

# INSPECTION REPORT

## **ST. EDWARD'S RC PRIMARY SCHOOL**

Marylebone, London

LEA area: 213 Westminster

Unique reference number: 101128

Headteacher: Mrs. M.T. Donnelly

Reporting inspector: Mrs. Mary Summers  
25455

Dates of inspection: 30 October – 2 November 2000

Inspection number: 181573

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Lisson Grove Marylebone London
Postcode:	NW1 6LH
Telephone number:	020 7723 5911
Fax number:	020 7723 5250
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Father D. Adamson
Date of previous inspection:	9 January 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mary Summers	Registered inspector	Music	What sort of school is it?
			The school's results and pupils achievements
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Fran Luke	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Edmond Morris	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Physical education	
		Special educational needs	
Valerie Hobson	Team inspector	Geography	
		History	
		Under fives	
		English as an additional language	
Jackie Cousins	Team inspector	Science	How well does the school care for its pupils? (support)
		Information technology	
		Equal opportunities	
Hilary Ring	Team inspector	English	How good are the curricular and other opportunities offered to pupils? (support)
		Art	
		Design and technology	

The inspection contractor was:

icp

360 Lee Valley Technopark  
Ashley Road  
London  
N17 9LN

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Edward's is a large primary school catering for pupils between three and 11 years of age. Most pupils live on council estates surrounding the school. Thirty-two per cent of pupils are eligible for free school meals, which is above average. There are 342 full-time pupils on roll, 156 boys and 186 girls and 20 part-time pupils in the nursery. Girls outnumber boys, particularly in Years 2, 3 and 5. Fifty-five children in the nursery and Reception classes are under five years old. Almost 70 per cent of pupils are from a wide mix of ethnic minority backgrounds and 55 per cent speak English as an additional language, which is a big increase since the last inspection. These figures are well above average compared with schools nationally. Thirty-two per cent are on the school's register for special educational needs and over three per cent of pupils have statements of special educational need. The school is in an Education Action Zone and is involved in a number of new initiatives, including the improvement of standards at Key Stage 1. Children start in the nursery at below average levels for their age but reach average standards by the time they are five, except in English because of the large number of pupils still learning the language. The school amalgamated with Tyburn Infant School just over two years ago. Most of the teaching staff are new since the last inspection, including the headteacher, and about half of them have been appointed in the last year.

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

This is a good school which provides well for all its pupils, including the wide range of pupils from different ethnic backgrounds. The school provides good value for money.

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

- Good quality teaching enables pupils to make good progress and reach high standards in English, mathematics and science by the time they leave the school.
- The purposeful leadership and clear vision provided by the headteacher ensure that high standards are valued and that the school continues to improve.
- The school's strong Catholic ethos enables pupils to develop good moral and social values and helps them to reach good standards in their behaviour and attitudes to learning.
- The school provides very well for pupils with special educational needs and those for whom English is an additional language and these pupils make very good progress.
- Very good assessment systems mean that the progress of each pupil is monitored carefully and suitable work provided to meet their needs.

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

- Standards in the national tests in reading, writing and mathematics for seven year old pupils were well below average this year.
- The school's provision for information and communication technology is unsatisfactory and pupils are not reaching high enough standards in this subject.

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

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

The school has made good improvement since its last inspection in January 1995 and shows a similar capacity to continue to improve. Pupils now reach higher standards in the national tests for 11 year olds and the quality of teaching has improved. However, standards in information and communication technology remain below average. The key issues identified in the last inspection have, overall, been well addressed, for example, there are now schemes of work in place for all subjects which teachers are following effectively. Some improvement has been made in raising awareness of pupils' own cultural backgrounds but this remains an area for further development.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools		similar schools		
	1998	1999	2000	2000	
English	A	C	B	A*	well above A average above B average
mathematics	B	C	A	A*	average C below average D well below E average
Science	C	D	A	A	

Standards rose steadily between 1996 and 1999, and there was significant improvement in the national tests this year. The findings of this inspection agree with this year's test results and judge standards in English, including literacy, to be above average and mathematics, including numeracy and science to be well above average. In English and mathematics, the standards reached are in the top five per cent when compared with similar schools. Pupils met the challenging targets set for them this year and the targets for next year are not high enough for the current pupils in Year 6. Standards in reading and writing are above average, although pupils' skills in speaking and listening remain average. Numeracy skills are very good. Pupils have very good scientific knowledge, although their investigative skills are average. Standards in other subjects are average except in information and communication technology where they are below average.

Standards achieved by pupils in the national tests for seven year olds fell significantly this year and were well below average in reading, writing and mathematics. Many of the pupils who took the tests had suffered from severe disruption to their education before the amalgamation between Tyburn Infant and St Edward's and were unable to catch up sufficiently to reach expected levels for their age. Inspection findings show that pupils in Year 2 this year are on course to reach average standards by the end of the year but this still falls well short of standards achieved in previous years.

Younger children reach average standards by the time they are five years old except in language and literacy. Children for whom English is an additional language, despite making good progress, have not yet reached expected levels for their age.

All pupils make good progress and achieve very high standards in relation to the levels at which they started school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils respond well in lessons and are enthusiastic about their work.
Behaviour, in and out of classrooms	Good. Most pupils behave sensibly in and around the school. Behaviour during Mass is excellent.
Personal development and relationships	Generally good. Pupils take on responsibilities readily and show appropriate respect for others.
Attendance	Satisfactory.

All these factors assist pupils to make good progress.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.*

In 95 per cent of the lessons seen during the inspection, the quality of teaching was at least satisfactory, it was good in 52 per cent and very good in six per cent. Only in five per cent of lessons was teaching unsatisfactory and this was related either to the very limited experience of some teachers or the weak management of discipline. Teaching in the nursery and Reception classes is good, with teachers having warm relationships with the children, which help them to settle into school quickly and make good progress. At Key Stage 1, teaching is satisfactory overall, but with some good teaching in Year 2 classes where teachers have a better idea of pupils' strengths and weaknesses and provide suitable work for them. Although numeracy is well taught at Key Stage 1, the school's approach to literacy does not always keep pupils interested in the lessons and sometimes they do not make enough progress. At Key Stage 2, the quality of teaching varies, although it is generally good. Literacy and numeracy are well taught. Teaching is particularly good in Years 5 and 6, where teachers provide challenging work for all their pupils and use support staff well to help pupils with special educational needs and those for whom English is an additional language. Very occasionally, the management of pupils' behaviour is unsatisfactory and this creates poor relationships and disrupts pupils' learning. Throughout the school, the teaching of information and communication technology is unsatisfactory and this results in pupils not reaching high enough standards. Teachers are not teaching the full National Curriculum programmes of study and are not using information and communication technology enough in other subjects.

Overall, pupils throughout the school make good progress. Most are enthusiastic and interested in their lessons and work hard to produce their best work. Pupils with special educational needs and those for whom English is an additional language make very good progress because of the high quality support given to them by all staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in nursery and Reception and satisfactory for the rest of the school. Numeracy is very well organised but the organisation of the literacy hour does not meet the needs of Key Stage 1 pupils. A very good variety of extra-curricular clubs and activities is provided. Provision for information and communication technology does not meet statutory requirements.
Provision for pupils with special educational needs	Very good. Procedures for identifying and supporting these pupils are fully in place and pupils are able to take part in all lessons.
Provision for pupils with English as an additional language	Very good. Clear identification of pupils' needs and very effective support from adults result in these pupils making very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good opportunities for pupils to reflect on their spiritual beliefs. Good provision for moral and social development. Provision for cultural development is satisfactory but opportunities are missed in daily school life to celebrate pupils' own cultural backgrounds.
How well the school cares for its pupils	The school provides a very safe and caring environment. Pupils' progress is assessed regularly and very good records are kept.

Although links with parents are satisfactory, they are not a strong feature of daily school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school very clear and purposeful leadership and manages her staff well. Senior staff and those with subject and other responsibilities work extremely hard and are having a significant impact on provision and standards in the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors monitor the work of the school through regular meetings with staff but are not involved enough in monitoring their plans or their effects in classrooms.
The school's evaluation of its performance	Very effective. Teaching and standards are monitored carefully and appropriate measures taken if any weaknesses are identified.
The strategic use of resources	Funds are used well to support pupils' learning. Major spending items are carefully costed and spending is monitored carefully. However, governors are not reviewing the effectiveness of their spending decisions on a formal basis.

There is a high number of teachers and support staff which ensures that all pupils receive good levels of support. Accommodation is satisfactory although the playground is small for the number of pupils. Plans are in hand to build a new library to celebrate 150 years of the school. There are enough resources to meet the needs of pupils in most subjects except in information and communication technology.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good and their children are making good progress.</li> <li>• The children's behaviour is good.</li> <li>• The school has high expectations of their children.</li> <li>• The leadership and management are good.</li> <li>• The school helps their children become mature and responsible.</li> <li>• The school works closely with parents.</li> <li>• The provision for children with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities on offer outside the school day.</li> <li>• The continuity of teachers in Year 1.</li> <li>• The organisation of homework.</li> <li>• Supervision in the playground at lunchtime.</li> <li>• Day-to-day communication with parents.</li> <li>• Information about how their children are getting on.</li> </ul>

The findings of the inspection support the positive views of parents. They also show that there is a very good range of activities on offer to pupils outside the school day. Homework is given out and marked regularly and gives pupils valuable opportunities to practise what they have learned in class. Supervision in the playground is satisfactory. The school provides good information to parents and the annual progress reports meet statutory requirements. The nature of the building makes it difficult for parents to speak informally to teachers at the beginning or end of the school day, although the headteacher is always available to deal quickly with any parental concerns. Inspectors agree that the changes of teacher this term in a Year 1 class has hindered pupils' progress so far, but these pupils are currently making satisfactory progress under a new teacher.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils in Year 6 reached above average standards in English and well above average standards in mathematics and science in the national tests in 2000, compared with schools throughout the country. Results were within the top five per cent of similar schools in English and mathematics. The percentages of pupils gaining high levels in the tests were also above national figures and were well above average in mathematics. These figures have improved significantly since 1999. Overall results represent very good achievement by these pupils, many of whom entered the school with levels of attainment which were below average and well below average in English. The school had set challenging targets for these pupils to achieve and these were exceeded, particularly in English. Test results matched the assessments made by teachers in English and mathematics, although teachers' assessments in science showed some under-expectation of pupils.
2. The results of national tests between 1996 and 1999 show that standards rose broadly in line with the national trend and the 2000 results show further significant improvement. In the tests between 1996 and 1999, girls performed slightly better than boys in English and significantly better in science, although current inspection findings indicate no such differences in attainment.
3. The targets which the school has set for 2001 are too low for the current pupils in Year 6. Inspection findings indicate that these pupils are on course to reach above average standards in English, including literacy, and well above average standards in mathematics, including numeracy and science. These standards reflect the good teaching which pupils receive at Key Stage 2 and in Years 5 and 6 in particular. By the time pupils are 11, they reach average standards in art, design and technology, geography, history, music and physical education. However, standards in information and communication technology are below average because the subject is not taught effectively. Overall, standards have risen since the school's previous OFSTED inspection, when they were broadly average, except for design and technology and information and communication technology which were below average. Developments in information and communication technology are planned, but, to date, little improvement has taken place.
4. By 11 years of age, pupils reach average standards in speaking and listening. Many pupils talk confidently in lessons but in some classes, pupils have fewer opportunities to talk about their work together or to engage in class discussion. Many pupils read fluently and with good expression, showing good knowledge of a range of books and a good understanding of the text. Pupils reach above average standards in writing, with most able to write in a clear sequence with good attention to spelling and punctuation.
5. In mathematics, pupils show good numeracy skills when they handle numbers up to a million. They add, subtract, multiply and divide confidently and most can work with numbers to two decimal places. They have good knowledge of their multiplication tables. They can record and handle data accurately and find the mode, mean and median and give reasons and explanations for their answers. Work on measurement shows good understanding of grams, kilograms, tonnes, centimetres, metres and kilometres and the relationship between the different units. Pupils are less able to use aspects of information and communication technology effectively to support their mathematics work.
6. In science, pupils have a very good understanding of animals and plants and how they grow. They understand how the human body works and can explain the functions of the skeleton. They record their findings in a clear and systematic way, drawing appropriate conclusions from

their results and use their mathematics skills effectively when they draw graphs to show the differences in temperature of a variety of liquids.

7. By 11 years of age, pupils can produce pencil and charcoal portraits in their art lessons, although some of these are too directed by the teacher to let pupils use their imagination and creativity effectively. In design and technology, they can use the results of their research and their knowledge of materials to make clay vases. Pupils know about other countries in Europe, such as Sweden and Finland, and make comparisons between life there and their own lives in the United Kingdom. They have a satisfactory knowledge of important historical eras, such as the Roman occupation of Britain and life during Ancient Greek times, although there is less emphasis on pupils' own different cultural backgrounds to enrich their understanding of history and geography. Pupils know a good range of songs and sing them tunefully; work in composition and performance is developing and pupils are on course to reach average standards in composing and performing by the end of the year because of the clear programme of teaching which is now in place. In physical education, pupils can play a variety of games, for example, hockey and volleyball, and most can swim the recommended 25 metres by the time they leave the school. Skills and knowledge in information and communication technology are weak; pupils show only a basic knowledge of word processing and a limited knowledge of how to combine text and pictures. Programming skills are weak as are those in data retrieval and in the use of spreadsheets.

8. Between 1996 and 1999 standards have varied considerably but Year 2 pupils reached well below average standards in the national tests in reading, writing and mathematics in the 2000 national tests. This represented a significant drop in standards since the previous year, particularly in writing and mathematics. The school had predicted these results as many of the pupils in Year 2 last year had suffered considerable disruption to their education whilst at Tyburn Infant School, which amalgamated with St Edwards in September 1998. During their Reception year, they had three different teachers and, despite the school's efforts to help these pupils catch up in Years 1 and 2, their results were still well below average. However, in comparison with similar schools, the standards reached were average in mathematics, but still below average in reading and well below average in writing. This cohort of pupils also included higher than normal percentages of pupils with special educational needs and pupils for whom English is an additional language. Although the percentages of pupils who reached high levels in the tests were average in reading and mathematics, there were too many pupils who did not reach the nationally expected level and this affected standards overall. No pupils reached high levels in writing. Test results reflected the assessments made by teachers in reading and writing although many pupils did not reach teachers' expectations in mathematics. There was no significant difference between the attainment of boys and girls.

9. The findings of this inspection are that pupils in Year 2 are on course to reach average standards in reading, writing and mathematics. This shows an improvement on the 2000 results and is because the pupils currently at the school have all benefited from the good quality of teaching in the nursery and Reception classes and they are receiving good quality teaching this year. Standards of literacy and numeracy are in line with those expected nationally. Pupils reach average standards in science and in all other subjects except information and communication technology, where they are below average. Compared with the school's previous inspection, standards have risen in design and technology but have remained the same in all other subjects.

10. Pupils reach overall satisfactory standards by the age of seven in speaking and listening. Many speak clearly, and provide good attention to detail but a significant number of pupils for whom English is an additional language are still developing their vocabulary as well as their confidence in talking. Standards in reading are average, although many reach high standards for their age. They read with increasing accuracy and understanding. Writing skills are close to average. Most pupils can write short sequences of sentences and a few can use simple punctuation correctly. In mathematics, most pupils have a good knowledge of addition and subtraction facts to twenty. They

can recognise two- and three-dimensional shapes, such as rectangles, hexagons and cuboids and describe how many sides or corners they have. Pupils have good levels of scientific knowledge about plants and animals and can describe how babies grow into adults, but their investigative skills are under-developed. Work in art shows that they can mix paint and use simple printing techniques. In design and technology, they understand the design process and can use their knowledge of joining techniques to make simple puppets. In geography, they know about their local environment, and use a range of geographical language accurately. They understand how aspects of life have changed throughout history when, for example they compare items of kitchen equipment from their grandparents' and great grandparents' day with modern examples. In music, pupils sing tunefully and enthusiastically, and they are developing sound skills in listening and performing their own music. Dance lessons show good use of space and developing skills in balance and coordination. In information and communication technology, standards are below average; although most pupils could draw a simple picture or pattern using an art program, very few could use word processing to a sufficiently high level and most had no experience of programming or data work.

11. Pupils with special educational needs make very good progress as they move through the school. Their individual education plans are carefully tailored to their specific needs, set realistic yet challenging targets and are regularly reviewed. They achieve at least satisfactory standards in all subjects and often exceed expectations in literacy and numeracy. By the age of 11, many of them attain standards in literacy and numeracy that are in line with national expectations for all pupils. Work in class is provided at a suitable level which has a positive effect on their progress.

12. Pupils for whom English is an additional language also make very good progress as they move through the school because their language levels are identified by early assessments and the high number of specialist teachers provide very good levels of support. Generally, support is given in class and is planned well to ensure that these pupils can take a full part in the lesson and access the full range of subjects. By the time they leave the school, their levels of attainment match those of their classmates.

13. Children start school in the nursery at levels which are generally below average and their development in language and literacy is well below average. This is because many pupils begin school speaking languages other than English. They make good progress during their time in the nursery and Reception classes and, by the time they are five, reach average standards in most areas of their development, although they are still catching up in their language and literacy skills. Standards at five years old are similar to those found at the school's previous inspection, although there are far more pupils now entering the school with English as an additional language so their achievement is substantially greater. They make satisfactory progress in Key Stage 1 and current inspection findings indicate that the Year 2 pupils are on course to reach average standards by the end of the year. This again represents good achievement overall, particularly in English. At Key Stage 2 pupils continue to make good gains in their learning but the rate of progress accelerates in Years 5 and 6 because of the good quality of teaching in these classes. The high standards which pupils achieve in the national tests represent very good achievement when set against the low levels at which they start in the nursery.

### **Pupils' attitudes, values and personal development**

14. The last inspection found that standards of behaviour in lessons and around the school were good. Relationships were also good. The findings of the current inspection indicate that pupils are enthusiastic and eager to come to school. In lessons, most pupils show positive attitudes to their work and are keen to answer the teachers' questions and contribute to discussion. They are interested in their work and they concentrate well on the tasks set.

15. Behaviour is good overall, but there was a high number of fixed period exclusions during the school year prior to the inspection. In lessons where class teachers give good guidelines for

acceptable behaviour and have good relationships with the pupils, they respond well and behaviour is of a high standard. For example, clear guidelines have been established in both Year 2 classes and the teachers react warmly and positively to pupils' ideas and suggestions. Pupils learn from these positive role models and behave well, treating adults and one another with courtesy and respect. However, in a small number of instances where teachers' management is weak, behaviour is less satisfactory. Some boisterous behaviour was seen on the playground and a few instances of a lack of self-control in a small number of pupils were observed. However, during Mass, pupils' behaviour was excellent. They responded well to the formality of the occasion and even the youngest pupils from the nursery concentrated well and took a full part in the celebration. Pupils are generally mindful of the school and class rules, which they know and understand. In the classroom and around the school, pupils generally behave sensibly.

16. There are generally good relationships between pupils and with adults in the school. Pupils are aware that bullying is unacceptable and that any instances will be dealt with appropriately. Few incidents have taken place and none was seen during the inspection.

17. Children show satisfactory respect for the beliefs of others. There is a sound range of opportunities for pupils to take on responsibility and they respond well to this. Pupils are proud of their roles, which include being lunch monitors, stair monitors and class monitors; other responsibilities include setting chairs out for assembly, reading in assembly and assisting during Mass. Few instances were observed of pupils acting on their own initiative.

18. Pupils with special educational needs, who have identified emotional and behavioural difficulties, are usually managed well in class and during breaks. Most teachers and other staff, including midday supervisors, are aware of the targets set for such pupils and work well together in monitoring and encouraging appropriate behaviour at all times. The vast majority of pupils participate fully in lessons and all aspects of school life and their behaviour is not detrimental to their own learning or to that of their classmates.

19. Attendance during the last school year was broadly in line with the national average and unauthorised absence was below the national average. Most pupils arrive at school punctually.

## **HOW WELL ARE PUPILS TAUGHT?**

20. Overall, the quality of teaching and learning in the school are good. Across the school, teaching was judged to be good or better in almost six out of ten lessons. Almost one out of ten lessons was very good and less than one out of ten lessons was judged as unsatisfactory. The quality of numeracy teaching is good at both key stages and literacy teaching is good at Key Stage 2 and satisfactory at Key Stage 1. The current findings show good improvement since the school's previous inspection, when teaching was unsatisfactory in around a quarter of lessons. A key issue at the last inspection was the need to plan work that challenged pupils of different capabilities, particularly the higher attaining pupils and this has been addressed well by the school. In almost all the lessons seen, teachers planned their work in detail, with good attention to the needs of different pupils. Only in a very small number of lessons, where teachers were less experienced, was this not the case.

21. The current inspection finds the quality of teaching to be good in English, mathematics and science at Key Stage 2 and in mathematics at Key Stage 1. Teaching in English and science is satisfactory at Key Stage 1. Teaching is unsatisfactory throughout the school in information and communication technology but is satisfactory in all other subjects.

22. The quality of teaching in the foundation stage is usually good and sometimes very good. Teachers and support staff in the nursery and Reception classes have a very good knowledge of how young children learn and provide appropriate activities to develop their skills and understanding.

This means that pupils are very interested and keen to develop their learning. Their planning is effective and meets the requirements for all six areas of learning. The nursery provides a wide focus on language and literacy through a range of well-planned activities. Tape recorders, role play activities and a variety of reading, writing and drawing activities all engage pupils' interest and help them improve their skills and knowledge in a systematic way. In the Reception classes, language and mathematics are taught effectively through adaptations of the national literacy and numeracy strategies. All members of staff have high expectations of the children and encourage them to complete tasks to a satisfactory level. This positive encouragement ensures that pupils develop good relationships with their teachers and with one another. These good relationships help pupils to settle down quickly to school and to their learning. Teachers keep good records of children's abilities and development and these are used to plan appropriate activities for the different ability groups. However, these very detailed assessments make it difficult for new teachers to gain the necessary information quickly enough to plan challenging work for all groups of children. This results in some pupils finding the work too easy or too hard. The use of a home/school reading programme supports the children in the Reception classes effectively and involves parents regularly in their children's education.

23. At Key Stage 1, the quality of teaching and learning is satisfactory overall and good in more than half the lessons observed. Teaching is better in Year 2 than in Year 1, where the teachers are less experienced, have only just started teaching at the school and do not have a clear enough idea of pupils' strengths and weaknesses to plan effectively for their needs. This results in the work being too easy or too hard for some pupils who make, therefore, insufficient progress during a few lessons. Mathematics is generally well taught, with teachers implementing the National Numeracy Strategy effectively, and the range of strategies used during the lesson maintains pupils' interest and concentration. For example, in a good Year 2 mathematics lesson, the teacher started with a song which helped pupils to focus on the lesson objective. Counting odd and even numbers together involved all the pupils and helped them maintain their interest. The teacher then gave clear and concise explanations of activities and pupils were eager to begin their tasks. They worked hard, discussing their ideas together and supporting one another well. This is in contrast to the teaching of literacy, where the National Literacy Strategy has been adapted by the school. Inspection findings indicate that lessons here lack sufficient interest and pace to keep pupils' attention and interest. Too much time is spent on one aspect and pupils become bored and lose focus. Strengths in the teaching lie in teachers' good management of pupils; teachers at Key Stage 1 have warm relationships with their pupils and give lots of praise and encouragement. This means that pupils are not afraid to speak up in class or ask if they do not understand. Discipline is managed in a calm and positive way and pupils respond well to this and develop calm and positive attitudes to one another.

24. At Key Stage 2, the quality of teaching is good. Judgements here are based upon lesson observations, teachers' planning and an analysis of pupils' work which show that they are making significant gains in their learning, particularly in Years 5 and 6. In these classes, almost all the lessons were judged to be good, with some examples of very good teaching observed in English and mathematics. The school's adaptation of the National Literacy Strategy is working well in Key Stage 2, where pupils are able to cope with the extended focus upon, for example, aspects of writing. Teachers' planning in most classes shows careful attention to the different needs of pupils and the work provides good levels of challenge. This results in all pupils, including those with special educational needs and those for whom English is an additional language, being interested in their work, trying hard and making good progress in their learning. For example, in a very good English lesson on connectives in a Year 5 class, the teacher had planned three different levels of work. Pupils with special educational needs received good levels of adult support and higher attaining pupils were challenged effectively by having to use all the concepts they had learned to write a newspaper report. The teacher responsible for pupils with English as an additional language discussed the work with her pupils and gave effective support. This meant that all pupils were confident to approach the work. In contrast, in a few classes, the results of previous assessments



have not been taken into account carefully enough to plan suitable work for the pupils. In a Year 3 history lesson, for example, the needs of lower attaining pupils were not considered and, as a result, a few of these pupils were unable to take a full part in the lesson, lost interest and their behaviour suffered. In a Year 4 mathematics lesson, the activities provided were not challenging enough for most of the pupils and, again, levels of behaviour deteriorated. At Key Stage 2, although some teachers have very positive relationships with their pupils which mean that pupils have high levels of respect for their teachers and are anxious to do their best, in a very few cases, teachers are not managing pupils' behaviour well enough. Negative management is used, for example, shouting, threats or pupils being made to stand against the wall, which draws attention to unsatisfactory behaviour and has a bad effect upon relationships generally in the class.

25. The teaching of information and communication technology is unsatisfactory throughout the school. Teachers' knowledge is weak and they lack confidence in teaching the subject. Little direct teaching is done and, as a result, pupils are not gaining access to the nationally required programmes of study. Current resources are not being used effectively in classrooms to teach specific skills and concepts and the use of information and communication technology in other subjects is weak.

26. Overall, teachers give very good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make very good progress and is often linked to the targets set in their individual education plans. Learning support teachers, assistants and classroom helpers are used particularly effectively when their work is carefully planned and their skills are fully utilised in all parts of each lesson, including when the class teacher is addressing the whole class at the start of the lesson. Learning support assistants keep carefully written notes of their work in many cases and note not only what they have done in a lesson but also the achievements of the pupils they have been supporting. This information is shared appropriately with the class teacher and the special needs co-ordinator to help plan suitable work for future lessons.

27. Higher attaining and gifted and talented pupils are also well taught. The school has compiled a register of these pupils and is currently writing individual education plans for them. A pupil who was identified as being particularly talented last year in Year 6 was provided with secondary school material in order for her to reach Level 6 in the national tests in mathematics and science.

28. The quality of teaching for pupils for whom English is an additional language is very good. This includes the provision made by class teachers and also that of the specialist teachers for these pupils. Planning between specialist staff and classroom teachers is very good and ensures that these pupils are able to take a full part in lessons. Assessment records are kept meticulously and are used well to plan work to meet the needs of individual pupils. Teachers throughout the school use very good strategies to involve pupils in class discussion to help them practise their developing language skills. For example, in a Year 3 history lesson, when the teacher was summing up the lesson, she invited one such pupil to present his research on Roman mosaics to the class. Her positive encouragement and that given by the specialist teacher meant that he made his presentation confidently, using some of the new language he had learned.

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

29. The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects are taught throughout the school and, with the exception of information and communication technology, statutory requirements are met. The lack of full coverage of some parts of the information and communication technology curriculum such as control technology, monitoring of external events and modelling and the often superficial coverage of other aspects

mean that pupils are not receiving their full entitlement in the subject. In some other subjects, such as physical education, the school is providing a good range of activities with all aspects of the subject successfully taught to pupils. The school has concentrated appropriately on the organisation of literacy and numeracy over the past few years and has been very successful in raising the standards pupils reach by the age of 11. This has been achieved in numeracy by implementing the National Numeracy Strategy and, through staff training, improving the quality of the teaching. The National Literacy Strategy has been modified by the school and tailored to try to meet its particular needs, especially to raise the quality of written work which the school had properly identified as being an area needing improvement. This has proved successful for pupils in Key Stage 2 but less productive in Key Stage 1. Recent changes to the National Curriculum have been taken on board by subject co-ordinators who have made appropriate adjustments to their schemes of work to comply with the new requirements. However, as lessons do not always start on time and sometimes overrun, the total time devoted to some subjects, such as art, is very limited.

30. The curriculum in the nursery and Reception classes is well planned and meets the early learning goals. In the nursery the teacher ensures that each area of learning is the focus for a session and ensures all the children join in with the activities. Literacy has a daily focus session where children are encouraged to draw and write about topics and their own news. Personal and social education features highly in the planning and this means that children settle into the nursery and become independent very quickly. In the Reception classes the teachers use the national literacy and numeracy strategies in their planning but adapt the activities appropriately to meet the needs of young children. They provide games, which encourage the children to work together and share, or cutting activities to develop their skills with small equipment. There are missed opportunities in both the nursery and Reception classes to promote a fuller recognition and celebration of the children's own cultures and languages.

31. The provision for pupils with special educational needs is very good and linked closely to their individual education plans. Such pupils are given access to the full curriculum and receive very good quality support from teachers, learning support assistants and classroom helpers. Where appropriate, the curriculum is modified to meet the specific needs of individual pupils. More able pupils are also given good support through being given challenging work matched well to their needs. In numeracy lessons, a volunteer helper with a particular expertise in the subject works very successfully with groups of higher attaining pupils throughout the school and inspires them to reach very high standards.

32. The governors have adopted appropriate policies for sex education and drug awareness. A decision has been made that sex education is best taught by parents and when the pupils reach secondary school. The drug awareness programme is delivered with the help of the local police. The school has an equal opportunities policy in place to ensure that all pupils are fully included in all aspects of school life. Any withdrawal from lessons is carefully monitored to ensure that pupils do not miss learning opportunities. For example, if pupils are withdrawn during a literacy lesson then the tasks they are given will be closely matched to the work being done by their classmates.

33. The curriculum is enhanced greatly by a wide range of visits to places of interest such as the British Museum and the Science Museum. Pupils in Year 4 visited the Planetarium and those in Years 5 and 6 visited a synagogue. Other visits have been made to a Puppet Theatre, the Britain at War Experience, the Islington Art Centre and pupils have been out investigating the local area around the school. There is an annual residential school journey to Sayers Croft for pupils in Year 6 which gives pupils good quality educational experiences and adventurous activities as well as many opportunities to develop socially and live together away from home. Many visitors to the school bring learning alive and widen the pupils' experiences. These have recently included the police, fire brigade, an African storyteller, jugglers and a Maori dance and music group. There are a very good number of extra-curricular clubs for pupils to attend before and after school. These include drama,

football, French, Irish dancing, basketball, needlework, netball, choir, recorders, Spanish and a sign language club.

34. The school is trying hard to build up links with local businesses and has received some financial support and gifts of equipment. Links with other schools are few as the pupils go to a large number of different secondary schools when they leave. There are plans in hand to develop links with local playgroups in the area to help transition into the nursery.

35. The school's provision for promoting pupils' spiritual, moral, social and cultural development is good overall which is a similar finding to the last inspection. The school has a calm, purposeful atmosphere and staff and pupils strive to be faithful to their Catholic foundation. There is a very good, positive school ethos and the commitment shown by the school to helping pupils to achieve their potential is very strong.

36. There is very effective provision for spiritual development. Acts of worship are carefully planned and conducted and provide excellent opportunities for pupils to reflect on issues and put these into the context of their Catholic faith. During the inspection week, one pupil produced a prayer box that she had made and this was put in the chapel for pupils to write their own prayers or give the names of people that they love who have died, so that they could be remembered during the mass later in the week. On that occasion even the youngest pupils showed a strong sense of reverence during the service. In classrooms, prayer corners allow pupils the chance to develop their own spiritual awareness and in the classroom acts of worship there is always a time given for thoughtful reflection. Displays around the school support the pupils' growing sense of self-awareness in this area when pupils consider their own feelings and reactions to a baptism, a wedding, or a confirmation. Pictures of galaxies and the sea proclaim God's wonderful world and engage the pupils in giving thanks for its creation.

37. The school is committed to teaching moral values and does this well. During the week of the inspection, pupils explored the 'Steps to Sainthood' in their acts of worship, which incorporated a mass on All Saints' Day. They considered how they could be kind, show forgiveness, and put Jesus first when they think about the important values in life. As a result of clear guidelines given by the school, pupils know what is right and wrong. During the school day, important elements are reinforced such as making time for others, offering forgiveness, considering others' needs. The school is developing a programme of personal and social education and the religious education syllabus successfully enables pupils to confront moral issues such as taking responsibility, being honest and considering the effects of their actions on others. Pupils recognise the importance of rules within a community and have been involved in devising those within their own classes. Most teachers work hard to develop pupils' self esteem by being positive in their approach.

38. Provision for the social development of pupils is good. The very good range of extra-curricular activities enables pupils to mix socially with each other and to value the efforts of the adults who provide the clubs. Even the youngest pupils enjoy being 'monitors' and helping out in classrooms. Older pupils assist the younger ones in a variety of ways by serving them with food, monitoring them going up and down the stairs and by explaining what is and is not allowed. Pupils willingly help to raise money for those who are less fortunate both in this country and abroad, including CAFOD, Marie Curie Cancer Care, the NSPCC, and the Catholic Children's Society. During lessons pupils have some good chances to work together and learn to collaborate, take turns and share equipment. Good examples were seen when pupils undertook science experiments, compared passages of text in English and considered how they could make effective designs for models in design and technology. On a few occasions, teachers miss opportunities to encourage pupils to develop their own self-discipline when they give them too much direction.

39. The provision for the pupils' cultural development is good overall. There are clear links with countries in Europe, especially Finland and Sweden and several visits to galleries and museums

enrich the pupils' experiences. Book weeks and art weeks have introduced the pupils to a range of literature and the performing arts. The choir successfully participates in examinations and competitions. Older pupils have been involved in work with the Wallace Collection by designing 17th century costumes. Although there are some examples to indicate that pupils are learning about the work of artists and musicians these do not feature prominently.

40. One of the findings of the school's previous inspection was that the school should further recognise and celebrate its culturally diverse intake. The school has endeavoured to introduce more experiences for the children to learn about people around the world, for example by ensuring that there is a large display reflecting a geographical area. At present, China is featured and there are examples of the culture, clothing and customs. There is a welcome poster in different languages and pupils have been served Italian, Chinese, American, Caribbean and Asian meals. However, there are significant numbers of children from many areas of the world who are not represented with regard to elements of the curriculum and displays. On a daily basis, there are missed opportunities in lessons to use their experiences of living in other countries or to recognise their customs. The culture of the pupils and their parents is not seen as a wealth or resource to be tapped although there are some good examples of multicultural resources and books around the school.

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

41. The school provides a safe and caring environment. All members of staff know the pupils well. External agencies, such as the Social Services Department and the Education Welfare Service give good support to the school. The arrangements for the management of health and safety are good. The headteacher, the caretaker and a member of the governing body carry out the annual risk assessment and the local education authority has recently undertaken a full health and safety review. Regular checks are made to the grounds, buildings and equipment. Fire drills are held half-termly. There are three members of staff who are trained in the administration of first aid, and all midday staff have attended a one-day first aid course. The arrangements for child protection are excellent. The school has clear guidelines and all staff have a copy of the policy and are informed of the procedures when they are appointed,

42. The school has good arrangements for promoting and monitoring attendance. Registers are marked at the beginning of both the morning and afternoon sessions. The Education Welfare Officer is involved where there are concerns. Procedures for the promotion of discipline and good behaviour are good. School rules are discussed with all the pupils at the beginning of the school year and the class rules are very clear about the difference between right and wrong. The monitoring of behaviour is good. No bullying was seen during the inspection, and pupils are confident that should it occur procedures are in place to deal with it quickly and effectively.

43. The monitoring and support of pupils' academic performance and personal development are very good overall. Individual pupils' levels of attainment are recorded for all core and non-core subjects regularly so that their progress can be monitored as they move through the school. Pupils' reading attainment is regularly assessed and the results are used to determine which pupils would benefit from extra support. Tracking files record levels of attainment achieved and fix targets for the future. Although this information is extremely useful, there is no class or group summary sheet to enable new teachers to quickly assess the levels which pupils are at so that they can provide them with suitable work. Tests are used in Years 3, 4 and 5 in English and mathematics to identify pupils for extra support. An extra teacher has been appointed to provide additional support and raise attainment. Personal targets were chosen by pupils last year and shared with parents. This gave pupils a sense of responsibility and self esteem. However, this year, personal targets have been identified by teachers, but they have not yet been shared with pupils or parents. At present, teachers keep their own records of pupils' progress throughout the year, although they do not evaluate pupils' progress in relation to their weekly planning. The school has developed a good

personal, social and health education plan but this is not yet being implemented consistently across the school.

44. Pupils with special educational needs are identified early in their school life. Teachers provide suitable work and, where applicable, good quality individual education plans are drawn up by the special needs co-ordinator in consultation with the class teacher. These plans are reviewed regularly with new and appropriate targets set. The 12 pupils with statements of special educational need receive additional support provided by the local education authority. This is often supplemented by the school to ensure that these pupils make very good progress.

45. Assessment and recording of children's attainment in the nursery and Reception classes is good overall. Record keeping in the nursery is very good. The system involves all the staff making written observations which are collected to form an individual record for each child and show small steps in achievement. Good use is made of baseline assessments, but these are not standardised in the nursery, which makes it difficult for these teachers to assess where pupils start in relation to national levels and to fully assess their progress against the baseline assessments recorded when children become five. In the Reception classes teachers keep ongoing records of the children's attainment in lessons so they can build on the children's previous understanding. The end of year reports are good but take time to read through to pick out the important levels of learning for each child particularly in mathematics and literacy.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. The last inspection found that relationships with parents were good, they felt well informed and personally supported. This inspection finds that parents have very positive views of the school. Parents who responded to the questionnaire prior to the inspection said that their children liked school. The vast majority of parents feel their children are making good progress, that behaviour is good, and that they are kept well informed of their children's progress. Parents are happy that the school expects their children to work hard and feel that the school works closely with parents. All responses were overwhelmingly supportive of the school. At the pre-inspection meeting a few parents expressed concern over the provision of homework but the inspection findings show that the provision of homework is good. All parents were issued with a copy of the homework policy at the beginning of the school year and observations showed that teachers were providing suitable levels of homework and marking it regularly.

47. The information provided for parents by the school is good. Regular newsletters and flyers are sent out, which give good information about what is happening in school. There is information in the entrance hall to show what children will be doing in different subjects during the year. Information is also given to parents about how they can help their children at home. Written annual reports for parents are satisfactory and meet statutory requirements although some comments in some subjects, in particular art, music and information and communication technology, do not say clearly what pupils know, understand and can do. There are planned opportunities for parents to discuss their children's progress formally during parent consultation meetings but opportunities to talk with teachers informally at the beginning and end of the school day are more limited.

48. The school holds meetings with parents to talk about the National Curriculum tests, and a meeting to discuss the National Literacy Strategy is planned. The headteacher regularly invites parents in for 'tea', and these meetings are becoming more popular. They provide good opportunities for parents to share any ideas or concerns with the headteacher. In addition parents are regularly invited in for assemblies and Mass, and whole-school events such as "Book Week".

49. The impact of parental involvement in the life of the school is just satisfactory. Few parents help out in the school on a regular basis. Parents volunteer to help with specific events; a list of volunteers is held in the school and parents are contacted should their help be required.

There is no parents' association; fund raising events are organised by the staff with some help from parents. The school does not make enough effort to encourage parents to participate in the life of the school, in particular the parents of children for whom English is an additional language. Parental support for pupils' learning at home is satisfactory. Parents support their children by listening to them read and helping with other homework.

50. Parents of pupils with special educational needs are kept fully informed about their child's progress and the targets set for them. If their child has an individual education plan then they are always provided with a copy. Parents are always welcome to discuss any concerns they may have about their children's education. The school actively encourages parents to be involved in the provision to maximise the progress made by their child.

51. The nursery and Reception classes have sound links with parents. Parents meet the staff prior to the start of the term in which their child is due to start and, after term has begun, are invited to attend a meeting to learn more about activities, topics and ways in which they can help at home. Parents are welcomed in the mornings and staff and parents exchange information informally about difficulties which may have arisen. In the nursery class there is no home school programme for book sharing to involve parents in their children's education but they do receive information about the topics being covered. In the Reception classes the parents share reading with their children at home on a regular basis.

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

52. The headteacher provides very clear and purposeful leadership to the work of the school. She has an obvious commitment towards raising standards of attainment and provision for the pupils and transmits this very effectively to her staff. Since her appointment to the school two years ago, many improvements have taken place and these have had a considerable effect upon the overall work of the school and the standards which pupils reach. Pupils in Year 6 now reach well above average standards in the national tests in mathematics and science and above average standards in English, which is a considerable improvement since the previous OFSTED inspection when standards were broadly average. The quality of teaching has improved from satisfactory to good and, overall, the key issues identified at the last inspection have been addressed well. There are now policies and schemes of work in place for all subjects and whole-school monitoring processes are now very good. Subject co-ordinators are carrying out very effective roles and there are clearer links between school development planning and budget setting, although there is still room for improvement in this area. In the vast majority of lessons seen, the work set for pupils was matched suitably to their abilities and this is the main reason pupils are making good progress and reaching high standards. The school has introduced a number of measures to try to recognise and celebrate the rich cultural background of its pupils, but further improvement is still necessary to ensure that the whole curriculum promotes this effectively on a day-to-day basis.

53. Despite their best efforts, the governing body has been unable to appoint a deputy headteacher. The recruitment of new staff is difficult across London, as is shown by the high number of temporary teachers currently at the school. This has put considerable pressure on the headteacher, despite the support offered by her senior staff and governors. The headteacher has put into place a sound management system until a deputy headteacher can be appointed. Five senior members of staff hold management roles and are responsible for different year groups and aspects of school life. The system is working well because the headteacher has made her expectations clear and the members of the senior team are carrying out their roles effectively.

54. The management of the provision for pupils with English as an additional language is very good. There is good liaison between specialist staff and classroom teachers to ensure that the support offered fits in with class lessons. Very good systems of assessment ensure that pupils' needs are carefully identified and met and that they make very good progress.

55. The management of special educational needs is very good. The co-ordinator works extremely hard to ensure that the provision is of a very high standard. The school is very well staffed with dedicated special educational needs teachers, learning support assistants and classroom helpers who work closely with class teachers and give very effective support to pupils.

56. The governing body is fulfilling its statutory duties appropriately. Governors have formed sub-committees to help them manage their work, but because governors sit on only one committee, there is insufficient transfer of information between them. The timing of committee meetings is not always helpful in enabling decisions and information to be shared effectively at full governing body meetings and the minutes of these meetings are often too brief to give good information to other governors. Each governor has a subject responsibility and makes regular visits to the school to meet with the headteacher and the subject co-ordinator. Written reports of their visits are shared with the full governing body and this enables all governors to gain an understanding of the work of the school. However, governors do not spend enough time in classrooms to get to know classroom teachers and understand how the governing body's decisions are impacting on provision for the pupils. Governors use their good understanding of the local area and of the needs of the pupils to make an effective contribution towards planning for school development. However, governors are not involved enough in monitoring how these plans are progressing and what effect they are having in the classroom.

57. The school monitors its performance very effectively. The headteacher makes formal and informal observations of teachers and gives them useful feedback about how they can improve. Targets are agreed and these are monitored at subsequent observations. Each subject co-ordinator has agreed targets and these are reviewed termly with the headteacher. Standards are carefully monitored and test results are analysed to inform curriculum planning. When Tyburn' Infant School amalgamated with St Edward's two years ago, the standards and progress of the pupils transferring were monitored carefully. Because many of these pupils were showing low levels of attainment, appropriate support was implemented which is showing good effect on those pupils who are currently in Years 3, 4 and 5. Data is analysed carefully and the headteacher and senior teachers are beginning to use information and communication technology to make comparisons and identify areas for development. However, the use of information and communication technology generally to support the work of the school is not well developed.

58. A major problem for the school in recent years has been the appointment of good teaching staff. Many teachers have been employed through agencies and, on occasion, despite careful support, have been unable to meet the high standards expected by the school. This has a significant effect upon the progress of the pupils in the classes concerned. However, the headteacher monitors new staff carefully and takes firm action if this is the case. The school has developed very effective induction systems for new staff to help them settle in quickly and develop their understanding of school policies and practice. The systems for supporting newly qualified teachers are particularly good. The high number of teachers and assistants ensures that individual pupils are well supported. Other adults in the school, for example the caretaker, midday assistants and kitchen staff provide good support to the work of the school.

59. Funds allocated to the school are used well to improve provision for the pupils. The school's previous inspection identified weaknesses in linking budget planning with school development but this is no longer the case. The school development plan has costings for each area, although in some cases, these are not detailed enough. School development has, up till now, been planned within the academic year, but in future will tie in more closely with the financial year to enable governors to analyse the effects of their spending more effectively. Funds to support pupils with special educational needs are used very effectively to provide a very high quality service. Funding received through the Education Action Zone is being used well to drive up standards. For example, current pupils in Year 3 who achieved low standards in the 2000 national tests are being

given additional support through a primary helper. The progress that these pupils make is being monitored carefully to monitor the effectiveness of the spending. The school secretary, who keeps careful written records of spending, monitors school spending very effectively in the first instance. Monthly reports are given to the headteacher who discusses these with the chairman of the finance committee. In cases of major spending, three quotations are always sought to ensure best value for money.

60. The school's accommodation is satisfactory. There are spacious classrooms in the old building and the two halls provide enough space for pupils to join together for assemblies and for physical education lessons. The playground is small for the number of pupils in the school but staggered playtimes ensure that pupils have enough space to play. Although library provision is just satisfactory at present, plans are being developed to build a new one to celebrate the school's 150<sup>th</sup> birthday. The school development plan also identifies the development of an information and communication technology suite. The range and number of learning resources in the school are satisfactory, with strengths in history and geography but with current weaknesses in information and communication technology.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To improve further, the headteacher, governors and staff should now:

**(1) Improve the standards gained by seven year olds in the national tests in reading, writing and mathematics by:**

- Reviewing the organisation for the teaching of literacy at Key Stage 1;
  - Ensuring that all teachers are aware of individual pupils' strengths and weaknesses in mathematics and plan work to meet the needs of pupils of different abilities.
- (Paragraphs 8, 23, 29, 82, 86, 88, 90, 93)

**(2) Raise standards in information and communication technology as identified in the school's development plan by:**

- Developing teachers' subject knowledge and confidence;
  - Improving the levels of resources to enable the full National Curriculum programmes of study to be taught;
  - Ensuring that skills, knowledge and understanding are discretely taught;
  - Using information and communication technology more effectively in other subjects.
- (Paragraphs 7, 10, 21, 25, 29, 111, 126, 132-136)

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Recognise pupils' cultural backgrounds more effectively within all subjects of the curriculum. (Paragraphs 30, 40, 49, 52, 63)
- Increase parents' involvement in the life and work of the school on a day-to-day basis. (Paragraphs 49, 72)
- Further extend the governors' involvement in monitoring and evaluating the success of their plans as they impact in the classroom. (Paragraph 56)

### **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**



61. The standards achieved by pupils with English as an additional language are very good. Children make very good progress in developing their language and vocabulary in the nursery and Reception classes although they still do not meet the recommended levels by the age of five. Pupils continue to make very good progress throughout Key Stages 1 and 2 and achieve high standards by the time they leave the school, compared with the levels at which they start in the nursery.

62. Children in the nursery and Reception years are identified in the early assessments and receive additional and very effective support in their classes. At Key Stages 1 and 2 they receive good support in a range of subjects including literacy and numeracy. This is well planned and focuses on their specific needs which have been carefully identified by teachers. Teachers assess the progress of these pupils regularly and this ensures that plans are constantly being revised to ensure that pupils receive the work and support which they need. Teachers use good resources to build practical and visual lessons, giving pupils the essential vocabulary for each subject. In a Year 3 class, for example, the support teacher planned a practical lesson on making a sandwich to develop the pupils' knowledge and language of sequencing and how to give instructions.

63. Support teachers often plan with the class teachers which ensures that the work is relevant to all the pupils and enables them to participate fully in the class sessions. However, opportunities are missed to use the cultures and languages of these pupils on a daily basis to recognise their home language and raise their self esteem. There are few occasions when pupils see or hear their own languages within the school curriculum and they learn about their own cultures mainly in extra-curricular activities. The parents of these pupils possess a wealth of experience, language and knowledge which is not yet being fully tapped by the school.

64. Very good leadership ensures a whole-school approach to the provision for pupils with English as an additional language. Class teachers are well supported by the specialist team of teachers and, on some occasions, the specialist teachers take class lessons, enabling class teachers to work with specific groups of pupils. This also raises the profile of the specialist staff within the school.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	52	37	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	322
Number of full-time pupils eligible for free school meals		112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register		120

English as an additional language	No of pupils
Number of pupils with English as an additional language	192

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.8	School data	0.1
National comparative data	5.4	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	24	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	22	22	21
	Total	32	31	33
Percentage of pupils at NC level 2 or above	School	68 (86)	66 (91)	70 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	10
	Girls	25	26	21
	Total	36	37	31
Percentage of pupils at NC level 2 or above	School	66 (91)	79 (91)	66 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	27	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	25
	Girls	24	23	23
	Total	45	44	48
Percentage of pupils at NC level 4 or above	School	87 (74)	84 (72)	92 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	24
	Girls	24	24	25
	Total	45	45	49
Percentage of pupils at NC level 4 or above	School	87 (74)	87 (70)	94 (74)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	40
Black – African heritage	48
Black – other	5
Indian	6
Pakistani	2
Bangladeshi	0
Chinese	6
White	212
Any other minority ethnic group	43

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	16
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	3
Total aggregate hours worked per week	

Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	919,888.42
Total expenditure	851,746.00
Expenditure per pupil	2,272.00
Balance brought forward from previous year	37,017.00
Balance carried forward to next year	68,142

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

352

Number of questionnaires returned

83

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	75	19	0	0	0
Behaviour in the school is good.	66	29	1	0	4
My child gets the right amount of work to do at home.	52	42	1	0	5
The teaching is good.	77	20	0	0	2
I am kept well informed about how my child is getting on.	63	29	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	77	20	0	1	1
The school expects my child to work hard and achieve his or her best.	80	18	0	0	2
The school works closely with parents.	66	29	2	0	2
The school is well led and managed.	75	24	0	0	1
The school is helping my child become mature and responsible.	72	27	0	0	1
The school provides an interesting range of activities outside lessons.	55	29	5	0	11

### Other issues raised by parents

- Parents appreciate the support given to children with special educational needs.
- The provision of homework does not always tie up with school policy and, in some cases, homework is not marked.
- Concern about the lack of continuity of teachers in a Year 1 class.
- Weak supervision in the playground at lunchtime.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. The school has maintained good provision for children in the foundation stage since the previous inspection. The nursery teacher has established good routines for the children and adults which provide a calm and purposeful working atmosphere. The Reception class teachers, who are newly qualified, receive good support from the nursery teacher and the foundation stage overall provides a secure environment in which the children are able to learn and grow.

66. Most children enter the nursery with below average attainment in personal, social and emotional development, literacy and language development, mathematical development and knowledge and understanding of the world. Attainment in creative and physical development is average. There are many pupils with English as an additional language and their vocabulary and speaking skills are limited. By the time they are ready to start in Year 1, however, the majority of children have achieved average standards in mathematical development, knowledge and understanding of the world, creative development, physical development and in their personal, social and emotional development. In language and literacy development many children still do not reach average skills as a result of their limited vocabulary. This is confirmed by the baseline assessments that take place early in their first term in Reception classes.

67. Children start school full time in their last term in nursery and move into the Reception classes in the year that they become five years old. Most children have attended the school nursery class.

#### **Personal, social and emotional development**

68. Many of the children enter the nursery class with below average personal and social development but within a short time many are able to share and negotiate their needs appropriately. This shows good achievement and is the result of consistent and careful teaching which emphasises the importance of every individual, reflecting the values of the school. The inspection took place in the second half of the autumn term when many children were new to the class. A new child with little English wanted a torch from the building kit and was able to negotiate with three children to have it. The three children who handed it to him accepted his limited explanation of why he needed it. At all times the staff carefully explain to children the effects of their actions and encourage them to make their wishes clear by giving them the correct language to say, for example, "Please don't do that. I don't like it." The children settle quickly to tasks and concentrate for appropriate periods of time. They are happy and confident, leaving their carers quickly at the start of the sessions. By the time they are ready to start in Year 1, the children have satisfactory personal and social skills. The consistent reinforcement which reflects the school's values results in good behaviour and an awareness of the needs of others. They share well in class, learn to work together on tasks, listen to their teachers and other adults, and to each other.

69. Personal and social development is planned for and promoted well in all areas of learning. There are well established routines, which enable the children to feel secure and grow in confidence. Children with very little English quickly learn the routines of each session and are able to participate fully in each activity. The adults provide very good role models, treating each other with respect and helping each other, which encourages the children to do the same. Children help each other put on cookery aprons and show each other how to put their work away. The staff also plan effectively to promote the children's independence through the choice of activities on offer at each session, although there is no system to monitor this to ensure all children experience all activities. Through cooking activities and preparations for lunchtime the children learn about

hygiene. Lunchtime also promotes good social skills as the children are taught to use knives and forks, express preferences for different foods and talk quietly together.

### **Communication, language and literacy**

70. Many children show levels of communication which are below average when they first join the nursery. They make good progress in increasing their vocabulary, their understanding of the structure of spoken language and in understanding instructions. This enables them to make their needs known and to join in conversations about their activities and the stories they hear. However, by the time they are ready to start in Year 1 they remain below average in language and literacy skills despite the emphasis given to this area by all the staff in the nursery and Reception classes. Adults working with children at different activities talk constantly with them, encouraging them to describe what they are doing, for instance, talking about the colour of the dough, the texture, how to make a long shape and how to make a round ball. Most children listen well during class sessions and the choice of rhymes and stories develops vocabulary and understanding of different situations. The children are encouraged to join in with repetitive rhymes which have actions to help them understand the vocabulary such as “Five little ducks” and “Five currant buns”. These also make a good contribution to developing the children’s confidence as they begin to predict the next part of the rhyme.

71. In the nursery, a literacy focus is planned each day which involves children in writing and drawing. They are encouraged to copy their names but there are few examples of children’s own attempts of writing on display. Children know a number of stories and enjoy story sessions. They are encouraged to join in and talk about the stories relating them to their own experiences. However, opportunities are missed to involve parents in their children’s learning at this early stage and thus begin good habits of, for example, sharing books at home.

72. In Reception classes teachers use the National Literacy Strategy well to support the children’s learning and plan group tasks appropriate to the ages of the children. The work is planned to meet the needs of different abilities and there is a strong emphasis on developing the pupils’ vocabulary and understanding. The home/school reading scheme is used well and supports the children’s developing literacy skills. Although some children have limited vocabulary they know how to handle books and that pictures tell a story. Writing activities encourage children to share their ideas and many can copy the teacher’s writing accurately although their letter formation is often weak.

### **Mathematical development**

73. On entry to the nursery many children are below average in their attainment in this area of development but, by the end of the Reception year, they achieve average standards. This good progress is a result of the wide range of activities through which they learn to count accurately and begin to understand mathematical concepts such as “more” or “less.” When children build towers with bricks, there is an emphasis on the language of size and children are encouraged to describe their building in terms of ‘long,’ ‘short,’ ‘tall’ and ‘small.’ They learn about shapes through stories such as “Elmer the Elephant” and begin to name triangles, circles and squares. In the Reception classes teachers plan effectively using the National Numeracy Strategy. Activities are adapted well to ensure that children experience a range of practical activities. The work for mathematics is well planned and children are encouraged to use their mathematical understanding in all activities.

### **Knowledge and understanding of the world**

74. Many children enter the nursery unable to express their knowledge and understanding of the world. The nursery staff work hard to develop the children's vocabulary so they can express their ideas about stories and activities. However, there is limited use of the parents' and the children's home languages to support this aspect of their development in the nursery and Reception classes. By the time the children are ready to begin Year 1 their attainment is average. They learn about the growth of sunflowers from seeds in the nursery and what is needed to grow healthy plants. They also learn about their own growth and how they have changed since they were babies. The children know the names of people who help them in the community and act out their jobs in the role-play area. This area is well resourced and encourages the children to act out their roles seriously as doctors or builders. This knowledge and understanding is developed further in the Reception classes by visits from, for example, firefighters and the school nurse. The children have a very basic introduction to technology through the use of tape recorders to hear familiar stories and songs and the computer where they use a paint programme to draw patterns. They operate the equipment confidently.

### **Physical development**

75. On entry to the nursery pupils' physical skills are average and, by the time they are five, most pupils reach expected levels for their age. The nursery has a good outdoor play area where there is a wide range of equipment to develop the children's skills, including balancing, riding cars around a track and using small equipment. The children show a sound awareness of space, rarely bumping into one another. The Reception classes make good use of this area on a daily basis ensuring that children continue to develop their physical skills satisfactorily throughout the foundation stage. The children in the nursery and Reception classes have indoor physical education weekly where they are encouraged to take part in more structured activities. In the nursery the children act out the story of the 'Bear Hunt' skipping through the grass, jumping and hopping over obstacles and stretching their bodies and limbs energetically. In their classrooms the children demonstrate increasing skills with pencils, scissors and paintbrushes. They can cut around quite complicated shapes in the Reception classes when learning about 'The Three Bears' and, in the nursery class, use pencils confidently to write and draw.

### **Creative development**

76. Most children are on course to reach recommended levels for their age by the time they are five. They have a satisfactory level of skill when they enter the nursery and make sound progress to the end of the foundation stage. They enjoy role play and are helped to extend their ideas by the focused attention of adults who extend their ideas and vocabulary. Pictures on display in the nursery show developing painting skills but some collage work is over-directed by adults and limits children's opportunities to express themselves imaginatively. In the Reception classes there are few examples of the children's own work on display. The children in both the nursery and Reception classes enjoy singing along with rhymes and action songs from memory, and join in enthusiastically.

## **ENGLISH**

77. In the national tests for 11-year-olds in 2000, standards in English were above average and they were very high when compared with similar schools. The percentage of pupils who scored at high levels was also above average nationally and well above average in comparison with similar schools. The performance of the pupils in English at age 11 over the past four years has been well above the national average.

78. The findings of this inspection are that pupils in Year 6 are on course to reach standards that are above those found in most other schools in reading and writing and close to the average in speaking and listening. This judgement shows an improvement on the findings of the previous



inspection and is similar to the results of the school's 2000 end of Key Stage 2 national tests. The pupils, including those with special educational needs, now make good progress in reading and writing and satisfactory progress in speaking and listening. The evidence indicates that progress is faster in Years 5 and 6. Pupils who are learning English as an additional language also make good progress, especially when they work with specialist staff.

79. By Year 6, the pupils attain average standards in speaking and listening. Many pupils contribute effectively in discussion, talk confidently and offer ideas freely. However, in some lessons there are fewer opportunities for pupils to offer their opinions and work together on presentations. Good examples occur where pupils are helped to evaluate the work of others; for example, Year 6 pupils read out their imaginary diary entries about leaving familiar circumstances and starting at a new school and others offered their opinions about how the writing could be improved. The speaking and listening skills of pupils for whom English is an additional language are encouraged particularly well and progress for this group of pupils is often very good.

80. Standards in reading are above average. Most pupils read fluently and accurately with good expression. They have a good knowledge of a wide range of books and read suitable material for their age and maturity showing a clear understanding of the text. They can discuss their favourite authors such as J.K. Rowling, Roald Dahl and R.L. Stine and are able to identify features of their style. Pupils visit public libraries frequently both out of school and as a part of the school curriculum. Higher attaining pupils know how to find books in the library and use contents pages and indexes confidently. Lower achieving pupils use their knowledge of sounds when reading unfamiliar words, and in general, build up simple words successfully. By the age of 11, the higher achieving pupils skim and scan text effectively and use inference and deduction well. Some of the work in lessons links particularly well to writing tasks, for example, when pupils analyse Robert Browning's poem "The Pied Piper of Hamelin" and write a character study of the mayor.

81. By the age of 11, standards in writing are above average. Pupils write about their ideas in a clear sequence and use a range of punctuation correctly. They write in a variety of styles and for different purposes including giving information, poems, play scripts, newspaper articles and persuasive writing in the form of a letter to the headteacher where they discuss whether teachers should give children less homework. They look at the effect of opening statements when presenting an argument on the theme, "Are children turning into brainless cabbages?" imagine life as Robinson Crusoe and give instructions on how to make a Christmas card. Pupils develop their understanding of verbs, adjectives and nouns and become increasingly able to use these well to make their work interesting to the reader. The oldest pupils analyse phrases and understand how connective words can be used to make sentences more complex and sometimes to change the meaning. They set out dialogue correctly and use complicated plots and endings in their imaginative story writing. Pupils in Year 3 use simple adjectives within sentences when they produce books on a topic of interest. Year 4 pupils successfully make fact files and try to analyse the important points when writing a newspaper article about a pig giving birth to ten piglets. The work is well developed in Year 5 when pupils compare tabloid and broadsheet newspapers and examine the effects of sensational and factual headlines. By Year 6, pupils confidently express how they feel about specific issues, using adjectives within the text to create atmosphere and to develop their initial ideas. Throughout the school pupils show a pride in their work which is generally presented with care and attention to detail. Handwriting is consistently neat.

82. National Curriculum tests in 2000 showed seven year olds to be reaching standards which were well below average in reading and writing when compared with schools throughout the country. When compared with similar schools, results were below average in reading and well below average in writing. Too many pupils did not reach expected standards for their age. These standards reflect the particular cohort of pupils, which included a significant number of those with special educational needs. The year group also suffered from a lack of continuity because of numerous staffing changes before the amalgamation of the two schools.

83. Inspection findings indicate that pupils in the present Year 2 are on course to reach average standards in speaking and listening, reading and writing by the end of the year. The present standards represent good progress as many pupils enter the school showing limited skills in English and there is a significant proportion of pupils who are learning English as an additional language. These pupils and those with special educational needs often make very good progress as a result of consistent additional support. The standards seen are similar to those found at the previous inspection.

84. By the age of seven, many pupils show confidence in talking and use a growing vocabulary to express their ideas clearly within the classroom to groups of pupils and to the whole class. This was seen in a Year 2 lesson when pupils shared the outcome of an investigation into colour mixing during an art lesson. Pupils who are in the early stages of learning English as an additional language are less confident when speaking in front of a class but are often encouraged to make a contribution. Higher attaining pupils speak clearly and incorporate relevant detail when, for instance, talking about pictures in a book, explaining why they like particular authors and discussing how they can make a model dragon.

85. In Year 2, standards in reading are average overall but a significant proportion of pupils is attaining standards that are high for their age. Pupils generally read with increasing accuracy and employ a variety of strategies to tackle unfamiliar words, including building up letter sounds and using the sense of the sentence to make a guess at the meaning. By the age of seven, most pupils have some understanding of the text they read and are beginning to talk about their favourite part of a story. Lower achieving pupils require support and encouragement to talk about the text and refer to the pictures for clues. The school is aware of this and is working hard to provide information for all adults who share reading times with children so that they are able to help them to develop their enjoyment of reading by discussing the books. Higher attaining pupils tackle relatively difficult words confidently and read with expression. They make use of libraries out of school and know how to make reference to different categories of books when they are trying to seek information on a topic.

86. The majority of pupils write short sequences of sentences. They understand the purpose of full stops and capital letters and use them effectively in their writing. In Year 1, the majority of pupils know how to put together letters to write simple words. The formation of letters is not always correct although there is usually consistency in size. By the end of the key stage, the majority of higher achieving pupils are beginning to use interesting vocabulary and develop their ideas well. Year 2 pupils write letters related to their work on Katie Morag and her grandmothers. They relate this to their own experiences when they write imaginative stories with a great deal of accuracy about, 'My granny at the supermarket'. Mistakes are usually picked up quickly by teachers and pupils learn from these quickly. In a few instances, however, there is insufficient challenge, for example where pupils focus on writing simple words such as 'van' and 'bed' when they are already confident in spelling more complex words.

87. The quality of teaching and the quality of learning are good at Key Stage 2 and satisfactory at Key Stage 1, although there are variations across and between the year groups. These are similar to the findings of the previous inspection. Most class teachers are confident in the teaching of basic skills. Most have high expectations of the pupils and usually provide work that challenges even the most able. As a result, all pupils make good progress. In the most successful lessons, pupils make particularly rapid progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities that are planned for different groups. All these elements were present in a Year 5 lesson where the pupils identified features of a recounted text and had a time target to complete one of the tasks. In less successful lessons, the time available is not used well and there are missed opportunities to develop the text and teach grammatical skills imaginatively. In a few instances, teachers do not sum up the lessons well to help pupils

consolidate what they have learned. Where teachers give clear positive guidelines with regard to behaviour and the quality and quantity of work expected, the pupils respond accordingly and behave well. The type of marking that shows pupils how they might improve and highlights aspects that they are already doing well also has a very supportive effect. However, pupils' books show that not all teachers are carrying this out successfully. The quality of teaching in Key Stage 1 is affected adversely by the school's structure of the literacy hour. Pupils spend too much time on one topic, for example grammar or spelling, in the lesson and they lose interest and concentration.

88. The curriculum in English is broad and meets the requirements of the National Curriculum. The school has taken effective measures to improve standards in English by providing well-focused programmes to address underachievement in reading. A good reading recovery programme is in place, the range of reading material has been considerably widened and the school has attempted to involve parents more in reading with their children. The school is now emphasising competence in writing and has adapted the National Literacy Strategy to provide more focus for this. Extra time is given on the timetable for pupils to complete creative writing assignments and to work on building their skills in both reading and writing. This usually works well with older pupils but some of the younger ones in Key Stage 2 and those in Key Stage 1 find lessons rather lengthy when they focus on one aspect such as grammar. This often means that pupils lose their concentration and their learning is affected. Where the format of the National Literacy Strategy is applied, pupils benefit by having a more balanced content within their lesson which helps them to learn about grammar in the context of studying a text. A good example where the Literacy Hour format worked particularly well was in a Year 1 lesson when pupils identified word patterns and rhyming words based on the class reading of a story 'This is the Bear'. The structure of the lesson enabled pupils of all abilities to be challenged and develop their own work, use dictionaries, learn new spellings in the context of the story and make up their own rhymes. Lower attainers who had difficulty with vowel sounds in phonics were well supported and were able to follow the word patterns in spellings and thus start to write their own stories.

89. The subject policy and the scheme of work have been reviewed and rewritten recently. The subject co-ordinator is thorough in her oversight of the subject and in her conscientious approach to the documentation. Forms of assessment are good and help teachers to match work appropriately. Higher attaining pupils are identified and have the chance to work in small groups with an extra teacher in some lessons. Resources for the teaching of English are good. Pupils are particularly encouraged to apply their growing literacy skills in other subjects, for example, history and geography. They write up investigations in science, give instructions on how to make a model in design and technology and record and evaluate their work carefully. The use of information and communication technology as an integral part of the English curriculum is limited. Library facilities are satisfactory and book corners in classrooms include a good range of fiction and non-fiction books. The school has plans to develop a new library area that will support the pupils' research skills.

## **MATHEMATICS**

90. In Year 6 pupils attain standards well above those found nationally. The national tests in 2000 bear this out with a significant number of pupils reaching high levels. These results are very high when compared to similar schools. This is a very good improvement since the last inspection when attainment in Year 6 was judged to be average. Pupils currently in Year 6 are continuing to attain well and the effective teaching seen in Years 5 and 6, together with the extra support from a volunteer helper, is ensuring that the high standards are maintained. Pupils in Year 2 attain standards expected for their age in numeracy and all areas of mathematics. This judgement is based on the standards of work seen in the current Year 2. There was a dip in the attainment in 2000 due to a number of circumstances including the previous experiences of some pupils before the two schools were amalgamated. The good teaching seen in the Year 2 classes is having a positive impact on the standards pupils are currently reaching.

91. There are no significant differences in the performance of boys and girls. Pupils with special educational needs receive very good support and make very good progress. Pupils for whom English is an additional language also make very good progress and achieve well.

92. By the age of 11 pupils have a good understanding of place value to a thousand, with many pupils handling numbers and computations to a million confidently. Pupils can add, subtract, multiply and divide two and three digit numbers accurately with the majority able to work to at least two decimal places. Their work in data handling is particularly good with more able pupils showing a great depth of understanding of how to find and interpret the significance of the mode, mean, median and range of a set of data. Information and communication technology is not used enough to help pupils in their work. By the age of seven, pupils can understand the language of number, have a good knowledge of place value to at least 100 and can recall addition and subtraction facts to 20 quickly. They know some of the properties of two- and three-dimensional shapes such as rectangles, hexagons, cuboids and cylinders.

93. The quality of teaching and learning is good overall but is more effective in Years 2, 5 and 6 where teachers have good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and make good progress. Pupils respond well to this and behaviour in lessons is often good or better. All teachers follow the National Numeracy Strategy in their lessons and this is having a positive impact on progress, particularly in the development of mental and oral numeracy skills. Lessons are planned carefully with clear objectives which are shared with the pupils at the start of the lesson to help them focus on the learning intentions. Every lesson commences with a brisk mental mathematics session that, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answers. Work provided is usually matched closely to the needs of pupils and to their prior attainment. A very good example of this was seen in a Year 5 lesson about problem solving. The teacher gave pupils work based on their individual needs and designed to challenge their thought processes. All pupils made very good progress in the lesson and worked extremely hard to complete the tasks. They were engrossed in their work and were most keen to do as much work as possible in the given time. In many lessons, learning support assistants and classroom helpers support pupils with special educational needs. They are well briefed by the class teachers and, due to the very good quality support they give, such pupils learn well and make very good progress. The setting of pupils in Years 5 and 6 is also having a very positive effect on standards by enabling teachers to work with pupils of similar ability and pitch the content of the lessons accordingly. Most teachers explain work carefully and ensure, by asking probing questions that all pupils fully understand what to do during group or individual activities. Pupils ask or answer questions willingly and often make valuable contributions to class discussions. When teaching is less effective the work set is often insufficiently challenging to interest and motivate the pupils and the management of pupils' behaviour is weak. This leads to time being wasted and some pupils not being able to concentrate on their work as others constantly interrupt them.

94. The co-ordinator gives very good leadership in mathematics. She has led training sessions to familiarise teachers with the National Numeracy Strategy, monitors their planning and has observed teaching, giving teachers useful feedback about their methods and approaches. This has had a direct impact on the confidence of teachers and consequently on the standards achieved by pupils. This has been most important recently as the school has many new teachers, some being unfamiliar with the Numeracy Strategy, and all of them have received useful advice and support in a very short time. Assessment procedures are very good with the results of national and other tests analysed to identify specific aspects of mathematics that would benefit from further input and also help with future planning of work. Targets are set for groups of pupils and the school intends to raise standards even higher by setting targets for individual pupils.

## SCIENCE

95. The results of the 2000 National Curriculum tests for 11 year olds showed well above average standards, with a good number of pupils reaching high levels. This indicates a considerable improvement since the last inspection and is due mainly to good teaching and improvements in whole-school planning. However, standards in Year 2 were well below the national average in the 2000 national tests. This was due largely to the disruption to pupils' education before the school was amalgamated with a local infant school.

96. There is no significant difference between how well boys and girls are doing. Pupils with special educational needs and English as an additional language are very well supported and make very good progress over time.

97. The scrutiny of work and classroom observations indicate that the present Year 6 pupils are on course to reach well above average standards by the time they leave the school. This is due to the practical approach to the teaching of science and the high levels of teacher subject knowledge. Standards in the current Year 2 are average, due to the higher teacher expectations and good use of resources.

98. By the age of 11 years pupils' knowledge of life and living processes is very good. Pupils show very clear understanding of the three main functions of the human skeleton. They explain how the digestive system functions and can label diagrams of teeth carefully. The standard of investigative work is sound overall, although there is no evidence of open-ended investigations being carried out in any year groups other than in Year 5. The school plans further emphasis on this aspect in the near future. Year 5 pupils record results accurately and form conclusions about their work. They use graphs effectively to show the differences in the temperature of liquids. They have very good levels of knowledge about forces and magnets. They can carry out careful tests to establish which materials are attracted to magnets. By Year 6, pupils' knowledge and understanding of physical processes is well above average for their age; for example, most pupils know it takes the Earth 24 hours to rotate on its axis and can use simple models to explain the movements of the Earth in one year.

99. By the age of seven years pupils can label parts of the human body and can order a set of pictures to show how people grow from babies into adults. They use their senses effectively to recognise similarities and differences between materials and they sort out their findings according to texture and shape. They describe them clearly in terms of whether they are rough or smooth, dull or shiny.

100. At both key stages, there are weaknesses in the way pupils record their work and they do not use computers often enough to support the recording of evidence and the presentation of results. More able pupils are not consistently challenged in their work and there is insufficient development of pupils' investigative skills. All aspects of the required programmes of study are covered although there is less emphasis placed on the areas of physical processes and materials.

101. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1 with a number of strengths that account for the good progress overall in the school:

102. revision of the previous lesson's content and good questioning skills, which are used to ensure that pupils think deeply about the topic being studied; this occurred in a Year 6 lesson that was concerned with physical processes where pupils were challenged to think carefully about the earth's movement around the sun;

- teachers' detailed planning, which and the fact that they share these with pupils; this means that pupils are focused on what they should be learning;

- teachers use good questioning skills to deepen pupils' understanding, for example when they discuss what happens when two similar poles of magnets are placed together;
- vocabulary is well developed by teachers so that pupils learn how to explain their observations using increasing quantities of scientific language;
- resources are used imaginatively to make the lessons interesting and relevant.

103. In the very few instances where teaching had some weaknesses this was due mainly to the following factors:

- more able pupils were not challenged enough;
- plenary sessions were not being used well enough to assess the level of pupils' knowledge;
- marking did not explain what pupils could do to improve their work.

104. The co-ordination of the subject is effective. The curriculum manager has monitored teachers' planning and has written an action plan which ensures its continued development. The quality of teaching is being monitored by the co-ordinator and feedback given to enable teachers to improve their practice. The biggest improvement since the previous inspection is the formulation of a detailed scheme of work which has helped teachers to plan and has ensured that the science curriculum meets statutory requirements. There is a good system for assessment, which provides the school with useful information, but the assessment is not yet consistently analysed. Resources are sound overall although there are no sensors or monitoring equipment in the school. The subject promotes pupils' literacy skills well through the introduction of a science vocabulary and through the written reports of scientific activities and knowledge. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils' work. Information and communication technology is currently under-used in science lessons to help pupils analyse data or to present reports or investigations. The subject makes a good contribution to pupils' social development when they work together during practical activities.

## **ART**

105. During the course of the inspection there were limited opportunities to observe art being taught. Judgements have been reached from the analysis of pupils' work, displays around the school and teachers' planning. By the end of both key stages, most pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress and attain average standards. This judgement reflects the findings of the last inspection report. While the rate of progress is satisfactory overall, it is variable across year groups because of the different amounts of time that are given to the subject and the teachers' confidence in teaching specific teaching skills.

106. By the time that they are 11, pupils produce pencil portraits in the style of David Hockney, use charcoal to create pattern and texture in their work and apply printing techniques effectively. Some good examples are displayed where pupils have made blocks for printing and have experimented with string, sponges and cork. They know how to use textiles to produce appliquéd designs relating to World War II and some clay work is carefully incorporated into their technology project which is concerned with the evaluation and production of vases. Some examples of collage work are over-directed by teachers and pupils have little chance to select materials and determine the outcome of the work themselves. At both key stages there are few opportunities for pupils to apply their developing techniques and paint freely from memory and imagination.

107. By the age of seven, pupils are able to mix paints and produce secondary colours. They draw pictures of people who help in the school and tackle simple printmaking. Good attempts are made to explore ways of making marks with a variety of media. Pupils learn effectively about line,

tone and shape and produce observational drawings of items around them. There is little evidence in Key Stage 1 to show that pupils are learning about the styles of different artists.

108. The quality of teaching and the quality of learning are satisfactory as they were at the time of the last inspection. In the lessons seen, there were both sound and good elements. In a Year 2 lesson where pupils explored the paints and mixed different shades, the teacher provided a good introduction where the purpose of the work was clearly conveyed alongside the expectations of the pupils' attitudes and behaviour. The pupils responded very positively to this approach. Well-prepared resources enabled the pupils to look carefully at the outcomes of their work and discussion allowed the pupils to consider their own responses to the task. Competent management and organisation meant that the teacher was able to provide helpful support and encouragement to pupils. In a Year 3 lesson the teacher provided imaginative items such as pineapples for the teaching of printing techniques and pupils were eager to make their own designs. Unfortunately the timetable slot for this lesson was at the end of the day and the pupils were still engrossed in the practical activity when it was time to clear away. They did not have sufficient time to show others their work and evaluate what they had learned. The work on display shows some sensitive approaches where Key Stage 2 pupils have closely observed plants and shells and carried out pencil drawings. This work provides evidence that pupils are being taught specific skills to capture realism yet convey their own style.

109. At the time of the last inspection there was no scheme of work to guide the teachers. Now there are very clear guidelines and the co-ordinator, who has recently assumed the responsibility for the subject, is enthusiastic and conscientious in her approach. The subject is beginning to make a positive contribution to pupils' cultural development when they study the work of different artists but there are few opportunities to explore art and design from the different cultures of pupils in the school. Some good opportunities are taken to relate the art and design work to other elements of the curriculum. For example, in their history work on the Ancient Greeks, Year 5 pupils have looked at artefacts and designs of the time and made replica Greek theatre masks.

## **DESIGN AND TECHNOLOGY**

110. Due to the organisation of the timetable, it was only possible to observe a limited number of lessons during the inspection. No teaching of design and technology was seen at the end of Key Stage 1. In the lessons seen, pupils made satisfactory progress in Key Stage 1 and good progress in Key Stage 2. From the analysis of work, the standards attained at the end of both key stages are as expected for the pupils' ages and all pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is an improvement on the findings of the last inspection when standards attained in Key Stage 2 were poor.

111. By the age of 11, pupils design and make simple objects. In Year 6, the majority of pupils carry out independent research and produce appropriate sketches and plans. They select tools and equipment to make a vase with clay after they have assessed the designs and functions of several vases on a display. Their basic skills are now developing well and they are learning to compile reports that explain the process of making a product. Earlier in the key stage, pupils evaluate different types of bread and investigate what is required in order to make a shaped roll for a picnic or a continental breakfast. Some good literacy work is linked to this project when pupils choose words to describe the different tastes. Year 4 pupils look at basic boxes and investigate pop-up mechanisms for cards. Some of this work is not challenging enough and repeats work done in younger classes, without any extension of skills or knowledge. Year 5 pupils show very good skills in understanding the importance of structure in bridges and have carried out tests to discover which is the strongest based on the number of marbles that can be carried by different types such as cantilever, suspension and cable stayed bridges. The models related to this project are of a good standard.

112. By the age of seven, pupils have an understanding of the design process and make simple mechanisms. They know how to join different types of material to make glove puppets based on 'A bug's life' and realise the importance of making an initial plan. They handle tools safely and higher attainers understand how it might be possible to make a jointed leg on a puppet. They are learning to evaluate the success of what they have made. Younger pupils know how to list the materials they will need when making a Chinese dragon and they respond well when the teacher guides them towards writing the instructions.

113. The quality of teaching and the quality of learning are satisfactory overall with particular strengths in Years 5 and 6. When pupils with special educational needs and those who are learning English as an additional language are well supported within lessons, they make good progress. In the lessons seen, the teachers had high expectations of what the pupils could achieve and very good introductions led the pupils to make decisions and test out their ideas. This was as a result of the teachers' very good understanding of the requirements of the subject, thorough planning and excellent discussions with pupils. The work was challenging and inventive and the quality of the teachers' questioning enabled the pupils to learn how to analyse a problem and to learn the skills of making an item for a specific purpose.

114. The co-ordinators have only recently assumed responsibility for the subject but have clear plans for its development. Literacy skills are developed well through the subject and assessment procedures are developing appropriately. However, information and communication technology is not used sufficiently to assist pupils in their work and help them practise their skills.

## **GEOGRAPHY**

115. There were no geography lessons at Key Stage 1 and few at Key Stage 2 as a result of the school's focus on history at the time of the inspection. Therefore, judgements have been based on analysis of the pupils' work, scrutiny of teachers' plans and discussions with pupils and the co-ordinator.

116. Standards in geography are average by the time pupils are seven and 11 years old. Pupils make satisfactory progress as a result of the appropriately planned lessons firmly based on the school's scheme of work.

117. Younger pupils at Key Stage 1 learn about their local environment looking at shops, services, and houses in the area and increase their use of geographical language. By the age of 11 years, pupils broaden their view of the world through the study of different countries such as Sweden and Finland. The pupils look at the local canal to study the effects of pollution and how they can help to save the environment. They consider physical features of an area such as water and transport routes required if planning a new town.

118. The quality of teaching is satisfactory at both key stages. Teachers manage their pupils well and plan for all abilities so that pupils have suitable tasks that increase their knowledge. Teachers plan to use numeracy and literacy skills, encouraging pupils to research for information in text books and maps and use tables, graphs and maps to interpret data and measure distances of scale. Pupils in Year 6 make flags of the European community and fact files containing their research on different countries. Where the quality of teaching is good, teachers build purposefully on pupils' understanding and, by skilful questioning, draw out their knowledge of climate and how it is affected by landmass and winds. Pupils with English as an additional language and those with special educational needs are well supported in some lessons by staff who ensure they remain focused on their tasks. These pupils make very good progress. There is an appropriate focus on language acquisition for all pupils and, in good lessons, teachers ensure pupils use geographical language in their answers to questions.



119. The curriculum is sound and provides appropriate coverage of National Curriculum 2000. However, there are few opportunities for pupils to learn about their own countries of origin. The school has not fully recognised how the wealth of information and understanding of cultures and beliefs that pupils bring to school could enrich the curriculum.

120. The enthusiastic co-ordinator has developed links with the British Council who has sponsored the Swedish and Finnish teacher exchange to spread the cultures of the countries of Europe. The subject is monitored well through teachers' planning and pupils' work and plans are in place to monitor the quality of teaching. The very good induction procedures for new staff ensure they understand the subject requirements, including assessment and record keeping. Resources are good, well organised and very good use is made of visits to support the curriculum and to familiarise pupils with the local area and the city of London.

## **HISTORY**

121. Standards achieved in history are average by the time pupils are seven and 11 years old and they make satisfactory progress in their learning. This reflects the findings of the school's previous OFSTED inspection. Pupils develop their understanding of the passing of time and the changes that have occurred in their own lives, in the lifetimes of their parents and grandparents and throughout different periods of history. This is as a result of the well-planned curriculum that gives good support to teachers.

122. By the age of seven years the pupils have developed their knowledge and understanding of time through the changes which have occurred in their own lives. They develop their language skills effectively by examining pictures of kitchens and kitchen equipment from the past. They describe their appearance and guess how, for example, old irons are heated, using their knowledge of electricity gained in science lessons. They learn about Guy Fawkes and his relevance to events of today. At age 11, pupils have a satisfactory knowledge of ancient history through their study of the Egyptians, Romans and Ancient Greeks. Pupils study architecture, art and leisure activities and compare and contrast these periods of history with their own lives. Throughout the school the use of artefacts, pictures and texts helps pupils to understand how to find out about the past from different sources.

123. The quality of teaching is satisfactory at both key stages, as teachers are supported by a good scheme of work that builds on pupils' understanding. Teachers plan for pupils to use their literacy and numeracy skills appropriately in lessons, reading dates on time lines at Key Stage 1, while the older children write about life in different times, for instance, letters home as if they were a sailor in the Spanish Armada. The teachers manage their pupils well and most have high expectations of their pupils' behaviour and work. Where teaching is less satisfactory some lower attaining pupils are given drawing tasks which lack challenge and interest. The pupils' behaviour becomes disruptive and they make limited progress. Pupils with special needs and those with English as an additional language are often well supported in lessons by teaching or support staff. At these times they make very good progress because of the clearly focused group work which meets their individual needs.

124. The subject is well led by an enthusiastic co-ordinator who regularly monitors pupils' work and teachers' planning. The co-ordinator's enthusiasm has ensured a wide range of visits are planned to support the curriculum and make the subject come alive for the pupils. The use of new technology is limited and there were no examples of pupils using it for research although other resources are good, well organised and used effectively. Assessment procedures are good and planned well within the scheme of work.

## **INFORMATION TECHNOLOGY**

125. Standards in information and communication technology are below average overall. This is a similar judgement to that given at the last inspection and therefore, the school has made unsatisfactory progress in this aspect of its work. Pupils are not receiving well taught lessons or given sufficient opportunities to develop their skills in the subject. Pupils' skills are limited to word processing and a small amount of data handling. No lessons were seen during the inspection and there were only a few occasions when computers were used during other lessons. Further evidence was taken from teachers' planning, discussion with pupils and a scrutiny of their work.

126. At Key Stage 1 the standards are below those expected for the pupils' age. This is mainly due to too little time being allocated to the teaching of basic skills and weaknesses in teachers' subject knowledge. Most pupils can do simple word processing and the majority of pupils can draw a picture using an art program. However, there is little evidence to show that data storage and retrieval is taught or that pupils learn how to program simple toys and robots or use an adventure program.

127. The attainment of pupils aged 11 is below that expected for their age. The pupils in Year 6 word process Easter prayers and stories accurately and input shoe size information to create bar graphs and pie charts. However, they have had little experience of using spreadsheets, developing more advanced word processing skills, combine text and graphics or learn simple programming. Pupils have little knowledge of how to use sensors, for example, to measure temperatures, or explore adventure programs.

128. The quality of teaching and learning is unsatisfactory at both key stages. Teachers do not plan sufficient opportunities for pupils to use the computers either within specific information and communication technology lessons or within lessons in other subjects. There is little work on display which draws pupils' attention to the subject and shows them what they could achieve. Many teachers do not know how to use the software in the school and, therefore, have limited expectations of pupils. Pupils do not make enough progress in their learning. Pupils with special educational needs and for whom English is an additional language receive similar opportunities to other pupils and so they also make limited progress in this subject.

129. There are two co-ordinators who have made a good start in the short time they have been managing the subject. They have developed a detailed action plan and a clear scheme of work which teachers are starting to use. The school will receive additional national funding next year to improve resources in the subject and to provide extra training for teachers. Plans are in hand to build a new information and communication technology suite in the school.

## **MUSIC**

130. By the end of Year 6, standards in music are similar to those found in other schools. Pupils with special educational needs and those for whom English is an additional language also reach average standards. These findings are similar to those of the school's previous inspection. Standards in singing are good at both key stages. Pupils know a range of songs, from hymns which they sing with great enthusiasm during mass, to more modern music such as 'The Urban Spaceman' which Year 6 pupils learn as part of their topic work on 'Space'. Younger pupils approach new songs with great enthusiasm and learn them very quickly. Overall, pupils sing tunefully and with good attention to expression. The choir sings very well and has gained high levels in external examinations.

131. It is obvious from pupils' current work that they have had limited experience in composition before this year. Pupils in Year 6 are beginning to play music which reflects an idea or a mood. For example, they choose from a range of percussion instruments to represent the sun, the moon and

asteroids. They are beginning to combine these sounds to create an overall 'Space' composition. They can play instruments correctly and can maintain simple rhythms. They can play their compositions together from very simple notation which has been recorded during a previous lesson. Pupils in Year 2 are learning to identify percussion instruments and to play them correctly. They can produce simple rhythms to illustrate the sound of running footsteps or the steps of someone carrying a heavy shopping bag. They are beginning to listen carefully to the sounds that different instruments make and describe them as 'happy' or 'sad'.

132. Overall, the quality of teaching and learning is satisfactory, although with considerable strengths in the knowledge and understanding of the specialist teacher who takes lessons in every class. This reflects an improvement since the previous inspection when the teaching ranged from good to unsatisfactory. Good question and answer sessions encourage pupils to develop their language skills and learn new vocabulary, such as the names of the percussion instruments. Skilled questioning by the teacher also ensures that pupils move on in their learning and understanding of, for example, how different musical sounds can represent ideas and feelings. Skills and knowledge are taught in a carefully structured way which ensures that previous knowledge is built upon effectively in each class lesson and the teacher maintains pupils' enthusiasm by describing what they will be doing next time. The main weakness in teaching is the inconsistent deployment of class teachers during lessons. Some teachers do not remain for the lesson and this inhibits their professional development, while others stay to support discipline. Where teachers remain, their support has not been clearly planned and agreed with the music teacher and this often affects the overall success of the lesson. For example, the approach to control and discipline has not been clearly agreed and is often inconsistent. This results in pupils not knowing who is in charge and affects their overall behaviour.

133. Since the previous inspection, a scheme of work has been developed and this is now being implemented effectively throughout the school. The specialist teacher tries to adapt lessons within the scheme to support pupils' topic work in class. Assessment systems have improved since the previous inspection and are now good, although opportunities are missed for classroom teachers to gain regular information about pupils' progress because many do not stay with their class during their music lesson. The new co-ordinator manages the subject well and has clear ideas about necessary developments. For example, she has carried out a full audit of resources and identified a need to increase the range of instruments and pre-recorded music to reflect the different cultural backgrounds of the pupils. These have now been ordered and the school is awaiting delivery. There are opportunities for the co-ordinator to meet informally with the specialist teacher, although there has been no formal monitoring of the teacher's planning to ensure that it meets the school's scheme of work. Good opportunities for pupils to extend their music skills are provided through choir and recorder clubs, although those who attend are mainly girls. These also enable pupils to develop good social skills by working together and performing as a group. Pupils' spiritual development is fostered effectively through singing and playing a range of music, including religious music, during assemblies and masses. Although the pupils have opportunities to listen to pre-recorded music and to the choir and recorder groups, there are very few opportunities for them to extend their experience through visits to concerts or by listening to visiting musicians.

## **PHYSICAL EDUCATION**

134. Standards attained in physical education are as expected for the age and ability of the pupils throughout the school. This is a similar judgement to that of the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Dance, gymnastics, games and swimming lessons were observed during the inspection but the school also provides athletics and adventurous activities for older pupils during the summer months.

135. Pupils in Year 2 use space well in dance lessons and can match their movements to the beat and mood of a piece of music. They move at varying speeds in different directions and levels. Year 3 pupils, in gymnastic lessons, can demonstrate a wide variety of ways of travelling on hands and feet and can put together their own sequence of movements to demonstrate to the class. They also learn Irish dancing and many of them reach a good standard. In Year 4, pupils further develop their skills in gymnastics by practising a range of balances on various body parts, knowing that stillness is most important. They are able to evaluate their own performance and that of others making suitable suggestions as to how the balance could be improved. Pupils in Year 5 can throw and catch a basketball using a variety of passes with good technique and increasing accuracy. The majority of pupils can swim at least twenty-five metres and are confident in water by the time they leave the school.

136. The quality of teaching is always satisfactory with some good teaching observed during the inspection. In the best lessons, teachers manage their pupils well and keep them active throughout the lesson. This was clearly seen in a Year 2 dance lesson where pupils responded to the teacher's instructions immediately, worked in silence and made good progress. The teacher had planned the lesson carefully with challenging work to stimulate and interest pupils of all abilities. Learning is less effective when teachers spend a lot of time dealing with the inappropriate behaviour of a few pupils. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity that is planned to build on the prior attainment of pupils of all abilities. In the main, pupils dress correctly for physical education lessons and teachers are fully aware of health and safety issues. However, in one Year 4 lesson over one third of the pupils did not have correct dress and were unable to participate in the lesson, thereby making no progress in improving their skills.

137. The curriculum is enriched through a very good range of extra-curricular activities such as football, basketball, netball and Irish dance. The school has played competitive matches in football with other local schools and has had a great deal of success in Irish dance competitions. Pupils take part in the Westminster Sports Festival each year in a variety of different sports. Year 6 pupils use the local sports centre each week to learn hockey, volleyball and athletics and this facility greatly enhances the provision and enables pupils to be coached by specialist instructors. There is an annual school journey for Year 6 pupils to Sayers Croft to enable them to participate in outdoor and adventurous activities. The co-ordinator gives good leadership in the subject and supports her colleagues well. She has produced a very clear and useful scheme of work which comprehensively covers all aspects of the curriculum.