

INSPECTION REPORT

NOEL PARK PRIMARY SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 131881

Headteacher: Tunay Hussein

Lead inspector: Julie Hooper

Dates of inspection: 7 – 10 March 2005

Inspection number: 267398

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 – 11
Gender of pupils:	Mixed
Number on roll:	497
School address:	Gladstone Avenue Wood Green London
Postcode:	N22 6LH
Telephone number:	020 8 888 8967
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Appropriate authority:	Governing body
Name of chair of governors:	Adrian Hawkes
Date of previous inspection:	24 February 2003

CHARACTERISTICS OF THE SCHOOL

Noel Park Primary School is larger than most primary schools. It is situated in north London and serves an area of high social and economic deprivation. Ninety per cent of pupils are from minority ethnic groups and/or are Traveller pupils. Forty-two languages are spoken in the school; the most common languages are Turkish, Bengali and Somali and over 20 per cent of the pupils are at an early stage of learning to speak English. Over 30 per cent of the pupils are refugees or asylum seekers living in temporary housing so the school has a very large number of pupils entering and leaving the school at times other than normal admission and transfer. This is very challenging for the school. When pupils enter the nursery their attainment overall is very low. Throughout the school, 27.3 per cent of pupils have special educational needs and 11 pupils have a statement of special educational needs, both of which, proportionally, are much higher than in most schools. These pupils' needs cover a wide range of difficulties, but are mainly for learning, emotional and behaviour problems. Over 50 per cent of the pupils are known to be eligible for free school meals, which is well above the average. The school is involved in a wide range of national and local initiatives, for example Excellence in Cities and Sure Start, which provide support and funding to meet the very challenging needs of the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Julie Hooper	Lead inspector	Art and design
9958	Tim Page	Lay inspector	
8864	Peter Clifton	Team inspector	Mathematics Information and communication technology Physical education
27240	Tony Hooper	Team inspector	English Design and technology Music English as an additional language
11901	Pat Lowe	Team inspector	Science Pupils' personal, social and health education Geography History
32153	Maureen Panichelli	Team inspector	Foundation Stage Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective as it provides a good education for its pupils. Its positive, inclusive ethos strongly supports their learning in a safe, warm and friendly environment. The leadership of the school is very good and management and governance are good. Teaching is good overall. Pupils behave well and have good attitudes to school and their work. They take full advantage of the broad curriculum, which is enriched by a good range of extra-curricular activities. Costs for each pupil are high, and overall the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and has moved the school on very well in its development after a long period of instability.
- Standards in English, mathematics, science and information and communication technology are too low.
- The quality of teaching is good, enabling pupils to achieve satisfactorily and to make at least satisfactory progress in their learning.
- The provision for pupils with special educational needs, and for those who are learning to speak English as an additional language, is very good and their needs are met very well; learning support staff help these pupils a great deal in their learning.
- Staff teach pupils to know right from wrong and how to get on well with each other. They treat all pupils equally. Pupils from all backgrounds mix and learn together well. Good relationships exist between pupils, and between adults and pupils.
- There are very good links with parents, many of whom are becoming increasingly involved in their children's learning.
- The school looks after the pupils' health and welfare very well and provides a safe learning environment.
- There are too few opportunities for pupils to use and develop their information and communication technology skills in other subjects.
- Although improving, attendance is below that of most schools.

Despite the challenge of amalgamating the infant and junior schools, improvements have been good since the last inspection. The school no longer has serious weaknesses, as most of the key issues raised have been dealt with successfully. The good teaching and assessment procedures are beginning to have a positive impact on standards. The provision for pupils who are learning to speak English as an additional language has much improved and these pupils are well supported in their learning. Attendance is still below the national average but most pupils now arrive at school on time.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E*	E*	E*	E*
mathematics	E*	E*	E*	E*
science	E*	E*	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Most pupils achieve satisfactorily in their learning. For the past three years the school's results in the national tests for pupils in Year 6 were in the lowest five per cent in the country. A very high percentage of pupils have special educational needs throughout the school. Until very recently there has been a high turnover of staff so many pupils have gaps in their learning, especially in the basic skills of literacy and numeracy. Also a high number of pupils move into the school at times other than usual and especially

into Years 3 to 6 which causes a lack of continuity in their learning. All this has had a negative impact on pupils' learning and standards.

When they enter the nursery, children's attainment is very low in most areas of their learning. Most children achieve well in nursery and reception, though standards in all areas of their learning are still low when they enter Year 1.

Despite the improved teaching, in the current Year 2, standards are below average in reading and well below average in writing and mathematics. In Year 6, standards in English, mathematics and science are well below average. However, indications are that standards are improving in Years 1, 4 and 5. Standards are beginning to improve in reading. The grouping of pupils into ability sets for English and mathematics in Years 3 and 4 and also in science in Years 5 and 6 is having a positive impact on standards.

In information and communication technology, standards are below average in Year 2 and well below average in Year 6. Standards in religious education are in line with those expected for pupils' ages in Years 2 and 6. In art and design, pupils attain average and often better standards than expected. There was insufficient evidence to make judgements on standards in all other subjects.

The progress of pupils with special educational needs and of those pupils who are learning to speak English as an additional language is checked thoroughly. Pupils with special educational needs often make good progress towards targets on their individual education plans. Both groups achieve satisfactorily and often well when supported individually or in small groups.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. This has a significant impact on the good attitudes pupils have to their work and their good behaviour. Attendance is below the national average but improving; punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good. Teaching in the nursery and reception classes is nearly always good or better. Teachers provide very well for those pupils with special educational needs and those who are learning to speak English as an additional language. The expertise of the learning support assistants is used well to help teachers and pupils. The curriculum is broad and is enhanced by a wide range of out-of-school activities, visits and visitors to the school. There are not yet enough opportunities for pupils to use and develop their information and communication technology skills in other subjects. The accommodation and resources for learning are satisfactory overall. The quality of the care of pupils, their guidance and support is very good. There are very good links with parents and the community and the school enjoys good communication with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very effective, strong leadership and has a clear vision for the future of the school. She is committed to raising standards and providing pupils with the best education. She has built up a very good team spirit in the school and has the full support of the senior management team and staff. Governors are very supportive and make sure that legal requirements are met. They are kept well informed about the school and can, therefore, take an effective part in its management and have a clear understanding of its strengths and weaknesses. Control of the school's finances and the day-to-day management of finance are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are very happy with the education the school provides for their children. Many are impressed with the huge improvements seen over the past three years. Parents who take part in the training provided by the school appreciate the encouragement they get to be involved in the education of their children. Pupils confirmed in their conversations and returned questionnaires that they like school. They say problems are resolved quickly because it is easy to talk with adults.

IMPROVEMENTS NEEDED

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

- Raise standards throughout the school especially in English, mathematics and science.
- Raise standards in information and communication technology and provide opportunities for pupils to use and develop their information and communication technology skills in other subjects.

- Make sure attendance levels continue to rise to meet the levels in most schools.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall. Standards are well below average in reading, writing and mathematics in Year 2 and well below average in English, science and mathematics in Year 6. Pupils with special needs and those who speak English as an additional language achieve satisfactorily.

Main strengths and weaknesses

- Indications are that standards in Years 1, 4 and 5 are improving.
- Standards in reading are improving, due to the efficient teaching of skills.
- In science, the increased emphasis on investigative skills and a consistent approach to recording results are beginning to have a positive impact on standards.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	12.6 (12.5)	15.8 (15.7)
writing	11.7 (11.2)	14.6 (14.6)
mathematics	14.0 (14.6)	16.2 (16.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	23.2 (20.5)	26.9 (26.8)
Mathematics	23.0 (22.7)	27.0 (26.8)
Science	24.8 (23.8)	28.6 (28.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

1. The average point scores for 2004 in the national tests show that pupils in Year 2 attained very low standards in reading, writing and mathematics and pupils in Year 6 attained standards that were very low in English, mathematics and science. In all subjects, both groups were in the lowest five per cent of schools in the country. When compared with their prior attainment in Year 2, the achievement of pupils in Year 6 was poor in all three subjects. The trend in average point scores for both groups is below the national trend. Both groups of pupils, and especially those in Year 6, experienced more than the usual changes in teachers and the long period of instability which resulted from the amalgamation of the two schools. Because of this many pupils have gaps in their learning of the basic skills of literacy and numeracy. A high number of pupils move into the school at times other than usual and especially into Years 3 to 6 which causes a lack of continuity in their learning, although the school works hard to surmount this. One in five pupils in the school is not yet fluent in spoken English, so has to master a new language as well as learn a wide range of knowledge and skills, leaving them with a great deal of ground to make up. Some pupils' progress is held back through breaks in attendance, due to holidays or movement between schools.

2. The attainment of children when they enter the nursery is very low, especially in language and literacy, mathematical skills and their general knowledge. Although throughout their time in the nursery and reception classes they achieve well due to the good teaching, standards in all areas of their learning are low when they enter Year 1. However, standards in their personal, social and emotional, creative and physical development are slightly better.
3. In the current Year 2, standards are below average in reading and well below average in writing and mathematics. In Year 6, standards in English, mathematics and science are well below average. Both groups have a high proportion of pupils with special educational needs especially for learning. In addition, pupils in Year 6 are still suffering from the lack of continuity in their learning caused by the earlier instability in the school. Nevertheless, the targets set for the Year 6 pupils in 2005 for English and mathematics are challenging but realistic.
4. Current evidence shows that pupils in Years 1, 4 and 5 are attaining better standards, especially in mathematics and science, and are beginning to benefit from the impact of the good teaching and assessment procedures. In reading, standards are improving because of the concentrated effort the school has put in to help pupils whose home language is not English or who have special educational needs to gain the basic skills. The grouping of pupils into ability sets for English and mathematics in Years 3 and 4 and also in science in Years 5 and 6 is having a positive impact on standards.
5. In art and design, standards are average and in some displays there was artwork of above average standards. Standards in singing are as expected, but evidence was too limited to give an overall judgement on music. In religious education, standards are in line with those expected by the locally agreed syllabus; many pupils have a good knowledge and understanding of world religions. In information and communication technology, standards are below average in Years 2 and well below average in Year 6, mainly because pupils are not applying and developing their skills across the curriculum regularly enough. There was insufficient evidence to make judgements on standards in all other subjects.
6. Achievement throughout the school is satisfactory. Teachers constantly strive to fill the gaps in pupils' basic skills, but in spite of their efforts and the generally good teaching, pupils' knowledge, achievement and progress are not always as good as they could be. Good assessment systems are in place, however, and the school is quick to pick up on pupils who are not achieving as well as they should and put strategies in place to improve this. The achievements and attainment of pupils with special educational needs and of those pupils who speak English as an additional language are monitored thoroughly. Pupils with special educational needs often make good progress towards targets on their individual education plans. The achievement of both groups is satisfactory and they often achieve well when supported individually or in small groups. The more able pupils are catered for well and achieve as well as other pupils. There is no significant difference between the performance of boys and girls or other groups of pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is very good. Attendance is unsatisfactory, being below the national average. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' good attitudes, behaviour and relationships contribute well to their achievement.
- The provision for pupils' spiritual, moral, social and cultural development is very good and makes a significant contribution to their personal development.
- Attendance is below the national average but the school has managed a sustained and dramatic improvement.

Commentary

7. There have been significant improvements in pupils' personal development since the last inspection and this has led to pupils having much better behaviour and attitudes to their work and school.
8. The school stimulates in pupils a desire to learn. Nursery and reception children make sound progress in their personal, social and emotional development. Pupils' good attitudes to learning continue as they progress through the school. They show increasing interest in school life and develop greater confidence and self-esteem. Most pupils take full advantage of the range of opportunities available to them, both within the curriculum and outside school hours. The positive and inclusive climate for learning encourages courtesy and respect. The school sets very high expectations for pupils' conduct and works hard to achieve good relationships, including racial harmony. Good provision is made for pupils with behavioural difficulties through the Saturn Project. This addresses issues of self-esteem and encourages pupils to consider others and gain confidence in relationships. Pupils and parents are made aware that good behaviour is required in school, and class rules emphasise this. The school's high expectations of pupils' behaviour are supported by the use of encouragement and rewards and, where necessary, sanctions.
9. In their responses to the recent questionnaire and at the parents' meeting, a few parents expressed concerns about supervision at break times. They felt that there is some harassment or bullying. Records indicate that any such incidents are dealt with quickly and effectively and pupils' comments echoed this. During break times and lunchtimes, pupils are lively, energetic and play well together. They are very well supervised and adults deal effectively with any sign of harassment, however slight. Pupils confirm, in discussions and in their responses to a pupils' questionnaire, that they like the school and their teachers, enjoy their work and receive help when they need it. Improvement since the last inspection in pupils' attitudes and behaviour has been good. There has been only one fixed-term exclusion in the last year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	47	0	0
White – Irish	13	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	14	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	28	0	0

Asian or Asian British – any other Asian background	12	0	0
Black or Black British – Caribbean	90	1	0
Black or Black British – African	89	0	0
Black or Black British – any other Black background	5	0	0
Chinese	5	0	0
Any other ethnic group	179	0	0
No ethnic group recorded	1	0	0

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

10. Very good provision for pupils' spiritual, moral, social and cultural development contributes effectively to their personal development. Opportunities to develop pupils' spiritual awareness and self-knowledge are very good. They are built into daily assemblies, corporate worship and the curriculum. The school celebrates special events, such as Black History month, religious festivals and charitable giving. Provision for moral development is very good, and pupils' understanding of right and wrong is reflected in their good behaviour and self-discipline; most are well aware of the effect of their actions on others. All staff have a consistent approach to behaviour management and pupils who sometimes have difficulty in controlling their behaviour are managed very well. They receive very good support from other adults who work in the school and from external agencies.
11. Opportunities for social development are very good. They are incorporated into every lesson. This leads to constructive relationships, promotes a very good working atmosphere and has a significant impact on pupils' achievement. Opportunities for pupils to be enterprising and take responsibility have improved since the last inspection and are now good. They include representing their class on the school council, acting as monitors for paper recycling and taking part in paired reading with younger pupils. Pupils' achievements are recognised through special person awards, home-school reading awards, attendance 'rivers', 'going for gold' behaviour, achievement assemblies and a gold book where achievements are recorded. A wide range of extra-curricular clubs, sports activities and competitions with other schools stimulates very good social development. Pupils' learning and social skills are enhanced through residential visits, visitors to the school and day visits to museums, art galleries and other sites of interest.
12. Pupils' cultural development is very good. The school's sensitivity to the cultures and religious beliefs of its pupils and people in the community is evident in the respect that staff and pupils show towards each other. Displays, multi-lingual labelling, and the use of vocabulary from a variety of languages reflect the richness of cultures. Pupils' appreciation of their own and others' cultural traditions is very good. They are encouraged to reflect on the beliefs, practices and expectations of other cultures, in addition to those of their own culture. They show a very high level of respect for the feelings, values and beliefs of others. Activities such as African drumming make a valuable contribution to pupils' cultural awareness. Their understanding is strengthened through visits to St Paul's Cathedral, local churches, the mosque and Southgate Synagogue. The school celebrates major religious festivals, such as Christmas, Ramadan, Divali, Eid ul Fitr and the Chinese New Year. Families are invited to join in. Pupils are prepared very well for their responsibilities of living in the community of the school, the local area and the wider community.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.1

Unauthorised absence	
School data	3.1
National data	0.4

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

13. Attendance during the year 2003/2004 was very low and, although currently unsatisfactory, it has improved dramatically over the last year due to the school being very effective in engaging the support of parents. Sustained promotion of good attendance, daily monitoring and follow-up enquiries, and the innovative 'attendance rivers', which have introduced a competitive edge to good attendance with pupils, have all contributed to this improvement. Analysis reveals that attendance is better amongst older pupils where levels are now close to the national average. This is a very creditable achievement against a background of high pupil mobility. This accounts for the high levels of unauthorised absence because the school is reluctant to remove pupils from the registers for their protection until it is known where they have gone. Also, the rich diversity of cultures leads to pupils being absent from school to celebrate their religious festivals. Punctuality is satisfactory; many pupils make an effort to come to school early so that they can take part in the activities arranged by the breakfast club.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is broad and balanced and enhanced by a wide range of out-of-school activities, school visits and visitors who share their expertise with pupils. The school provides a very caring, inclusive learning environment. Pupils with special educational needs and those who speak English as an additional language are catered for very well. The vast majority of parents are very supportive of the school. The school has developed very good links with parents and the community and enjoys good links with other schools which has a positive effect on pupils' learning.

Teaching and learning

Teaching and learning are good overall. Assessment procedures are effective and used well to meet the individual needs of pupils, especially in English, mathematics and science.

Main strengths and weaknesses

- Teachers plan their lessons well and indicate clearly what they want pupils to learn.
- The basic skills of numeracy and literacy are taught well.
- Teachers manage the behaviour of pupils very well and give positive encouragement to ensure pupils do their best.
- Assessment procedures are very thorough and are used well to track pupils' attainment, achievement and progress, especially in English, mathematics and science.
- Learning support assistants are used very effectively to support pupils' learning.
- Teachers support pupils with special educational needs and those with English as an additional language very well in their learning.
- Marking is variable.

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14 (25%)	26 (46%)	17 (30%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. During the inspection the teaching and learning was mostly good or better and never less than satisfactory. This is a great improvement since the last inspection and especially so in Years 3 to 6 where teaching is now good and better than the satisfactory teaching in Years 1 and 2.
15. Teaching and learning in the nursery and reception classes are consistently good and, as a result, children achieve well in all areas of learning. There is very good teamwork between all adults and this ensures effective support for children's learning. Staff clearly know the needs of these young children. Lesson planning is detailed and provides effective learning opportunities for the range of children's abilities. Good day-to-day assessments ensure that children are given appropriate activities to promote their learning but the recording of children's progress and attainments towards expected targets is less rigorous.
16. Teachers in Years 1 to 6 plan their lessons well with a clear focus on what they want pupils to learn. They frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson, and in the best lessons, teachers assess what pupils have learnt at the end. They frequently use good questioning techniques to challenge pupils' thinking and direct their questions skilfully to challenge pupils of different abilities.
17. The teaching and learning of English and science are good. Teaching is also good in Years 3 to 6 in mathematics. Throughout the school, areas for development have been carefully identified and focused upon. For example, more emphasis is being placed on investigative skills in science and this is helping to raise standards. Key skills of reading and writing are being taught progressively and are built on systematically as pupils move through the school so that they make sound progress. In mathematics, teachers are careful to ensure that pupils' learning is based upon sound mathematical understanding. Where pupils have gaps in their learning, teachers make sure that they go back to the teaching of basic skills before moving on to more difficult work. However, this slowed up learning, progress and overall achievement for some pupils in some lessons observed. By concentrating too much on simple tasks, higher attaining pupils are not always challenged enough.
18. Teachers have high expectations of behaviour and a mutual respect exists between the teachers and their pupils. This creates a keen and fruitful learning environment. Due to the school's very positive approach to promoting pupils' personal, social and health education as they move through the school, pupils develop the confidence to work independently and collaboratively as the situation arises.
19. The school has good assessment procedures in English, mathematics and science. Information from tests taken by different year groups, together with an analysis of the Years 2 and 6 national test results, is used to identify areas for development and to set whole-school targets. Good tracking systems are in place for individual pupils to measure attainment, progress and achievement. Although assessments are made in other subjects, in general, these are not recorded formally and the school realises this needs to be developed. Marking is variable. Most teachers make supportive comments in their marking but do not often give pupils a further focus for improving their work. Pupils are becoming more aware of how they can improve in literacy and numeracy through clearly identified targets in their books, but the use and effectiveness of this is in its infancy.
20. Teachers use the information gained from evaluations and formal and informal assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. However, this varies between subjects. The information is used well to group the pupils according to their prior attainment in English and mathematics lessons in Years 3 to 6 and also in science in Years 5 and 6. It is also used well to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, achieve well and make good gains in their learning.

21. One of the main reasons why the quality of teaching is good is because of the high level of assistance given by learning support assistants. Most are very experienced and know the pupils well. They, too, are skilful at managing pupils who have behaviour problems so that

lessons move smoothly and there are very few disruptions. They make a valuable contribution to the learning of pupils with special educational needs and those who are learning to speak English as an additional language.

22. The teaching and learning of pupils with special educational needs are good. Work is matched to the abilities of the pupils and the results of assessments are carefully tracked. In Years 3 to 6, the setting of pupils in English and mathematics means that pupils' learning needs are met through a thorough, structured approach. Teachers liaise with the special educational needs co-ordinator on the identification of pupils and they develop individual learning programmes with specific targets. These are reviewed by the special educational needs co-ordinator each term and assessments are analysed to track progress made.
23. Funding from the local education authority enables the school to provide additional support for those pupils for whom English is an additional language. Much of this happens in classrooms, where learning support assistants play a valuable role in helping pupils with language needs. They are aware of the focus of lessons and the part they will play. Teachers' plans clearly identify those pupils with English as an additional language and their needs. At times, support staff take small groups of pupils with particular language needs separately. This small-group teaching is a very effective way of enhancing the development of English language skills. Several teachers and learning support assistants are bilingual and this enables them to be especially effective with pupils at the early stages of learning English.

The curriculum

The school provides a satisfactory curriculum for all pupils. There is good enrichment through activities that extend pupils' experiences beyond the school day. The school's accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum in the Foundation Stage prepares pupils well for later stages of learning.
- There is very good provision for pupils with special educational needs and for pupils who are beginning to speak English as an additional language.
- There are too few opportunities for pupils to use and develop their information and communication technology skills in other subjects.
- Enrichment of the curriculum is good.
- Links between areas of the curriculum have not been forged effectively.
- The library is rather small for the size of the school and has an inadequate stock of books.

Commentary

24. The curriculum is broad and balanced and meets the requirements of the National Curriculum and locally agreed syllabus for religious education. Planning for the core subjects of English, mathematics and science is thorough and setting in Years 3 to 6 ensures that pupils' differing learning needs are met. The school has plans to develop better links between subjects to make learning more meaningful. Literacy and numeracy skills are used to a limited extent across the curriculum so opportunities to reinforce concepts and skills are missed. Pupils do not have the chance to use and develop their information and communication technology skills sufficiently in support of other subjects. The learning opportunities offered in the nursery and reception classes are well planned and links between subjects ensure that the curriculum is lively and imaginative.

25. Provision for pupils with special educational needs and those who are learning to speak English as an additional language is very good. The close tracking of pupils' achievements determines the intervention strategies which are put into place. Pupils achieve well when working in small groups where teaching is rigorous, and they receive very good support in lessons from learning support assistants. Gifted and talented pupils are identified and their needs are met by extension projects, such as the recent involvement with The Turks exhibition by the Years 3 and 4 pupils who show a talent for art.
26. The curriculum for personal, social and health education is good following a review and the development of a comprehensive scheme of work including relationships and substance abuse. It is given high priority in the Foundation Stage to prepare pupils for effective learning. The inclusive nature of the school makes all pupils welcome and diversity is celebrated, so that all pupils are treated with respect. There is a very good induction programme when pupils start school and pupils are prepared appropriately for each stage of learning. Effective links are made with high schools to ensure smooth transition at the end of Year 6.
27. The curriculum is enriched by a wide range of clubs and activities which take place in lunch breaks and after school. There are many visitors to the school and special events such as Inclusion Week and International Evenings. Performances from theatre groups and participation in history workshops enliven the curriculum, as do weekly singing and drumming lessons. The gospel choir perform for the community and were invited to join a performance at the Albert Hall. Residential and day visits take place on a regular basis and are linked to class topics.
28. The staffing situation in the school is more stable than at the time of the last inspection. Staff have good qualifications and experience and are well suited to their various roles. There is a good programme for developing the skills of all staff through training. Learning support assistants are well trained and play a vital role in the support of pupils with special educational needs and those who are learning to speak English as an additional language.
29. The accommodation of the school, although old, is spacious and there has been extensive refurbishment of many rooms to make them more attractive. However, the layout of the building and the numerous flights of stairs would make access for pupils with physical disabilities extremely difficult. The school has adequate outside play areas, but the surface of the hard area is in poor condition. The room used for teaching small groups of early English language learners is centrally situated and has a good stock of learning resources. All classrooms have a small range of bilingual books and dictionaries, but there are very few in the library.
30. The refurbished library is rather small for the size of the school and has an inadequate stock of books. The school intends to increase this in the near future. Many classrooms now have interactive whiteboards and these are used effectively by teachers to stimulate pupils' interest and promote learning. All subjects have adequate resources of good quality, which is an improvement since the last inspection.

Care, guidance and support

Overall, the school provides very well for pupils' care, welfare, health and safety. Support, advice and guidance for pupils are good. Pupils' involvement in the school is good.

Main strengths and weaknesses

- Pastoral care for pupils and their families is strong.
- Very good relationships are based on trust and mutual respect.
- Assessment is good.
- Pupils' views are taken into account.

- Induction procedures help pupils to settle quickly.

Commentary

31. Although good at the last inspection, the school's provision for pupils' care, welfare, health and safety is now very good, because it gives a high priority to pastoral care both for the pupils and their families. The school's own family outreach officer, supported by other staff and outside agencies, provides sensitive support. This shows the school as being open, welcoming and concerned for the welfare of all its pupils. The school acts far beyond its role as an educator, and many parents rely on it heavily for support. Consequently, it has gained the confidence of parents and quickly becomes aware of emerging problems, including child protection issues, many of which are identified at an early stage. There is a robust and comprehensive health and safety policy, which includes regular risk assessment, equipment checks, and a clear chain of responsibility.
32. Pupils quickly establish very good and trusting relationships with adults who work in the school. All pupils have someone to turn to in the event of a problem and this leads to them feeling safe and valued. The diversity of first languages prevalent in the school often leads to pupils being asked to translate for teachers and other adults and this adds to the pupils' feelings of self-worth.
33. Most lessons in English, mathematics and science include good assessment opportunities; these help teachers to cater effectively for the wide range of ability levels, and inform pupils of their progress. Pupils with special educational needs are supported effectively. When pupils who speak English as an additional language join the school their needs are carefully assessed. Extremely comprehensive records are kept of pupils' progress so that staff are aware of the needs of these pupils and how best to meet them. Gifted and talented pupils are identified and provided with challenging extended activities, such as the visit to the Turks exhibition. A small group of Travellers is integrated seamlessly into the school.
34. The monitoring of personal development is thorough with records being maintained in pupils' personal files. All the effort attached to getting to know the needs of all the pupils has transformed the reputation and effectiveness of the school. Pupils' attitudes and behaviour are much improved, there have been no permanent exclusions, and achievement is now satisfactory.
35. Pupils take an active part in the development of the school through the school council. Their suggestions are listened to and acted upon. They have succeeded in opening a Friday tuck shop, and have organised fundraising for victims of the Tsunami disaster.
36. Induction is very good. All parents of children entering the nursery are offered a home visit. Pupils joining the school at other times are assessed, and allocated a buddy to help them settle into the school quickly.

Partnership with parents, other schools and the community

The school has very good links with parents and the community. Extended services, and links with other schools and colleges, are good.

Main strengths and weaknesses

- Parents and pupils hold very positive views of the school.
- Interpreters ensure that language barriers are overcome at the termly review meetings.
- Adult learning opportunities help parents to support their children's education at home.
- The school plays a central role in the life of the community.

Commentary

37. Parents and pupils hold positive views of the school. Many acknowledge the huge improvements seen over the past three years. In their pre-inspection questionnaires the overwhelming majority of parents agreed that their children like school and are treated fairly. Areas of disagreement included pupils behaving well, an absence of bullying or harassment, the school seeking parents' views, and induction arrangements. Conversations with pupils confirmed that they like school, and are able to resolve any bullying quickly because it is easy to talk about it with adults. Induction procedures were found to be very good, helped by home visits for nursery children, and support for older pupils from their peers.
38. Pupils' annual reports provide a good commentary on subject coverage. Termly progress review meetings provide parents with a better understanding of their children's progress and the standards they achieve. These arrangements ensure that all interested parents receive clear information and interpreters are available at these meetings. Much of the school documentation has been translated into community languages. Language no longer acts as a barrier to communication; an improvement since the last inspection.
39. Parents have been invited to express their views about early years' childcare, play services in Haringey and improving school lunches. The school acknowledges that more needs to be done and is planning to consult parents about homework. The school adopts an 'open door' policy, is keen to hear the views of parents, and arranges regular coffee mornings and family learning events to involve parents in the life of the school and the education of their children. Curriculum outlines give parents an understanding of what their children are learning about. Extended services provide a small minority of parents with parenting and other skills that are having a positive impact on their children's attitudes. Some parents run language clubs for pupils, which help them to celebrate their cultural heritage.
40. Since September approximately 30 parents have taken part in the SHARE (a family support project), which involves regular afternoon meetings for mothers. In their words, it has opened their lives without stress or anger, and helped them help their children by gaining an insight into education and teaching. It has also given mothers training to provide reading support and this has benefited pupils in the school. Approximately six families have taken part in a family learning project, there are English, Turkish (with teachers provided by the Turkish Embassy), and Arabic classes, and basic skills courses provided by the College of North East London.
41. Links with the community are very good. English classes for parents are provided through the Sure Start scheme which is hosted by The Salvation Army, the school is playing an active part in tracing the history of Noel Park residents, and a peace concert has been held in the school's grounds. Local agencies are engaged to support parents on a wide range of social issues such as benefits, housing, and even doctors' appointments, and this is having a positive effect on the welfare of their children.
42. The school has good links with local secondary schools. Year 10 students from White Hart Lane regularly read with Year 5 pupils in a programme for raising reading levels. Year 6 pupils discuss their feelings about moving on to secondary school and sample taster days and a workshop. Transition is well managed, with pupils' assessment records being passed on to their new schools.
43. The relationship between the school and parents of pupils with special educational needs is generally good. Most parents are supportive and they are invited to review meetings. Parents and pupils are aware of the targets on individual education plans and are kept informed of progress made on a regular basis.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good and a great strength of the school and contributes much to the school's successes. The governance of the school is good and the effectiveness of the management is good.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school and provides strong and very effective leadership.
- She has developed a very good team spirit in the school and staff understand where the school is going.
- The headteacher is extremely successful in ensuring that the school has a highly caring and inclusive ethos.
- Governors are well informed about the school and so can take an effective part in its management.
- Financial management is very good and funds are used well to achieve the school's priorities.
- The leadership and management of the provision for pupils with special educational needs and for those who are learning English as an additional language are very good.

Commentary

44. Since the amalgamation of the Noel Park Infants and Juniors, the school has been through a period of great instability. The headteacher has overseen the improvements now evident in the school with great determination. The curriculum and assessment procedures, staff morale, pupils' behaviour and attitudes to their work and the school and parental involvement have improved considerably since the last inspection. This has led to improved teaching and learning, the better achievement of pupils and, consequently, evidence of improving standards. Governors, staff and many parents have commented on the commitment and drive that the headteacher has put into improving the school.
45. The headteacher has created a great team spirit in the school and the dedication of the staff is valued. She is supported well by the acting deputy headteacher and the assistant headteacher. Both play a vital role in the management of the school and have taken the lead in overseeing many of the improvements, for example in pupils' behaviour and the fully inclusive nature of the school.
46. The role of the subject co-ordinators has become much stronger and they are becoming involved well in the management of the school. They play a key role in evaluating and improving their subject areas and are now in a good position to improve standards. An effective programme developed by a member of the senior management team has ensured that assessment procedures for English, mathematics and science are very detailed. This is enabling staff to monitor more accurately the progress made by individuals and groups of pupils. This is not so well developed in most other subjects. The monitoring of teaching and learning by the headteacher and senior staff, through classroom observations and scrutiny of pupils' work, is very effective and is helping to raise standards throughout the school. However, the high number of pupils entering and leaving the school at times other than normal, and especially in Years 3 to 6, has affected the continuity in classes; the school is working hard and, in general, successfully to overcome this.
47. The inclusive approach that the headteacher fosters supports all staff and pupils very well. In particular, there is a whole-school approach to teaching and learning and behaviour management. All pupils are welcomed into the school, whatever their background, and the achievement and standards that pupils from ethnic minority backgrounds and those with special educational needs attain are monitored carefully to ensure their needs are fully met. The induction programme for staff is very good and this has a significant impact on the strong

team spirit in the school. Performance management procedures, which identify any training needs, are good and staff undertake training to develop both their own professional needs and those of the school improvement plan.

48. The provision for pupils with special educational needs and pupils who speak English as an additional language is led and managed very well by the assistant headteacher. She is very experienced and knowledgeable of both groups of pupils and her energetic and thoughtful management has made this area of school life very effective. She is very much involved in the development and overview of the individual education plans for pupils with special educational needs. She has initiated several intervention programmes for the teaching of English and mathematics for both groups that involves all teaching and support staff and monitors their success regularly. She also monitors systems which are in place for the induction of pupils who join the school at various times during the school year. This is in marked contrast to the situation at the time of the last report, especially when the arrangements for pupils who speak English as an additional language were severely criticised.
49. School improvement planning over the last four years has been linked closely to issues to be addressed in action plans as a result of inspections. Issues have been thoroughly monitored, resulting in the considerable improvements. The current improvement plan is a good document that demonstrates a clear vision for raising standards. Achievable goals have been set, timescales and funding are realistic and methods of monitoring progress towards the goals are clear.
50. Governors are very supportive of the school and their wide range of expertise is used to good effect. The chair of governors has had a long association with the school as a governor and enjoys a close working partnership with the headteacher. Through the valuable information the headteacher gives governors and their effective committee structure, governors have gained a good understanding of the school's strengths and weaknesses. This has meant that many have been instrumental in seeing through important improvements. For example, over the last five years they have overseen the vast improvements to the building to ensure a safe learning environment. Governors fulfil their role well in holding the school to account for the quality of education it provides.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	2,181,028
Total expenditure	2,126,103
Expenditure per pupil	4,366

Balances (£)	
Balance from previous year	-101,930
Balance carried forward to the next	-47,000

51. Control of the school's finances and day-to-day management of finances are good and detailed analysis of spending is carried out regularly. Best value is sought by the governing body at all times when considering the purchase of goods or services. The school's budget deficit diminished in the financial year to April 2003. Since that time, the school has applied for and received a grant to pay off this deficit. In addition to this the school has appointed an experienced finance officer to provide specialist support. Financial information now provided to the headteacher and governing body is very good. Current projections for the year April 2004 to March 2005 are for spending to be in line with the budget plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage and its leadership and management are **good**. The children often achieve well from starting points which are very low, because of good teaching, a well-planned curriculum and good liaison with parents. This is an improvement since the last inspection. Accommodation and resources are satisfactory and all staff work together very well as a team. Assessment is used well on a day-to-day basis, but recording of progress towards the expected standards children are expected to reach is not rigorous enough. There has been good improvement in all areas of the curriculum since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are encouraged to work independently.
- Supportive relationships promote respect for adults and children in a secure, happy environment.

Commentary

52. Many children have poorly developed personal, social and emotional skills on entry into the nursery and teachers and nursery assistants work hard to instill confidence and to provide suitable role models for good social skills. The teachers and nursery assistants have good relationships with the children, who are given a supportive structure in which they learn how to interact together and with adults. Children are taught to respect and accept the differences between them and this is evident both with children with special educational needs and those for whom English is an additional language. Children learn to take turns and to collaborate well in group situations and there is a consistent approach to behaviour management. Praise and encouragement are used effectively by all adults, who are good role models as they show children the importance of considering the views and opinions of others as well as their own. In the reception classes, children's self-esteem is raised in the 'Special Person' sessions. Teaching is good and the teacher's knowledge of individuals and observations made by support staff lead all children to achieve well, although overall standards are likely to be much lower than those expected by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Speaking and listening skills are developed well across the curriculum.
- Opportunities for reading and writing are planned well.

Commentary

53. All children achieve well, despite their low starting points with the majority having no knowledge of English when they start school. Standards are still well below average, despite good teaching and an imaginative curriculum. Children make satisfactory progress towards the expected standards by the end of reception, but only a third are likely to achieve these.

Teachers and nursery assistants work hard at developing opportunities for speaking and listening and their thorough approach helps children with special educational needs and English as an additional language to understand and speak with growing confidence. In the nursery and reception classes, the emphasis on clear instructions and open-ended questioning sets challenges for the children and encourages their participation whilst developing their vocabulary. A wide range of activities helps children to attain early reading skills and they enjoy sharing books and learning new words. Drama is used well to link speaking, listening and reading in the nursery, and the children responded with enthusiasm to the Goldilocks and the Three Bears story. In reception, the story of Handa's Surprise was dramatised by the children with good support from a member of the learning support team. More able children in reception can read simple texts; others can recognise some key words or tell a story using the pictures as a guide. Phonics (letter sounds) are taught systematically in reception and occasionally in the nursery and most children's knowledge of phonics is well below average. This affects their ability to write and early writing skills are underdeveloped. In reception, children are challenged and some attempt to spell simple words when they construct sentences which link to their current theme. Role-play areas are used well to develop language skills across the curriculum.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use questioning well and a range of activities supports learning.
- Opportunities across the curriculum are planned to develop mathematical thinking.

Commentary

54. On entry to the nursery, children's attainment is very low and by the time the children enter Year 1, despite the good achievement they make, the standards are likely to be low when compared with those achieved nationally. The quality of teaching and learning is good. All staff are aware of the need to count and focus on number values from the outset; games and practical activities are used to develop skills. Appropriate mathematical language is reinforced when children build and construct or take part in creative activities. Children are taught songs and rhymes and they are encouraged to count in many situations. In the nursery, the Goldilocks story focused on counting and comparison, with appropriate emphasis on size. Most children in reception can count to ten or beyond and they are learning to order numbers to ten and to write the numbers correctly. More able pupils attempt simple addition problems. A wide range of activities is offered to support number value and recognition, including programs on the computer. Children demonstrate some knowledge of two-dimensional shapes which is reinforced by games and other activities. Learning support assistants help children with special educational needs to count items in play situations, such as in the sand tray when they count apples to link with the theme on food and healthy eating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a wide range of interesting experiences.
- Opportunities for learning about different cultures and beliefs are developed well.

Commentary

55. Most children achieve well despite their lack of knowledge on starting school. Teaching and learning are good and the curriculum is planned imaginatively so that children can develop skills through play and creative activities. Resources are good and story packs and artefacts are used very well to stimulate and interest children. The display of costumes and different types of dress in the nursery demonstrated the commitment to learning about different cultures and celebrated children's national dress. Children were guided well by the teacher when selecting materials to make teddy bear puppets and they cut and stuck fabrics effectively. Stories from different cultures promote discussion, and festivals such as Easter are celebrated, with attractive displays which the children talk about. Children in reception use the computers confidently and can operate the karaoke machine. Very few of the children will achieve all expected standards by the end of the reception year despite the significant progress they make in the nursery and reception classes.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Opportunities for developing manipulative skills are good.
- Children move with growing confidence and awareness of space.
- The areas for reception children's outdoor activities are under-resourced.

Commentary

56. Children achieve well and, by the end of reception, half are likely to attain all the expected standards, which is fewer than expected nationally. Teaching and learning are good and teachers' planning is effective. In the nursery, children have the advantage of a well-resourced outdoor area and they climb and balance on the apparatus and develop control when using the wheeled toys. The reception classes use this area on a rota basis as the resources in their outdoor areas are limited. They use the hall for gymnastics and dance lessons. They are developing an awareness of space and learning to move with control and co-ordination when using the apparatus. A range of practical activities in the classrooms encourages children to use puzzles, play-dough, pencils, tools and small building equipment well. Children with special educational needs are guided towards success by the skilful intervention of the support staff. The topic in reception teaches the children about healthy eating. This is reinforced through interesting activities such as identifying healthy foods and making fresh-fruit salad.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have experience of a wide range of materials and media.
- Opportunities for music and drama are good.

Commentary

57. Most children achieve well and overall standards will be lower than expected by the end of reception. Teaching and learning are good and teachers and support staff work together to provide a range of experiences to further children's development. Children experiment with colour and paint and some paint figures well. They discuss different colours when painting clay fruit and most know the basic colours. Activities such as making pictures with whipped soapflakes promote discussion in the nursery and children were challenged to predict the

colours which would be made with two different food dyes. Drama and role-play activities are successful when guided by teachers or support staff, although children's limited language skills hinder their progress when they play together in the role play area. Musical activities are directed very well in the nursery and the children can tap rhythms and explore sounds with confidence. In the singing lesson, which was taken by a specialist, the children sang and danced with enthusiasm and learnt about pitch, dynamics and tempo. All classes sing tunefully and the children are given the opportunity to sing at various times during the day.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards are well below average in Year 2 and in Year 6.
- There are good arrangements for pupils who need extra support.
- Teaching is now of a higher standard.
- Standards in reading are getting better.
- The systems for seeing how well pupils are doing are thorough and useful.
- The library is inadequate for the size of the school.
- Too few pupils write in joined handwriting.
- The use of information and communication technology to support learning is underdeveloped.

Commentary

58. Pupils enter Year 1 with language and literacy skills that are very low. Their achievement from Year 1 to Year 6 is satisfactory in view of their starting point. Although teaching of the quality seen in this school often results in pupils achieving well, their lack of basic language skills limits their achievement. Currently there is a high proportion of pupils in both Year 2 and Year 6 with special educational needs for learning. Another element that adversely affects standards is the high number of pupils who enter and leave the school at points other than that normally expected. This is especially a problem when admission is into Years 3 to 6. There is no difference in the attainment of pupils with special educational needs or English as an additional language. Overall, judgements are similar to those at the last inspection.
59. At the time of the last inspection, teachers were not developing the speaking and listening skills of pupils effectively. This has improved, and in most lessons seen teachers used a range of methods to encourage pupils to reply in full sentences when possible. Many teachers are skilful at putting questions that require pupils to answer with more than a few words. In a good lesson in Year 6, the teacher provided a stimulating topic and used a variety of ways to promote discussion. In Year 2, the learning support assistant worked with a group of pupils with English as an additional language. They used their home languages to name items in the story and then other members of the class asked them questions. This was an effective way of developing the use of spoken English. Pupils in Year 6 talk to visitors to the school and explain what they do in school clearly.
60. In the current Year 2, standards in reading are below the national average. This is an improvement since the last inspection. The school has used various strategies to enhance reading skills. Many of these are aimed at helping pupils whose home language is not English or who have special educational needs. Pupils use a variety of ways to read unfamiliar words. Most have a good grasp of phonics (letter sounds) and sound words out to establish meaning. They are familiar with the terms 'fiction' and 'non-fiction' but think that fiction means 'true', as do pupils in Year 6. They have no knowledge of books or authors other than their current class book. In this age group pupils read rather slowly, but correctly for the main part. In Year

6, pupils' reading standards are below the national average. They read accurately, although with little expression. They understand the main points of a story and express preferences. However, few support their views by referring to the text. Their knowledge of how alphabetical order can help in locating books and information is hazy. They understand what a glossary and an index are and name authors. Their favourites are J K Rowling, Roald Dahl and Jacqueline Wilson.

61. The standards of written work in both Years 2 and 6 are very low. Very few pupils use joined handwriting even in Year 6. This was the case at the time of the last inspection. In Year 2, pupils use a limited range of vocabulary. Higher attaining pupils spell common words correctly. The written work of pupils in the lower attaining group is often difficult to read. Few pupils use punctuation other than capital letters and full stops. In Year 6, even pupils in the highest ability group write with little punctuation, which makes their work difficult to follow. Spelling of common words is often accurate but average pupils still misspell words like 'eany' (any) and 'turnt' (turned). Generally, pupils write in simple sentences, although a few of the higher attaining pupils are beginning to develop more varied structures. In work on display, teachers encouraged pupils to use imaginative language and they used phrases like 'a transparent body, hair like fire and evil eyes like blood'. Some pupils use computers to present their work, but less word-processed work was seen than is usual. The computers in the classroom were only used in one literacy lesson during this inspection.
62. Overall, the standard of teaching is good. Teaching was never less than satisfactory and one very good lesson was seen. This is an improvement since the last inspection. In the better lessons, teachers maintain a brisk pace that encourages pupils to involve themselves fully in the lesson. Skilful use of questions helps to develop the language skills of pupils effectively. In the less successful lessons, teachers fail to use time effectively. In other lessons, teachers take too dominant a role in the lesson so that pupils' opportunities to express themselves are limited. Learning support assistants play a large role in the lessons. They are involved in planning and this gives them a very clear idea of the part they are to play. Much of their work is supporting pupils with limited English or special educational needs. Sometimes this takes place outside the classroom and these pupils benefit from the learning programmes that the school has adopted.
63. The subject co-ordinator is a leading literacy teacher within the local education authority. He has initiated several strategies to raise standards. His monitoring of written work and observation of lessons give him a good idea of what needs to be done. His management of the subject is good, and has already helped to raise standards in reading. The grouping of pupils according to their ability is proving effective in Years 3 to 6. The school follows the National Literacy Strategy for most groups but has adopted a more appropriate modified version of this to use with groups of lower attaining pupils. Assessment procedures are good and are used very well to respond to individual pupils' needs and very good systems track pupils' progress each term. Pupils are becoming more aware of how they can improve through clearly identified targets in their books. Marking is regular and positive but does not always relate to their targets or give useful guidance that will help pupils to improve their work.
64. There are suitable quantities of books in classrooms. The library, however, is small for a school of this size and has an inadequate stock of books. This was mentioned in the last inspection report. The school has ordered more books to make this a more useful resource for pupils to develop research skills. Most teachers have interactive whiteboards in their classrooms and these make a valuable contribution to the pace of the lessons. There are good resources to meet the needs of pupils who have extra support requirements.
65. Since the last inspection, standards have risen in reading, although not in writing. The teaching has improved, and there is better development of pupils' spoken English. Leadership of the subject is now more effective.

Language and literacy across the curriculum

66. Literacy skills are used to support some subjects appropriately. Teachers encourage pupils to develop their speaking and listening skills in discussion with their 'talking partners' in most subjects. Pupils write accounts in history, geography and science but this tends to be incidental rather than a planned activity for using and developing the skills. However, the school has identified the need to plan for more cross-curricular links.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are very low in Years 2 and 6.
- Progress is hampered by weak skills and gaps in pupils' knowledge and understanding.
- Teaching is consistently good in Years 3 to 6 where assessment information is used very well.
- Learning support assistants make a very valuable contribution to learning.
- The use of computers to support learning is underdeveloped.
- Systems for tracking pupils' progress and attainment are very good.

Commentary

67. Pupils come into Year 1 with very low standards in mathematics. Standards observed during the current inspection indicate some improvement. Although in Year 2 and Year 6, standards are well below average, in Years 1, 4 and 5, indications are that standards are higher. The targets set by the school for the proportion of pupils reaching Level 4 in Year 6 are higher in 2006 and realistically based on good quality assessment information. A number of factors affect overall standards. The most significant in mathematics are weak basic skills which are now improving because of the good teaching. In addition to this, the number of pupils joining the school is high and they often come with very limited mathematical and language skills. There is currently a high proportion of pupils with special education needs in both Years 2 and 6.
68. Overall pupils' achievement is satisfactory. Pupils with special educational needs and English as an additional language are well supported and the setting arrangements in Years 3 to 6 are effective. The samples of work show that pupils are making at least satisfactory progress and a significant minority are making good progress. In lessons seen, pupils achieved satisfactorily in Years 1 and 2 and well overall in Years 3 to 6. On some occasions the progress made by pupils in lessons is affected by gaps in their previous learning. For example, in a Year 6 lesson in calculating angles, progress was slowed because, although pupils understood what to do, they needed additional support to work out answers involving the more complex numbers. The samples of work also indicate that their understanding of shape and data handling are weaker areas.
69. The overall quality of teaching and learning is good. It is better in Years 3 to 6 than in Years 1 and 2. Lessons are well planned and the interactive whiteboards are used effectively as a resource. Learning support assistants make a particularly valuable contribution in all lessons, ensuring that pupils with specific needs are well supported. In some lessons they took an active part in teaching the whole class or small groups and this was done very effectively and made a very good contribution to the development of pupils' understanding. Pupils' behaviour and attitudes are good. In a very successful lesson in Year 4, the pace of learning was very good because the pupils were challenged well to develop their understanding of Venn Diagrams through very skilled questioning arising from the teacher's excellent subject knowledge. In satisfactory lessons, higher attaining pupils are not always sufficiently well challenged; they spend too much time on tasks that are too easy. On some occasions, group work is dull and does not extend understanding adequately. There are a few examples of good marking; however, marking in books is inconsistent and not sufficiently well used to identify how work can be improved.

70. Leadership and management of the subject are good. The school, with the strong support of the local education authority, has built up a hardworking team of teachers who have good teaching skills. Monitoring has been effective in overcoming weaknesses and strengthening provision. There is a good analysis of the pupils' strengths and weaknesses from tests and a very good system in place to track each pupil's progress on a termly basis. The pupils are developing an understanding of their own targets because these are clearly identified in books, but this is at an early stage of development. The use of information and communication technology to support mathematical understanding is unsatisfactory and many opportunities are missed for pupils to use computers in the classrooms.

Mathematics across the curriculum

71. The use of number across the curriculum is underdeveloped. There are some examples of measuring and recording in science and using results to draw simple bar charts, but few were evident elsewhere. Overall, opportunities to exploit skills such as data handling are being missed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Increased emphasis on investigative skills and a consistent approach to recording results are beginning to have a positive impact on standards.
- Standards in science are well below those nationally in Years 2 and 6.
- Opportunities for pupils to use their mathematical and ICT skills when recording are often missed.
- Teaching is good.
- The subject is led and managed well.

Commentary

72. Standards are well below those found nationally in Year 2 and Year 6. This maintains the position in Year 2 in the 2004 national assessment tests and represents an improvement in Year 6. There is no significant difference between the attainment of boys and girls. Although standards are rising, they are not high enough and too few pupils reach the higher levels. The achievement of all pupils, including those with special educational needs and those who speak English as an additional language, is satisfactory and improving. It is difficult in some cases to measure achievement because of the very high level of pupil mobility. Improvement since the last inspection has been good. Although standards in the national assessment tests have not improved, overall, pupils with special educational needs and those who speak English as an additional language are now making satisfactory progress, compared with not enough progress at the last inspection. This can be attributed to the fact that teaching, teachers' planning, subject leadership and pupils' attitudes have improved from satisfactory to good. The monitoring of standards and teaching has also improved.
73. Teaching is good. It was satisfactory in one of the five lessons observed, good in two lessons, and very good in the other two lessons. Strengths common to good and better teaching are the effectiveness of teachers' planning, the insistence on high standards of behaviour and equality of access for all pupils. Learning support assistants make a strong contribution to the learning of pupils with special educational needs and those who speak English as an additional language. Teachers demonstrate good subject knowledge and have the ability to encourage and engage pupils. They use a range of effective teaching methods to ensure the full participation of all pupils. Strengths of learning are pupils' ability to apply themselves to their work, and their capacity to work well both independently and

collaboratively. Their good attitudes, behaviour and relationships contribute to their acquisition of knowledge, skills and understanding. Assessment procedures are good and are used very well to respond to individual pupils' needs.

74. The increased emphasis on investigative work and the recording of results is helping to raise standards. Pupils are encouraged to predict possible outcomes, carry out experiments, analyse the evidence and present their findings. They benefit from the strong emphasis on the use of scientific vocabulary, often translated into several languages. During the inspection, pupils in Year 1 increased their knowledge of plant growth. Pupils in Years 3 and 4 carried out an experiment to separate solids from water by filtration. Pupils in Years 5 and 6 developed their understanding of forces. Older pupils are encouraged to carry out self-assessment and have some understanding of how they can improve.
75. The curriculum is enriched through visits to the Science Museum, Kew Gardens and Regent's Park Zoo. Pupils explore habitats in the school grounds and learn from visitors who talk about health and growth. Their experiences on residential visits extend their scientific knowledge. Good opportunities are provided for the reinforcement of pupils' literacy skills through the use of scientific vocabulary and the recording of results. Opportunities to develop and use their mathematical skills by recording their findings in the form of tables, charts and graphs are often missed. Pupils are given too few opportunities to use their computer skills to present the results of their investigations.
76. Subject leadership and management are good. The subject leader monitors teaching and learning and pupils' work. He has a comprehensive action plan. His aims are to improve standards in teaching and learning, develop cross-curricular links and help the school to progress towards the 'Healthy Schools Status' by 2006.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards are too low.
- Not enough use is made of ICT in other subjects.
- The computer suite is used well and teaching is raising standards steadily.
- The use of interactive whiteboards is supporting teaching and learning well.

Commentary

77. Standards are below average in Year 2 and well below average in Year 6. During the inspection, there were limited samples of work seen across all year groups. Achievement is satisfactory overall; however, skills learnt in the computer suite are not being adequately applied in other lessons and this is affecting overall standards.
78. During the inspection, three lessons of ICT were observed and the overall quality of teaching and learning is satisfactory. Teaching in the computer suite is well planned and teachers explain tasks clearly and give step-by-step guidance. Many pupils respond well and in one lesson in Year 6, achievement was good because pupils sustained their concentration with a task they did not find easy. However, the pupils' low level of skills is limiting progress and several pupils need high levels of support to achieve the set objectives. In Year 2, pupils are developing their understanding about how to enter information into a programmable toy. In this lesson, the pupils made steady progress in their learning but this was limited because some pupils spent too long sitting on the carpet observing others enter the information. Pupils with special educational needs are given appropriate additional support to ensure that they understand what to do.

79. Leadership and management of the subject are satisfactory. The co-ordinator has a very clear understanding of the strengths and weaknesses in provision. Recently, the schools focus has been to develop the use of the interactive whiteboards in lessons to support teaching and this strategy has been successful. Computers and software have been upgraded recently and regular training sessions are run for teachers. Despite these good improvements, the use of computers in lessons is minimal, with only one lesson seen during the inspection when a computer was used to support learning. The action plan for development is soundly based on an analysis of the current position in the school and the school has good capacity to improve. There has been satisfactory improvement since the previous inspection.

Information and communication technology across the curriculum

80. The current use of ICT across the curriculum is unsatisfactory and has been recognised by the school as a key area for development.

HUMANITIES

81. Work in **geography** and **history** was sampled, so it is not possible to judge overall provision, standards, achievement or teaching. Only one lesson was observed in geography and three in history.
82. Pupils in Years 5 and 6 were studying the water table in **geography**. Good links were made with literacy and with a recent science lesson, in which pupils predicted and investigated whether peat, sand, gravel, rock, pebbles and soil absorbed water or if water ran off them. The teacher ensured that all pupils understood the geographical terms used. Pupils increased their knowledge of evaporation and condensation. They showed very good attitudes to their work. Scrutiny of pupils' notebooks shows that standards of work are below expectations in Year 2 and Year 6, but are improving. Pupils use their literacy skills well when writing in a variety of forms. There is very little use of mathematical skills and computer skills. Mapping skills and geographical enquiry skills are underdeveloped. The subject makes a very good contribution to pupils' cultural development, through studies of India, world weather and mountain environments. Displays are of a high standard and demonstrate both the breadth of study and the value that is placed on pupils' work. No formal procedures exist for assessment but ongoing assessment is good and is used very well to respond to individual pupils' needs. Marking is variable and does not always help pupils to understand how they can improve. The curriculum is enriched by local fieldwork, a visit by Year 2 to Clacton and residential visits by pupils in Years 3 to 6 to Wales and the Isle of Wight.
83. In a Year 2 lesson in **history**, pupils studied the Great Fire of London. The teacher made very good use of visual stimuli and interactive technology to overcome language barriers. Pupils demonstrated a developing understanding of chronology and important events. Pupils in two Year 4 classes examined artefacts that would have been available in Tudor times, for example a pewter tankard, an inkwell, a candlestick holder and a quill pen. They used the knowledge gained to write an inventory for either a rich or poor person in Tudor times. Scrutiny of pupils' notebooks shows that standards of work have improved, but are still below expectations in Year 2 and Year 6, due to the high number of pupils with special educational needs or limited language skills. Literacy skills are used satisfactorily, but the range of writing is limited. It seldom includes eye-witness accounts, diaries, or biographies. The use of mathematical and computer skills is underdeveloped. The subject makes a very good contribution to pupils' cultural development, through studies of Ancient Egypt, Ancient Greece, the Indus Valley, Romans, Tudors and the Second World War. Displays are good and show that pupils' work is valued. Visitors to the school, visits to the British and Toy Museums, and exploration of places of historical interest during residential visits enrich the curriculum. Although there are no formal procedures for assessment, ongoing assessment is good and is used well to guide planning and to respond to individual pupils' needs.

84. Leadership and management are good in both history and geography. The subject leader provides good support for staff and pupils. She has a clear vision for the development of geography and has produced a comprehensive action plan for history, which focuses on the improvement of pupils' attainment.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and make good progress in developing their understanding and knowledge.
- The quality of teaching is good.
- The subject makes a good contribution to pupils' personal development.

Commentary

85. Only one lesson was seen during the inspection because the subject is taught in blocks on a half-termly basis. However, evidence shows that by Years 2 and 6, pupils are attaining standards in line with those expected in the locally agreed syllabus. Pupils in Year 2 have a good knowledge of Christianity. They know about the important festivals and the meaning of advent and lent. They are aware of some of the stories Jesus told, and a visit to the local church gave them a better understanding of how it functions. Pupils talk about the buildings, sacred books and festivals relating to Islam and Judaism and have visited a synagogue. They are aware of some of the things which religions have in common. Year 6 pupils have more in-depth knowledge of what happens during festivals such as Hannukah and they have dramatised the story for assembly. They know about the symbols and artefacts which are used by Christians, Jews, Muslims and Sikhs. They have written prayers and reflections on peace, although the amount of written work is limited. There are some links with art and design when pupils make rangoli patterns or Eid cards.
86. In the lesson observed the teaching was good. Teachers use resources well to enhance pupils' learning. These include visits to places of worship such as the church, synagogue and mosque, and Years 3 and 4 recently visited St Paul's Cathedral. The subject contributes very well to pupils' spiritual, moral, social and cultural education, as they learn with wonder about various aspects of religious traditions. They widen their knowledge and understanding of different cultures by learning about world faiths. The celebration of festivals in assemblies and class lessons is reinforced by community events which the school hosts. At the end of Ramadan, parents provide food for all to share, and the Harvest Festival is held outdoors to accommodate everyone. The subject is well led and managed by the headteacher who has adapted the agreed syllabus to suit the needs of the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Work in **design and technology, music and physical education** was sampled; because too few lessons were observed to make reliable judgements on provision, standards, achievement and teaching.
88. The **design and technology** work seen in books and classrooms indicates that pupils have opportunities to work with a variety of materials and techniques. Pupils make plans of their projects and evaluate their work when they have finished. This oral and written evaluation of work helps to foster literacy. In Year 6, pupils have used simple computer programs to control models of fairground rides. This has helped develop their understanding of information and communication technology. Younger pupils make puppets and containers to hold marbles. In a discussion about the subject, pupils expressed an enthusiastic interest in it. Resources for the subject are good and are kept in a central, accessible location. Projects needing accurate measurement develop the numeracy skills of pupils. The scheme of work covers the

requirements of the National Curriculum. The co-ordinator has put much effort into ensuring that the units of the scheme of work enable pupils to experience an appropriate range of materials and techniques.

89. In **music**, the scheme of work covers the areas required by the National Curriculum and helps non-specialist teachers teach the subject confidently. Singing in assemblies was of the expected standard. Pupils enjoy music and report that they learn about the music of other cultures in lessons. However, their knowledge of classical composers and their works is very slight. The African drumming lessons that some year groups participate in make a good contribution to their musical development, as does the gospel choir. Both of these activities also make a good contribution to pupils' cultural development. There are various music clubs which enhance the musical life of the school. Some pupils learn the guitar from a visiting teacher. The opportunities to take part in musical events both in and out of school contribute well to promoting the self-esteem of pupils. There are good resources, mainly tuned and untuned percussion instruments in good condition, for effective teaching of the subject.
90. In the lessons observed in **physical education**, pupils displayed a high level of interest and enjoyment and used up considerable amounts of energy. Year 1 pupils are beginning to join contrasting movements together and Year 6 pupils are developing appropriate volleyball skills. The overall planning of lessons is effective and learning assistants support the subject well. Pupils are given appropriate opportunities to evaluate their own and others' work. The co-ordinator has a good awareness of the strengths and weaknesses in the school and an appropriate plan for further development. The sports co-ordinator programme is benefiting pupils because of access to good quality coaching. The school has been successful in local basketball, netball and athletics competitions.

Art and design

Provision in art and design is **satisfactory** with good features.

Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers show that they value pupils' work by displaying it attractively.
- Pupils have gaps in the development of basic skills.
- Art contributes well to pupils' cultural development.

Commentary

91. Standards in art and design in Years 2 and 6 are as expected for the age groups. However, throughout the school, there are displays in which art work is of a high standard. This is a similar judgement to that at the last inspection. Pupils enjoy art work and as a result they achieve well. However, the school has realised that many pupils do not have the basic skills they need to meet all the demands of the curriculum. Consequently, a programme has been started to ensure all pupils develop these skills. For example, this term all pupils are studying colour mixing using the primary colours only.
92. Work on display and in sketchbooks shows that pupils use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons. They print on different materials and use paper and fabric for collage work. This was shown in some very creative work using a wide range of textiles to build up a set of pictures telling the story of the creation by the people of Benin. Some fabric paintings of Iznik tiles by pupils in Years 3 and 4 were very attractive and skilfully painted. This was also one of the many examples of teachers displaying pupils' work to best effect indicating the value they put on their pupils' efforts.

93. Pupils' study of the work of other cultures and artists contributes well to their cultural development. Banners using appliqué and fabric painting show, for example, a celebration of the different languages spoken in the school, and signs of welcome and a display of high quality work by pupils in Years 3 and 4 illustrated, in collage, the work of Jean Michel Basquait.
94. The school recognises the importance of developing the skills of pupils who show a particular talent for the subject. Earlier this term such pupils in Years 3 and 4 went to The Turks exhibition at the Royal Academy of Arts and at a workshop there, designed and painted tiles in Turkish style. Attractive displays around the school show that the individual tiles were scanned onto the computer and printed out as repeating patterns.
95. In the lessons observed, the quality of teaching and learning was satisfactory overall. In one good lesson with Years 5 and 6 pupils, the skills and techniques of colour mixing were taught very well. The teacher gave the pupils the opportunity to appraise and evaluate the observational paintings of green vegetables, painted the week before, when they experimented in mixing blue and yellow. The pupils expressed their preferences for using thick or thin paint and explained the reasons why. Some, when mixing red and orange, made the colour 'too pink' and suggested ways in which they would make it orange again. All teachers expect pupils to produce their best work and all groups of pupils participate fully.
96. The leadership and management of the subject are sound. When not teaching basic skills, the school uses a government recommended scheme of work adapted to suit its needs. Resources are adequate and are continually being built up to meet the needs of the curriculum. Currently, there are no formal procedures for assessing pupils' work. However, some informal assessments are made and through these teachers discovered that many pupils lacked the basic skills. The weekly art club is popular and pupils often produce art of a high standard.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

97. **Personal, social and health education and citizenship** were not inspected in depth. The curriculum is good and developing well. After a recent review a comprehensive scheme of work has been developed based on a thematic approach. In one of the two lessons observed, pupils in Year 2 used their literacy skills to write a set of instructions on how to clean their teeth. Good resources supported their learning. Pupils in Years 3 and 4 considered the need to always have regard for safety, for example in crossing the road. Pupils' personal development is further enhanced through religious education lessons and daily acts of worship. Emphasis is placed on values, decision-making, choices, self-esteem, responsibilities, friendship, respect for others, dealing with conflict, learning when to say 'No', and personal standards. Pupils are encouraged to develop independence, self-esteem and self-discipline, and to contribute fully to the life of the school and the community. They are given responsibilities appropriate to their age. The school provides sex and drugs education and promotes safe and healthy lifestyles.
98. The teaching of citizenship is established as part of the PSHCE programme. Pupils are encouraged to adopt roles and responsibilities within the school. Pupils in Years 5 and 6 assist younger pupils at breaktimes and lunchtimes. The views of pupils are sought through the democratically elected school council, which provides an opportunity for pupils, in turn, to take responsibility. Pupils are also taught about the responsibilities of living in a community, and the need to recognise and appreciate the values and beliefs of people from a wide variety of cultures. Older pupils are taught about democracy, through practical experience in debating issues about which they feel strongly. Citizenship of the wider world is fostered through good links with local schools, colleges and wider partnerships, strong community links, and support for a number of local and national charities. The mayor/mayress talk about their roles at assemblies, as do officers of the Salvation Army, the local vicar and other members of the community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

