion and respect for others' cultures. Pupils have visited places of worship and the school has successfully promoted a respectful attitude to other religions. Pupils were observed answering registers in other languages and there are many notices, labels and bilingual textbooks that appreciate and value pupils' knowledge of home languages. Displays around the school celebrate the school's rich cultural diversity. Visits to museums, art galleries and other places of interest further promote pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. Pupils are very well cared for by the staff. Parents and pupils appreciate this very good provision. All pupils are valued and the school's good ethos promotes very good racial harmony. There are very good procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour. The senior leadership team ensures that there is a shared understanding by all members of staff of the necessity to promote consistently the guidance given in the school's clear behaviour policy. All staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Good behaviour is encouraged in ways that make sense to the children. Playtimes and lunchtimes are well supervised. The children, whose behaviour sometimes proves challenging, are generally handled very well. The learning mentors, funded through Excellence in Cities, give very good support to children who need their help. These children are regularly assessed and evaluated and rigorous records are kept. The project development officer and her team is very involved with parents and pupils and parents know that they are welcome to see any member of staff if there are any particular needs or concerns.
55. Procedures for monitoring and supporting pupils' personal development are good. Although no formal profiles for the personal development of each pupil are kept, pupils' personal development is monitored effectively. Staff know pupils well and respond sympathetically to them individually, taking good account of any personal circumstances that may affect their learning and general well-being. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements – large and small – are all celebrated. Personal, social and health education lessons are being used well

coaches, but other games skills are weak. Pupils' understanding of the effect of exercise on their bodies and its usefulness as part of a healthy regime are also unsatisfactory.

171. The progress of all pupils and their achievement are unsatisfactory. What is to be learned is clearly set out but some lessons do not cover the correct techniques and coaching points. This means that pupils learn incorrect techniques or do not have the opportunity to learn how to develop and perform a sequence of movements. Too little emphasis is given to pupils understanding the benefits and effects of exercise.
172. Teaching and learning are unsatisfactory. Coaches in swimming and soccer make a positive contribution to pupils' learning because they are well organised and have good subject knowledge. Pupils really enjoy swimming and younger ones are beginning to show much greater confidence in entering the water and playing swimming games. During soccer lessons pupils work hard, learn the technical names of stretches and muscle groups and improve their skills. There is good cooperation between genders and skilled players support weaker players, thus helping pupils' personal development. Teachers, during gymnastics and games sessions, manage pupils quite well and show good awareness of potential health and safety issues. They do not challenge the pupils sufficiently with the tasks they offer, for example in a Year 2 lesson the pupils were asked to repeat a short hopping sequence to music. The sequence was too easy for them and the music was difficult to follow. Some of the coaching points that were offered in a Year 5 cricket lesson were incorrect and the organisation of practices was weak, leaving pupils inactive for too long.
173. Extra curricular clubs and team games, such as soccer, dance, basketball and kung fu enhance the provision for those pupils who attend.
174. The recently appointed coordinator has appropriate plans for the subject. Her energy and enthusiasm transmit themselves to her colleagues. The local authority advisor will visit soon to help improve teacher expertise and further equipment will be purchased to help improve games provision. There is currently no assessment of pupils' learning and this is part of the development plan. Monitoring of planning is unsatisfactory. Greater time should be spent on reviewing colleagues' planning and talking to pupils about their physical education lessons.

RELIGIOUS EDUCATION

175. Pupils make satisfactory progress throughout the school and by the end of Year 2 and Year 6, attainment is in line with the requirements of the locally agreed syllabus. Pupils' behaviour in lessons is good. They enjoy hearing stories from a range of different faiths and are interested to hear about the religious practices of their own and other religions. They are respectful as they explore. The majority of pupils have their own personal religion and this deeper knowledge helps to raise standards; pupils' achievement is satisfactory.
176. The youngest pupils in Years 1 and 2, learn about religious symbols connected with major religions such as the cross in Christianity and the moon and star for Islam. They discuss the importance of signs in everyday life, such as shop signs and road signs and how they help people, and relate this to signs in religion. They write with enthusiasm about their own celebration of Diwali, Christmas, Easter, birthdays, Eid and Ramadan and describe the special food, clothes and ceremonies of the celebrations. They are interested to discover the similarities and differences that exist between the major religions, for example that Christians and Muslims both fast to enhance their religious experience. They can talk with respect about how religion helps people and makes people act in certain ways by, for example, being kind or giving money to charity.
177. Year 6 develop the meanings of religious symbols, such as the Menorah in Judaism and the lotus flower in Buddhism, which is white to symbolise purity. Pupils are able to name the leaders of the main world religions and describe the good works of people such as Ghandi and Mary Seacole who were motivated by their religious beliefs to do things which benefited the human race. They are able to describe beliefs, ceremonies and practices in the main world religions and talk about how people of different religions pray in different ways and in different buildings. They know that

people get help from their religion to make the world a better place. They also know that some people who are not religious also want to achieve the same aim because of their own personal code of ethics.

178. The quality of teaching and learning is generally good and excellent in lessons where teacher's subject knowledge is extensive. Occasionally also teachers' subject knowledge is weak and the full impact of the subject material is lost. Teachers plan their lessons in accordance with the locally agreed syllabus and are careful to teach the meaning of specialist vocabulary and symbols. They enliven the subject by the skilful use of artefacts and using pupils to demonstrate religious practices.
179. There are good links with local places of worship, which enhance the subject further, for example pupils have visited St Ann's Church of England Church in Seven Sisters, the Swami Nerayan Hindu Temple in Neasden, the Regents Park Mosque and the Hendon Synagogue. Religious education is making an important contribution towards developing an understanding for the pupils of other ways of life, both in other parts of the world and multicultural Britain. It is giving pupils the opportunity to reflect on their own and other peoples' beliefs and to examine how this might impact on their own behaviour and attitudes.
180. There has been rapid improvement since the arrival of the new co-ordinator, who has given good leadership. He has put the new curriculum plans in place, promoted the subject enthusiastically and improved the range of curriculum materials, visits and religious artefacts to support pupils' learning. He monitors teachers' planning and gives effective advice to colleagues on curriculum delivery, but as yet has not received time to monitor teaching in the subject. Resources are satisfactory, accessible and generally well used in lessons. Assessment procedures and the use of ICT are not yet developed to support pupils' learning.