

INSPECTION REPORT

ST GABRIEL'S CEP SCHOOL

Pimlico, London

SW1V 3AG

LEA area: Westminster

Unique reference number: 101129

Headteacher: Ms S McMahon

Reporting inspector: Paul Missin 19227

Dates of inspection: 11th – 12th June 2001

Inspection number: 190648

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Churchill Gardens Road Pimlico London
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Appropriate authority:	The governing body, St Gabriel's CE Primary School
Name of chair of governors:	The Revd Canon D.W. Skeoch
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Gabriel's Church of England Primary School educates boys and girls aged four to 11 years. There are currently 198 pupils on roll, 92 boys and 106 girls. This is broadly the same size as most other schools of the same type. Seventy-nine pupils are from minority ethnic backgrounds (40 per cent), with black Caribbean, African and Bangladeshi being the most common. Seventy-eight pupils have English as an additional language and 45 of these are at an early stage of language acquisition. Twenty-four different home languages are represented in the school, the most common being Arabic, Portuguese and Bengali. Seven pupils are refugees. The percentage of minority ethnic pupils is higher than in most schools. Eighty-six pupils are known to be eligible for free school meals (43.4 per cent). This is well above average. Sixty-five pupils are on the school's special educational needs register (32.8 per cent). This is above average. The number of pupils with statements of special educational need is broadly average. During the last school year, ten pupils joined the school other than at the usual time of first admission, and seven pupils left other than at the usual time of transfer. This is a broadly average rate of mobility. The youngest 24 children are in the Foundation Stage and are taught in the Reception class. When they first enter the school, most children are achieving standards that are below those expected for their age.

HOW GOOD THE SCHOOL IS

St Gabriel's is a very effective school that provides good value for money. As they move through the school, pupils make impressive gains in the standards they achieve in English, mathematics and science, in their appreciation of the school as a community, and in their attitudes and personal development. This is achieved by the outstanding leadership of the headteacher, the full and energetic commitment of the deputy headteacher and the whole staff, the good teaching, and by the support provided by the governing body. These features ensure that there is no complacency in the school and it is continually seeking ways to become even better.

What the school does well

- The excellent leadership of the headteacher inspires pupils and teachers to strive for the highest standards in their work.
- The good quality of pupils' learning is encouraged by the good teaching and by pupils' very good attitudes, behaviour and relationships.
- The achievement of pupils in English, mathematics and science at both key stages is good.
- Assessment procedures and the quality of the monitoring in English, mathematics and science are very good and enable the school to set clearer targets for individual pupils and to improve teaching and teachers' motivation.
- Provision for pupils with special educational needs and those for whom English is an additional language is very good as the needs of these pupils are met very well which enables them to achieve good standards for their ability.
- The partnership developed with parents is very good which successfully encourages all parents to be involved in their children's education and builds important bridges with the local community.

What could be improved

- The standards achieved in information and communication technology at both key stages are not high enough because the school has not been well enough resourced until recently.
- The standards achieved by higher attaining pupils in writing across the school. Pupils' writing does not show confident use of a sufficiently imaginative and rich vocabulary.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in December 1996, the school has made good overall improvement and has built successfully on the many areas of strength which were identified. The school has made good improvement in addressing the key issues identified at that inspection. The staffing situation in the Reception Year has been resolved and a good curriculum introduced for children in the Foundation

Stage. Pupils' library skills and their ability to read for information have been developed well, and efforts to improve the school's accommodation have continued. The development of pupils' information and communication technology skills has been satisfactory. Since the last inspection, the good quality of the teaching and the good standards at Key Stage 2 have been maintained and the standards achieved in the Foundation Stage and at Key Stage 1 have been improved. The strength of the headteacher's leadership, the support provided by the parents and the governing body and the commitment and enthusiasm of the whole staff ensure that the school has a good capacity for these improvements to continue.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	B	A*
mathematics	C	B	B	A
science	E	C	A	A*

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The table shows that in 2000, when compared with all schools, standards in English and mathematics were above average and in science, they were well above average. When compared with similar schools, standards achieved in English and science they were within the top five per cent of all schools nationally. Since 1996, results in English and mathematics have been mostly above or well above average and standards in science have improved considerably since 1998. The findings of the inspection are that the present Year 6 group are on course to achieve standards in English, mathematics and science that are average. The significant difference between this judgement and the scores in the 2000 tests are a reflection of the different levels of special educational needs in the current group. The present Year 6 group contains a higher proportion of pupils with special educational needs, including some specific behavioural problems. These factors limit the progress which these pupils make towards national standards. The inspection's judgement is similar to the school's own targets and expectations for this group. These targets are appropriately challenging and are met well.

In the 2000 national tests and teacher assessments at Key Stage 1, standards compared with similar schools were well above average in reading, above average in mathematics and average in writing. The above average levels of attainment are confirmed by the present inspection. By the end of Year 2, pupils are on course to achieve above average standards in reading, mathematics and science. Overall, standards in English are good but are average in writing.

Children in the Foundation Stage reach standards that exceed those found in most schools in language and literacy, mathematical development, knowledge and understanding of the world, creative development, physical development and in their personal, social and emotional development. Towards the end of the summer term, many were already working successfully within elements of the National Curriculum.

Across the school, pupils with special educational needs and those with English as an additional language attain good standards according to their previous ability. Standards achieved in information and communication technology are below average at both key stages and the writing skills of higher attaining pupils are not sufficiently developed. However, most pupils make good overall progress as they move through the school and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. Pupils work hard and listen carefully to what adults say to them. They are respectful and enthusiastic learners.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class and around the school. Playtimes and lunchtimes are important social occasions.
Personal development and relationships	Very good. Pupils take on important responsibilities, for example, as members of the school council. The level of co-operation and friendliness in class and playtime across all racial groups is impressive.
Attendance	Satisfactory. During the previous year, the rate of attendance was slightly below the national average but it is improving.

Pupils' very good attitudes, behaviour and relationships make a significant contribution to the good quality of their learning across the school.

TEACHING AND LEARNING

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

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

During the inspection, 13 per cent of the teaching observed was very good, 69 per cent was good and 18 per cent was satisfactory. Examples of good or very good teaching were observed in the Foundation Stage and in both other key stages. Across the school, this good teaching results in consistently good learning by the pupils. The teaching of English, including literacy and of mathematics, including numeracy, is also good.

In the Foundation Stage, the teacher is open and welcoming and ensures that the children feel safe and secure and are ready to learn. She provides a good range of appropriate activities that are both interesting and challenging. This ensures that children are learning the right things. At Key Stage 1, teachers give clear introductions to their lessons in which they remind pupils of their previous work and set out the learning intended in the present lesson. Pupils are clear about what they are expected to learn. At Key Stage 2, teachers use praise and encouragement well to interest and motivate pupils. Lessons are taught at a brisk pace which keeps pupils' attention. Pupils respond well to this approach and this improves their learning.

Across the school, teachers' planning is full and makes clear reference to the learning intended in the lesson. Pupils are managed well with good strategies to secure their interest in, and commitment to, each lesson. The needs of all pupils are met well. Pupils with special educational needs and those for whom English is an additional language are taught well. Their work is well planned and taught well by the teachers and support assistants. They make good progress towards their own learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of experiences for the pupils. The National Literacy Strategy and the National Numeracy Strategy are implemented fully and effectively. A very good range of extracurricular activities and visits enhances the curriculum. The curriculum is very well planned and monitored. The writing skills of higher attaining pupils are not fully extended.
Provision for pupils with	Very good. Provision is very well managed. Pupils' individual learning

special educational needs	plans are very detailed and are regularly reviewed and revised. The good understanding of special educational needs issues and the good knowledge of pupils' achievements mean that pupils move off the register as soon as their needs have been met.
Provision for pupils with English as an additional language	Very good. Provision is also very well managed. Pupils' language needs are carefully assessed on entry to the school and appropriate support is provided. Good links are established with other agencies and pupils and their families are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. Provision is encouraged well by times for prayer and reflection, by the development of a genuine sense of community within the school, and the opportunity to share in the different cultural traditions represented in the school.
How well the school cares for its pupils	Good. Procedures for assessing pupils' attainment and progress are thorough and implemented well. Good attention is paid to the welfare of all pupils. The school's health and safety policy does not reflect all the recent changes in legislation.

The school develops a very effective partnership with parents. Parents are kept well informed of the school's work and are encouraged to take part in all activities. Families from minority ethnic backgrounds are well supported. As a result, parents have a very positive view of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is excellent. She combines very well a concern for the well-being of all pupils and their families, a respect for the professionalism of all staff and a drive to achieve standards which are as high as possible. The deputy headteacher is hardworking and effective. They are supported well by enthusiastic curriculum consultants. The outstanding leadership of the headteacher ensures that there is no complacency in the school and that all are continually striving for higher standards.
How well the governors fulfil their responsibilities	Good. Governors ensure that issues affecting the school and activities are well discussed and the commitment of individual governors, particularly those responsible for special educational needs and the supervision of the planned building improvements, is very good. The supportive, yet challenging, approach of governors is a further reason for the success of the school.
The school's evaluation of its performance	The school's evaluation of its work is excellent. Detailed analysis of assessment information, the thorough monitoring of teaching and pupils' learning, and the commitment of all the staff to further improvements, are all important features in securing higher standards across the school's work.
The strategic use of resources	Good. The headteacher is effective in utilising grants from a variety of sources. These are all well planned and managed. The school makes good reference to how well money is spent as it prepares for the new building work and assesses the use of resources across the school. The level of resourcing in the school is good. The higher than recommended budget roll-over has been maintained in order to provide further resources, including a computer suite, for the new buildings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils' good progress.• The support given to pupils with special educational needs and those using English as an additional language.• Pupils' positive attitudes and good behaviour.• The headteacher's leadership.• The commitment of the whole staff team.	<ul style="list-style-type: none">• There are no areas of the school which a significant number of parents would like to see improved.

The inspection's findings confirm all the positive views that parents expressed about the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent leadership of the headteacher inspires pupils and teachers to strive for the highest standards in their work.

1. One of the main reasons for the success of the school is the outstanding leadership of the headteacher. She is quietly determined and has a clear vision for the development of the school. A significant strength is the way in which she combines a genuine concern for the care and well being of all the pupils and their families, respect for the professionalism and personal needs of her staff and a determination to achieve the highest possible standards across the school.

2. The headteacher has successfully built up a cohesive and committed staff. This currently includes a teacher new to the profession as well as other more experienced teachers and support staff. The headteacher ensures that they are all well informed of school events and activities and that they are appropriately involved with the management of the school. The deputy headteacher and curriculum co-ordinators are used well and they are effective in their work. The thorough procedures for monitoring and evaluating the work of the school are increasing its effectiveness but also empowering and enabling all the staff. The headteacher leads by example as a teacher and by her work in the school. These features have produced a well motivated and effective whole staff team.

3. The school's work also reflects the headteacher's determination that the pupils will achieve standards that are as high as possible. The school's thorough assessment and monitoring programme ensures that there is no complacency within its work. The headteacher has devised a very detailed school development plan which is at the heart of the school's work. A strong feature in this area is the thorough way in which the plan is devised. A detailed analysis of the current work of the school is undertaken by all the staff and reports are made for each aspect under the heading "Where are we now?" This is followed by planned developments following the theme, "Where we would like to go?" This process ensures that all staff feel involved in the school's development and helps to target priorities for improvement and also provide opportunity for staff to share their achievements with colleagues. The school development plan is well matched to budget planning and makes appropriate reference to success criteria.

4. The headteacher also works very well with parents and the governing body. The results of the parents' questionnaire and the discussions held at the parents' pre-inspection meeting show that parents are overwhelmingly supportive of the headteacher and her work. The headteacher also ensures that the governing body is well informed about school activities. Her written reports to their meetings are very comprehensive and give governors a very full picture of the school's work. There is appropriate liaison between the headteacher and the chair of governors and several other governors take an active and regular part in the life of the school.

The good quality of pupils' learning is encouraged by the good teaching and by pupils' very good attitudes, behaviour and relationships.

5. The quality of teaching and the quality of pupils' learning across the school are good. This

is another important reason for the high standards and good levels of achievement across the school. An important feature is teachers' careful and thorough lesson planning. Termly plans are clearly based on agreed schemes of work and individual lessons plans make reference to the learning intended in the lesson, and the activities to be followed and how they are matched to the different levels of ability of pupils in the class.

6. Teaching in the Foundation Stage is good. The teacher provides a very good range of interesting and challenging activities. During the inspection, afternoon activities included a role-play office, a veterinary surgery, sand and water play, jigsaws, inside and outside construction materials, inside and outside modelling and collage work and clambering and climbing games. This ensured that opportunities for the full Foundation Stage curriculum were being provided. Activities are introduced clearly by the teacher and skills taught well. For example, the way of writing the letter 'w' was clearly taught and well reinforced. This greatly influences the quality of children's learning. The teacher is open and welcoming and ensures that children feel safe and secure and ready to learn. Learning support assistants and other adult helpers are used well to support and encourage children in their learning.

7. Teaching at Key Stage 1 is good with some very good features. Teachers give clear introductions to the lessons and remind pupils of previous work. Learning objectives are shared with the pupils at the beginning of the lesson, before group activities and during the summing up at the end of the lesson. This good practice helps pupils by continuing to focus their attention on the quality of their own learning. A literacy lesson to older pupils, who were extracting information from non-fiction texts, demonstrated several features of good and very good teaching. The teacher's lively and interesting approach involved pupils well and secured their interest and attention. The discussion about fiction and non-fiction books was handled well and the focused group activities were well supported by the teacher and the learning support assistant.

8. Teaching at Key Stage 2 is good with some very good features. Teachers settle pupils quickly at the beginning of lessons and as they move between activities. This ensures that no time is lost and that pupils' attention and interest are quickly secured. Teachers use praise and encouragement well to motivate pupils and they are all encouraged to 'have a go' in answering teachers' questions. Pupils' responses are always appreciated and valued. This helps to improve their confidence and self-esteem. Lessons are taught at a brisk pace, ensuring that pupils' attention and commitment are maintained. A literacy lesson to Year 5 illustrated several factors of very good teaching. The choice of focus was very appropriate. It dealt with a possible letter of complaint regarding the building work done at a school. Pupils were able to distinguish between assertive and empathetic writing and were challenged very well to produce their own persuasive writing.

9. Pupils' learning is encouraged well by their very good attitudes and behaviour and by the strength of the relationships established within the school. Pupils show consistently high levels of interest in their work; they try hard and listen carefully to what their teachers and the other adults say to them. Pupils work well with a partner or in a small group but stop their work appropriately when asked to do so by the teacher. Relationships in class and at playtime are also very good. The friendliness and openness of all the staff provide a very good model for the pupils to copy. Playtimes and lunch times are important social occasions. The school has worked hard to increase the range of playtime opportunities and this has been very successful. Playtimes are a buzz of interest and enjoyment and enable impressive racial and social harmony to be exhibited.

The achievement of pupils in English, mathematics and science at both key stages is good

10. The standards achieved in the national tests in 2000 at the end of both key stages were outstanding. When compared with similar schools, standards at the end of Key Stage 1 were above average in writing and well above average in reading and mathematics. At the end of Key Stage 2, standards were well above average in mathematics and among the top 5 per cent nationally in English and science. The inspection's findings confirm these high levels of attainment except that the current Year 6 group is on course to achieve standards closer to the national average in English and science. This is a reflection of the different special educational needs of pupils in the class and the school's own assessment of their attainment is similar to the judgements of the inspection.

11. In English, across the school, pupils pay good attention in class and listen carefully to their teachers and to each other. Most pupils participate willingly in class discussions, although some younger pupils at Key Stage 1 need support and encouragement to speak confidently and audibly. Pupils' understanding and use of subject specific vocabulary is developed well, for example, in mathematics and science as they are carefully taught new terms. Pupils have good opportunity of speaking in different contexts. For example, during the time of inspection, pupils from the Reception Year to Year 6 spoke confidently and shared aspects of work that they were doing with a packed hall that included pupils, teachers, parents and inspectors. At Key Stage 1, pupils are developing a good sight vocabulary and have a good, secure range of strategies to help them read unfamiliar words. At Key Stage 2, pupils use fiction and non-fiction texts confidently. They are able to discuss information, character and plot and make predictions in the stories they are reading. In writing, pupils at Key Stage 1 are aware well of the structure of simple sentences but only a few of the higher attaining pupils reach consistent accuracy of spelling and basic punctuation. At Key Stage 2, most pupils are beginning to use paragraphs and organise their narrative writing well. However, a few are developing confidence in the use of more persuasive and argumentative writing. Pupils read their class texts competently at both key stages. The leadership provided by the enthusiastic and knowledgeable co-ordinator contributes significantly to the good achievement in the subject.

12. In mathematics across the school, pupils have a good understanding of number. At Key Stage 1, pupils confidently sequence numbers up to a hundred and are increasing their mental recall of their two, five and ten times table. At Key Stage 2, pupils work with simple algebraic relationships and deal confidently with the addition and subtraction of negative numbers. At Key Stage 1, pupils investigate numbers patterns as they group together the numbers that make ten. At Key Stage 2, pupils work out the mean, median and mode of a range of team scores and then draw accurate line graphs to show population changes from 1821-1891. At Key Stage 1, pupils know the names of common two and three-dimensional shapes, whilst at Key Stage 2, pupils demonstrate and calculate the area of a circle and use co-ordinates confidently to plot a range of data.

13. In science, pupils plan and devise appropriate investigations. For example, at Key Stage 1, pupils organise experiments to demonstrate the effect of gravity whilst at Key Stage 2, pupils plan their own investigations into the effects of magnetism. Pupils at Key Stage 1 understand the difference between liquids and solids whilst those at Key Stage 2 investigate properties of materials, such as hardness and elasticity. At Key Stage 1, pupils learn about the importance of healthy living and they begin to appreciate some of the differences between living and non-living things. They make observations in the school garden and other local habitats. At Key Stage 2, pupils know the names of the main parts of flowering plants and details of their reproduction cycle. Across the school, pupils develop an appropriate

understanding of forces as pupils at Key Stage 1 investigate different pushing and pulling forces, whilst pupils at Key Stage 2 learn how motion is affected by gravity or magnetic attraction.

Assessment procedures and the quality of the monitoring in English, mathematics and science are very good. This is enabling the school to set clearer targets for individual pupils and improving teaching and teachers' motivation.

14. The procedures which the school has developed to assess the standards of pupils' work, and to monitor the effectiveness of teaching and learning in English, mathematics and science are very good. This is one of the main reasons why standards are good and the pupils achieve as well as they do.

15. A strength of the school's work in English, mathematics and science is the thoroughness of procedures to target pupils' attainment and then to assess regularly the extent to which these targets have been met. An important aspect of the school's assessment is carried out in the agreed 'Assessment Week' which is the fifth week of each half term. During this week, there is a whole school focus on the assessment of pupils' work in several areas, including English, mathematics and science. Assessment takes the form of subject tests in mathematics and science, to test pupils' knowledge and understanding of units of work, but also assessments are made against the key objectives which are set out for each class for each term. The school also uses a good range of other assessment detail. The results of the national tests at each key stage are carefully analysed for areas of strengths and weaknesses and any significant trends. Girls' underachievement in science was identified and the reasons carefully investigated. Other tests in English include reading tests and speaking and listening and spellings checklists.

16. Teaching and learning and the standards that pupils achieve in their classwork are carefully and rigorously monitored. The headteacher and the curriculum co-ordinators have a clear timetable for the monitoring of teaching through lesson observations. This follows an agreed form and developmental comments are shared with the teachers and the headteacher if appropriate. Samples of pupils' work are regularly scrutinised throughout the year, ensuring that standards of work covered and presentation remain high. Teachers' termly and weekly planning is carefully monitored by the respective co-ordinators. This ensures that schemes of work are being covered and that pupils are being provided with an appropriately wide range of activities and opportunities. The effectiveness of the support provided through the Additional Literacy Strategy and the Early Literacy Strategy is carefully monitored.

17. These are very effective assessment and monitoring procedures. They are building up a detailed assessment picture of each pupil so that targeting can be more precise. This is leading to improved teaching and increasing the motivation of teachers through the school's positive approach to the process of lesson observation.

Provision for pupils with special educational needs and those using English as an additional language is very good. The needs of these pupils are met very well enabling them to achieve good standards for their ability.

18. Provision for the high proportion of pupils with special educational needs and those for whom English is an additional language is very good. This ensures that the needs of the these pupils are fully met. A strength of the school's provision is the way in which the work of both these aspects is well integrated. Work is based on a clear policy statement and successfully reflects one of the school's aims of including all pupils in all the opportunities provided. Work is very efficiently and effectively managed by an experienced and

knowledgeable co-ordinator who ensures that all issues relating to her responsibilities are thoroughly discussed and are an important priority in the school's work. The importance of moving pupils both up and down the register with the aim of removing them when their needs have been met is emphasised well.

19. The results of the Local Education Authority's assessment on entry to the school programme are analysed well and areas of individual need are quickly recognised. Early language assessments provide evidence of pupils' language needs. This early intervention ensures that pupils' needs are quickly identified and appropriate support provided. Individual learning plans, which pupils with both special educational needs and English as an additional language have, are detailed, with clear reference to achievement criteria. They also contain reference to resources required and possible strategies for the teachers and support assistants to use. They are appropriately reviewed and revised. A further strength in the provision is the way that a summary of each pupils' targets, written in simpler language, is made available for each pupil to refer to during different lessons.

20. Good links are maintained in the school with parents and external agencies. The home/school visitor ensures that families requiring special language support receive this, sometimes in their own homes and often before the child begins at the school. The school makes appropriate use of translators, for newsletters and meetings when required. Good links are also maintained with the Local Education Authority officers, including the educational welfare officer, the behavioural support service and the language and ethnic minority achievement service.

The partnership developed with parents is very good. This successfully encourages all parents to be involved in their children's education and builds important bridges with the local community.

21. The school has been very effective in building up an important partnership with the parents. This has been a further significant achievement of the headteacher. The main evidence for this is the very positive view of the school and the headteacher which come from several different sources of parental opinion. This view was confirmed by the conversation with parents and parent governors, comments made by parents at their pre-inspection meeting and the remarkable agreement about the strengths of the school from an impressively high return of parents' questionnaires. This included the fact that every return agreed or strongly agreed with the fact that the school was well led. This position has been achieved as a result of careful planning, inventive thinking and hard work by the school. Parents are well informed of school activities. Newsletters are sent regularly, some in ethnic languages when appropriate. The welcoming entrance to the school contains copies of all school policies and statements, details of the curricular planning of each class, records of the school's 'Mentions Book' where pupils' achievements are recorded and details of the staff and governors. The school also ensures that other important information about the day is clearly displayed on an outside notice board at the entrance to the school. The headteacher and other staff make it an important priority to be available in the playground before and after school to deal quickly with any parental concerns. Parents are made well aware of national and school initiated curricular developments through regular curriculum meetings.

22. Good opportunities are provided for parents to formally discuss the progress their children are making at school. Parents of children with special educational needs and English as an additional language are involved well in setting and reviewing their children's individual learning targets. The school also works very well with parents in the wider community. Good links are established with the local parish through contact with the parish church. The headteacher has worked hard to secure the appointment of a home/school liaison officer who works well to ensure the full integration into the community of all families,

and especially those with little English. A recently organised course to develop parenting skills was well attended and received.

WHAT COULD BE IMPROVED

The standards achieved in information and communication technology at both key stages are not high enough because the school has not been well enough resourced until recently.

23. By the end of Years 2 and 6, pupils achieve standards that are below those expected for their age. The main reason for this is that pupils across the school have not had the consistent and regular opportunity to use computers sufficiently to reinforce and develop their existing skills. The school is awaiting the imminent building renovation and conversion which will provide a computer suite as well as further administrative areas. Access to appropriate computers for Year 6 has been improved very recently as eight new machines have been installed in their classroom. Pupils in Year 6 have made significant improvement in the short time that these have been made available. Work in the other classes is hindered by the difficulty of teaching relevant concepts and skills to the whole class using just one or two computers, and the time that it takes for pupils, in rota, to have access to machines to reinforce what they have just learned.

24. Conversations with pupils and scrutiny of completed work indicate that pupils at both key stages have had some experience of appropriate elements of the subject. For example at Key Stage 1, pupils use word processing techniques such as underlining, bold and centring as they write questions and research answers on the life of bears, and other pupils use a digital camera to take photographs of the class and the school. They know how to program a screen character to move forwards, backwards and turn following a predetermined course. Other pupils use an art program to devise and colour a variety of patterns. At Key Stage 2, pupils access the Internet for information and use word processing functions and clip-art features to present their projects on individual countries. Some of these were confidently shared with parents and the whole school at a weekly assembly. Other pupils have compiled and displayed a database showing family and personal details of other pupils in the class. However, other specific areas of weakness in pupils' knowledge and understanding were evident at both key stages. These included insufficient opportunity at Key Stage 1 to investigate real and imaginary situations, and at Key Stage 2, the use of appropriate simulations and models. The general weakness is that knowledge, concepts and skills have not been taught to a sufficient depth and consistency for them to have been fully embedded in pupils' understanding or in the full work of the class.

25. The planning and co-ordination of the curriculum are good. All the teachers have worked hard to make the best use they can of the current resources. Planning is detailed and thorough and the co-ordinator's input on the subject has been impressive. She has devised a very detailed policy and guidelines statement, which includes a very helpful E-mail and Internet policy and a comprehensive development plan. Although the final New Opportunities Funding information and communication technology training only begins from September 2001, the co-ordinator has organised some useful and very much appreciated in-school training for the teachers and support staff. This has already helped to raise the awareness of staff and improve their confidence. Teachers' planning makes reference to links with information and communication technology wherever possible and, during the inspection, it was observed that information and communication technology was used well to support work in literacy, numeracy and science.

The standards achieved by higher attaining pupils in writing across the school. Pupils' writing does not show confident use of a sufficiently imaginative and rich vocabulary.

26. Standards in writing at Key Stage 1 were above the national average from 1996 to 1998 but fell to below average in 1999 and 2000. These results were still above those expected in similar schools. The unvalidated scores of the 2001 national tests at Key Stage 1 indicate that all pupils will achieve expected levels but none will achieve the higher level. This is the same as the current inspection's judgement. The main weaknesses in pupils' writing at Key Stage 1 are a lack of clear structure and the use of a sufficiently imaginative and rich descriptive vocabulary. Writing skills and appreciation of language are not developed sufficiently across an appropriate wide range of written forms. Standards in English at Key Stage 2 have been consistently above and well above the national average since 1996. The school's most recent targets for the results of the Key Stage 2 national tests in 2001 are that pupils will achieve average standards with a small proportion of pupils on course to achieve higher levels. This is also the judgement of the inspection. At Key Stage 2, weaknesses are also concerned with the precise and imaginative use of words and the lack of confidence and flair with which pupils combine simple and complex sentences in a variety of contexts.

27. The school has already identified writing as a priority for development and has introduced several important strategies to raise standards. Staff at both key stages have received further in-service training. At Key Stage 1, the focus has been on the development of pupils' early writing skills, whilst at Key Stage 2, teachers have discussed the use of grammar for writing. Further strengthening of target setting and monitoring of writing has taken place. Termly writing targets are devised for all pupils which are renewed and revised and the work produced in each class is monitored termly. The school has also been involved in wider borough initiatives and competitions which have provided a further focus for development of writing. These strategies are good and have been implemented effectively. There has not been time for them to raise the standards achieved by higher attaining pupils across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Raise standards across the school in information and communication technology by fully implementing the new computer suite. See paragraphs 23-25
2. Continue with the good strategies now in place to improve pupils' writing and ensure that the needs of higher attaining pupils are fully met. See paragraphs 26, 27

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	69	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	198
Number of full-time pupils known to be eligible for free school meals	86

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	65

English as an additional language

	No of pupils
Number of pupils with English as an additional language	78

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	19	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	29	23	27
Percentage of pupils at NC level 2 or above	School	100 (93)	79 (83)	93 (97)
	National	[83] (82)	[84] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	24	27	20
Percentage of pupils at NC level 2 or above	School	83 (87)	93 (93)	69 (83)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	14
	Girls	10	10	12
	Total	23	21	26
Percentage of pupils at NC level 4 or above	School	88 (80)	81 (77)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	13
	Girls	10	10	10
	Total	24	21	23
Percentage of pupils at NC level 4 or above	School	92 (83)	81 (77)	88 (87)
	National	70 (68)	72 (69)	79 (75)

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

* Data omitted because of small year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	22
Black – African heritage	12
Black – other	7
Indian	1
Pakistani	2
Bangladeshi	6
Chinese	2
White	94
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	493635
Total expenditure	490997
Expenditure per pupil	2468
Balance brought forward from previous year	69222
Balance carried forward to next year	71860

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	1	1
My child is making good progress in school.	67	30	1	0	1
Behaviour in the school is good.	66	30	1	0	4
My child gets the right amount of work to do at home.	59	35	7	0	0
The teaching is good.	80	19	1	0	1
I am kept well informed about how my child is getting on.	63	33	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	1	0	1
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	74	22	1	1	2
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	67	30	1	1	1
The school provides an interesting range of activities outside lessons.	52	34	6	1	7

Other issues raised by parents

- Pupils make good progress.
- The support given to pupils with special educational needs and those using English as an additional language is good.
- Pupils show positive attitudes and good behaviour.
- The headteacher's leadership is very good.