

INSPECTION REPORT

St Mary's Bryanston Square CE Primary School
Marylebone

LEA area: City of Westminster

Unique Reference Number: 101136

Headteacher: Ms Frances O'Neil

Reporting inspector: John Bartholomew
3641

Dates of inspection: 29th November - 2nd December 1999

Under OFSTED contract number: 706563

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary Aided
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Enford Street London W1H 1DL
Telephone number:	0171-641 4130
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Len Clark
Date of previous inspection:	April/May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Bartholomew, Registered Inspector	Mathematics; Art; Music; Physical education.	Attainment and progress; Teaching; Leadership and management
Sarah McDermott, Lay Inspector	Equality of opportunity.	Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Accommodation; Efficiency of the school
Irene Canton	Science, Design and technology, Information technology, areas of learning for children under five; Special educational needs.	Curriculum and assessment; Resources
Ian Stainton-James	English (including English as an additional language); Geography; History.	Spiritual, moral, social and cultural development; Staffing.

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MAIN FINDINGS

What the school does well

- Most teaching is good.
- The good standards achieved in English and mathematics greatly exceed those in similar schools.
- The implementation of the national literacy and numeracy strategies was well done and has been very successful.
- The quality of provision for the high proportion of pupils who have English as an additional language is very good, and the pupils make good progress.
- Pupils with special educational needs get a good level of support.
- The school has a very good homework policy which makes an important contribution to children's learning.
- Pupils have good attitudes to work and behave well, and respond to the school's ethos of challenge and respect.
- The life of the school is enriched by very good community links
- The day to day running and administration of the school is very well managed.

Where the school has weaknesses

- I. The school development plan does not allow for effective evaluation of all the work carried out.
- II. Not enough time is allowed in some subjects for pupils to study them in proper depth.
- III. Administrative pressures divert management and support from the teaching and learning in the school.
- IV. The annual report to parents does not fully comply with national requirements in its reporting of special educational needs.

The weaknesses are outweighed by what the school does well, but they will form the basis for the governors' action plan which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school was last inspected in 1996, and the inspectors reported that it was a school which had created a good learning environment, and where good standards were being achieved in the main subjects. They also identified the following key issues: the need to develop schemes of work and assessment procedures; governors to establish good working procedures and relationships in order to support and appreciate the work of the school; the need to develop the curriculum for information technology and design technology; the need to improve personal, social and health education and the need to improve parental communication and school's image.

There has been a good improvement since the last inspection. The school has used national and LEA guidance to modify their schemes of work, and also follows the Literacy and Numeracy frameworks. Assessment is satisfactory. The governors have gone a long way to improve their procedures, and now support the school well. There has been a very good improvement in information technology, particularly in the last year, and this will be further enhanced by the forthcoming completion of a newly built ICT facility. There has been a satisfactory improvement in design and technology, but this subject is one of those suffering from lack of curriculum time. In most respects systems are now in place for good parental communication. Letters home and reports are informative, and the Friends' Association is active and effective. The school has a satisfactory capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	A*	<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C

Mathematics	C	A
Science	D	C

<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The very good result in English reflects the successful introduction last year of the literacy strategy, underpinned during previous years by the LEA's LIFT project. It also indicates the good progress made by the many pupils for whom English is not their first language. The school has also done well to perform around the national average in mathematics, while outstripping most schools with a similar social intake in this subject. The result in science reflects the far lower emphasis placed on this subject, which receives a much smaller allocation of curriculum time.

An excellent 36% of last year's Year 6 achieved level 5 in English, a figure which puts them ahead of most schools in the country. At this more advanced level, the school did considerably less well in mathematics and science.

The school surpassed its targets in English and mathematics.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Insufficient evidence	Very good
Other subjects	Good	Good	Good

Most of the teaching seen was good or better. Only one unsatisfactory lesson was observed. Good teaching was apparent in both key stages.

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

Other aspects of the school

Aspect	Comment
Behaviour	The children have a good attitude to learning and listen well. Behaviour in lessons, assemblies, and around the school is good, although occasionally children are over excited. A few children are inclined to laugh at the mistakes of others, but most recognise the success of other children
Attendance	Attendance declined after the last inspection, but is now satisfactory and improving. Punctuality is also satisfactory. A small group of persistent latecomers has not responded to the school's good procedures for encouraging punctuality.
Ethos*	The staff has a strong team spirit, and teachers give a good lead in developing a culture of hard work, challenge and achievement in their classes.
Leadership and management	The leadership is sound, with a strong contribution from an energetic deputy head and good support from the governing body
Curriculum	Mathematics and English are strengths but some subjects of the curriculum have too little time allocated to achieve a proper balance. Some vibrant music teaching makes this an area of strength.
Pupils with English as an additional language	Pupils with English as an additional language make good progress and are well supported throughout the school.
Pupils with special educational needs	These pupils are provided with good support, although individual education plans need to focus on more specific targets.
Spiritual, moral, social and cultural development	Good overall. Children are helped to reflect on their feelings, and are respectful of each other's cultures.
Staffing, resources and	The school is appropriately staffed. There is a good level of support staff to

accommodation	back up the class teachers. Accommodation and resources are mainly satisfactory although the school is under-resourced for history and geography, and outdoor facilities for the under fives are poor. The school makes good use of its accommodation and resources.
Value for money	The school provides good value for money.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. Regular and clear homework. VI. Positive attitudes and values promoted. VII. Good amount and quality of information provided. VIII. The welcome given to parental involvement. IX. Teachers are very approachable.	X. Occasionally complaints are not handled well. XI. The school does not feed back baseline in class in January. XII. Some parents thought that there was too little,

The inspection supports the positive views of parents. 82% of parents responding report that complaints are handled well, and only 3% disagree, with 15% uncertain on this point. All the teachers are most welcoming. The setting of homework is consistent across the school, and makes a positive contribution to attainment and progress. Parents of children entering the school in January are justified in wanting information about their children's attainment on entry

KEY ISSUES FOR ACTION

While the strong emphasis on literacy and numeracy has produced good results, the school now needs to review the balance of time allocated to other subjects, particularly science, where progress is sometimes inhibited by poor skills development and gaps in understanding. (See paragraphs **11, 15, 32, 114, 122, 126.**)

The governors should review the role of the headteacher, with a view to enabling more attention to be given to the educational direction of the school, formal monitoring of learning and teaching and the professional development of staff. (See paragraphs **59, 62.**)

In addition, to respond to minor weaknesses, the governors are asked to address two further points.

Building on governor links with individual responsibility areas, the school development plan should include measurable performance indicators, agreed by those who are to carry out the evaluation of the impact of developments on learning and teaching. (See paragraphs **65, 74.**)

The section on special educational needs in the Annual Report to Parents should include a specific account of how the school's SEN policy is being implemented, and how funds are allocated between pupils with special educational needs. (See paragraph **67.**)

· INTRODUCTION

· Characteristics of the school

1. The school is a Christian foundation, linked to the St Mary's Bryanston Square Church. However the school welcomes pupils from a range of faiths and cultures.
 2. It is a small primary school of 172 pupils situated in pleasant surroundings in the heart of London between Oxford Street and Marylebone Road. However, this immediate neighbourhood is not reflected in the social profile of the school. The traffic and pollution of the Marylebone Road are uncomfortably close. About 30% of the pupils come from a large council estate just to the north of here, and a similar proportion is from other council accommodation in North Westminster. Most of the rest are from flats in the nearby mansion blocks, or from accommodation over shops. There is a small number of professional families. The school serves a multi-ethnic and socially diverse community, and the pupils and their families speak 33 languages in all. There is a large Arabic community in the neighbourhood, and some underlying tension is reported between different elements of the community. The school is vigilant about racial issues.
 3. In the ward where the school is situated, contradictory indicators illustrate the social divide in the area. Twenty-five per cent of adults have received higher education, a figure well above the national average. Forty-nine per cent of households are defined as 'high social class'. At the same time, fifty-one per cent come from ethnic minorities (compared with about ten per cent nationally) and forty-two per cent come from overcrowded households compared with just over ten per cent nationally.
 4. Seventy-two of the pupils (42.9%) are eligible for free school meals. This is well above the national average. One hundred (58.1%) do not have English as their first language. This is also a very high figure. Forty-six children (26.7%) pupils appear on the register of special educational needs. This is also above the national average. Of these pupils, 1.2% have statements of special educational needs at present.
 5. The school admits pupils on a full time basis at the beginning of the term in which they become five. The attainment of pupils on entry, as defined by the school's baseline testing which has been moderated nationally, is close to both the local and the national average. However, many of the children entering the school at the age of five are at an early stage of English learning. The school has no nursery, but at the time of the inspection, nursery accommodation is in the process of being built.
 6. The school's current priorities include the raising of standards to continue to bring more children to the expected levels and to meet the targets the school has set. In the most recent round of testing, targets were exceeded. The establishment of the new nursery and the building of a new computer room also represent important current priorities. Development of information and communications technology will follow.
 7. The school was last inspected in 1996, and the inspectors reported that it was a school which had created a good learning environment, and where good standards were being achieved in the main subjects. They also identified the following key issues.
 - the need to develop schemes of work and assessment procedures;
 - governors to establish good working procedures and relationships in order to support an appreciate the work of the school;
 - the need to develop the curriculum for information technology and design technology;
 - the need to improve personal, social and health education;
 - the need to improve parental communication and school's image.
1. Through their action plan, the governors and staff have worked on responding to these issues in the intervening time.

1. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	15	16
	Girls	11	11	10
	Total	26	26	26
Percentage at NC Level 2 or above	School	93(95)	93(71)	93(76)
	National	85 (77)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	17	17
	Girls	11	10	10
	Total	26	26	27
Percentage at NC Level 2 or above	School	93(95)	93(90)	96(90)
	National	N/A(81)	N/A (85)	N/A (86)

¹ Percentages in parentheses refer to the year before the latest reporting year.

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	8	17	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	6
	Girls	14	11	13
	Total	20	17	19
Percentage at NC Level 4 or above	School	80(73)	68(69)	76(69)
	National	73(65)	72(59)	83(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	6
	Girls	11	10	10
	Total	17	16	16
Percentage at NC Level 4 or above	School	68 (72)	64 (69)	64 (79)
	National	N/A (65)	N/A(65)	N/A (72)

9. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.24
	National comparative data	5.3
Unauthorised Absence	School	0.76
	National comparative data	0.1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	98
Less than satisfactory	2

² Percentages in parentheses refer to the year before the latest reporting year.

9. PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. Attainment and progress

2. On entry to the school, children's attainment is at or very slightly above that found nationally. While a significant number of the children are at an early stage of English learning, this is not, in most instances, handicapping their learning in the reception class. For example, the children in class were able to contribute to a discussion on synonyms for 'cross', and to explain the difference between 'full', 'empty' and 'has some in it' while working on capacity. The school uses a nationally standardised baseline assessment system that shows that all the children in the most recent intake fell within the average range for maths and reading, and that only one was below this level in phonological awareness. The children make satisfactory progress through their early education, and most of them have attained the Desirable Outcomes at the age of five.
3. In the most recent (1999) end of Key Stage 1 tests, 89% obtained level 2 (the expected level) or above in reading at the age of seven. 92% reached this level in writing and 93% in mathematics. This places the school above the national average, and well above the average for schools with a similar social profile. Over a quarter of these children achieved level 3, and 43% at level 3 in mathematics is a particularly good achievement. This follows a dip in performance in mathematics in the previous year. On the whole, however, the school has maintained its position above the national average over time. Our observations in lessons during the inspection bore out the evidence that attainment at Key Stage 1 is good. At this early stage in the year, most Year 2 pupils are already working around level 2. Their writing is consistent, and they are beginning to use sentences and full stops correctly. In mathematics, they are able to identify the nearest 'ten number' when rounding up, and can recognise metres and centimetres. In science, pupils perform less well. Although it is a core subject, pupils are taught science for much less time than English and mathematics. This is reflected in the samples of work looked at, where the children displayed no better than average attainment. Overall, attainment in science is satisfactory.
4. The children who took the tests at the end of Key Stage 2 in 1999 substantially exceeded the school's expectations. The published target was 57% to reach level 4 in English. In the event, 80% of the children reached this level, a figure which places them above the average for all schools and very well above the average for similar schools. Thirty-six per cent of these achieved level 5 for English. This was also an excellent achievement compared with similar schools. Sixty-four per cent achieved level 2 in mathematics, which was in line with the achievement by other schools and exceeded the school's target of 52%. Sixty-four per cent achieved level 4 in science, which was below the national average, and as in Key Stage 1, reflects the lower priority given to the subject. The achievement at level 5 in mathematics science was 12% in both cases, a figure that is below the average for similar schools. The school attributes its excellent result in English to the impact of the first year of the National Literacy Strategy, which had been preceded in this LEA for several years by a similar locally organised project. In recent years, the school has consistently done best in English, and has remained just above national averages in the core subjects. Evidence gathered during the inspection supported the view that attainment is good in English and mathematics, and satisfactory in science.
5. Pupils with English as an additional language attain at the same level as the other pupils. Those with special educational needs attain in line with their age and ability. Both groups make good progress in English and mathematics. The recent increased emphasis on support in mathematics for these groups appears to be having a favourable impact on the basis of the limited evidence available. No significant differences emerge between the attainment of boys and girls.
6. The attainment of pupils with special educational needs is evaluated annually against formal assessments for all pupils. This information is used to identify pupils for inclusion on the SEN register, and in deciding on the appropriate stage alongside regular reviews of individual education plans (IEPs). Targets identified in some IEPs are too broad to be useful in identifying progress from term to term. Others clearly identify specific targets that are easily measurable and which teachers can use in the whole-class planning.

7. In information technology, children attain satisfactory standards at Key Stage 1, and good standards at Key Stage 2. In other subjects, pupils show satisfactory attainment in every subject except design and technology where, despite good progress, attainment is below average at Key Stage 2. This reflects the high level of curriculum time allocated to English and mathematics at the expense of all the other subjects.
8. The good standards reported in the last inspection have been maintained and built on, except in science. There has been a good improvement in standards in information technology. The momentum of the work done to improve in design and technology has been interrupted by the increasing emphasis on literacy and numeracy.
9. Pupils' progress is often found to be good. Evidence from lessons, and other sources indicated generally good progress in English, mathematics, design and technology and information technology at Key Stage 2, history, music, and physical education. In other areas, progress was satisfactory. The factors contributing to this generally good level of progress include successful building on previous learning, good use of plenary sessions at the end of lessons to consolidate and extend the learning that has taken place, and the frequent high expectations of the teachers. Each of these reflects the good teaching in the school.

17. **Attitudes, behaviour and personal development**

10. Pupils have good attitudes to learning. The vast majority enjoy their learning and are keen to find out more. Year 5 pupils who visited St Marylebone Girls' School for information technology were most enthusiastic and positive about their lesson. Concentration levels are mostly very good, but there are a few pupils in the younger junior classes who easily go off task or talk over the teacher. Many pupils are good at generating ideas and solving problems. Some younger children in Key Stage 1 were thoughtful and analytical during a mathematics lesson. In a design technology lesson pupils gave very good suggestions and ideas when designing their own version of the Millennium Wheel. Pupils are good at fetching their own resources and getting down to work quickly and quietly. Before morning registration pupils responsibly find their reading books or check their spellings. Reception children know school routines well. In a language class several children independently fetched the plasticene to make the letter 'i'. Before PE all the reception children were willing and able to change into their sports clothes. Many pupils persevere well with challenging tasks. In a Year 4 mathematics lesson on time, pupils worked well to calculate the duration of certain activities with very little recourse to the teacher. Many pupils collaborate well to promote their learning. Year 5 pupils worked well in pairs at some of the computers and Year 3 pupils productively helped each other to find different words for 'went'. Most pupils take great pride in their learning progress, producing work that is neat, tidy and well presented.
11. The behaviour of the pupils is good. There has been only one exclusion over the last year. Most pupils follow instructions and are well disciplined in class. However there are a few pupils, particularly at the lower end of Key Stage 2, who do not behave satisfactorily. They often cause the teacher to stop what she is doing to reprimand them, thus disturbing the learning for others in the class. Behaviour in assemblies is very good. All pupils come in and go out in a very orderly way and sit quietly during the talks and prayers. In general pupils behave very well when going out for trips and visits. The Year 5 pupils who walked to the local girls' school for information technology were very good ambassadors for their school. They kept well together and negotiated the busy Marylebone Road sensibly and confidently. However some Year 3 pupils who travelled to the Paddington Green sports complex for PE were noisy, over excited and lacking sufficient self-discipline. Pupils are generally polite and courteous to staff. All pupils show satisfactory respect for property. There is no litter or graffiti about the school.
12. Relationships in the school are good. Pupils show appropriate respect to the staff. They answer staff politely when addressed and are confident in approaching them with worries or concerns. Most pupils get on well with each other. On several occasions during the inspection week pupils were seen to appreciate the good work of others. In a Year 6 English lesson on 'The Tempest', pupils willingly applauded the role-play done by their fellows. However there were also several incidents of pupils laughing unkindly at the misfortune of others. For example, in the sports hall lesson, some boys jeered unnecessarily when less agile pupils knocked over the hurdles. Pupils have a very good sense of respect for the values and beliefs of others. The school has a wide range of pupils from many different races and cultures. Most pupils respect and are interested in the views and backgrounds of other pupils and their families.

13. The personal responsibility of pupils is good. Pupils have been well involved in drawing up their class rules and contribute well to the school community. They take on small jobs and chores around the school willingly. A few older pupils help to put away chairs after assembly and others return their class register to the office. Many pupils show good initiative. They frequently offer to help and look to see what needs to be done. Some Year 2 pupils took great care in ensuring that the visitor to lunch had everything she needed and quickly offered to fetch anything that was missing.

14. Pupils with special educational needs generally work hard. They respond well to adult support and are keen to do their best. Many are able to concentrate well for extended periods of time.

22. **Attendance**

15. The attendance rate of pupils is satisfactory. Following the last inspection the levels of attendance dipped to well below the national average, but have steadily improved to satisfactory again. Whereas a few classes have unsatisfactory levels of attendance, some pupils have a very good attendance record. Year 6 children have been awarded a certificate for 98.5% attendance in the first half of the autumn term. The rate of unauthorised absence is low. The level of authorised absence is high. However, most authorised absence relates to illness or to holidays taken in the children's country of origin. Parents are conscientious in notifying the school of the reasons for their children missing school.

16. Registers are marked promptly at the beginning of the morning and afternoon sessions. They are sensibly returned to the office for safe keeping in between registration periods. The marking of registers meets legal requirements. Some teachers introduce very interesting strategies for taking the register. In one class each pupil was asked to give the name of a town outside London before their own name and in another pupils answered softly or loudly to precede a music lesson on the same topic. Teachers clearly distinguish between unauthorised and authorised absence, and give informative explanations for the latter. The school correctly publishes the attendance figures in the prospectus and the annual report to parents.

17. The punctuality of pupils is satisfactory. Most pupils are ready and waiting to be welcomed into the classroom at 9.00am. Pupils do not like ringing the front door bell and reporting in late once the main gates have been closed at 9.05am. However there is a small number of persistent latecomers. Pupils who arrive after lessons have started are entered in the late book and have the number of times they are not punctual reported at the end of the year. The satisfactory attendance and punctuality are having a positive effect on the pupils' attainment and progress.

25. **QUALITY OF EDUCATION PROVIDED**

Teaching

18. The quality of teaching in the school is good overall. Seventy-three per cent of the lessons seen were judged to be good or very good. Only one lesson was unsatisfactory. Much of the teaching bears the hallmarks of the training for the National Literacy and Numeracy Strategies, and this has contributed to consistent quality and methodology which has been a key factor in the good attainment and progress of the pupils. Many of the lessons seen, in these and other subjects, were ended by a plenary session, which enabled the children to review and consolidate their learning. In these sessions, teachers sometimes drew on difficulties encountered to re-inforce teaching points. In a lesson in which pupils were having problems with place values before and after the decimal point, the teacher acknowledged, 'It is difficult when you are in charge of setting it out yourself. Next time, we'll look at that more closely.'

19. At Key Stage 1 and in the reception class, which includes a small number of pupils aged under five, two-thirds of the lessons seen were good or better. All were at least satisfactory. Each of the infant teachers demonstrated a good rapport with their pupils, and obtained a good natured and eager response. Some quite high level activities for pupils of this age were well explained, and the pupils responded to these high expectations. Basic tasks fulfilling the learning objective for the whole class were sometimes well differentiated to ensure that the most able were able to extend their work. By contrast in one lesson, a mathematics activity that the pupils found interesting was slowed by the colouring-in element which could have been by-passed, enabling the children to pass more quickly to the next stage of their learning.

20. At Key Stage 2 four-fifths of the lessons were good, and sometimes very good. In many of the lessons, the pupils were given a high level of challenge, which contributed, to good progress in the lessons. Older children relished the task of re-writing a scene from 'The Tempest'. Another class used historical evidence to compare the lives of rich and poor, and responded thoughtfully. There was a good level of pupil participation. Questions were often very skilfully pitched to extend children's thinking. One lesson was unsatisfactory, because it had too little interest to engage the children through a long period of sitting still.
21. In many lessons, more than one teacher was present. Some pupils with English as an additional language, and some with special educational needs were supported by another teacher, enabling them to make more progress in the lesson than would otherwise have been possible. Specialist teachers of information technology and music from a nearby secondary school also participated in or led lessons in their subjects. A feature of this collaborative teaching was good joint planning and shared learning objectives. Very good use was made of this additional resource.
22. There is a good balance of individual targeted support and that required to support pupils in class focused work. Peripatetic support is provided for pupils with statements. This is used effectively as planning is shared between the class teacher and the support teacher. Careful notes are kept of pupils' attitudes and work habits when they are receiving learning support. These would be more useful if they also included information on pupil achievement against learning intentions. Most class-based work is matched to SEN pupils' needs by additional support. Both the SEN co-ordinator and peripatetic teacher have a good understanding of how pupils learn and about their individual needs. Targeted questions are used well by teachers throughout the school to encourage the full involvement of pupils with special needs. They play a full part in whole class sessions including plenaries. This contributed to the good progress made by these children.
23. Teachers displayed adequate subject knowledge in most subjects, and there was no significant lack of subject knowledge in any lesson observed. Planning was generally satisfactory, with some good sequencing of learning experiences. For the most part, good methods and organisation were employed, suited to the pupils and subject matter in hand. There were examples of class teaching, group work, and good individual interactions, and each of these methods was used with a view to ensuring that each pupil could participate at his or her own level. The methodology in the reception class, although generally good, was not always sufficiently geared to the needs of the youngest children. In this class, the timetable is linked to Key Stage 1 rather than under five expectations. The strong direction provided by the teacher sometimes restricts the opportunity for pupils to be independent. The implementation of the Early Learning Goals will provide a good basis for reviewing this. The management of pupils was good overall, engendering good pupil attitudes, and teachers managed some challenging behaviour well, when it arose. There was generally good use of time and resources, a feature being prompt and energetic starts to most lessons, creating a purposeful climate for learning. Day to day assessment was generally good. Pupils' understanding was checked carefully, leading sometimes to variations from the original lesson plan where ongoing assessment indicated that further re-reinforcement was needed. Learning intentions were effectively communicated to pupils through a WAL ('we are learning') and WILF ('what I'm looking for') system. The use of homework, which is very good in most classes, is a strength in the teaching, comparing well with that seen in many primary schools. Homework was well organised, consistently given, and used to reinforce the lessons in school.
31. **The curriculum and assessment**
24. The school provides a satisfactory curriculum, which is broad and relevant for all pupils including those who are under five. Their intellectual, physical and personal development is promoted well and pupils' needs and attainment are assessed on a regular basis. Pupils' social development is well catered for through a programme that includes both drugs, health and sex education. The curriculum meets statutory requirements in all areas and is planned to take account of pupils' age, special educational needs and competence in English as an additional language. The curriculum provides equality of opportunity for all pupils. However, some subjects such as science, art and design technology have too little time allocated to provide sufficient balance.
25. There is an SEN policy in place and this meets the requirements of the Code of Practice for Special

Educational Needs. All policies carry statements of access for SEN and EAL pupils. Ongoing assessment of short term planning is used to identify needs of all pupils including those with special needs. These do not always relate adequately to pupils' IEPs. The governors' annual report for parents does not fully meet statutory requirements for SEN.

26. The school uses a nationally standardised system for the baseline assessment for pupils in the reception class. They also use a range of published assessments annually to identify those pupils requiring SEN support. There is an assessment policy in place which makes the requirements of all teachers, clear. The school has satisfactory arrangements for checking teachers' accuracy in assessing pupils. Although baseline assessments are made, these are not yet analysed in any depth to identify why some pupils make less progress than might be expected, or to track those who start off above attainment found nationally. Key Stage 1 and 2 standard assessment tests are analysed to determine progress made by pupils with special educational needs. However, they are not yet analysed to provide information that could be useful in future planning such as the ability to use appropriate scientific vocabulary at Key Stage 2.
27. All core curriculum co-ordinators and some foundation subject co-ordinators are involved in monitoring the effectiveness of the taught curriculum in their subject through observations as well as the regular monitoring of planning and assessment.

28. The school uses both the local sports hall and the information technology suite at the local secondary school to enhance the facilities they have. These are used very effectively to enhance the quality of provision in these subjects for junior aged pupils. There is also a good range of after school clubs on the school's own premises.
29. Equal opportunities are reflected strongly in the written aims and objectives of the school and put into practice very well in the daily curriculum. The school is particularly strong in supporting the many pupils with English as an additional language. The progress of these pupils is closely monitored to ensure that they have equal access to learning. The school deals sensitively with any issues arising from tensions between the white and ethnic minority families. Translation is made available as necessary to parents and carers. There are no evident gender issues. Although there are no male staff, there is a satisfactory number of support staff who come from the same ethnic background as many of the pupils.
30. The procedure for identifying SEN is clear and used appropriately. The number of pupils on the SEN register is increasing year on year. This is the result of earlier identification based on ability to achieve expectations in both literacy and numeracy. All staff are aware of procedures and meet regularly with the SENCo to express views and review pupil progress. All policies carry statements of access for SEN pupils. Activities and support for SEN pupils are identified in some short term planning. These do not always relate to pupils' IEPs. Ongoing assessment of short term planning is used to identify needs of all pupils, including those with special needs.

38. **Pupils' spiritual, moral, social and cultural development**

31. The school has responded well to the previous inspection and the personal, social and health education (PSHE) policy is now firmly established in the school. The school continues to maintain its commitment to the principles and values of Christianity. The school is also taking advantage of the wealth of cultural diversity available in the school. One of the school's aims is promoting, encouraging and fostering pupils' spiritual, moral, social and cultural development, and through its provision the school achieves this aim. The provision in this area is good.
32. Whole school collective worship provides good occasions for raising pupils' spiritual awareness. Themes covering a range of issues, including Christian teaching are effectively used. Time is usually given for quiet reflection as it is in PHSE lessons. Good opportunities for promoting spiritual awareness are provided across the curriculum in other areas, such as geography where pupils have the opportunity to appreciate the natural wonder in our world like mountains and rivers. Other examples of pupils developing spiritual awareness seen were in English where pupils were writing poems based on their personal feelings.
33. Provision for pupils' moral development is good. They understand and can discuss the differences between right and wrong. A code of conduct drawn up by staff and pupils is clearly on display in classrooms and around the school. Some classes have their own rules also were drawn up by the class itself. A well-written behaviour policy includes procedures for dealing with bullying and anti-social behaviour. This has been recently reviewed, and is known by staff and pupils. The school also promotes awareness of moral issues such as protecting the environment through the PSHE programme.
34. Pupils' social development is also well provided for across the whole school. In lessons, the majority of pupils work well together. They effectively share resources and take responsibility for their own learning. The majority of pupils take a pride in their work and achievement. They acknowledge each other's successes when the rainbow awards are presented. Throughout their time at school pupils get the opportunity to take on jobs of responsibility such as the library and the dining hall. The residential trip, to an adventure activity centre, gives the senior pupils the opportunity to develop further their characters and social skills and prepares them for their last year in primary school. The wide range of after-school clubs encourages pupils to extend their learning in areas that particularly interest them.
35. Provision for pupils' cultural development has improved since the last inspection. The curriculum is enriched by a range of educational visits to places such as the West London Synagogue, the Wallace Collection and Hampton Court Palace.
36. Pupils get out into the community; for example, the school regularly sings carols at Marylebone Station.

Pupils hear different types of music, both in assemblies and in music lessons and also have the opportunities to look at and discuss the work of different artists such as Vermeer. The pupils and the school also support many charities, some of which are very local to the school; for example the St. Nicholas Fellowship and the West London Day Centre.

37. Pupils are introduced to different festivals, such as Eid and Divali, through their religious education lessons. There are also opportunities in other subjects to look at other cultures for example in geography where pupils study the Indian village of Chembakolli. In English there is reference to stories and folk tales from other countries. However, at the moment the library does not possess any dual language books. In music teaching, good opportunities are provided for pupils to learn about and use musical instruments from other countries.
38. All pupils are encouraged to take part fully in all aspects of school life and care is taken to ensure that pupils with special educational needs are not isolated within the class. There is no evidence of these pupils and those who have English as an additional language being in any way disadvantaged and most integrate well.
46. **Support, guidance and pupils' welfare**
39. The school provides well for the educational and personal support of its pupils. Pupils come from many different cultural backgrounds and every one is valued as an important member of the school. The small school community allows all the staff to know each pupil well and so give them a good level of personalised support. The procedures for monitoring the academic progress of each pupil are satisfactory. Pupils' progress is tracked satisfactorily against national testing procedures and formal assessment. The many pupils with English as an additional language are very well supported. Every class teacher ensures that any pupil who finds English difficult has instructions clearly explained and that they are fully involved in the lesson. Their progress is charted very well as they move up through the school. Pupils with special educational needs have a good level of provision and are supported well within the class.
40. The school has good procedures for monitoring the pupils' personal development. At the last inspection a key issue was to develop the personal, social and health education. The school has worked well to improve this area substantially. The co-ordinator is enthusiastic and very interested in her role. Useful material has been drawn together to form a practical and appropriate scheme of work. Resources are good. Personal and social education is now taught right across the school and is proving most effective in developing the pupils into well-rounded individuals. Effective sex and drugs education is now included in the programme. Parents were invited to special curriculum evenings to view the resources relating to these areas, and these were attended by a small but appreciate group of parents
41. Settling in procedures for children newly arrived in the reception class are good. Children and their families have plenty of opportunities to familiarise themselves with the school before starting properly. Reception children settle in quickly and are soon able to cope with the routines of the school. As pupils move up through the school they are given a good level of support and encouragement to become responsible and mature individuals. While there is no school council plans to start one are in the development plan. Year 6 pupils are given satisfactory support as they transfer to a wide range of secondary school.
42. The school has good measures to promote discipline and good behaviour. A well-drafted behaviour policy includes clear sanctions and rewards and is tied in with a simple and appropriate code of conduct. Pupils have been well involved in helping to draw up their own class rules. Year 5 pupils have displayed their rules attractively by hanging them from the ceiling. Most staff have high expectations of good behaviour and are consistent in dealing with any incident of unsatisfactory behaviour. In some instances teachers are not sufficiently vigilant in putting a stop to unkind laughter. Pupils with particular behavioural problems are monitored well in individual behaviour plans and given good support to improve. Pupils value the Rainbow Rewards and are proud of their entry in the class reward folders. When there are isolated incidents of bullying the school generally reacts quickly and effectively to prevent a repeat.
43. Procedures for monitoring attendance are good. The school has worked hard to reduce the amount of absence and has seen a resulting and definite improvement in attendance over the last three years. Constant reminders from the head teacher and class teachers are having a positive impact on attendance and punctuality. The setting of targets for improving the attendance has been most effective in concentrating effort. Teachers keep a close eye on the attendance of their pupils and the secretary carries out a methodical weekly check. If there are potential problems the services of the education welfare officer are used effectively to give the families support and advice. The 'late book' is well maintained and

monitored, enabling the school to pinpoint those families who need further reminders or support in getting to school on time.

44. Procedures for child protection are effective. The head teacher is the person designated to liaise with the local social services on child protection issues. She has undertaken recent training for this role. However, the newly revised child protection policy has not yet been properly ratified by the whole governing body. The whole staff have not had sufficiently recent training. However all staff are aware of what to do should they be suspicious of possible child abuse. Welfare systems are satisfactory. Each class has a list of pupils with particular medical needs, so teachers can give them necessary assistance. A welfare room is conveniently situated by the main office and, although not manned all the time, displays a timetable of where the first aiders can be found in the school. The school has good health and safety procedures. The policy is well written with specific school safety issues in mind. During the inspection week major building work was progressing, but it caused no hazards to the pupils or staff. The recently appointed health and safety governor is thoroughly involved in risk assessments. The site is safe and secure for pupils coming to school in a busy part of central London.
45. The LEA funds a Learning Support Assistant to provide support for specified pupils' medical needs. Support for working with a range of special educational needs is outlined in teacher' files. Some pupils' individual education plans refer to behaviour targets when appropriate. Ongoing support notes also refer to pupils' behaviour and attitudes.
53. **Partnership with parents and the community**
46. The school has a strong partnership with parents. It has greatly improved since the last inspection when a key issue was to improve communication between home and school. The resulting action plan noted several clear ways of improving links, which have now been successfully carried out. Parents who returned questionnaires or attended the pre inspection meeting showed positive support for the school. The vast majority feels welcome and at ease in sharing any concerns with their children's teacher. However there are still a few parents who feel that their relationships with the school are strained and who are not sufficiently confident that the management can be approached with their concerns or suggestions.
47. The quality of information provided to parents by the school is good. The recently updated prospectus is welcoming and gives a useful introductory list of key points about the school. The head teacher sends out frequent, informative letters to keep parents up to date with events and management issues. Several older pupils help produce the School Journal, which gives lively details about pupils' achievements and activities. Parents receive a good amount of information on what their children are learning. Each class teacher sends out a useful half termly topic web, so families can share in what their children are being taught in lessons. Over the last year parents have been invited to informative curriculum evenings on drugs education, sex education, the home-school agreement and the literacy hour. This was enhanced by pupils demonstrating their part in a literacy lesson, which proved a very successful way of encouraging parents to attend.
48. Parents have appropriate twice-yearly meetings to learn how their children are progressing. However, they are not all involved sharing in the setting of targets for their children's future attainment. The school has a good number of termly meetings for parents of children with special educational needs, so the families can be fully involved in their individual education plans and targets for improvement. Reports give good details on what children know, understand and can do. They mostly refer clearly to national curriculum levels of attainment but are inconsistent in giving sufficient information on how the pupil has progressed over the year. Some also identify the next steps that pupils need to take in their learning. All parents would benefit from having this information about their children's learning and the steps they need to take to progress. Parents receive good details about National Curriculum tests in Years 2 and 6. Annual reports and some IEP reviews show how parents of children with special educational needs are involved in supporting them. A booklet indicating school practice and the need for parental support has been written. It provides useful information and support for parents. Families of children who enter the reception class in January are not given sufficient feed back on their baseline assessment attainment.
49. Parental involvement in their children's school and with their learning is good. Since the last inspection the parent teacher association has become The Friends of St Mary's School, and now includes a much

wider circle of supporters. It organises a wide range of social and fundraising events to bring in families and friends from the many different cultural and social backgrounds represented in the school. In particular the International Evenings and the recent Harvest Hoe Down have proved very successful. Many parents provide invaluable assistance in the classroom, on outings or accompanying pupils to swimming. Parents welcome the curriculum information so they can share in their children's learning from home. The homework policy is the foundation for clear and regular homework. A useful homework folder and reading record book goes between home and school. The quality and effectiveness of homework was commended at the parents' meeting.

50. The school has very good links with the community. Pupils go out into the locality to benefit many areas of their learning. Visits to theatres and museums, such as the Soho Theatre, the Wallace Collection and the British Museum, enhance the English, history, music and art curriculum. A recent visit by the English National Ballet enlivened the pupils' perception of dance. Pupils use Paddington Green sports centre and a nearby swimming pool to promote their physical education. St Mary's is a 'partnership school' with St Marylebone School for Girls, allowing it to make effective use of their information technology and music facilities. The Volunteer Reading Scheme is strongly supported in the school. Employees of local businesses come in regularly to hear readers and make a positive effect on language and literacy in the school. Visits are made to the school by fire service and road safety officers to support the personal, social and health education of the pupils. The school and pupils give back to their local community by raising money for local charities and letting their premises for community meetings. Pupils have raised funds for the nearby day centre and for the Willesden Night Shelter. Several local parish groups, such as the cubs and brownies, use the school hall for meetings. The pupils are effectively learning the importance of being involved in the locality and looking after their neighbours. The school is very much at the centre of the local community and valued for its place in it.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

58. Leadership and management

51. Overall, the school is soundly led. The head is a hard working and astute manager of the school's finances and systems. She has assembled a strong staff. She knows their strengths and weaknesses, delegates effectively, and leads them calmly. She provides a strong and pro-active lead in religious education, which she co-ordinates, correctly seeing this as central to the school's mission. However, in most other curriculum areas, she does not engage sufficiently strongly with teachers' work on a day to day basis, or reinforce their best practice by participating in their individual professional development, for example through regular recorded classroom observation. This means that the school has not started to assemble the evidence base that will be required to carry out the forthcoming performance management legislation. There is an imbalance between her administrative tasks and the educational direction of the school.
52. The deputy complements the headteacher's leadership style effectively, contributing energetic and effective educational leadership based on her own very good classroom practice. In addition to being the Year 6 teacher, she has undertaken a wide range of key tasks. These include managing the work of the subject co-ordinators, and monitoring the implementation of the numeracy strategy. She is also the assessment co-ordinator, the mathematics co-ordinator, and the music co-ordinator. This constitutes a heavy assigned workload.
53. The head and deputy are supported by a governing body which has improved markedly since the last inspection. Many of the changes have been at the instigation of the head. The governors visit classrooms and see the school in action. Each governor has undertaken a particular curriculum interest, and many have formed fruitful partnerships with subject co-ordinators. This is particularly effective where there is an element of challenge in the relationship, for example in art and information technology, and where the governor has attended specific training, as is the case with mathematics. The governor responsible for literacy has also made a good contribution. In this way they are developing the means to start to hold the school to account for standards and quality. The work of sub-committees is now properly co-ordinated. Each sub-committee has detailed terms of reference which specify their tasks and hold them accountable to the main governing body. Informative minutes are kept of full governing body and sub-committee meetings.

54. Subject co-ordinators, reporting to the deputy, monitor learning and teaching, using strategies ranging from classroom observation to work sampling. Detailed written records are kept of these monitoring activities, and they are of good quality, leading, for example, to proposals for in-service training, or a change of topic to better suit teachers' existing subject knowledge. At present, the monitoring is a good model fulfilling a valuable developmental function. The English co-ordinator and the mathematics co-ordinator have given good leadership in the successful implementation and monitoring of the literacy and numeracy strategies. The missing element is the monitoring at management level which will be needed to underpin performance management and whole school improvement. Where this has taken place in one class as part of a teacher training scheme, records are inadequate.
55. The SEN Co-ordinator meets regularly with class teachers to discuss IEPs and pupils' progress. She has good subject knowledge and is able to support staff well. She has very little time however to complete paperwork for SEN. This affects the quality of some IEPs. Currently she takes a lead role in this process for all pupils on the register including those at stage 1. This is not the most effective use of her time. Class teachers need to be empowered to take a stronger role so that she can concentrate on SEN stage 3 and above, and to monitor IEPs generally rather than write them. The school has started to address this issue.
56. The school's aims are expressed in statements about the school's mission and ethos. They are currently being rewritten for the forthcoming edition of the prospectus. At present, however, they are mainly concerned with the school's religious and social values. The statements do not include specific educational aims other than these. The values are recognised by the parents and the children, and are strongly reflected in the school's work, and the welcome from both pupils and teachers experienced by visitors. The school has a very good approach to equal opportunities issues, which is reflected in good curriculum access and a high level of cultural awareness.
57. The school development plan includes current major developments including the numeracy strategy and the forthcoming nursery opening. Appropriate priorities and budget allocations are listed for each subject area. All staff contributed to these plans, and are strongly committed to them. There is a second part devoted to management issues. Costings are in place for all these developments, but are not always shown in sufficient detail. Some of the success criteria in the plan are insufficiently specific and difficult to measure, and they sometimes fail to relate to gains in the quality of learning and teaching, or in pupil attainment. For example 'increased enthusiasm and higher expectations for the subject' and 'library supporting the curriculum more effectively' are laudable success criteria, but there is no indication as to how or by whom the success will be measured. There is therefore some difficulty in evaluating the success of developments. However, governors are expected to maintain an evaluative overview of developments in their subject area, and a form has been devised on which governors' evaluative comments are recorded. For example, the governor with an interest in science has already raised through this means the question of curriculum balance which is an issue also identified during this inspection.
58. A positive ethos for learning is fostered by staff, who exhibit a high degree of understanding of the needs of the pupils, and who also successfully challenge them to raise their attainment.
59. Statutory requirements are met in all respects except that the annual report to parents does not include an adequate statement showing how the special needs policy has been implemented and special needs funding allocated in the last year.
67. **Staffing, accommodation and learning resources**
60. The previous good quality of staffing has been maintained since the last inspection. Staff are suitably qualified and have a good range of experience with which they meet the demands of the National Curriculum. There is good provision of appropriately qualified and experienced non-teaching staff to support the curriculum and provide effective lunchtime supervision of the pupils.
61. There are satisfactory arrangements for professional development, which are discussed with staff. In most cases courses attended are linked closely to the requirements of the School Development Plan. The staff have shown a high level of commitment to their training for the National Literacy Strategy and the National Numeracy Strategy and this has ensured its successful introduction. All teaching and other staff

have appropriate job descriptions and arrangements for the induction of new staff including newly qualified teachers are satisfactory.

62. The SEN co-ordinator is well qualified. An SEN teacher is currently studying for a diploma in SEN and psychology. No in-service training has been provided recently and none is planned. The SEN teacher and Learning Support Assistant are used to support all classes equally, regardless of needs. This arrangement is to be reviewed, as the school recognises that support should be closely targeted on pupils' needs. Support materials and equipment are satisfactory and used effectively to support pupils with SEN.
63. During the inspection week contractors were carrying out major building works to create nursery provision, set up a library and re arrange the office area. The plan is for this to be completed in September of next year. Currently the school has an adequate amount of accommodation to deliver the curriculum effectively. The main hall provides an area for assemblies, physical education, clubs and dinners, and is spacious for the number of pupils in the school. Most classrooms have sufficient space for group and independent work, but some classrooms are not organised in a way that makes optimum use of the available space. The younger pupils are appropriately placed in the ground floor classrooms, which all have useful direct access to the playground. The school has a separate, large library that is conducive to quiet reading or group work. A room designated for music allows tuition to continue without disturbing lessons and also acts as a convenient room in which parents can meet. Classroom display is mostly well linked to the curriculum and stimulates enquiry. The whole building is well maintained by the conscientious and supportive premises officer.
64. The outside accommodation is very limited and only just adequate for the numbers of pupils. The infants have access to a useful awning, under which they can play when it is wet. There are interesting areas of grass and nature gardens, which effectively support nature study in science and are pleasant for recreation in the summer months. However a few parts are unkempt and not satisfactorily maintained. Some of the wooden boundary posts are rotting at the base and cause a potential hazard for the pupils. The small front garden is well tended and has won prizes in the borough's school competition. It provides an attractive and welcoming entrance to the school.
65. The school's learning resources are generally satisfactory and are adequate to teach the curriculum. They are of good quality and some are accessible to pupils. Others are stored centrally. They are very well used throughout the school to promote effective learning. The allocation of funding for subjects is clearly identified in the school development plan. There is an appropriate range of books, games and other resources to support pupils with special educational needs. The library is small but this together with classroom books provides an adequate variety to support the curriculum. A very limited range of large climbing equipment and large toys for reception age pupils restricts the development of their physical skills. To some extent, plans to rectify this are in hand as part of the new nursery building. Computers and software have been updated and increased since the last inspection and are now sufficient to meet the needs of the curriculum. This allocation will be greatly enhanced on completion of the specialist teaching area for the subject.
73. **The efficiency of the school**
66. Overall the resources made available to the school are used and managed well for the education of the pupils. The financial planning is satisfactory. Since the last inspection the governors are much better involved in planning the spending of the budget and contributing to the efficient running of the school. The school has major educational priorities clearly linked to the money available. These are based on national requirements such as the numeracy strategy and information technology network and also on the expansion of the Early Years unit. In most other areas the school development plan costs the future developments sufficiently clearly, but some plans do not have enough financial details to ensure that best value can be gauged. The governors have now started regular meetings to review the spending over the last year, but are hampered from accurate checking by some lack of cost data. Each governor is attached to a curriculum area and now has a better knowledge of how money is being spent on that subject. Co-ordinators are effective in monitoring the budget for their subject and ensuring the best educational value is achieved.
67. Last year the school had a tight budget. The governors carefully analysed where savings could be made

and what would be a realistic carry-over amount. The proposed contingency figure is lower than they would have wished, but with a rising roll there are definite plans to increase this. They wish to ensure that the budget is led by the curriculum. The current building work is being managed effectively and efficiently. However the governors may be dependent on fundraising to raise the funds to furnish and equip the new classrooms and provide the resources necessary for early years children. Money earmarked for pupils with English as an additional language is very well used. Additional support of pupils with statements and for those with medical needs is funded directly from the LEA, and is used appropriately. Additional money allocated through the standards fund to support those at stage 3 on the SEN register is being used effectively to support pupils' IEPs. The governors have been astute in raising money for the diocesan maintenance fund from the letting of car park spaces to local businesses.

68. The use of staff is good. All teachers and non-teaching staff are well deployed to make the best use of their expertise. Co-ordinator roles are well matched to the knowledge of the teachers. Support staff contribute very well to the progress and attainment of pupils in their care. Many staff run extra-curricular clubs over lunchtimes and after school. The use of accommodation is very good. Every corner of the building and site is used to the best advantage of the pupils' education. At the last inspection it was judged that the green room and hall were underused. The former is now a classroom and the latter is used well for dinners, assemblies, physical education and clubs. Resources are very well used. Every subject area makes the most of the equipment available. Literacy and numeracy lessons use a good amount of supportive resources.
69. The efficiency of financial control and school administration is very good. The finance officer is very experienced and ensures that the day-to-day finances are kept in very good order. He has been co-opted on to the governors' finance sub committee, where he can give detailed guidance. The secretary is well organised and approachable. She is a welcoming first contact for parents and public and allows the teaching staff to concentrate on their work with the pupils.
70. The school gives good value for money. Taking into account the below average social circumstances of the pupils and their average attainment when they join the school, set against their good progress and positive attitudes as a result of the good teaching and support provided, the school gives a good return on the money entrusted to them.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. Children enter the reception the term in which they are five. The reception class provides a good start to their future development. At the time of the inspection reception age children were being taught alongside lower attaining summer born Year 1 children. They are in their first term. The school does not have a nursery class, pre-school provision being a mixture of locally run playgroups and nurseries.
72. Attainment on entry for the majority of children is broadly in line with that found nationally, and for some it is above. Attitudes to both each other and their learning are at least satisfactory and for the majority they are better. Attainment on entry has been rising over the last three years and is slightly above that found nationally and locally. Many children speak English as an additional language. Three-quarters of the way through their first term all are able to make their needs known and participate in lessons. They are able to talk about their experiences and relate well to both each other and adults.
73. Children are enthusiastic and enjoy adult support and attention. They participate well in teacher directed activities, play alongside others and are learning to co-operate. They are caring towards each other. Many are able to concentrate well for extended periods of time. In all areas of learning the majority of children make at least average progress. In language and literacy some make very good progress due to the very focussed teaching they receive.
74. In language and literacy the majority of children can recognise their name and some can write it unaided. They enjoy sharing stories and are keen to join in whole class sessions, copying reading behaviour. The majority are developing their prediction, picture and context clues to 'read' a story. Some are recognising initial sounds and their relationship to letters of the alphabet. Higher attainers are able to say whether a letter is more likely to be towards the beginning or end of the alphabet. There is only very limited evidence of developmental writing – that is children's early experiments before they have acquired the skill to write. Although children make books by drawing pictures they do not generally make attempts to write unaided. The role-play area is used to support and extend a particular story focus. Children are encouraged to read and write.
75. In their mathematical development children are learning to count from 0 to 10. Some are able to count to 20 and beyond. They are also learning mathematical language related to capacity, full, empty, got some in it. All children are able to respond appropriately and explain their answers. There is a range of puzzles, games and other activities to support mathematical development. Children also have a range of number games, rhymes and songs that are used to promote number concepts. The computer provides individual reinforcement. Children use this confidently and are able to select from a range of games appropriately. Their mathematical progress is good.
76. There is little evidence from observations of children's development of historical or geographical knowledge and understanding of the world. They are encouraged to talk about themselves and their families but they have not yet explored their environment or had opportunity to look at past and present events in their own lives. They do however have opportunity to learn about Bonfire Night and Christmas. They also have opportunity to develop their technological skills through the making of greetings cards and the use of construction kits. They have regular access to both the computer and listening centre.
77. Children have very limited opportunities for using small apparatus such as hoops and balls as well as climbing or balancing on larger apparatus other than in formal PE lessons. This restricts their early physical development.
78. Many children can recognise colours, enjoy painting and drawing as well as using recycled materials to make models. They enjoy singing, playing instruments and repeating action and number rhymes.
79. The teaching overall is good. The reception children enjoy a supportive rapport with their teacher and make good progress in language and mathematics. Curriculum planning for reception aged children is based largely on the national curriculum rather than desirable learning outcomes. The timetable reflects this as it is entirely subject based. As a result, much of the work is teacher directed. A nursery nurse is

timetabled to give support for two sessions a week. Although this level will be increased as the class grows, currently it does not allow for the needs or interests of individual or groups of children to be fully met in this mixed age class. There are limited opportunities for children to make choices or decisions. Ongoing assessments are made of children's social and academic development. They are used to inform future planning.

80. The quality of the learning environment is good. It is bright and stimulating offering a range of opportunities for imaginative, construction as well as table-top work. However, the outdoor environment is limited for reception-aged children, and there are few resources for imaginative or exploratory play as well as very limited climbing equipment.

88. **ENGLISH, MATHEMATICS, SCIENCE AND INFORMATION TECHNOLOGY**

88. **English**

81. Overall attainment by pupils in English at both key stages is above the national expectations. This maintains the standard reported in the last inspection. The end of Key Stage 1 test results in 1999 saw pupils above the national average in reading and writing and when compared with schools with pupils from similar backgrounds pupils at St. Mary's were well above average. At the end of Key Stage 2 test results in 1999 saw a similar pattern, with pupils being above the national average and their results greatly exceeding those for similar schools. Over the last four years results have consistently been above the national average at both key stages. In the 1999 tests at Key Stage 2 an excellent 36% achieved level 5 in English, which puts St. Mary's ahead of most schools in the country.

82. Attainment in speaking and listening is good. In Key Stage 1 pupils speak clearly and with increasing confidence. They listen attentively and with respect to adults and other pupils. In their reading, pupils are familiar with a range of texts and they are beginning to read with fluency and intonation. They are also beginning to use a variety of strategies for deciphering unfamiliar words, including the use of initial sounds and the interpretation of the meaning of the text. When writing, pupils can spell simple words correctly and use capital letters and full stops appropriately as was seen in the lesson on 'We're going on a bear hunt'. Pupils in Year 2 showed their skill when they wrote out their first draft of instructions on how to make a cup of tea. The majority of pupils cannot yet produce joined script, but this is developing. The higher attaining pupils at the end of the key stage are able to use interesting words such as 'ravenous' and understand the rule of 'magic e'.

83. Across the curriculum, overall standards in literacy are above average by the end of Key Stage 2. When speaking, pupils are above average by the age of 11 years. When speaking, pupils are confident and articulate. They are able to speak to a variety of audiences. The acting out of a scene from 'The Tempest' by a small group in Year 6 showed how well pupils were able to relate to an audience. Listening skills are well developed and pupils listen attentively. When reading a wide variety of texts they are able to express opinions about the authors and understand hidden meaning. They are confident readers, and when reading aloud they use expression to make their narration more interesting. Pupils use a wide variety of strategies for reading unfamiliar words, including breaking a word into recognisable pieces. Many of the pupils read at home and enjoy talking about stories and poems. When writing, the higher attaining pupils are able to use advanced punctuation correctly. This includes direct speech marks, exclamation marks and writing in paragraphs. They write a range of texts, including poetry, biographies and factual pieces. Several interesting examples of creative writing were seen across the school such as a piece on Ice Skating in Year 2, a most atmospheric piece 'The chase in the woods' from a Year 4 pupil and a real 'cliff-hanger' in Year 6. All these pieces and many more showed that pupils are developing a maturity in their writing. Writing is usually neat and joined, with spellings generally correct. Some lower attaining pupils at the end of the key stage are still experiencing difficulties with correct letter formation and simple spelling. However, the school is addressing this well.

84. During Key Stage 1, pupils, including those with special educational needs and those for whom English is an additional language, make good progress. The basic skills acquired in the reception class are well developed in Years 1 and 2, and pupils learn to listen with increasing concentration and speak clearly. During assemblies there is a high expectation that all pupils will pay attention and contribute to

discussions. Early reading scheme books are used effectively to increase pupils' confidence to become competent readers. When pupils are ready, they are encouraged to read more complex books and stories that they are familiar with. Early writing skills are built upon, and during the key stage pupils become more confident writers, experiencing a range of texts, including poetry.

85. Even though quite a few pupils join the school during Key Stage 2, the good quality of teaching provided ensures that all pupils make good progress in relation to their previous learning and attainment. Pupils express their opinions with increasing confidence and are willing to talk to large groups, especially during lessons. Listening skills are well developed and pupils respect one another and are able to comment respectfully on the views of others. Pupils are effectively taught strategies to enable them to become confident readers. They have access to a range of texts of varying difficulty in order to develop reading skills. Throughout the key stage pupils are willing to talk about texts, expressing their preferences for authors. Pupils are effectively encouraged to develop their writing skills. They practise writing for a variety of audiences and produce neatly presented work. Pupils for whom English is an additional language make good progress and their progress is well monitored.
86. Pupils' response in English is good and pupils approach their work with enthusiasm when the tasks are interesting and challenging, the study of 'The Tempest' being a good example. They are keen to do well and work hard to develop their reading, writing and communicating skills. When required they work well in groups, sharing ideas and discussing their work. This collaborative skill was well illustrated in the work on play scripts. They are willing to listen to suggestions and act on advice.
87. The overall quality of teaching is good. Teachers' subject knowledge is secure, and there is a good balance across the different aspects of the subject. Teachers plan their work well and make it clear to the pupils the objective of the lesson. In most classes there are high expectations of what the pupils are able to do and the work set challenges pupils of all abilities resulting in a commendable amount of work being produced in all age groups. Notable was the work on Hiawatha in Year 5 and the non-fiction reading in Year 3 about the circulation of the blood. Suitable use is made of the computer for word processing. The management and control of pupils is consistently good and in most cases the pace of the lessons is brisk. Time is generally used efficiently and teachers use a suitable mixture of approaches, including whole class exposition and focused teaching groups. Homework is used to a positive effect throughout the school. The marking of pupils' work is consistent and helpful, often offering written comments as to how work may be improved thus helping pupils more in their understanding. Teachers also use questioning very effectively to check how much the pupils know and also to extend their learning.
88. Literacy has an appropriately high focus across the school. This is of particular significance bearing in mind the high proportion of pupils for whom English is an additional language. Suitable emphasis has been given to widening pupils' vocabulary including specialist scientific and technical language. Most classrooms have reference words on the walls to which teachers regularly refer. Reading skills are effectively developed across the curriculum. Teachers encourage writing in all subjects where it is appropriate, particularly in history and religious education. Information Technology is now increasingly used to support development. Role-play is used effectively and helps in the improvement of literacy skills. Pupils throughout the school respond well to the literacy hour.
89. The subject is very well managed by the co-ordinator who supports colleagues effectively. The curriculum meets requirements. The scheme of work closely following the literacy policy provides the framework for what is taught in all year groups. The co-ordinator, in conjunction with all the staff, has set clear and realistic targets for improving literacy standards throughout the school. The comprehensive scheme of work and the school's system of monitoring and evaluating the effectiveness of teaching and learning ensure that the implementation of the literacy strategy has gone well.
90. New resources for English have been purchased and these are well organised as is everything in the English department. The library is well organised and run efficiently by the pupils with an overseeing eye from the co-ordinator. With a wide selection of fiction and non-fiction in the library pupils are encouraged to make use of the facilities for research and independent learning. The quality and quantity of the books in the school is good but at present there are no dual language books in the library. Resources, including books are used effectively in the classroom and there are displays of pupils' work to support the work that is taking place.

91. The provision for pupils with English as an additional language is very good. The school has a full time teacher who is responsible exclusively for those pupils who have English as an additional language. She works in very close liaison with the class teachers and ensures that lessons for these pupils are used to the best effect. The teacher spends two hours per week in each class and uses the rest of the time to support where it is most needed. Detailed records are kept of pupils' progress and class teachers are familiar with the needs of the pupils through individual education plans and close monitoring. Regular assessments are made with stages being adjusted accordingly and by Year 6 many pupils are at stage 4 on the Westminster scale for pupils with English as an additional language. Through the links with the Westminster Language Service the school also makes good use of bilingual support assistants when required in for example Kurdish, Serbian, Croatian and Arabic. There is a natural concentration on the development of pupils' English and literacy although support is also given to numeracy. Through the expertise of the staff and the very well organised and structured programme, pupils with English as an additional language achieve a high standard and make good progress.
92. The teaching of pupils with English as an additional language is a strength of the school demonstrated by the high standards of English achieved throughout the school.
100. **Mathematics**
93. Pupils' attainment in mathematics is good, and in both key stages it is above the national expectation. Attainment was also reported as good in the last inspection, and the school has improved in line with the national improvement that has taken place since that time.
94. In 1999, the school achieved a good performance in the end of key stage tests. At Key Stage 1, pupils are already on target to achieve a similar result in the current year. They are able to measure accurately using metres and centimetres, and give the time in whole hours using both analogue and digital clock faces. They can add single and two digits mentally, and most know the early number bonds by heart. They can use a number line to calculate difference and round numbers less than 100 to the nearest ten. Younger children can recognise simple relationships and patterns, and respond to questions such as 'what is double 4?' by holding up the correct card.
95. By the end of Key Stage 2, children are able to multiply numbers such as 18×12 mentally. They are able to identify equilateral and isosceles triangles and know that a triangle's angles total 180 degrees. They can read and plot co-ordinates in all four quadrants and use a protractor accurately. The higher attaining pupils can interpret a railway timetable accurately, while the lower attainers can calculate programme lengths from the Radio Times. Children in earlier Key Stage 2 classes can read the temperature off a thermometer and reverse number operations to check the answers to sums. One younger class was able to identify numbers such as $\frac{3}{4}$ or $1\frac{1}{2}$ using Kit Kat bars as a visual aid. Children use appropriate mathematical vocabulary correctly at all ages. Children use and apply their mathematical knowledge successfully; for example, in an older junior class where problems expressed in text are translated to mathematical operations and laid out systematically. Examples were seen in science and design and technology of accurate measuring, using a Newton meter to ascertain that a test was fair, and using spatial awareness to solve a maze as part of a lesson on forces. However, in the main, little use of mathematics or numeracy was observed across the curriculum.
96. Progress is good in both key stages. In all the classes, daily mental and oral routines are enhancing pupils' confidence and facility with numbers, while a record of the attainment across five years of last year's Year 6 cohort indicated that most had made a two level gain since the end of Key Stage 1. The early evidence indicates that methodology of the National Numeracy Strategy has enhanced the progress in lessons - rapid progress in acquiring skills was seen in most of the lessons observed. Dedicated support in mathematics for pupils with English as an additional language, and also for those with Special Educational Needs, ensures that they make good progress. Most of this support takes place in lessons but groups withdrawn from older classes are enabled to grasp basic concepts while the learning of the more able children is extended. Reception pupils are able to match pictures to solids, while in Year 6 work with solids includes the identification of edges, faces, vertices and perpendiculars. Progression in pupils' learning is defined by the National Numeracy Framework but, in the first term of the strategy, implementation of this is at an early stage.

97. Pupils' attitudes to mathematics are generally good. Infant pupils display a very thoughtful approach, while juniors seem to be excited by the subject and respond very positively in lessons. Their work is mostly well presented. They apply themselves well, and some good collaborative working was seen. In plenary sessions they are able to reflect on their learning and recognise what needs to be learned next.
98. The teaching of mathematics is good overall. Teachers display good questioning skills, and provide a good level of challenge. The training initiated by the strategy has secured a consistent methodology and quality of teaching. Both the mental and oral sessions that begin lessons and the plenary reviews which end them are pitched well to involve all the pupils and to extend their learning. Some very good strategies were observed to involve all the children in answering questions, for example sets of numbers that enabled every pupil to hold up the answer to questions, rather than just one being chosen. Pupils were usually asked to explain their methods, and alternative approaches were encouraged and praised. Teachers' perceptive evaluations at the end of some lessons led to the plan for the following lessons being changed, for example to consolidate understanding that had not been completely achieved
99. The staff are very well led by an enthusiastic mathematics co-ordinator, the deputy head, who is implementing the school's numeracy action plan effectively. Resources for mathematics are good.

107. **Science**

100. Teacher assessments at Key Stage 1 show that pupils are performing well in relation to pupils from other schools nationally, both at level 2 and above as well as level 3. At Key Stage 2, test results show that they fall just below national averages generally but are in line with the average when compared with other schools with pupils from similar backgrounds.

101. Pupils at Key Stage 1 make satisfactory progress. They predict, measure and discuss their findings. They are able to make careful observations and use scientific language to describe what they have noticed. Some pupils are able to use their knowledge of the world to make links with scientific topics such as their knowledge of forces and magnetism as well as their knowledge of life cycles and themselves. By the end of Key Stage 2, pupils are able to identify what is needed to make a test fair. Higher attaining pupils are able to predict accurately the reversibility of changes in substances, describing the differences between suspensions, and solutions. Others are able to use scientific language to describe the relationship between the size of a tube and the pitch it will give. They are able to use their knowledge of electrical circuits to make their design technology project work

102. Pupils show a high level of concentration and perseverance in practical work, throughout the school. They are less responsive during more teacher focussed work such as explaining scientific facts. They take pride in the work they produce and are keen to discuss it with others. They know when they do not quite understand what is being said and are confident in asking for clarification when necessary.

103. The overall quality of teaching in science is satisfactory in both key stages. The most successful teaching has clear learning intentions shared with the pupils. These lessons are planned as a series of practical sessions and involve pupils in making decisions about their tests as well as making predictions. Specific time allocations for each aspect of the session allow a good pace to be maintained. Focussed questioning encourages pupils to share prior knowledge and to move their understanding forward. Some teaching is very teacher focussed and requires pupils to work through worksheets with little opportunity for pupils to discuss their own ideas or carry them out. Learning intentions are not always linked to the specific activities in the published scheme. Teacher confidence could be improved by the provision of a greater range of support materials. At Key Stage 2 science homework is set to reinforce work being carried out in class.

104. Planning allows pupils at different levels of attainment to achieve at appropriate levels usually with additional support. Some teachers use marking effectively to identify the next steps that pupils need to take in their learning. Assessments are made of pupils subject understanding at the end of each module of work and ongoing assessments are made in short term planning and used to modify or extend further work. There is a portfolio of levelled work by which teachers can judge attainment accurately. These assessments are moderated in partnership with another local school.

105. Planning for science is based on a commercial scheme. Medium term planning shows that the curriculum is reasonably broad and balanced throughout both key stages although the time allocated to the subject does not allow for fuller investigations to be carried out and the development of scientific understanding to explain and modify hypotheses made.

106. The co-ordinator is well qualified in the subject and takes a strong lead, particularly at Key Stage 1 where she teaches alongside class teachers. She is able to support staff on particular topics and offers advice when necessary. Planning and assessments are monitored regularly and there has been some observation of teaching. This is fed back to those concerned and used to identify whole school issues. The school has not analysed the possible reasons for pupils achieving less well in science than in mathematics and English. However, the amount of time allocated to this core subject has been reduced as a result of the priority given to English and mathematics, and this is likely to be a contributory factor.

107. Resources for science are held centrally and support the scheme of work well.

115. **Information technology**

108. No lessons in information technology were observed at Key Stage 1. Evidence of pupils' attainment and

progress is derived from the work displayed, teachers' planning and observation of pupils working on their own. Pupils can use a range of different software for word processing and graphic modelling. They are able to discuss their work and explain what they are doing and why. They use the appropriate keys to modify their work as they go along. Observations show that pupils use computers across the curriculum, and in English, maths and history in particular. They are able to both print and save their work. This is in line with national expectations for the end of Key Stage 1.

109. At Key Stage 2 there were observations of direct teaching in information technology lessons as well as pupils working unassisted in other curriculum areas. Lower attaining pupils can use the computer to practise skills in writing and maths. All pupils are taught how to edit work. Evidence from displays and portfolios shows that pupils are able to make and interpret graphs, use a CD-ROM encyclopaedia and devise control systems for models such as lighthouses. Work in information technology makes good contributions to both numeracy and literacy throughout the school. The majority of pupils attain at least a satisfactory level by the end of Key Stage 2.
110. Pupils make good progress in relation to their prior attainment. This is due to the emphasis on the teaching of specific skills and opportunities to practise these in relevant contexts such as re-drafting play scripts and using the computer to research areas of specific interest in their history and geography work. Adults are used well to support those pupils who require assistance to experience success. Pupils throughout the school are keen, co-operative and able to sustain their concentration well for extended periods of time.
111. There is insufficient evidence to make a secure judgement about the teaching at Key Stage 1 of information technology. At Key Stage 2, the teaching is very good, although in one unsatisfactory lesson the difficulties of teaching IT skills where pupils do not have access to a keyboard of their own were illustrated. In other classes, demonstrations were effective, there was a very high level of challenge, and planning was very good. Good collaboration with staff at the nearby secondary school was a feature of the very good lesson which took advantage of the excellent facilities there.
112. All aspects of the programmes of study for information technology are taught. Pupils are involved in the assessment of their work and make suggestions as to how this can be further improved. These assessments are then used in future planning. The portfolios of work show that all pupils have a wide access to a range of relevant software.
113. The co-ordinator provides effective leadership, combining support for individuals with training to assist staff in becoming more independent. She has a clear view of the subject and her good subject knowledge enables her to provide effective support. The co-ordinator has successfully bid for increased funding over a five-year period to enhance the current level of software and to introduce a rolling programme of replacement. The building of a new information and communication technology suite will enhance current provision further.

121. **OTHER SUBJECTS OR COURSES**

121. **Art**

114. Only two art lessons were observed during the inspection. Art time is shared with DT, and both subjects have a low level of curriculum time, to facilitate the high priority given to English and Mathematics. The evidence from this paragraph is mostly drawn from incidental sources, particularly the displays of art work about the school. The work shows that children are introduced to a reasonable diversity of media. In the reception class, collage, simple print, and painting is seen. In other infants' classes there is portraiture and textile work – one class has worked through a good sequence of textile skills including tie and dye, weaving, stitching, and, in one of the lessons observed, batik. At Key Stage 2, the techniques practised include marbling, body sculpture, collage and pictures associated with science learning. The school has also had an artist in residence working with children on screen printing for a millennium banner project. One class has visited the Wallace collection, and an infants' class is following up work on Matisse with a visit to the National Gallery.

115. Attainment in art is satisfactory. In Key Stage 1, and to some extent in Key Stage two, the pupils meet many of the learning intentions of the National Curriculum. In the lessons observed, good progress was seen, bolstered by appropriate teacher interventions and improvements in the techniques being taught. Progress however is inhibited by the lack of opportunities to develop skills learned, and there was no evidence of children being able to select from a variety of media when doing any task. Drawing is an example of an area where skills are underdeveloped, and there is little evidence of training in observational drawing. The school has recognised that pupils' skills development needs to be a focus for teacher training.
116. In both the lessons seen the teaching was good. Techniques were demonstrated and explained clearly, and the classes were well organised and managed for the lesson.

117. Art makes some contribution to pupils' cultural development, with reference to artists such as Vermeer, Matisse, Hockney, Van Gogh and Monet. However, there is little evidence from work from non-Western cultures, and the absence of any Islamic art, which is an important part of the cultural heritage of some of the pupils, is a particular omission in this school. Resources for art are satisfactory.
125. **Design technology**
118. Design technology is a subject which has been adversely affected by reductions in coverage to allow for the school's increased emphasis on English and Mathematics. During the inspection, two lessons in design technology were observed, one in each key stage. Much of the evidence comes from teachers' planning and pupils' work both in books and on display. Pupils acquire a range of skills and techniques including the use of construction kits, designing and making fabric hand puppets, tie dye and food technology. Pupils can also design and make vehicles using recycled materials, wheels and axles. Pupils can produce finished artefacts that are in keeping with their original designs and some evidence of evaluating their designs. Pupils in Key Stage 1 make satisfactory progress.
119. At Key Stage 2, evidence from pupils' books and display shows that pupils have opportunity to use a range of construction kits and both design and make biscuits, after carrying out an initial survey on likes and dislikes. During the inspection Year 6 pupils designed a millennium wheel. Higher attaining pupils are able to use a technical vocabulary and can explain the different parts of the model and how they will work. All pupils are able to make suggestions for the surface design of the wheel part of the structure and how they might make it. Pupils make good progress in relation to their prior attainment.
120. In the lessons, pupils are enthusiastic about the subject and work hard to achieve their best. They show a high level of interest in each other's work and are able to sustain their concentration well even when they are finding their task challenging. Limited opportunities to develop these skills means that attainment is satisfactory but lower than expected for higher attainers.
121. Teaching in design technology was good where seen. The teachers observed demonstrated a good knowledge of the subject, and were able to develop pupils' skills and appropriate working methods. Their explanations and demonstrations were clear.
122. Planning for the subject allows for sound continuity in pupils' learning. Teachers' planning and samples of pupils' work are monitored by the co-ordinator. Because the subject is taught only every other half term there are limited opportunities for work to provide continuity as different aspects of the programme of study are focussed on each time. However, pupils at all levels of attainment are able to make progress through carefully constructed teaching and support.
123. The co-ordinator has identified the needs of the subject and these are clearly identified in the school development plan. She acknowledges the need for in-service training for staff to increase the confidence of all in the subject. Resources are being developed to support both staff and the scheme of work. These are adequate to meet the school's needs but more advanced technical and control kits are needed. The resources available are used effectively and efficiently. Within the time constraints imposed on the subject, the school has made satisfactory progress since the last inspection.
131. **Geography**
124. It was only possible to see one geography lesson during the inspection week and that was in Year 4 and taught by the co-ordinator. A scrutiny of pupils' work and conversations with pupils and staff indicate that they are making satisfactory progress and that their attainment at both key stages is commensurate with their age.
125. Through the various topics; including rivers, the local area, mapping, mountains, settlements, weather and a village in India, pupils are developing their geographical skills and by the age of eleven have developed a good knowledge of appropriate vocabulary. For example, they understand the terms 'water cycle', 'meanders', 'tributaries' and 'estuaries'. In Year 4 pupils showed good understanding of Ordnance Survey maps and were able to identify places on the map whilst studying aerial photographs of the area. Work on an Indian village enables pupils to compare and contrast life in a different country and culture, thus

contributing to their cultural development as well as their geographical knowledge.

126. In the lesson observed pupils behaved well, showed enthusiasm for the subject and were eager to answer questions. They worked well in groups and persevered well with the tasks that were set. Pupils were also keen to talk about what they had found out and presented their work neatly. The teacher had developed some good resources and set out clear objectives.

127. At present the subject is based on a commercial scheme and each class studies a different topic each term. This ensures that the subject is satisfactorily covered, although overall the resources for geography are inadequate.

135. **History**

128. History, like geography, is taught in topics. At Key Stage 1 pupils study a topic each term. These include subjects to which pupils can easily relate, such as 'me as a baby', holidays, homes, toys, transport, Florence Nightingale and the Great Fire of London. In Key Stage 2 the topics studied include the Greeks and Egyptians, in Year 3 the Romans, Anglo-Saxons and Vikings, in Year 4 Tudors and in Year 5 explorers, whilst in Year 6 much study is done of the local area in Victorian times, Victorian children and children in World War II.

129. Pupils at both stages are making satisfactory progress and the level of attainment seen during the inspection matched that expected for their age. At Key Stage 1 pupils begin to develop a satisfactory understanding of the passing of time by learning to construct simple time lines. They are able to make distinctions between the past and present. A study of everyday objects such as irons and lamps were compared in a Year 1 class while in Year 2 pupils were able to compare the differences in hospitals between the present day and Florence Nightingale's early hospitals. At Key Stage 2, pupils have begun to develop a stronger sense of chronology, although many still find it a difficult concept to understand. Good links are made with other subjects such as English and pupils in Year 3 were pleased with themselves when they came out of a history lesson with a knowledge of Greek, having learnt that words such as telephone and microscope were derived from the Greek language. Pupils are able to describe people's lives in the past and compare this with how we live today. In both key stages pupils with English as an additional language and with special educational needs make good progress.

130. Pupils' response to history shows keenness and enthusiasm for each topic studied. Behaviour is good, and pupils are attentive and responsive. Boys and girls interact well in their activities and discussions. They settle down well to activities and remain on task for the duration of the lessons.

131. In the lessons observed during the inspection the teaching was good. The teaching strengths include the ability to enthuse pupils, good management of behaviour, and the effective review of learning at the end of lessons.

132. The time allocation for history, which is shared with geography, is adequate but very limited. At the moment there is no co-ordinator but the head teacher is 'caretaking' the subject. The schools' policy follows the guidelines of a commercial scheme but there are plans to update it to fit in better with the schools' needs and requirements. Resources within the school for history are inadequate, but staff make the best of what they have themselves and what they can borrow.

140. **Music**

133. Two lessons were seen at Key Stage 1, and in both of them the pupils' attainment was satisfactory. The youngest pupils were able to imitate the teacher in good rhythm, responding to changes in pace. They showed good listening skills. In an older class, the pupils were able to distinguish between wooden and metallic sounds and could make the link between the material and the length of the sound. They are making appraisals of their own performances and those of others in line with expectations at the end of Key Stage 1. In a singing practice, the infant children were able to learn the tune quickly and read the words. In the Key Stage 2 classes, standards are satisfactory. The children make good attempts at composition using percussion instruments. Several classes were working on soundscapes, rhythmic pattern and form. Some older pupils were beginning to achieve a planned effect using musical elements and structures.

However, this was not yet done with the level of expression expected at the end of the key stage, and most of the pupils exhibited poor technique in getting the best sound from instruments, for instance through the correct use of beaters. In more formal music making, junior pupils sang pleasantly in tune and were able to sustain three parts in a canon. A small group played the recorder well, and some pupils are taught violin, although none of these lessons were observed.

134. In the infants' classes, the pupils' response was satisfactory. They did everything that was asked of them with some sense of enjoyment. The junior children responded very well to the music lessons. They collaborated well, used the instruments in a disciplined way, and performed with enthusiasm. They showed respect for the performances of others and were able to appraise each other's work intelligently, contributing constructive suggestions. This contributed to their good progress.
135. Music is taught throughout the school by class teachers. Although they are mostly not music specialists, they teach the subject competently. Some lessons seen were very good. One of these was by a visiting teacher from a nearby secondary school. This teacher works with each class for a six-week period, and contributes a high level of expertise from which the class teachers can learn. .
136. Although music does not have a high profile in the school, the work seen was quite vibrant, and the children are receiving a good grounding in each of the attainment targets of the National Curriculum. Groups funded by the Westminster Arts Foundation further enhance opportunities for music making. Music from various cultures is included as listening opportunities, although some of these opportunities were too short to properly develop the pupils' listening and appraising skills. The subject is adequately resourced with a good collection of portable instruments from a number of musical traditions. Music receives a better share of curriculum time than some other subjects.
144. **Physical education**
137. Only one physical education lesson was seen involving junior children, who mainly do their PE off site. Each infants' class was observed, and attainment in these classes was satisfactory. Each of these lessons focused on dance. The pupils were able to imitate movements, both by the teacher and by each other, and were starting to combine movements in a controlled sequence. As they reach the end of the key stage, they become more inventive in their movement and respond well to recorded music. Satisfactory progress was seen between the three classes. The junior class, a younger class, had their lesson at the local sports hall, where with the benefit of excellent facilities they make good progress and show good attainment in athletic skills, jumping hurdles with agility, planning their movements well and throwing accurately. No lessons were seen involving pupils approaching the end of the key stage.
138. The pupils enjoy the subject, and mostly respond well. Responses varied from the joyful to the calm, and the pupils were sensitive to the mood created in the lessons by the teachers. In the junior class, while some children applauded the success of others, there was also some unkind laughter where children did not succeed.
139. The teaching of PE is mainly good. Lessons are well structured with an aerobic warm-up – in one case the highlight of the lessons – and a proper cool-down period. In the infants' classes, children are enabled to work independently and in pairs or threes, often devising their own sequences of movement. Most lessons maintain a good pace, although one of those seen flagged towards the end when it became repetitive. The instructors at the sports hall know what is in the school's scheme of work and plan their lessons accordingly. The sports hall sessions represent money well spent by the school.
140. The scheme of work covers all aspect of the programme of study for PE. Although not observed, there are blocks of time in which classes alternated gym, games and athletics as well as dance. Junior classes go swimming at the local pool. The oldest children have the opportunity for outdoor and adventurous activities on a residential school journey at the start of their final year. The school's particular commitment to dance is enhanced by contacts with the English National Ballet. The children have been to see costumes and performances. They have met dancers and creative staff.
141. Resources in the school are satisfactory, those at the sports hall very good. The hall is a good facility for the infants' children, and outdoor playground space, although not extensive on this inner city site, is

adequate.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

142. In all 67 lessons, occupying 46.3 hours, were observed by a team of four inspectors. These were mainly visits to lessons but included some smaller groups. A number of children were heard read, and discussed their reading with the inspectors. Checks were also made of pupils' numeracy and IT skills. The inspection team maintained a continual informal dialogue with pupils, both in classrooms and in other situations such as mealtimes. Substantial formal interviews with staff provided information about subject management, and co-ordination of other aspects of the school's work. The headteacher was interviewed on a number of occasions. She provided information on a diverse range of topics. Twenty-one sets of individual pupils' work were scrutinised to establish progression, standards of written work and the quality of marking. The individual records for these pupils were also examined. This sample represented the full range of ability. In addition, inspectors spoke to a number of school governors and non-teaching staff. The school provided a range of supporting documentation, including the development plan, the action plan following the previous inspection, minutes of governors' meetings, curriculum policies and planning documents, and statistical information about the school. Comparative data produced by the LEA and national agencies was also considered. Seventy-four response forms were received from parents, and the parents' meeting before the inspection was attended by 25 parents.

143. **DATA AND INDICATORS**

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	172	2	46	72

151. **Teachers and classes**

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	16.5

Education support staff (YR – Y6)

Total number of education support staff	2.5
Total aggregate hours worked each week	75

Average class size:	24.6
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Financial data

Financial year:	1998/99
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	£
Total Income	432,331
Total Expenditure	454,015
Expenditure per pupil	2,467
Balance brought forward from previous year	24,790
Balance carried forward to next year	3,106

PARENTAL SURVEY

Number of questionnaires sent out:

172

Number of questionnaires returned:

72

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	57	3	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	47	1	0	0
The school handles complaints from parents well	26	56	15	3	0
The school gives me a clear understanding of what is taught	39	48	7	6	0
The school keeps me well informed about my child(ren)'s progress	42	45	11	1	0
The school enables my child(ren) to achieve a good standard of work	34	56	6	3	1
The school encourages children to get involved in more than just their daily lessons	32	63	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	51	11	7	1
The school's values and attitudes have a positive effect on my child(ren)	37	54	8	0	1
The school achieves high standards of good behaviour	33	56	10	1	0
My child(ren) like(s) school	66	27	6	1	0