

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

**Schools:**

Coleraine Park Primary	(full inspection)
Rokesley Infant	(short inspection)
Rhodes Avenue Primary	(full inspection)
White Hart Lane Secondary	(full inspection)
Blanche Neville Special school	(full inspection)

**Collective Worship & Spiritual development**

Provision for pupils' spiritual development was judged to be satisfactory in **Coleraine Park school** where *'Assemblies follow a theme, a moral story highlighting the theme is usually told, there is a time for reflection or a prayer which fulfils the statutory requirement for a daily act of worship'*.

The inspection team noted that *'Good use is made of assemblies to value the contribution of all pupils as members of the school community. Awards are given not only to those who work well or try hard but also to those who behave well or help others.'*

However, the team noted that apart from assemblies *'whilst circle time is used well to develop insight into others' values and beliefs, there are few other opportunities in lessons to reflect on who we are, why we are here and our place in the world.'*

Spiritual development was also deemed to be good at **Rhodes Avenue** where the inspection team pointed out that *'This is preparing pupils well for life in an ethnically diverse society..'* This represents a significant improvement since the last inspection. The team note that *'Pupils' good spiritual development is supported well by the strong community ethos of the school'*. They also point out that *'Although the school still does not comply with statutory requirements in providing an act of worship each day, assemblies are nevertheless moving times'*.

Provision for pupils' spiritual, moral, social and cultural development is very good and that for spiritual development is greatly improved at **Rokesley Infant school**. The team reports that *'spiritual development is fostered well across the curriculum and pupils have many opportunities to reflect on things that are precious to them and to others.'*

Although the legal requirements for collective worship are not being met in the school, the inspection team pointed out that assemblies *'play an important part in the school's life and in pupils' spiritual development..'* They report that *'Although the school does not offer formal worship or prayers as part of assemblies, these occasions still provide good opportunities for spiritual development.'* and some high quality examples of ways that this takes place both in the assemblies and across the curriculum are given.

At **Risley Avenue** inspectors judged that *'The provision for spiritual, moral, social and cultural development is good overall and underpins the school's caring ethos'*. However whilst there was good practice in promoting pupils' spiritual development through assemblies and religious education, *'few examples of planned opportunities for pupils to reflect on the wonders of the natural world were seen during the inspection and this is an area which could be more carefully considered'* The 'caring

ethos' was exemplified by drawing attention to the fact that *'The school has commendably provided a quiet room for Muslim pupils to use for prayer during lunchtime.'*

At **White Hart Lane school** provision for students' spiritual development is *'satisfactory overall.'* Assemblies take place once each week for each year group, therefore *'the statutory requirement for a daily act of collective worship is not met.'* Inspectors found that *'Assemblies rarely constitute worship, although one good assembly on the theme of 'respect' did provide some opportunity for reflection.'* The Assemblies *'now make an important contribution to students' personal development.'*

In providing for the spiritual development of all pupils *'the school makes provision for Friday prayer for Muslim students which is well attended, and a Christian group that meets weekly is well supported.'*

Religious education makes a valuable contribution to the school's provision for the spiritual, moral, social and cultural development of students, *'providing opportunities for students to explore world issues of justice, relationships and personal beliefs.'* This is a significant improvement since the last inspection.

Provision for pupils' spiritual development at **Blanche Nevile** special school is good. Pupils are provided with *'a good range of opportunities to develop insights into values and beliefs, which in turn fosters their spiritual awareness and self-knowledge.'*

Because pupils are located over four sites, inspectors reported that *'enabling them to take part in a daily act of worship requires considerable organisation.'* However commendably *'This is achieved, with the good participation of the partner schools and arrangements meet requirements.'* The result is that *'Assemblies provide important opportunities for worship and for reinforcing pupils' understanding of the beliefs of different religions and cultures.'*

## **Religious Education**

Good use of visits and visitors were reported to develop and extend the curriculum at **Coleraine Park Primary school** where pupils *'sing Christmas carols to and collect harvest gifts for local elderly folk.'* The schools' established link with the local church is noted *'the minister visits the school regularly and pupils visit the church as part of their work in art and religious education.'* However the inspectors also pointed out *'there are too few opportunities for pupils to visit non-Christian places of worship'.*

Overall this was a good report for religious education, although it points out some areas for further development. Standards in RE are average at the end of Key Stage 1 and often good at the end of Key Stage 2, however *'writing does not always reflect this as well as their discussions.'*

Across the school *'Pupils develop a sound knowledge of the major world religions with an appropriate emphasis given to the study of Christianity.'* Attainment Target 2 is also catered for *'lessons stress the development of pupils' personal responses to religious education, and the significance of religious beliefs to everyday life.'* As an example given *'One pupil wrote, 'My mum is the light of my world'. And in Key Stage 2 'they are encouraged to think about the nature and importance of belief, 'Is there such a place as heaven?', 'Why does God let terrible things like September 11 th happen?', and the significance of prayer.'*

Teachers *'have secure subject knowledge and confidence to handle sensitive subjects well,'* They *'engage pupils' attention with lively resources,'* and make curriculum links, for example by ensuring that RE contributes effectively to pupils' literacy development.

As you might expect *'Religious education is well managed.'* The Agreed Syllabus is being delivered effectively *'There is a clear curriculum plan ... that ensures that pupils progress from year to year and topics are covered in a systematic way in a reasonable depth.'*

At **Rhodes Avenue school** pupils achieve well and by the end of year 6 achieve high standards. Both Attainment Targets are being delivered effectively and pupils are being introduced to the underlying concepts of issues to do with religion. *'In a lesson observed in Year 6, the pupils discussed customs and traditions of Christian, Jewish, Hindu and Muslim weddings with sensitivity and respect.'* and *'The pupils in Year 3 have good understanding of the use of symbols in religions and their meanings, and they try to apply symbolism to their own life'.*

Links are made with other curriculum areas to support pupils' learning. Examples given include links with Art *'They have also studied religious paintings and interpreted the Biblical ideas or stories depicted in the paintings.'* and *'The pupils in Year 2...are learning to weave in art to create a huge colourful coat for Joseph.'* As well as in Design and Technology *'Year 1 combines much of its work in design and technology with religious education, with the pupils making clay divas and decorations for various religious festivals..'*

The quality of teaching is very good overall in Years 3 to 6 where inspectors note *'good use is made of religious artefacts, books and authentic materials.'* This includes religious and cultural artefacts and many examples are given which enliven the report. Attitudes to the subject are positive and pupils from a range of faiths appear to readily contribute from their own experience. *'One of the pupils from a Muslim background became 'an expert' in the subject'* and *'in a Year 4 lesson.. the teacher asked pupils from the Greek background to tell the story of Greek Orthodox Easter and the Holy week.'*

During the inspection the Agreed Syllabus had not been fully implemented and it is to be hoped that this has now happened.

In the short inspection on **Rokesley Infant school**, the team pointed out that *'the school's formal taught week does not match the national average for infant schools and a comparatively small amount of time is allocated for music and religious education.'* Unfortunately as this was a short inspection there is no report to inform SACRE of the quality of the RE offer in the limited time allocated to it.

At **White Hart Lane school** inspectors on the following strengths and areas for improvement:

**Strengths:**

- Good teaching.
- Good progress made by students with special educational needs (SEN).
- Good student management.
- Good contributions towards the spiritual, moral, social and cultural development of students.

**Areas for improvement:**

- Standards in Years 7 to 9 and in the GCSE short course.
- Procedures for assessment linked to levels of attainment.
- The setting of detailed targets, against which student progress can be identified, and sharing these with students.
- Developing further the monitoring of students' work through a systematic and planned approach.

Provisions of religious education in the sixth form does not meet statutory requirements.

Standards are disappointingly *'below the expectation for 14 year olds in relation to the Haringey Agreed Syllabus. In Years 10 and 11, attainment also below expectations in the GCSE short courses.'* However *'In 2001, standards in the GCSE full course were 29 per cent A\* - C and 80 per cent A\* - G, which was a good result.'*

Teaching in the subject is commended as having *'Lively pace and variety in lessons'* this motivates and challenges students *'very good use is made of deadlines to motivate students and keep them on track.'* Gifted and talented pupils are catered for *'there are many challenging activities that develop students' analytical skills.'*

At the time of the inspection inspectors found *'Departmental management is satisfactory. The head of department approaches the task with commitment and a clear sense of purpose and direction. There is strong support from other departmental staff.'*

It is to be hoped that full implementation of the Agreed Syllabus will help the department to drive up standards in Key Stage 3.

At **Blanche Nevile school** religious education meets statutory requirements. *'Lessons are taken predominantly with mainstream pupils in the partner schools.'*

Although pupils are making satisfactory progress, inspectors noted that *'progress for some pupils is inhibited by the considerable delay in the development of their language. Religious education includes learning about abstract concepts, such as belief, respect and trust. These, by their very nature, are difficult to understand for pupils with limitations in language.'*

A range of teaching and learning opportunities is provided including visits to a number of places of worship. *'This helps makes learning relevant to pupils and improves their understanding of the symbols relating to different faiths.'*

## INSPECTION REPORT

### COLERAINE PARK PRIMARY SCHOOL

Tottenham, London

LEA area: Haringey

Unique reference number: 102086

Headteacher: Mr. John Hill

Reporting inspector: Mrs. Mary Summers  
25455

Dates of inspection: 10/06/02 - 14/06/02

Inspection number: 230391

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

The inspection contractor was:

icp

360 Lee Valley Technopark  
Ashley Road  
London  
N17 9LN

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The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25455	Mary Summers	Registered inspector	Equal Opportunities Art	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9502	Rosalind Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	Special educational needs Mathematics Music	How good are the curricular and other opportunities offered to pupils?
23164	Penny O'Brien	Team inspector	English as an additional language Science Physical Education Religious Education	
1359	Lyne Lavender	Team inspector	English Information technology Design and technology	
20339	Vicky Plotkin	Team inspector	Foundation stage Geography History	
2731	Penny Holden	Team inspector	Foundation stage (support) English as an additional language (support)	

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Coleraine Park Primary is a large school serving 415 pupils, 218 boys and 197 girls. Pupils come from the wide range of ethnic and cultural heritages in the borough, mainly from White, Black Caribbean, Black African and other Black families. A few pupils are from Indian, Pakistani and Chinese backgrounds. Twenty-three pupils from refugee families attend the school. There are also a few pupils from traveller backgrounds on roll. Many of the White pupils are from countries outside the United Kingdom and about half of the pupils overall speak English as an additional language. About 15 per cent of these are in the very early stages of learning English. Sixty-three per cent of pupils are entitled to free school meals, which is much higher than average. The numbers of pupils with special needs and with statements of special need are above average. The school caters for 10 pupils who have severe, specific speech and language impairment and these pupils are integrated into appropriate classes for their ages, although they receive additional support from specialist staff. The school has had difficulty recruiting and retaining staff and, at the time of the inspection, three teachers were covering temporary short-term contracts and four teachers were unqualified. Many pupils either leave or join the school mid way through the year and some have recently arrived in this country. Pupils' attainment on entry to the school varies considerably but overall is well below average for their age.

### **HOW GOOD THE SCHOOL IS**

In virtually all aspects of its work Coleraine Park Primary School serves its pupils and their parents well. Strong yet sensitive leadership means that teaching is improving and that pupils achieve well during their time at the school. The school gives good value for money.

#### **What the school does well**

- Children get a very good start to their education in the Reception classes, where the teaching is of high quality and helps them make rapid progress.
- Pupils achieve well in mathematics and science, in comparison with pupils in similar schools, because of the good teaching in these subjects.
- The headteacher and deputy provide a firm steer to the school's work which ensures that it continues to improve.
- The school provides well for pupils' personal development, enabling them to become mature and responsible as they move through the school; most pupils work hard in lessons and behave well; they show high levels of respect for adults and one another.
- The school provides well for pupils with special educational needs and those for whom English is an additional language; as a result these pupils make good progress.
- The school tracks pupils' progress in English, mathematics and science well, enabling any weaknesses to be quickly identified and addressed.

#### **What could be improved**

- Standards in English are below average in Years 2 and 6, particularly in speaking and listening, and writing.
- Statutory requirements for the teaching of information and communication technology are not met and standards are below average for Year 6 pupils.
- Statutory requirements for music are not met and standards are below average at the end of Years 2 and 6.
- Standards in geography are below average for Year 6 pupils.
- The curriculum is not well enough organised to ensure that all subjects are covered in a systematic manner as pupils move through the school.

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



what they have to do to improve. Pupils with special needs and those for whom English is an additional language make good progress because of the support they are given by specialist staff.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in Reception is well organised and relevant to their needs. All subjects are taught throughout the school but some are not planned well enough to ensure appropriate coverage.
Provision for pupils with special educational needs	This is good throughout the school and enables these pupils to achieve well in relation to their starting points.
Provision for pupils with English as an additional language	Specialist staff support these pupils well and they make good progress. They do particularly well in Reception classes because of the many opportunities to practise their developing English skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Clear rules ensure pupils know the school's expectations of their behaviour. They learn how to live and work together through the good role models of staff. They learn about and appreciate their different cultural backgrounds in many lessons.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. The school keeps a close check on children's progress.

Parents are very supportive of the school. The school works hard to involve them, welcoming them warmly and providing them with good information. However, the school does not meet statutory requirements for the teaching of information and communication technology and music.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide a strong drive to the school's work and this why there has been so much improvement. Many co-ordinators do a good job but some subjects are not being led and managed well enough to ensure that all pupils receive high quality experiences.
How well the governors fulfil their responsibilities	Governors meet their responsibilities satisfactorily. They are developing useful ways of identifying strengths and weaknesses.
The school's evaluation of its performance	The school analyses information well to improve standards. For example, more pupils are now reaching national standards because of the specialist programmes that have been put in place.
The strategic use of resources	Specific grants have been used well to provide equipment and staff to support different groups of pupils and help raise standards. Subject development is not so well organised as funds are not allocated to support specific improvements.

6. In mathematics, at the end of Year 6, standards in lessons are above those expected for their age and reflect the good teaching in this subject. Standards have risen year on year in mathematics since 1997. Pupils reach good standards of numeracy, with most showing delight and confidence in their abilities. The National Numeracy Strategy has had a considerable impact on teaching and standards in the school. Its structure has ensured that pupils have developed their skills and knowledge systematically as they have become older. Work seen in Year 2 lessons during the inspection, shows average standards, which is a big improvement since last year and reflects the good, consistent teaching of the subject. The good start that the pupils are getting in Reception classes in both numeracy and literacy is having a major effect on raising standards at the end of Year 2.

7. Work seen in lessons show Year 6 pupils are at above average standards in science this year. This shows improvement since last year and also since the last inspection. This continued improvement is due to teachers' high expectations of their pupils and the fact that pupils with special needs and those learning English receive good support in these lessons. Pupils in Year 2 are working at broadly average standards for their age which also represents good improvement since last year. They are receiving a better range of practical experiences which helps them learn more effectively.

8. Standards in other subjects vary. At the end of Year 2 and Year 6 they are average in religious education, art and design, design and technology, history and physical education. Geography standards are average in Year 2 but below average in Year 6 because some aspects are not being covered well enough in lessons in some classes. Standards in information and communication technology are average in Year 2 but below average in Year 6 as many teachers lack the confidence and skills to teach all the necessary aspects of the subject. Music is below average in both Years 2 and 6 because many aspects of the subject are not covered. Provision does not meet statutory requirements.

9. There is not enough use made of literacy within other subjects to help pupils practise their reading and writing skills. There is little recording of pupils' design and technology work for example, and no written work in geography in one Year 5 class. In some history lessons, worksheets inhibit the development of literacy skills and stifle pupils' imagination and creativity with language. Numeracy is developed more effectively within other subjects. For example, measurements of results of science investigations are represented in graphs and tables and pupils measure materials to make models in design and technology.

10. Pupils with special educational needs make good progress as they move through the school. They often achieve at least satisfactory standards in their work and sometimes, as can be seen from the Year 6 national test results, exceed expectations in English, mathematics and science. Work in class and in withdrawal groups is usually provided at a suitable level, based on prior attainment, which results in pupils making good progress. Individual education plans, written by class teachers, are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are very specific and can be accurately measured to inform teachers, parents and pupils exactly when they have been met. The pupils in the dedicated speech and language class make very good progress as they receive a high level of good quality support.

11. The majority of pupils in the school are from minority ethnic backgrounds and the proportion speaking English as an additional language is high. Many pupils who enter school outside of the usual admission times have varying levels of spoken English and often have low attainment in literacy. Pupils who enter the school in Year 1 make good progress in learning English during their time at the school, and achieve standards in line with, and sometimes above, those expected nationally in mathematics and science. Pupils who join the school later with limited English make very good progress but they do not achieve the same standards as those with better fluency in English.

about the Romans and pupils in Year 6, when studying rivers, went down the Thames to Greenwich on a boat. Year 6 pupils also have the opportunity to go on a residential trip to an activity centre in Wales where they take part in outdoor and adventurous activities. This journey gives them the opportunity to develop socially and learn to live together harmoniously in an environment away from home.

35. Visitors to the school also help extend the curriculum. These include music and drama groups and instructors from local football and cricket clubs. Themed weeks, such as mathematics or poetry weeks, help to raise the profile of these subjects and give pupils extra opportunities to extend their learning in an enjoyable manner. Links are firmly established with the local community. Pupils visit Tottenham Hotspurs football club, not just for football training but also for work on computers. They sing Christmas carols to and collect harvest gifts for local elderly folk. The school also has a strong connection with a nearby church; the minister visits the school regularly and pupils visit the church as part of their work in art and religious education. Clubs include football, cricket, basketball, hockey, art and poetry. There is also a daily breakfast club at which pupils can take part in board games and sports activities.

36. The curriculum for pupils with special educational needs is good and, where possible, is closely linked to the targets in their individual education plans. Such pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Class teachers and their assistants closely monitor and track pupils' progress to ensure that they are learning effectively. Some pupils are occasionally withdrawn from lessons for additional learning support. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages. The provision in the speech and language class is very good. It is carefully planned to include many opportunities for pupils to integrate with other pupils in the parallel classes. This integration is well supported by high staffing levels and is thoroughly monitored to ensure that pupils gain the maximum benefit both socially and academically.

37. The provision for pupils' spiritual development is satisfactory. Assemblies follow a theme, a moral story highlighting the theme is usually told, there is a time for reflection or a prayer which fulfils the statutory requirement for a daily act of worship and music is played as pupils enter and leave the hall. Pupils in all assemblies are attentive, listen carefully, behave well and respond well during the time for reflection. Good use is made of assemblies to value the contribution of all pupils as members of the school community. Awards are given not only to those who work well or try hard but also to those who behave well or help others. Circle time is used sensitively and effectively to encourage pupils to think about others' feelings. Year 6 pupils are prepared for their transfer to secondary school as they join in activities that help them to reflect on their experiences, to acknowledge that it is time to say goodbye and to share their feelings about this while respecting any differences. However, whilst circle time is used well to develop insight into others' values and beliefs, there are few other opportunities in lessons to reflect on who we are, why we are here and our place in the world.

38. The school makes good provision for pupils' moral development. The school code of conduct is clearly displayed in communal areas of the school and staff adhere to it consistently. Pupils in each class, including those in reception, also agree their own class rules. Good behaviour in class and in the playground is rewarded by a system of merit points and children value this recognition and the additional playtime that they can earn. Children are very clear about the difference between right and wrong and support the school's attitude of zero-tolerance of antisocial behaviour. They understand and feel the moral force of, the school's aim that they should care for one another and are particularly aware of their responsibilities to look after those who are newly arrived in the country and speak very little English.

39. The provision for pupils' social development is good. Staff are influential role models in the relationships that they have with pupils, showing them courtesy and respecting their views. Social interactions throughout the school are generally good, even in the dining room where the poor state

additional language as it enables them to see exactly what that are aiming for. As a result all pupils are able to refine and improve their skills. Pupils work hard and concentrate very well. In some lessons too much time is spent practising skills which leaves little time to use them in a game. Pupils show a good sense of fair play when they do not win a game.

149. The management of the subject is sound. Good attention is paid to health and safety procedures in the swimming pool. The policy statement has recently been updated, but as yet there are no clear plans or guidelines to help teachers deliver the different elements of the subject, including swimming. This means there is no way of ensuring systematic development of skills. During the inspection too many pupils had to sit out of physical education lessons as they did not have their kit. There are good opportunities for pupils to take part in extra-curricular sports, including sailing and football. Year 6 pupils have the opportunity to try more adventurous pursuits on a residential visit to Pendarren. Pupils have been involved in a contemporary dance project that ended with a performance of their work on stage. Links are made with other subjects, for example geography, where the study of Benin is complemented by work on African dance.

## RELIGIOUS EDUCATION

150. Pupils in Years 1 and 2 make steady progress and reach expected standards for their age by the end of Year 2. By the end of Year 6 however, pupils' attainment is often good, although their writing does not always reflect this as well as their discussions do. Pupils in Years 3 to 6, including those with special educational needs and those for whom English is an additional language, make good progress.

151. Pupils develop a sound knowledge of the major world religions with an appropriate emphasis given to the study of Christianity. Lessons stress the development of pupils' personal responses to religious education, and the significance of religious beliefs to everyday life.

152. In Years 1 and 2, pupils express their personal responses to the Old Testament story of Ruth when they write about why their family is important to them. They look at the significance of lights at Christmas, and relate this to their own experiences. One pupil wrote, 'My mum is the light of my world'. They study religious artefacts from Judaism, and from Christianity when they visit the local parish church. They listen and respond to stories about the birth of Jesus when they prepare for the Nativity play at Christmas.

153. In Years 3 to 6 pupils begin to understand the differences and similarities between religions. They understand the importance of sacred texts in different religions, the symbols associated with them and major religious festivals. They make information posters about Islam. They reflect on significant religious figures, like Ghandi and Mother Teresa, and on role models in their own lives. Throughout the key stage they are encouraged to think about the nature and importance of belief, 'Is there such a place as heaven?', 'Why does God let terrible things like September 11<sup>th</sup> happen?', and the significance of prayer. They re-write the Lord's Prayer; 'Thank you for the shoes that are on my feet and the clothes that are on my body'. They relate the story of St. George and the dragon to concepts of good and evil, which they identify in other stories and popular entertainment.

154. In the small sample of lessons observed, teaching and learning was sound in Key Stage 1 and good in Key Stage 2. Teachers have secure subject knowledge and confidence to handle sensitive subjects well, when, for example they use role-play to discuss discrimination. Teachers engage pupils' attention with lively resources, for example pictures about St Francis, which depict his life and work. Pupils record their ideas in a variety of ways, using stories, cartoon strips, diagrams, pictures and poems. Pupils concentrate well, they have good re-call of previous learning and they apply it to their current learning. In one lesson the teacher recapped with pupils on how they should show respect for each other in a role play exercise. This respect for each other's contributions and their attentiveness enabled pupils to make good progress in their learning and understanding during the lesson. Religious education makes a good contribution to pupils' social,

cultural and moral development, and provides a meaningful way for pupils to practise their written English skills.

155. Religious education is well managed. Although there have been no lesson observations the co-ordinator has sampled pupils' work and teachers' planning to assess how the subject is taught and identify strengths and weaknesses. There is a clear curriculum plan in line with the expectations of Haringey's locally Agreed Syllabus that ensures that pupils progress from year to year and topics are covered in a systematic way in a reasonable depth. The subject is well resourced with good information for teachers on ways of presenting sensitive topics. Although good links have been made with the local parish church there are too few opportunities for pupils to visit non-Christian places of worship.



## INSPECTION REPORT

### **RHODES AVENUE PRIMARY SCHOOL**

Wood Green, London

LEA area: Haringey

Unique reference number: 102128

Headteacher: Mrs Christine Witham

Reporting inspector: Dr T Simpson  
10428

Dates of inspection: 29<sup>th</sup> April to 2<sup>nd</sup> May 2002

Inspection number: 196167

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Rhodes Avenue Wood Green London
Postcode:	N22 7UT
Telephone number:	0208 8882859
Fax number:	0208 8817090
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Cavalier
Date of previous inspection:	June 1997



## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr T Simpson	Registered inspector	Science	The school's results and achievements How well is the school led and managed?
09391	Mrs N Ball	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
24342	Mrs D Franklin	Team inspector	History Music The Foundation Stage	How well does the school care for its pupils?
15023	Mr A Haouas	Team inspector	Information and communication technology Geography Physical education	How well are the pupils taught?
24891	Mrs J Johnson	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
1963	Mrs S Raychaudhuri	Team inspector	Design and technology Art and design Religious education Equal opportunities Special educational needs	
4486	Mr M Weller	Team inspector	English English as an additional language	

The inspection contractor was:

Serco QAA Ltd  
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Herringston  
Dorchester  
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positive attitudes, very good behaviour and relationships contribute very well to their learning and personal development.

### TEACHING AND LEARNING

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

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

The quality of teaching is good and this is having a positive effect on pupils' learning and on the standards they are reaching. There are examples of very good teaching at all stages of education in the school with particular strengths in the teaching of English (including literacy), art and design and the performing arts. Mathematics (including numeracy) is also taught well. There are examples of excellent teaching in several subjects including English, mathematics, art and design and music, and in these lessons, the pupils make particularly good progress. Strong features of the teaching at the school include the high expectation and very good management of pupils' behaviour. These contribute well to the calm and purposeful atmosphere that is found in most lessons. Another high quality aspect is the range of methods employed. Activities provided for the pupils are interesting, motivate them well and contribute positively to their pace of learning. Pupils with special educational needs and those for whom English is an additional language are taught very well, which impacts positively on their progress. There is a good level of challenge in most lessons, questioning, for example, being used effectively to extend pupils' thinking. Conversely, in an occasional lesson, tasks are set which are not finely enough matched to the needs of pupils of different attainment levels, which adversely affects their potential progress. Overall, however, the quality of the teaching at the school meets the needs of the pupils well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provision is very good. The pupils are provided with a rich range of learning opportunities.
Provision for pupils with special educational needs	Planning and provision for pupils with special educational needs are very good and most make very good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Very good – these pupils are well supported and make very good gains in their English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral, social and cultural development is very good, while that for their spiritual development is good. This is preparing pupils well for life in an ethnically diverse society.
How well the school cares for its pupils	There are good assessment procedures in place which enable the school to effectively track the progress of the pupils. All pupils are very well cared for by staff and as a result feel happy and confident in the school.

The school works very well in partnership with the parents and nearly all are very satisfied with the provision it makes for their children. All statutory requirements in respect of the curriculum are met. Child protection arrangements and those for promoting and monitoring appropriate behaviour are very good.

### HOW WELL THE SCHOOL IS LED AND MANAGED

and so, for example, pupils' attainment in history is above that expected nationally. There is very good equality of access and opportunity. Provision for pupils with special educational needs is very good. Individual education plans are very well prepared with clear and measurable targets, activities and resources that enable these pupils to achieve their best. Good links have been established with the special educational needs co-ordinator of a local secondary which enhances a smooth transition from primary to secondary education. Provision for gifted and talented pupils is also developing well. The very good focus on individual pupils and their needs in most lessons results in all pupils being fully included in the life of the school. In assemblies and lessons, the specialist staff from the hearing impaired school use sign language to give the pupils access to all aspects of school life. In an achievement assembly seen during the inspection, all pupils used signing instead of clapping. This is an excellent example of inclusion of pupils from the hearing impaired school. The curriculum reflects pupils' cultural traditions and religions to raise their self-esteem and confidence. The curriculum content, books and displays reflect the diversity of culture that exists in the school and in the wider society. Pupils learn about both European and non-European cultures through art and design, music and religious education, and develop an appropriate level of respect for one another. Ethnic minority groups, their languages and cultures are celebrated throughout the school. Rhodes Avenue is an educationally very inclusive school.

17. The school has reviewed policies and schemes of work for all the other subjects and reviews all subject areas regularly. Schemes of work are a mix of the national schemes, adapted appropriately to the needs of the school, purchased schemes as, for example, in music, and the current locally agreed syllabus in religious education. The use of information and communication technology to support learning in other areas of the curriculum, however, needs further development in order to fully impact on standards. A very good range of visits, visitors, workshops and a variety of one-off events support most areas of the curriculum as they occur. This results in a rich range of learning opportunities for the pupils in which they partake with enthusiasm. Year 3, for example, visit the African Gallery at the British Museum before designing and making African masks which they subsequently use in a dance choreographed by themselves and shown in Expressive Arts Week. Year 1 visit a 'Victorian school' and experience a 'Victorian school day'. Pupils are regularly awarded places in the finals of area events like debating and essay competitions and other local events like the North London Music Festival. Workshops held include the construction of pyramids, bridge building, Indian dancing and writing.
18. The provision for personal, social and health education is good. It is based around purchased schemes and is designed not only to enhance these aspects of pupils' development, but also to include circle times which respond to the needs of the pupils or the class at times of stress. Pupils have regular circle time sessions that are included on the weekly timetable. Religious education, circle time, assemblies and science provide effective vehicles for the provision, and together are instrumental in producing the very good personal development of the pupils. Issues related to substance abuse and sex education are dealt with appropriately. The development of pupils' personal, social and health education and citizenship is also enhanced effectively and meaningfully by the school's very good policy for inclusion. The range of extra curricular activities is very good and includes gymnastics for pupils in Years 1, 2 and 3, a Christian club, football, cricket, golf, junior and infant choirs, Latin, French, drama, jazz dancing, art and 'Level 6 science'. These are well attended by enthusiastic pupils.
19. The school makes very good provision for pupils' spiritual, moral, social and cultural development and this represents a significant improvement since the last inspection. Pupils' good spiritual development is supported well by the strong community ethos of the school and the many shared moments of uplifting and exciting music. Although the school still does not comply with statutory requirements in providing an act of worship each day, assemblies are nevertheless moving times when pupils share the joy and excitement of being part of a caring and happy community. The many opportunities to explore art and express themselves through painting, drawing and sculpture also create moments of magic and wonder for pupils. Pupils are given good opportunities for reflection in lessons, and to experience pleasure and surprise at events. Through personal, social and health education, they are able to explore feelings and

72. The subject is very well led and managed, and the subject leader has clear vision as to how the curriculum can be further developed by using information and communication technology. Resources are very good and effectively managed so that pupils of all abilities and backgrounds can achieve well. Pupils' work is very attractively displayed throughout the school, celebrating achievement and adding significantly to the learning environment. It is seldom an inspection team finds a school where the range of pupils' artwork on display is judged to be exceptional. However, this is the case at Rhodes Avenue Primary. Expressive arts are central to the life of the school and are used to extend pupils' horizons. In art, the school provides visits to art galleries and visits from artists in residence. The school has applied for Arts Mark Silver for its work. Art and design is a strength of the school.

### **DESIGN AND TECHNOLOGY**

73. Due to the structure of the timetable, only one lesson was seen during the inspection. It was not possible to make an informed judgement about standards in Years 2 and 6 on the basis of a limited amount of previous work available for examination. However, taking account of a scrutiny of planning, some displays and discussion with the subject leader, it is evident that the subject is covered satisfactorily over the year.
74. Design and technology is often taught linking with other subjects of the curriculum. There are some good examples of work which link history and design and technology effectively. The Year 6 pupils design and make slippers as part of their work on the Victorians. They also design hats for their summer performance. In Year 5, the pupils visit Hampton Court and design and make a model of the palace using card boards. They also produce containers and biscuits using a range of design and technology skills. In Year 4, the pupils produce Roman sandals. In art and design, the pupils in Year 3 make African masks out of papier-mâché developing skills in design and technology. In Year 2, the pupils design and make a coat for Joseph as part of their work in art and design, design and technology and religious education. There are examples of moving toys and their mechanisms in this year group. Year 1 combines much of its work in design and technology with religious education, with the pupils making clay divas and decorations for various religious festivals. It is evident from the examples of work produced by pupils that they mainly work on some aspects of designing and making artefacts using a range of materials. Although much of this work is of good quality it is more closely related to art and design than to technology. There is evidence of appropriate levels of research, and accurate measurement and development through evaluation in the work sample from Year 5 seen during the inspection. There is a sufficient amount of work available to suggest that the pupils achieve well in Year 5.
75. No judgements about teaching and learning in lesson can be made. However, the quality of teaching was excellent in the lesson observed in Year 6. Stimulating teaching with a very brisk pace engaged pupils very effectively in the last lesson of the day. The pupils showed a very high level of participation and produced a very good amount of work. Improvement has been satisfactory since the last inspection. The school has a policy, and now uses national materials as a basis for its scheme of work to systematically plan for coverage and progression across the school. Adequate of time and resources are allocated to the subject. The available resources are centralised, but they need to be made easily available to classrooms by using a trolley. Although the subject meets statutory requirements the main focus is on designing and developing skills in cutting, joining and finishing to make a range of models and artefacts, but there is little evidence of making models using pneumatics, levers or pulleys. During the inspection there was no evidence seen of models using electricity or information and communication technology, such as control technology or computer design. Subject leadership is satisfactory.

### **GEOGRAPHY**

76. Pupils' achievements are satisfactory in the subject and they reach standards similar to other pupils of their age by the end of Years 2 and 6. Overall standards have been maintained since the last inspection. In Year 1, pupils learn about China through artefacts and model a guide

Pupils work in groups, taking particular roles, and use curling and uncurling movements to mimic the spreading of disease. The majority show control and co-ordination as they refine their performance, paying particular attention to the flow, speed and overall quality of movement. In Year 5, in athletics, pupils show sound body control. They compare and contrast each other's styles. They understand why warming up is important and work hard to improve their performance. Emphasis given to the development of skills results in good achievement, with pupils coaching each other, ensuring a good level of challenge. In Year 6, the majority use the correct technique to throw the javelin. This is mainly due to the expertise of the external coach, the clarity of instructions and the effective demonstrations provided to ensure that all pupils are giving of their best.

92. Pupils' attitudes to learning in physical education are positive throughout the school. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions - especially those related to safety. They work well individually and with a partner and help willingly when asked to carry equipment at the end of sessions. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in athletics, where through careful questioning and demonstration, pupils were enabled to apply skills as the coach paused to evaluate their performance and offer guidance. Effective management skills result in well behaved pupils who respond well to instructions.
93. The physical education curriculum is enhanced by a number of extra-curricular sporting activities including football and gymnastics, both of which lead to awards - as well as country dancing. Provision is enhanced also by the contribution of external coaches and parents to golf and cricket practice. Year 6 pupils enjoy good opportunities for outdoor and adventurous activities as a key feature of a camp trip. Pupils have the opportunity to take part in a range of competitive games in conjunction with other schools. Good provision is made for pupils to swim with the majority achieving well. The co-ordinator provides effective guidance to her colleagues. Since the last inspection, inconsistencies in planning in Years 1 and 2 and the lack of control among a minority of pupils have all improved significantly.

## RELIGIOUS EDUCATION

94. By the end of Year 6 pupils achieve well and standards are above those expected in the assessment framework of the Qualifications and Curriculum Authority's scheme of work. This reflects that the school has maintained its standards in Year 6 since the last inspection. No judgements about standards at the end of Year 2 and about teaching and learning in Years 1 and 2 were made during the inspection because of insufficient evidence.
95. By Year 6 pupils demonstrate a good knowledge and understanding of important principles and practices relating to Christianity and other major religions. They have learnt about the Ten Commandments, and related these to today's life. They have also studied religious paintings and interpreted the Biblical ideas or stories depicted in the paintings. Pupils' knowledge of Judaism is shown in their detailed writing of the story of Hannukah. They are learning to compare and contrast rites of passage across religions. In a lesson observed in Year 6, the pupils discussed customs and traditions of Christian, Jewish, Hindu and Muslim weddings with sensitivity and respect.
96. The pupils in Year 1 learn about different kinds of celebrations and festivals such as birthdays, weddings, Christmas, Diwali and Hannukah. They record in words and pictures the celebrations they have attended. The pupils in Year 2 learn the stories that Jesus told. At present, they are learning to weave in art to create a huge colourful coat for Joseph. As pupils move up the school their achievement is good in Years 3 to 6. Throughout these years pupils develop an understanding of different religions, their signs, symbols and practices - particularly of Christianity. The pupils in Year 3 have good understanding of the use of symbols in religions and their meanings, and they try to apply symbolism to their own life. In a lesson observed in

Year 3, the pupils produced drawings of their special meals and explained symbolism of each choice. One of the pupils explained: ' Fried egg is for warmth and love as it reminds me of the sun.' In Year 4, the pupils learn about the significance of the Bible to Christians and the pupils in Year 5 visit a local church to study the pictures in the windows that tell them about important events in Jesus' life. Throughout the year, there are displays celebrating similarities and differences in festivals from the major religions, including customs, practices, food and clothing associated with such festivals.

97. The quality of teaching is very good overall in Years 3 to 6. Good use is made of religious artefacts, books and authentic materials. In the lesson in Year 6 on weddings in different religions, the teacher enlivened the subject by letting pupils handle and try out some of the wedding costumes of Muslim and Hindu weddings. The pupils readily expressed interest and enthusiasm and contributed to the lesson from their own experiences. One of the pupils from a Muslim background became 'an expert' in the subject and the teacher frequently asked for him to tell the class what he knew. Building on pupils' knowledge and experiences of their own religion was a strong feature in a Year 4 lesson where the teacher asked pupils from the Greek background to tell the story of Greek Orthodox Easter and the Holy week. The teacher used a range of artefacts to explain the Holy Communion and the pupils were able to explain the significance of the Last Supper. Teachers know their pupils very well and manage them very effectively, which results in high level of motivation and participation of pupils in lessons.
98. Although there were no major issues in the last inspection the school has developed the subject further by reviewing the policy and adopting national schemes of work while the locally agreed syllabus is being updated. The subject leadership is good in identifying priorities for development such as assessment. Much useful work has taken place in the careful selection of books and resources to meet the expectations in the schemes of work currently used. Religious education makes a very important contribution towards developing pupils' understanding of other ways of life, both in other parts of the world and within multi-cultural Britain. There was little evidence during the inspection of information and communication technology being used to support the subject.

# INSPECTION REPORT

## **ROKESLY INFANT SCHOOL**

Crouch End

LEA area: LB Haringey

Unique reference number: 102107

Headteacher: Jane Eaton

Reporting inspector: Michael Buckley  
30517

Dates of inspection: 11<sup>th</sup> and 12<sup>th</sup> June 2002

Inspection number: 245117

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Hermiston Avenue Crouch End London N8 8NH
Postcode:	
Telephone number:	(0208) 340 7687
Fax number:	(0208) 340 8056
Email address:	<u><a href="mailto:RokeslyInfant.School@haringey.gov.uk">RokeslyInfant.School@haringey.gov.uk</a></u>
Appropriate authority:	The Governing Body
Name of chair of governors:	Janet Katz
Date of previous inspection:	3 <sup>rd</sup> November 1997



## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
30517	Michael Buckley	Registered inspector
9173	Sarah McDermott	Lay inspector
27301	Cynthia Messom	Team inspector
5565	Bimla Thakur	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33, Kingsway  
London  
WC2B 6SE

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average infant and nursery school for boys and girls aged from three to seven years. The nursery has 26 places for both the morning and the afternoon sessions. There are 237 pupils in the classes from reception to Year 2, with three classes in each year group. There are approximately equal numbers of boys and girls and about one pupil in every three is from a minority ethnic group. This proportion is close to the average for outer London. The largest minority group is Black African but there are smaller groups, including several refugees, from many other countries. Nearly 30 per cent of pupils are learning English as an additional language and this figure is also close to the average for outer London. The main home languages are Somali, Turkish, Urdu and Bengali. Only 39 pupils (15 per cent) are registered as eligible for free school meals, a much lower figure than the national average. Altogether, 32 pupils (11.5 per cent) are recognised as having special educational needs and two pupils (0.8 per cent) have statements identifying the additional external help they require. Both figures are well below the respective national averages. The most common needs are for help with dyslexia, or with learning or behavioural difficulties. The attainment of most pupils when they enter the school is close to the level expected nationally.

### **HOW GOOD THE SCHOOL IS**

This is a more than usually effective school where pupils' achievements are good and their behaviour and personal development are very good. Teaching is consistently good and often very good and leadership and management are very good. Despite very high unit costs, the value for money provided is good.

#### **What the school does well**

- The quality of teaching and learning is consistently good and often very good.
- The curriculum is well planned, relevant and enriched, with good cross-curricular links.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils display very positive attitudes to school and their personal development is very good.
- The headteacher, the senior staff and the governors provide very high standards of leadership and management.

#### **What could be improved**

- Procedures for monitoring attendance and lateness and for promoting better performance in these areas.

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

In addition to the key issue above, the school's formal taught week does not match the national average for infant schools and a comparatively small amount of time is allocated for music and religious education. The statutory requirements for daily collective worship are not being fully met, although assemblies play an important part in the school's life and in pupils' spiritual development.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in November 1997, the school has made very good progress overall. It has successfully tackled all the key issues identified then, making good improvements to the curriculum, to management and to procedures for assessment as well as to provision for pupils learning English as an additional language. There have been very good improvements in the provision for pupils' spiritual development and high standards have been maintained in teaching and in pupils' attitudes and behaviour. Standards of attainment are steadily rising, year on year.

10. The school provides no extra-curricular activities at lunch times or after school but the curriculum is greatly enriched in other ways. For example, there are many educational visits to places of interest, such as Woburn Abbey, the Bruce Castle Museum, other museums, art galleries, theatres and local parks. The school successfully attracts a wide range of visitors, including artists, poets and musicians and the quality of some of the work produced as a result is outstanding. Pupils also have the experience of helping to raise money for local and national charities.

**Very high quality of provision for pupils' spiritual, moral, social and cultural development.**

11. Although the school does not offer formal worship or prayers as part of assemblies, these occasions still provide good opportunities for spiritual development. For example, in one assembly, pupils were shown items that each of the teachers had chosen to put in a box and were invited to think about why they were so special. This led to them reflect on what they thought was important in life and what one should treasure. One pupil touchingly suggested that memories were special and that one should treasure them in one's heart. Such opportunities are further extended through the teaching in most of the subjects of the curriculum. There is good evidence of pupils exploring their emotions through music and expressing them through the medium of art and there is strong creative development evident in the classroom displays. When questioned about their art work in science, a pupil in Year 2 said, 'I enjoy this art work because I like thinking about patterns'; another said, 'We had to think about patterns in nature. I think nature is very beautiful'; and a third, 'Nature makes me feel calm'.
12. The school has a new 'positive behaviour' policy. This is very clear and understood by everyone, providing a secure framework for pupils' social development. Teachers have very firm and clear expectations of behaviour. Assemblies are used very effectively to impart moral values and to encourage pupils to reflect on their responsibilities to others. Pupils are encouraged to mix with one another and, on occasions such as lunch times and play times, they are often provided with a framework for social behaviour. Lunchtime supervisors as well as teachers play an important part in creating a climate where pupils feel happy and confident. Pupils are kind to one another and share their toys and games. They are sympathetic to one another and helpful if someone is hurt or upset. Social interactions are encouraged from the earliest age, for example through 'fruit time' and sharing in the nursery, and teachers ensure that nobody is left out. Routines established in the Foundation Stage, such as washing hands, identifying and using their own coat pegs and fruit time, provide children with a sense of belonging to a well ordered community. Pupils recognise that 'everyone belongs' in this school and they made sure that the inspectors knew how they felt.
13. Art work is very carefully executed, with great attention to detail, and teachers and pupils take great care with its presentation, often mounting it in striking and creative ways. There are outstanding displays in classrooms and around the school showing the use of a wide range of media and styles with very creative and original ideas. Teachers make good use of source material, such as Van Gogh's 'Sunflowers' and pointillist techniques. Powder paint, water paint, poster paint, silk paintings and wax resist techniques are all well used, as are some computer paint programs. Pupils have produced very closely observed drawings of trees and their foliage and self portraits, as well as coloured paper mosaics and pictures, collages and get well cards, using a range of media, including crayons, charcoal, water paint, chalks and felt tip pens. Displays also illustrate learning in other subjects. These include the Great Fire of London, Joseph and his Coat of Many Colours, good pictures of the skeleton, pictorial maps and plans for a water garden; batiks of rain forests and woodlands and land and water creatures. There are very carefully observed drawings of various animals from photographs, illustrations for books and designs for book jackets. Pupils have produced very good drawings and paintings, reflecting the experiences gained on educational trips to locations, such as Bruce Castle Museum and a Greek Orthodox church. Others have created colourful and well-designed safety posters.



## INSPECTION REPORT

### **WHITE HART LANE SCHOOL**

Wood Green, London

LEA area: Haringey

Unique reference number: 102158

Headteacher: Mr David Daniels

Reporting inspector: Mr Graeme Clarke  
1547

Dates of inspection: 22 – 26 April 2002

Inspection number: 223009

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of students:	11 to 18 years
Gender of students:	Mixed
School address:	White Hart Lane London
Postcode:	N22 5QJ
Telephone number:	020 8889 6761
Fax number:	020 8365 8164
Appropriate authority:	The governing body
Name of chair of governors:	Ms Monika Beutel
Date of previous inspection:	March 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1547	Graeme Clarke	<i>Registered inspector</i>	Equal opportunities.	What sort of school is it? How high are the standards? The school's results and achievements. How well are the students taught? How well is the school led and managed? What should the school do to improve further?
11041	Marvyn Moore	<i>Lay inspector</i>		Students' attitudes, values and personal development. How well does the school care for its students? How well does the school work in partnership with parents?
12844	Mick Saunders	<i>Team inspector</i>	English. Drama.	Literacy.
31100	Geoff Hunter	<i>Team inspector</i>	Mathematics.	Numeracy.
19043	David Lewis	<i>Team inspector Sixth Form Co-ordinator</i>	Science.	
31685	Val Girling	<i>Team inspector</i>	Art and design.	
7084	Jack Haslam	<i>Team inspector</i>	Design and technology.	
20825	Brian Ogden	<i>Team inspector</i>	Geography.	
18447	Ron Cohen	<i>Team inspector</i>	History.	How good are the curricular and other opportunities offered to students?
8052	Ken Mckenzie	<i>Team inspector</i>	Information and communications technology.	
15075	Bryan Stephens	<i>Team inspector</i>	Modern foreign languages.	
23499	Howard Seymour	<i>Team inspector</i>	Music.	
8329	Gillian Salter-Smith	<i>Team inspector</i>	Physical education.	
4372	Ralph Fordham	<i>Team inspector</i>	Religious education.	
16982	Peter Nathan	<i>Team inspector</i>	English as an additional language.	
7926	James Bowden	<i>Team inspector</i>	Special educational needs.	

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an above average size mixed comprehensive school which caters for 1142 students of ages 11 to 19, including 81 in the Sixth Form. It serves a number of wards in the Haringey area of London where there is significant social deprivation. The roll has fallen by about 100 over the past three years. Less than a fifth of students come from a white UK heritage, and the others have a very wide range of ethnic backgrounds, mainly from Europe, Asia Minor and Africa. Eighty three per cent are learning English as an additional language and speak mainly Turkish, Kurdish, Somali, Bengali or Albanian. Sixty six per cent have free school meals. Thirty seven per cent are on the register of special educational needs. These are well above average figures. The proportion of students with statements of special educational needs, 2.7 per cent, is about average. Students' levels of attainment when they join the school are very low in comparison with the national average. Many students come from refugee or asylum-seeker families and have had a disrupted education beforehand. Students with English as an additional language and special educational needs are additionally supported through the school's involvement in the Excellence in Cities initiative and from the Ethnic Minority Achievement Grant. Severe difficulties in recruiting staff have been resolved by employing registered overseas teachers and graduate trainees.

### **HOW GOOD THE SCHOOL IS**

White Hart Lane is an improving school that is providing a satisfactory education for its students. Although standards of attainment in national tests and examinations are well below average, students are now progressing and achieving satisfactorily as a result of teaching which is good overall. The school is inclusive and harmonious, with good behaviour, relationships and respect for others. Punctuality and attendance, which is improving, are poor. The new headteacher, senior staff and governors give effective leadership and are managing the school well. Overall the school provides satisfactory value for money.

### **WHAT THE SCHOOL DOES WELL**

- Promotes good relationships, and respect for the feelings, values and beliefs of others through very good personal, social and health education;
- makes good use of the contribution of the community to students' learning;
- has very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour;
- makes very good provision in Turkish, drama, and catering for Years 10 and 11;
- has identified very appropriate priorities for development;
- leadership and governance offer very clear direction to the work of the school.



## WHAT COULD BE IMPROVED

- Standards of attainment, particularly in English, mathematics and science;
- the quality of the curriculum, the specialist teaching, and the support within subject teaching for students with English as an additional language or special educational needs;
- attendance and punctuality to lessons;
- the arrangements for monitoring and dealing with health and safety issues, and for maintaining up-to-date child protection procedures;
- the way students' attainments and progress are assessed and the clarity of this information in annual reports for parents;
- arrangements for meeting statutory obligations for daily acts of collective worship, physical education in Years 7 to 9, information in the special education needs policy, and for the performance management of teachers;
- the use of homework to reinforce learning in lessons.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000. Good improvement has been made and the school no longer has the serious weaknesses found at that time. New staff with management responsibilities have ensured literacy development is now good and numeracy satisfactory. Teaching of information and communications technology is well established, and used effectively in many subjects, but not all. More specialist teachers and graduate trainees have been appointed: teaching has improved, and is now good overall. However, the quality of support in specific lessons for students with English as an additional language and special educational needs has not been improved as much as it should. Arrangements to monitor and improve attendance are working – attendance has improved by four per cent – but it is still poor, and improvements to monitor attendance in lessons are needed. The leadership group have made significant improvements to standards of behaviour and have reduced exclusion levels impressively. Daily assemblies now make an important contribution to students' personal development. Spiritual development is satisfactorily developed in the curriculum, and plans are in place to increase the range of vocational courses in Years 10 and 11. A new leadership group is working effectively with governors to manage and evaluate the development of the school.

## STANDARDS

The table below shows the standards achieved by students at the end of Year 11 and Sixth Form students at the end of Year 13 based on average point scores in GCSE and A Level/AS Level examinations.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
GCSE examinations	E*	E*	E*	E
A Levels/AS Levels	E	E	N/A	N/A

Key	
<i>Well above average</i>	A
<i>Above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, except that physical education in Years 7 to 9 does not meet requirements and there is no daily act of collective worship. Enhanced by a good range of extra-curricular activities. Careers education and guidance are of good quality. Links with the community are used effectively to enhance learning.
Provision for students with special educational needs	Unsatisfactory. However, the decline in the quality of provision after the last inspection has been halted. Recently implemented procedures, together with the commitment of those responsible, show that the school and special needs department have the capacity to greatly improve provision.
Provision for students with English as an additional language	Unsatisfactory overall. The new induction course in Years 7 to 9 supports language learning well, but teaching in Years 10 and 11 is unsatisfactory and the subject knowledge of some English as an additional language teachers is weak. New approaches to literacy and English as an additional language have improved teaching in most subjects. In class support teaching is unsatisfactory because it is poorly planned and badly administered.
Provision for students' personal, spiritual, moral, social and cultural development	Personal social and health education is very good. Teaching for all students is always good, mostly very good and occasionally excellent, making a very good contribution to the spiritual, moral, social and cultural development of students. Provision for moral and social development is very good, cultural development is good, and that for spiritual is satisfactory.
How well the school cares for its students	Arrangements for child protection and monitoring health and safety matters are poor. By contrast, a very well developed pastoral system cares well for students with differing cultures and faiths. Procedures for assessing attainment and progress, and for tracking progress by individuals and groups are now satisfactory.

The school works hard and well to support and respond to parents. Arrangements for informing parents of their children's progress in meetings are good but information is not clear enough in annual written reports. The quality of information in newsletters and the prospectus is good, and helpfully is given in four languages. Active *share groups* work well with the school to discuss and resolve items of common and community concern.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has a clear vision, and gives purposeful leadership focused on raising achievement and on promoting the ethos of an inclusive school. The new leadership group is equally dedicated and diligent in promoting the aims and values of the school. Pastoral management is developing well. Subject department management ranges from satisfactory to very good.
How well the governors fulfil their responsibilities	Unsatisfactory because statutory obligations not met at present are: teachers' performance management, specific information in the special educational needs policy, the physical education curriculum in Years 7 to 9, daily collective worship, and Sixth Form religious education. Governors fulfilled an important obligation in addressing the serious weaknesses in the previous inspection and, with the headteacher, now give the school direction for the future. Involvement in review meetings gives a good grasp of strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. A review of the school's situation, at the beginning of this year, has focused very appropriately on key aspects of students' behaviour, attendance and teaching quality to improve conditions for learning. A programme of self-evaluation to improve teaching has begun in English and mathematics.
The strategic use of resources	Financial procedures ensure sound administrative control. 'Excellence in Cities' funds successful learning mentor support in a range of settings. The value of the ethnic minorities achievement grant is not being realised. Best value principles are rigorously applied to spending. Performance information is used to make comparisons and set improvement targets. The school has challenged itself by carrying out a survey of the views of students, parents and staff on important issues.

Sufficient suitably qualified and experienced teachers ensure the curriculum is taught at least satisfactorily in most subjects but there are not sufficient learning support staff for special educational needs. Much of the accommodation is dilapidated but all is being replaced or refurbished. Resource levels are unsatisfactory, especially up-to-date computers and books.

make progress towards the targets set by teachers in the lesson. A small group of challenging Year 7 boys is working with two special needs support teachers in a neighbouring nursery school, which is an unusual arrangement aimed at supporting their learning in art. High expectations, enthusiasm and effective use of praise encouraged students to contribute to the production of a large snake design on the playground for nursery children's play.

52. Teaching provides extended tasks that stretch more able students in English, design and technology, French, Turkish and religious education. Instrumental lessons for musically talented students and opportunities in athletics enable talented students to excel. However, progress and achievement are unsatisfactory where able students are not sufficiently challenged through suitably demanding work, such as in mathematics and geography, and in mixed ability classes in English. Higher attaining students are not as well attended to as those whose learning needs are more obvious

53. The personal social and health education (PSHE) teaching team as a whole has developed very good expertise and uses a range of skills that enable students to reflect upon the topics as well as learning about them. In turn, teaching is always good, mostly very good and occasionally excellent. Students become secure in their knowledge and so approach topics with confidence. Staff and student relationships are very good, enabling students to develop their own opinions and attitudes in an atmosphere of trust.

## **Sixth Form**

54. Teaching in the Sixth Form is good overall and makes a positive contribution to students' good learning and progress. As yet, however, the impact of this good teaching has not been realised in improving standards in external examinations in all subjects. Seventeen lessons were observed as part of the inspection of Sixth Form provision, including lessons in Turkish, Spanish, drama, business and ICT. The teaching in eight of these lessons was good and in five it was very good. One unsatisfactory lesson was seen in the Sixth Form. There is no data available to indicate whether teaching has improved since the last inspection, but all the available evidence indicates that the high standards of teaching in the Sixth Form have been maintained. However, there has been a significant improvement in teaching in Years 9 to 11 since the last inspection, and the benefits of this will certainly be felt in the Sixth Form in due course, in terms of students' attitudes to their work and the standard of their prior attainment.

55. Teaching is very good in catering and biology, good in English and art, and satisfactory in mathematics. There are examples of very good teaching in biology, drama, and catering. The strengths of these lessons include: good development of communication and literacy skills in biology, use of paired activities in drama and biology, and teamwork in catering and English. This emphasis on students working together helps them to gain in confidence, supporting the development of collaborative working patterns and independent learning skills. Other strengths in Sixth Form teaching include teachers' good subject knowledge and well-structured lesson plans, though in some lessons the learning objectives were not openly shared with students.

56. The number of students in Sixth Form teaching groups varies considerably from year to year and in some subjects classes are very small. In such cases, for example Year 12 mathematics and Year 13 biology, opportunities for class discussion are very limited. Students develop their independence more slowly in these subjects because they do not have opportunities to interact with other students.

the delivery of students' personal development. The relationship of the course objectives to the school's curriculum is well structured and appropriate. It is an important pastoral tool that enables students to develop skills, attitudes, values and independence of thought, feelings and actions. The programme is broad, balanced and well planned throughout to meet the needs of all students. Topics include attitudes to bullying, sex and drugs education, ethical issues, human rights, democracy, and survival skills. They provide good opportunities for students to develop good attitudes, values and citizenship skills. The development of PSHE is very well managed, with a strong vision and a clear sense of purpose and direction. The citizenship programme is clearly developing in preparation for its inclusion into the curriculum in 2002.

### **Spiritual, moral, social and cultural development**

72. Provision for students' spiritual development is satisfactory overall. Assemblies take place once each week, for each year group. The statutory requirement for a daily act of collective worship is not met. Assemblies rarely constitute worship, although one good assembly on the theme of 'respect' did provide some opportunity for reflection. However, the school makes provision for Friday prayer for Muslim students which is well attended, and a Christian group that meets weekly is well supported. There is some evidence of opportunities in subjects for spiritual development, but this is inconsistent and lacks structure. The PSHE programme contributes little in this area. The religious education curriculum makes a good contribution; for example students are encouraged to consider and respond to questions about the meaning and purpose of life. In design technology, teachers help students to recognise their own creativity and identify it in others. In art, an excellent lesson on imagery enabled students to examine their inner self and put themselves in the shoes of others. In English, the study of literary texts invites empathy with certain characters, and the understanding of their feelings and impulses assists students to develop and give expression to their innermost thoughts and feelings. Opportunities for students to reflect on their experiences were also evident in drama. However, opportunities are missed in other subjects to develop this aspect of the curriculum.

73. Provision for moral development is good. The school has clear expectations of students knowing right from wrong, and students respond well when they are corrected. The headteacher and staff are excellent role models. Assemblies make a significant contribution. Opportunities are targeted largely through the PSHE programme, providing for the development of attitudes and values through discussion. Several subjects contribute well in providing opportunities for moral development. In religious education, students are able to respond to aspects of morality using their knowledge of religious and ethical issues. They are aware of the effects of technology on the environment and are encouraged to make informed judgements when designing. Students are encouraged to discuss moral issues, such as capital punishment, in English literature. Attention to fair play and playing to rules is well developed in physical education. Studies of immigration and prejudice in history and of the plight of Jews in Nazi Germany, make very good contributions to the development of good moral attitudes. Students have a very strong active concern for the disadvantaged, and have raised significant amounts of money for charity.

74. Provision for social development is good. The school provides significant opportunities for students to take responsibility and develop social understanding. The PSHE programme provides them with many opportunities to consider aspects such as rights and responsibilities, healthy environment, citizenship and sex education. The school council, the 'senior students' initiative and peer mentoring enable students to exercise social responsibility and develop communication skills. Participation in lunchtime clubs and sporting activities all help to develop skills of social interaction. Most subjects contribute

## RELIGIOUS EDUCATION

Overall, the quality of provision in Religious Education is **satisfactory**.

### Strengths:

- Good teaching.
- Good progress made by students with special educational needs (SEN).
- Good student management.
- Good contributions towards the spiritual, moral, social and cultural development of students.

### Areas for improvement:

- Standards in Years 7 to 9 and in the GCSE short course.
- Procedures for assessment linked to levels of attainment.
- The setting of detailed targets, against which student progress can be identified, and sharing these with students.
- Developing further the monitoring of students' work through a systematic and planned approach.

264. Attainment in Years 7 to 9 is below the expectation for 14 year olds in relation to the Haringey Agreed Syllabus. In Years 10 and 11, attainment also below expectations in the GCSE short courses. In 2001, standards in the GCSE full course were 29 per cent A\* - C and 80 per cent A\* - G, which was a good result.

265. In lessons and work seen during the inspection, attainment in Years 7 to 9 is below expected levels. Students develop their knowledge and understanding of religious language, principles and concepts well. They generally make sense of what they study and can relate it to their experiences of life. In Year 7, they developed good understanding of Jewish customs and traditions as a result of a well-directed lesson on the Ten Commandments. In Year 8, students develop a good knowledge and understanding of the development of the Torah and, as a result of a well-directed question and answer session by the teacher, they saw its relevance in today's world. In Year 9, through the well-organised use of Sikh artefacts by the teacher, students understand the importance of the use of symbols as signs of purity. Students with SEN make good progress. The teacher's use of key words, technical language and good discussion work were useful aids to improve the speaking, listening and writing skills of students. Overall, learning is good. Students achieve well and make good progress. Their good behaviour and willingness to collaborate with both the teacher and other students contribute well to their achievement and progress.

266. In lessons and work seen in Years 10 and 11, attainment is below expectations. In Year 10 GCSE, students achieve well. They show a sound knowledge and understanding of the importance of prayer in Christianity and Islam. As a result of the teacher's precise knowledge, students understand the importance of prayer as one of the five pillars of Islam. They relate this well to the Christian view, and make sound judgements. In Year 11, students understand the Christian view of love through a well-developed lesson on the life and death of Martin Luther King. They can justify their opinions and produce reasoned and well-balanced arguments in their reflection on the Christian principle of loving one's enemies. This is due to the teacher's excellent knowledge of the topic and very good questioning skills. Students achieve well and make good progress. There are no significant differences in the standards achieved by students of different gender or ethnic background. Students with SEN, those with English as an additional language (EAL) and those who are gifted or talented make good progress. Overall, learning is good.

272. Since the time of the previous inspection, attainment in all years has improved. Standards in the GCSE full course have improved significantly. Good improvements have been made to the quality of teaching. There has been a significant improvement in the contribution religious education now makes to the spiritual, moral, social and cultural development of students. However, the use of assessment continues to be an area for development. Overall, the improvements since the last inspection have had a satisfactory impact on standards, student achievement and progress.





## INSPECTION REPORT

### **BLANCHE NEVILE SCHOOL**

Muswell Hill

LEA area: Haringey

Unique reference number: 102175

Headteacher: Peter Makey

Reporting inspector: Dr D Alan Dobbins  
27424

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> July 2002

Inspection number: 245028

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Special (Hearing impairment)
School category:	Community
Age range of pupils:	3 - 19 years
Gender of pupils:	Mixed
School address:	Admin and secondary department 13 Tetherdown Road Muswell Hill London
Postcode:	N10 1ND
Telephone number:	0208 883 1094
Fax number:	0208 883 2927
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Downey
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27424	D Alan Dobbins	Registered inspector	Foundation Stage Physical education Modern foreign language Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9563	J Reid	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with its parents?
20466	A Tattersall	Team inspector	Deaf studies Mathematics Design and technology	How well does the school care for its pupils?
16722	N Buckingham	Team inspector	British Sign Language Information and communication technology	
13101	M Kell	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
18379	O Miller	Team inspector	Geography History	
22577	M Hart	Team inspector	English Music	
12920	M Kingsley	Team inspector	Art Religious education	
17939	G Graveson	Team inspector	English as an additional language	

The inspection contractor was:

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Bristol  
BS1 5RW

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Blanche Nevile is part of the Haringey provision for pupils with hearing impairment. It provides for 84 full-time pupils from age three to 19 years. Forty-nine pupils are boys and thirty-five are girls. Three pupils, two boys and one girl, attend the Foundation Stage full-time. The agreed maximum number of pupils is 97. Eighty-one pupils have statements of special educational need. Three pupils are in the process of being assessed for a statement. Many pupils are admitted from other London boroughs as Blanche Nevile acts as regional provision for pupils with hearing impairment. Most pupils travel to and from the school by minibus or taxi. Thirty-eight pupils are from ethnic minorities. Most are learning English as an additional language (EAL). This number is much higher than in many similar schools. Turkish, Punjabi or Bengali is the first language of most of these pupils. Thirty-one pupils are eligible for free school meals (37 per cent). As a consequence of their learning difficulties, the attainment of most pupils on entry to the school is below that expected for their age. The school's philosophy is to promote learning through bilingualism and emphasis is placed on learning British Sign Language and English. Most often, pupils with the severest hearing loss use British Sign Language as their primary language; those with less hearing loss use spoken English, although they quickly become proficient in signing. The school is located on three sites. Primary aged pupils attend departments of Blanche Nevile in two partner primary schools. Secondary aged pupils are based in the Blanche Nevile building on the site of the partner mainstream secondary school. The inclusion of pupils into mainstream situations is well developed. As a consequence, many pupils regularly attend lessons in the partner schools. The single pupil in the sixth form takes all his lessons in the partner secondary school. From September next, secondary aged pupils will be based in a custom designed building on another part of the partner secondary school. From September 2003, the primary provision will be located entirely at one of the partner primary schools. The headteacher was appointed in September 1998.

### **HOW GOOD THE SCHOOL IS**

Blanche Nevile is a good and improving school. Very good leadership by the headteacher, good teaching and the very good relationships staff have with pupils help pupils quickly develop very good attitudes to their work. The very good work of communication support workers, deaf instructors and learning support assistants helps all pupils, including those with the severest of hearing loss and those whose first language is not English, achieve the same good standards and progress as others, over a curriculum that offers a very wide range of learning opportunities. For those with the severest hearing loss learning British Sign Language effectively increases their communication skills allowing them equal access to the curriculum. The considerable programme for including pupils in lessons in the partner schools is very effective in extending their curricular experiences and in developing their personal and social skills. These good outcomes are balanced by the marginally higher cost per pupil than is the case for many equivalent schools. Blanche Nevile provides satisfactory value for money.

#### **What the school does well**

- The quality of teaching is good overall and often better. This results in pupils learning well and achieving good standards in many subjects.
- The school is very well led by the headteacher.
- Promotes pupils' very good attitudes towards their work and behaviour and establishes very good relationships between pupils and all staff.
- Provides a curriculum that:
  - promotes the development of language and communication skills through the study of British Sign Language, English language and literacy and the provision of speech and language therapy programmes;
  - positively explores the deaf culture through deaf studies;
  - has a wide range of accredited examinations to demonstrate the extent of pupils' learning at school; and

- has very many opportunities for pupils to take lessons with hearing pupils.

### What could be improved

- The role of the subject co-ordinators, so that they provide better subject leadership and monitor and evaluate work in their subject more effectively.
- The provision for teaching and learning music.
- With the help of the LEA, establish the effectiveness of the learning that takes place in lessons in the partner schools.
- The role of the governing body.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in April 1996. All but one of the Key Issues for Action identified then has been met in full:

- the management responsibilities of the headteacher and deputy headteachers are now clear;
- the secondary department will move into new custom designed accommodation in September 2002;
- the systems for co-ordinating the curriculum are better;
- statutory requirements that relate to the teaching of religious education and collective worship are met;
- fire exit areas are no longer used as teaching areas.

The other Key Issue for Action has been met in part only:

- the partnership agreement with other schools has been well written, but does not include procedures for judging the effectiveness of this provision on the standards Blanche Nevile pupils achieve, or the progress they are making.

In other areas, pupils are behaving better and they are better at their learning because the quality of teaching has improved. As a consequence, the standards pupils achieve have improved in many subjects, including English, mathematics, science, design and technology and information and communication technology. Standards in geography, physical education and religious education remain unchanged. Pupils are achieving better grades over an increasing number of subjects of the General Certificate of Secondary Education (GCSE) than is the case in many similar schools.

### STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 2	by Year 6	by Year 9	by Year 11	Key
Speaking and listening*	B	B	B	B	Very good A
Reading	B	B	B	B	Good B
Writing	C	C	B	B	Satisfactory C
Mathematics	B	B	B	B	Unsatisfactory D
Personal, social and health education	B	B	B	B	Poor E

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, the curriculum is broad, balanced and made relevant to pupils through lessons in British Sign Language and deaf studies. Taking lessons with pupils in the partner schools provides excellent opportunities to study subjects that would be difficult to present at Blanche Nevile and very good opportunities to promote personal and social skills. The range of subjects that can be taken for accredited examination is very good.
Provision for pupils with English as an additional language	The progress of pupils whose first language is other than English is good. The regular analysis shows no differences in the standards achieved and the progress made by pupils from different ethnic groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for moral development is very good. The school is culturally diverse and makes very good use of this in promoting many opportunities to gain knowledge of and to celebrate, the traditions of many cultures, including the culture of the deaf.
How well the school cares for its pupils	Good. The procedures for promoting acceptable behaviour and for eliminating all forms of oppressive behaviour are very good.

The curriculum is broad and balanced, except for the absence of provision for learning music in Year 7 and beyond. It meets the learning needs of pupils and prepares them very well for their life after school. Pupils are provided with more opportunities to take lessons in other schools and, in Year 11 to be examined in more subjects than is the case in many similar schools. For some pupils, learning British Sign Language meaningfully extends their communication abilities and allows them equal access to the curriculum. Co-ordination of many subjects is not sufficiently developed to ensure smoothness in learning over the key stages and especially between primary and secondary phases. Resources for supporting teaching and learning in English and for work in the Foundation Stage are good. They are satisfactory for the other subjects taught at Blanche Nevile. The partnership between parents and the school is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear direction for the future of the school. Since his appointment, he has instigated a large number of developments that have contributed to the very good improvement in provision. He has been very well supported by many staff, especially the deputy headteacher (secondary) who has been instrumental in making significant improvements to the secondary department. The deputy headteacher (primary) has made a considerable contribution to the improved quality of the primary provision.
How well the appropriate authority fulfils its responsibilities	The chairperson of the governing body is committed to the success of the school. In order to fully meet its role as 'critical friend', a changing governing body is beginning to increase its expertise and knowledge through training.
The school's evaluation of its performance	Satisfactory. The procedures for monitoring and evaluating provision within Blanche Nevile are good, including those for monitoring and evaluating the quality of teaching and learning. Procedures to establish the extent of learning when lessons take place in partner schools are not well established and the quality of this important area of provision is not clearly established. Procedures for judging the cost effectiveness of developments through priorities in the school improvement plan are working well.
The strategic use of resources	Very good. Priorities for spending are clearly identified through the management plan and the targets for staff development. Teachers and support personnel are very well used in ensuring pupils have access to

33. Pupils are provided with a good range of opportunities to develop insights into values and beliefs, which in turn fosters their spiritual awareness and self-knowledge. This happens in a variety of ways. For example, when they study Shakespeare's 'Midsummer Night's Dream' in Year 10, they are encouraged to identify and examine the different aspects of love portrayed by the characters in the play and to relate their findings to their own lives. In other subjects, for example in deaf studies pupils explore the excitement and mystery of their environment through the use of computer simulations.
34. Because pupils are located over four sites, enabling them to take part in a daily act of worship requires considerable organisation. This is achieved, with the good participation of the partner schools and arrangements meet requirements. Assemblies provide important opportunities for worship and for reinforcing pupils' understanding of the beliefs of different religions and cultures that are presented in lessons in religious education.
35. Pupils are expected to behave well and, when necessary, are provided with specific support in deciding what is right and wrong. Individual behaviour plans help by providing specific targets for behaviour and in identifying appropriate strategies for improvement. In personal, social, citizenship and health education good opportunities are provided to clarify what is right and wrong. For example, in a lesson for pupils in Years 5 and 6 personnel from the Haringey Drug Advisory Team outlined strategies for dealing with the negative effects of peer pressure in an informative and helpful way.
36. The Jack Ashley Assembly, which took place over the time of the inspection, focused on the experiences of a group of Year 11 pupils who received funding from the Jack Ashley Award Scheme to visit America. The video made by the group, recorded activities that showed considerable initiative on the part of the pupils.
37. The school is culturally rich. Pupils from many different cultures often lead the celebration of days important in their culture. Those up to Year 6 gain considerably from taking part in theme days, when they and their parents and staff come together to display national costumes and provide examples of music and dancing from different cultures. The culture of the deaf is seen as important. This is evident in assemblies and through the emphasis given to British Sign Language and deaf studies as important additional subjects of the curriculum. The feeling of pupils, that they are part of a shared community of interest, plays an important role in helping them development their self-awareness and self-esteem as well as promoting a positive image of deafness to pupils and staff in the partner schools.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. Good procedures exist for ensuring child protection and pupils' health and safety. Staff at each site have a common policy and are clear of the procedures to be followed if there is a concern. Procedures to carry out risk assessment are good, including the examination of the risk involved when pupils take part in visits within the community. Fire drills are regularly held and evaluated to improve procedures. The arrangements to share the medical facilities of the partner schools are good. On each site, pupils are well supervised in lessons and at other times of the day such as break and lunchtimes. The procedures for registering attendance have improved since the last inspection and work well, as do those for checking absences. Teachers receive a good level of support from specialist personnel, such as speech and language therapists, in providing particular guidance that pupils may require.
39. The procedures for promoting good behaviour and eliminating bullying are very good. These include selecting pupils to classes so that social mix is appropriate as a first step in ensuring improved behaviour. The 'coloured card' system, familiar to footballers, provides an effective way of encouraging good behaviour. The merit award system also works well as pupils work hard to obtain merit awards for good behaviour. Staff are vigilant in intervening when pupils are rude to each other through signing. Pupils develop respect for each other as they move through the school. In this they are helped by the consistent guidance from staff and the very good examples that staff

## RELIGIOUS EDUCATION

116. The curriculum for religious education meets statutory requirements. Lessons are taken predominantly with mainstream pupils in the partner schools. Pupils are making satisfactory progress, although progress for some pupils is inhibited by the considerable delay in the development of their language. Religious education includes learning about abstract concepts, such as belief, respect and trust. These, by their very nature, are difficult to understand for pupils with limitations in language.
117. By the end Year 2, pupils are able to develop an awareness of other customs and beliefs. They take part in discussion about Christian celebrations and learn about other major religions. In this, whole school assemblies and focused class activities provide good support to the learning, which occurs in lessons in religious education. By the end of Year 6, classroom based learning has been well supported by visits to the places of worship of a number of religions, including temples and mosques. This helps make learning relevant to pupils and improves their understanding of the symbols relating to different faiths. By this time, the highest attaining pupils have developed a good understanding of faith as a cultural concept. By the end of Year 9, pupils have a good knowledge of the Bible as a historical and dynamic document of the Christian faith and of the equivalent writings in other major faiths, such as Judaism, Sikhism and Buddhism. They know that God comes in many forms in the different religions and have a good knowledge of parts of the Bible, including understanding the parables of Jesus.
118. Lessons in other subjects help in learning about religious education, although these links are not formally planned. For example, in art, work reflects the symbols of different religions. In information and communication technology, pupils insert photographs of Buddhist artefacts into a word-processed document. Generally, the management of the provision for Blanche Nevile pupils in the partner schools is good, although this does not include detailed planning to meet the needs of all pupils in the mainstream lessons. Nor does it include procedures to assess the quality of teaching and learning.

## BRITISH SIGN LANGUAGE

119. The school's adopted philosophy of bilingualism aims to provide an accessible environment for deaf pupils and give them a strong sense of individual identity. This includes making available provision for pupils to be taught through spoken English, British Sign Language or a combination of both. To achieve this British Sign Language is taught as a subject so as to improve the quality of communication for all pupils irrespective of the extent of their hearing loss. Lessons began last September and follow a prescribed course so that all pupils learn the same fundamental information.
120. Lessons are well planned and the quality of teaching is very good. Very good relationships between deaf instructors and those who support them and the pupils results in pupils feeling confident, secure and comfortable. They watch very closely and are happy to practise their hand positions and fingering with very good attention to the detail of positions. Instructors ensure that pupils are able to have eye contact and give their full attention to their learning. Routinely, they give pupils positive reinforcement through sign and facial gesture, which helps motivate and encourage pupils. Pupils quickly learn the class rules, such as hands up to answer questions and they accept the rules, for example when they take turns to answer. Many pupils benefit from acquiring a British Sign Language vocabulary alongside spoken English. Sometimes, they find it difficult to sign without using voice but are always able to communicate their message. Pupils' receptive skills are making good improvement as they progress through the school.
121. Learning in British Sign Language lessons is often fun. Pupils sign well enough to communicate with each other, so that there is some relaxation from constantly watching the teacher. Game strategies are well used to practise letter shapes and involving a competitive edge in learning motivates pupils to try their hardest, with beneficial results. Lesson topics are well selected for pupils' age. For example, older pupils will practise their signing on topics such as holiday