

INSPECTION REPORT

ST. MARY ABBOTS C OF E PRIMARY SCHOOL

Kensington, London

LEA area: Kensington and Chelsea

Unique reference number: 100497

Headteacher: Mrs Nicola Doyle

Reporting inspector: David Watson
23494

Dates of inspection: 11-12 June 2001

Inspection number: 191707

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
School category:	Voluntary aided
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	2 Kensington Court Kensington London
Postcode:	W8 4SP
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Appropriate authority:	The governing body
Name of chair of governors:	Revd. T. Thornton
Date of previous inspection:	March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	6
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Mary Abbots is a popular primary school situated in central London. It has 195 pupils on roll (100 boys, 95 girls) aged 4 to 11. It is smaller than most other schools of the same type. A very significant number (51.2 per cent) have a language other than English being spoken at home, and 43 per cent of pupils come from ethnic minority backgrounds. The percentage of pupils eligible for free school meals is broadly the same as the national average. The proportion of pupils (16.2 per cent) with some form of special educational need, including those with statements, is below the national average. On entry to reception, children's attainment levels are above average. The school has very high levels of pupil movement; only 40 per cent of pupils remain at the school for the whole of their primary education.

HOW GOOD THE SCHOOL IS

St. Mary Abbots is a calm, purposeful and very effective school because it meets the needs all its pupils. By the time pupils leave school at the age of 11, they achieve very high standards in English, and attain standards in mathematics and science, which are well above average when compared with all schools. Leadership of the headteacher is a key to the school's success. By her vision and her example, she encourages all who work and learn in the school to produce their best. Pupils in all classes are eager to learn. They have a mature and responsible attitude to their work and behave well both in and out of the classroom. Pupils are provided with a well-structured and very rich learning environment. Good quality teaching contributes to good levels of achievement, and to the very good attitudes and good behaviour. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards in English are in the top five per cent nationally, and well above the national average in mathematics and science. When compared to those of similar schools standards are very high in English and science and well above average in mathematics.
- The good teaching ensures that all pupils achieve well.
- Very good leadership and management effectively promotes the aims of the school, and sets a clear direction for its work, which is the pursuit of excellence.
- The curriculum is well balanced and offers a great deal of enrichment from links with the community and out of school activities.

WHAT COULD BE IMPROVED

- The ongoing raising of standards in information and communication technology and its use across the whole curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard and successfully to address the key issues raised at the last inspection in March 1997. The previous inspection judged standards to be above the national average in English and science and below average in mathematics. Since the appointment of the new headteacher, two years ago, standards in national tests for pupils aged 11 have greatly improved. Pupils now benefit significantly from the school's strong focus on high achievement. The quality of teaching has improved and is now good overall. Teachers' detailed planning; especially in English and mathematics, closely match the needs of all pupils. Very good assessment procedures have been introduced which enable the school to follow closely the progress of pupils and guide planning. Very good child protection procedures have now been introduced and underpin the school's caring and supportive nature. With a new policy, and support from outside agencies, the school monitors and promotes good behaviour.

In recent years, attendance has improved considerably and is now above the borough average. Communication with parents has been greatly improved and they are very appreciative of this. Leadership and management have improved considerably since the last inspection and the school improvement plan is now detailed and regularly monitored and updated.

STANDARDS

The table below 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	C	A	A*	A*
Mathematics	B	A	A	A
Science	B	A	A	A*

<i>Key</i>	
<i>Very high (in top 5% of schools nationally)</i>	<i>A*</i>
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

These are very good results. The proportions of pupils reaching levels above those expected for their age were very high in English and well above average in the other two subjects. On the basis of all three subjects the school is in the top five per cent nationally. These results represent very good progress overall when judged against the pupils' corresponding Key Stage 1 results taken in 1996. Over time, there has been a good improvement in the three core subjects, which has been above than the national trend. Evidence from this inspection shows that pupils continue to rise to the challenges set by the school and they achieve well. Pupils with Special Educational Needs make good progress, and those learning English as an additional language make very good progress. The school has set realistic and high targets for English and mathematics for the year 2001 and 2002, and the most recent results indicate that the school is well on its way to achieving them. It is not possible to make entirely secure judgements in all the subjects on an individual basis. However, on the evidence of pupils' work in their books and on display, standards are at least good, with the exception of information and communication technology, where pupils meet the expected level for 11 year olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and have very positive attitudes. They concentrate very well and take pride in their work. These qualities contribute considerably to the progress made in lessons. Pupils show their maturity by being responsive and responsible.
Behaviour, in and out of classrooms	Behaviour has improved since the last inspection and is now good. There have been no exclusions. The atmosphere both in lessons and in the playground is tranquil and harmonious.
Personal development and relationships	Pupils work and play very well together and relate very well to all adults in school.
Attendance	Attendance levels are above the borough average, but remain marginally below the national average.

From an early age, pupils are given a wide range of opportunities to be independent and take responsibility; personal development is good. The relationships, which are of high quality, are a distinctive feature of the school community and are built on mutual respect.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
22 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.

Teaching is good overall and so is its impact on learning. The consistently good teaching has a significant impact on the pupils' thirst for learning and is the main reason why pupils are achieving so well. Teaching was judged good or very good in 74 per cent of lessons seen. It was satisfactory in 17 per cent and unsatisfactory in nine per cent. The quantity and quality of pupils' work and their good learning provide strong evidence that the two lessons graded unsatisfactory are 'blips' which are not typical of the day-to-day work at the school. Examples of good teaching were seen in all subjects, including English, mathematics and science. Pupils benefit significantly from a committed team of adults with whom they have excellent relationships. Teachers have consistently high expectations of behaviour and standards. Teachers and other adults manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. The strengths of the very good teaching are in the detail of the planning which meets the needs of all pupils, including those with Special Educational Needs and those who speak English as an additional language. Pupils respond enthusiastically to the pacey, well-structured lessons, which capture their attention. Very high quality explanations, well-focused tasks and the systematic teaching of basic skills from an early age underpin teaching throughout the school. Pupils benefit substantially from being taught in groups of similar attainment. Teachers manage classroom activities well and create a positive learning atmosphere, giving encouragement and recognising pupils' achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad curriculum is exceptionally well planned. It ensures that pupils benefit substantially from a balanced range of experiences, which add depth and richness to their learning. The very strong emphasis placed on the teaching of English and mathematics in similar attainment groups balances the high quality provision for other subjects, including music, which encourages pupils to express themselves and develop their confidence. The good range of extra-curricular activities gives pupils more opportunities to develop their skills and interests.
Provision for pupils with Special Educational Needs	The provision is good, and pupils are given appropriate work matched to their learning. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.
Provision for pupils with English as an additional language	Very good provision is made for pupils who are learning English as an additional language. There is very good support both from class teachers and from the specialist support teacher. Systems for monitoring pupils' learning are very detailed and provide excellent information to guide future planning and monitor the effectiveness of the provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' personal development, teaching them to tell right from wrong. It helps pupils to develop personal responsibility, trust and mutual respect. Through its close relationship with the local church, the school provides a wide range of opportunities for spiritual development. Cultural development, particularly through English, art and music, is satisfactory.
How well the school cares for its pupils	The school is a warm, caring and safe environment in which pupils can learn. There are very good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them. Very effective child protection procedures have been introduced in response to the last report. These ensure that staff are sensitive to pupils' needs. There are very good systems for monitoring and promoting attendance.

Teachers know the pupils well and cater to their physical and emotional needs, as well as their intellectual ones. Relationships at the school are very good. The pupils from many different ethnic minorities work and play well together. The school monitors pupils' performance more carefully and effectively than at the time of the last report, and is now successful in providing a curriculum that offers a good level of challenge to pupils of all abilities. The great success is obvious in the very good results achieved by all pupils, and especially those who have Special Educational Needs or who are learning English as an additional language.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership and provides her colleagues with structured and sensitive support. She has a clear vision for the work of the school, which focuses on high levels of achievement and the pursuit of excellence. She is well supported, especially by the deputy head and by a committed team of staff who have clear roles and responsibilities.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its statutory responsibilities. Members are supportive, reflective, and well informed about the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work.
The school's evaluation of its performance	The school reflects critically on its work. It is happy with what it does but is not complacent. It has established highly effective procedures for monitoring and evaluating its performance. This enables the school to assess accurately its own performance and put in place strategies for its continuing development.
The strategic use of resources	The school's budget is well managed, spending decisions are carefully considered, and the school effectively applies the principles of best value. Good financial systems also ensure that the school makes prudent use of its resources.

The unique school building, with its vaulted ceilings, courtyards and 'dungeon', is very clean and well maintained. The learning areas are enhanced with high quality displays, which reflect the range and depth of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Based on 54 replies to the parents' questionnaire and comments from the 19 parents who attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school; • The good teaching; • Parents feel comfortable about approaching the school with questions or problems; • Children are encouraged to work hard and they make good progress; • The school is well managed; • Children are helped to become mature and responsible, and they behave well; • Homework that is consistently set. 	<p>A few parents (11 per cent) would like:</p> <ul style="list-style-type: none"> • more extra-curricular activities; • to be kept more closely informed about their child's progress.

Inspection evidence supports the positive features expressed by parents. In contrast to the views of some parents, the inspectors find that the school provides a good range of extra-curricular activities for pupils. Inspectors also find that the school does a great deal to keep parents informed about their child's progress. There are written reports, consultation evenings, monthly open afternoons and an 'open door' for any parent who needs to know more.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English are in the top five per cent nationally, and well above the national average in mathematics and science. When compared to those of similar schools, standards are very high in English and science and well above average in mathematics.

1. Standards for pupils aged 11 have risen to high or well above the average over the last two years when compared with all schools. The proportions of pupils reaching levels above those expected for their age were very high in English and well above average in the other two subjects. On the basis of all three subjects the school is in the top five per cent nationally. These results are outstanding and are even more spectacular when the high levels of mobility and high numbers of pupils who are learning English as an additional language are taken into consideration. Progress at the school is very good; attainment on entry to the school is above average and pupils' attainment by the age of 11 is well above average. Inspection evidence indicates that pupils are continuing to achieve standards well above the national expectations. When the Year 2000 test results for pupils aged 11 are compared with those of schools with a similar percentage of pupils eligible for free school meals, standards were very high in English. They were well above average in mathematics and science. The proportion of pupils reaching levels above those expected for their age were very high in all three subjects. These exceptional results represent very good levels of achievement when judged against the standards reached by the same pupils in their key stage tests taken in 1996. Over time, there has been an improvement in the three core subjects which has been greater than the national trend. The school has set realistic targets for English and mathematics for the years 2001 and 2002. The most recent results indicate the school is well on its way to achieve them.

2. Attainment on entry to reception is above national expectations in all areas of learning. Children at the Foundation Stage settle quickly to the school's routines and they make good progress. By the time they enter Year 1 the great majority of pupils exceed the early learning goals. In English, all children are able to sequence a story either in picture form or, in the case of the majority of pupils, by writing their own complete sentences. This they did in the lesson on 'My Hungry Caterpillar' and then proceeded to read their work confidently to the whole class. In mathematics, most pupils recognise number to 20 and beyond, and appropriately use the language of 'count on' and 'count back' to explain their methods. Pupils with Special Education Needs and those with English as an additional language, make good progress. They are well integrated into all classroom activities and careful assessment procedures enable tasks to be planned to meet their identified needs.

3. The test results in 2000 for pupils aged seven were good, but the school knew they were not good enough. The teaching of reading and writing has therefore been developed to ensure greater achievement by the pupils. Owing to the school's affirmative action the expected results in reading, writing and science are better than those achieved last year. Inspection evidence indicates that the attainment of pupils presently in Year 2 is well above national expectations. Moreover, all pupils have continued to make good progress. Many pupils are confident and articulate speakers with a good vocabulary which they use well in class discussions. Basing their work on two characters from 'The Turtle Who Danced With The Crane', all pupils in Year 2 wrote interesting conversations between two of the characters. The majority used legible joined up handwriting, with a secure use of punctuation and a few with simple sentence connectors. The high attaining pupils

constantly and accurately use speech marks and synonyms. Most are fluent readers and are able to give simple but accurate accounts of events and characters in the books they read and to offer sensible predictions. Literacy skills are used very well across the curriculum, for example in history, where pupils in Year 2 wrote vivid descriptions of the Plague. In mathematics, all pupils were able to use mentally the four rules of number to solve problems. The large number of high attaining pupils confidently applied their mental strategies to three-digit numbers. Pupils have a good knowledge of scientific facts and an understanding of basic concepts well above what is normally expected for their age. As a result of the successful completion of a science experiment, most pupils understood that gravity is a pulling force and that the air resistance caused by the size of the parachute determines the rate of descent.

4. Inspection evidence indicates that the attainment of pupils presently in Year 6 is well above average in reading, speaking, listening and writing. By Year 6, pupils take part confidently in formal class discussions, using technical terms effectively in analysing studied texts. Most pupils are confident in speaking to larger audiences and they show a willingness to contribute to assemblies by answering questions and sharing their ideas. Other subjects make a good contribution to developing pupils' speaking and listening skills. For example, there were good levels of discussion in mathematics and science. Pupils are enthusiastic about reading. As reading skills are developed by progressively graded reading materials, most pupils in Year 6 are able to read long texts silently with good concentration. They read aloud fluently and accurately, with good understanding. Many have an impressive range and depth of reading experience, naming favourite authors with enthusiasm and explaining their preferences in full. For example, higher attaining pupils in Year 6 read complex texts from the third book of 'The Lord of the Rings', with good levels of understanding. They quickly summarise the text and offer clear explanations of the main themes within the trilogy. Library knowledge and research skills are good. Pupils are given good opportunities to develop research skills by using information books and the Internet for independent study in several subjects.

5. The strong start in developing handwriting has a positive impact on the high standards throughout the school. Standards of handwriting and presentation are high in everyday work in all subjects, and these are reflected in the standards that pupils reach in work for display. Pupils learn the craft of writing through the study of good quality texts. A strong feature of provision is the increasingly wide range of writing for purposes and audiences. Pupils use imagery in their writing to very good effect. For example, a pupil in Year 6 personified an umbrella and wrote with great description 'I waited in anticipation as she delicately slid my black silk cover off and held my polished handle.' Pieces of work intended for display are improved through the process of planning, drafting and proof reading. As a result, there are many pieces of excellent work in the classrooms and in communal areas. By Year 6, many pupils write very good stories, using a range of effects to hold the reader's attention. The best poetry shows depth of insight, sensitivity to the music of language, and imagination in creating pictures in words. Factual reports, as in science, are clearly expressed and well structured. Many pupils have an impressive range of vocabulary, both technical and imaginative. They choose their words and sentences carefully to gain the maximum interest and impact, and one pupil wrote for example, 'My concentration floated away like a boat leaving the shore'. Those with higher attainment use a variety of sentence structures well for dramatic effect. Standards of accuracy in spelling and punctuation are good.

6. In mathematics, pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength, which underpins the good levels of achievement and the high attainment levels in Year 6. Pupils

benefit from regular practice and from opportunities to discuss different strategies. For example, pupils at the end of their mathematics lesson in Year 6 were able to discuss different strategies for calculating value added tax. Pupils persevere in finding solutions to problems, and pupils have a very good breadth of understanding of science. Pupils benefit from the emphasis on practical investigations; they have a good understanding of the concept of a fair test. Most pupils make predictions based on good scientific knowledge and understanding, as for example when they predict why air is a good insulator of electricity. They apply their scientific knowledge well in their work, and the high attaining pupils use their knowledge of particle theory to explain the effects of thermal insulators.

7. In information and communication technology, pupils in Year 6 are working at levels expected for their age in most aspects of the subject. For example, pupils have used the Internet as part of homework or research topics; as in the case of the fair trade agreements in the African state of Ghana. Pupils' word processing skills are adequate and all have used Excel extensively in displaying their results of practical investigations on probability. However, their work on other aspects of information and communication technology, such as control is limited and below the expected level for their age. They are able to write commands to draw simple shapes on the computer but do not have the opportunities to develop this to an appropriate level when they can make things happen or monitor events. Examples from displays show an effective use of computers to support the work in English and mathematics. There are many pieces of written work word-processed, and graphs associated with science experiments.

8. It is not possible to make entirely secure judgements in all the subjects on an individual basis. However based on the quality of pupils' work in their books and on display strongly suggests that standards are at least good. These high standards in a range of subjects add significantly to the quality of the broad and exceptionally well-planned curriculum.

The good teaching ensures that all pupils achieve well.

9. Consistently good teaching from the Foundation Stage through to Year 6 is the main reason why pupils are achieving well. Pupils are stimulated by the challenging tasks and by consistently high expectation that pupils of all attainment levels will achieve well. In consequence, standards in the national tests for pupils aged 11 have improved in recent years and are very high. The quality of teaching was judged to be good overall. There has been considerable increase in the percentage of good teaching since the last inspection. Teaching was judged good or very good in 74 per cent of lessons. It was good in 70 per cent, compared to 41 per cent at the last inspection. It was satisfactory in 17 per cent and unsatisfactory in nine per cent (two lessons). The quantity and quality of pupils' work and their good learning provides strong evidence to support the notion that these two 'blips' are not typical of the day-to-day work at the school. Parents value the school's commitment to high standards and hard work. The teaching of English and mathematics was good, with some very good features. Examples of good teaching were also seen in music, art and information and communication technology. Pupils benefit significantly from a committed team of adults with whom they have good relationships.

10. Teachers, and other adults, manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. For example, pupils in reception read, with confidence, examples of their own work to the whole class during an English lesson. Pupils trusted that the teacher and their peers would value their pieces of prose. The many new arrivals to the

school, therefore, soon settle into their new learning environment, where they become eager learners. Teachers make effective use of these relationships to raise expectations and standards in all subjects. For example, a group of higher attaining pupils in Year 6 were expected to explain the methods they were using to calculate value added tax. Pupils responded well to the challenging tasks by applying known facts, of decimals and fractions, and strategies of doubling and partitioning. When they explain their methods, they do so confidently and with the use of the appropriate vocabulary.

11. The strengths of very good teaching are in the detail of the planning which meets the needs of all pupils, including those with Special Educational Needs, and those who are learning English as a second language. The thorough planning very carefully builds upon pupil's previous learning experiences, which enables teachers to provide them with pace and well-structured lessons. These then capture pupils' attention, and develop their thirst for knowledge. For example, pupils in Year 2 responded particularly well to a dynamic and stimulating introduction to mathematics. Pupils then became engrossed in solving puzzles with two and three missing digits, which reinforced their understanding of the four rules of number. The brisk pace of learning continued throughout the lesson and, with the help of a range of activities to meet the needs of all pupils, a good level of progress was made on how to solve mathematical problems. In a well-planned art lesson in the same year group, the concentration and determination of pupils were clearly evident and developed by the undivided attention that they gave to the observational drawing of the underside of a mushroom cap.

12. The high quality of explanations, well-focused tasks and the systematic teaching of basic skills from an early age underpin teaching throughout the school. For example, the school has introduced a systematic approach to the teaching of reading, writing and numeracy, which begins at the Foundation Stage and is based on the National Literacy and Numeracy Strategies. Teachers encourage pupils to speak clearly, use the appropriate vocabulary, and listen carefully. In the case of the Year 1 English lesson on report writing, all pupils listened very carefully to a report about a 'Saltasaurus' dinosaur, before they discussed whether it was a herbivore or a carnivore. Pupils benefit substantially from being taught in groups of similar attainment in most lessons, and the frequent offer of further challenge for the more gifted and talented. Well-focused tasks matched pupils' learning in almost all lessons. Appropriate and consistently set homework built upon pupils' classroom learning and has helped secure the high standards achieved. Teachers manage classroom activities well and create a positive and stimulating learning atmosphere, giving encouragement and recognising pupils' achievements. Resources are used imaginatively to support teaching.

13. Assessment procedures are used effectively in lessons to help judge the pace and give pupils well-focused tasks. For example, in a music lesson pupils made good progress because the teacher pitched the lesson well in response to the pupils' prior contributions. In consequence, the lesson was lively and full of interest for the pupils, who became fully involved in the development of their musical journey, using tremolos and contrasting sounds.

14. Pupils with Special Educational Needs benefit from the attention of committed adults, which include specialist support staff. These staff are experienced and well deployed. They have a measurable impact on pupils' learning. Shared planning and good levels of communication between adults provide a cohesive and well-structured approach, which is reflected in the detailed individual education plans and the good progress made in lessons and over time. Similar provision is made for those pupils who are learning English as an additional language. This is coupled with a very good range of out of class activities which enrich a curriculum focused on developing all aspects of language to a high standard, and it explains the pupils' very good progress over time.

Outstanding leadership and management very effectively promote the aims of the school, set a clear direction for its work, which is the pursuit of excellence.

15. Since the appointment of the new headteacher two years ago, pupils' achievement has risen to well above average in several subjects. This is largely due to the whole-school systems, which have been developed and implemented by all staff. For example, the quality of the teaching is good overall, largely owing to the consistency of the detailed planning and the use of assessment procedures. The headteacher has established a rolling programme of classroom observations. The success of this programme of classroom observation is clearly indicated in the improvement in the quality of teaching, the shared planning, and the trust amongst adults in the school. A particular strength of the headteacher's leadership skills is in the detail and precision of her own work. For example, she oversees the monitoring of pupils' progress through the school and knows the pupils well. This information is used to help with planning and to adjust to the organisation of the school. The strong Christian ethos in the school, reflected in much of its work, is embodied in the new behaviour policy that all adults in the school follow. The willingness of the headteacher to meet and work with parents is an improvement since the last inspection, and one that is greatly appreciated by the parents.

16. The headteacher delegates well, and staff value the levels of responsibilities given to them. They have clear roles and responsibilities. The newly appointed deputy headteacher became acting headteacher on her appointment to cover a maternity leave. In a highly professional manner, she maintained the school's high standards and developed its infrastructure further, instigating the development of the school council and behaviour record book. Subject co-ordinators have a clear understanding of their role and provide colleagues with helpful support and advice. They help shape the direction of the school through their own action plans which are built on their own monitoring and evaluation of their subjects. These are closely linked to priorities in the school development plan, which reflects the headteacher's clear vision, such as for the development of information and communication technology.

17. The school reflects critically on its work. It is happy with what it does but is not complacent. It has established highly effective procedures for monitoring and evaluating its performance. Systems for monitoring the quality of teaching and learning are well developed and have been instrumental in raising standards at the school. Information from assessment and test data is analysed for trends of achievement, and action is taken, as in the teaching in reading, writing and science in Key Stage 1. The school has established effective strategies to identify the value added to its work. This enables the school to assess accurately its own

performance and put in place strategies for continued development. The school development plan is now a sophisticated tool that gives a clear sense of direction, and it has improved considerably since the time of the last report. The school's financial carry forward was anticipated and is earmarked for maintaining good adult-pupil ratios and converting the caretaker's flat into a new learning support area.

18. Members of the governing body are very much involved in shaping the direction of the school. They meet very regularly and are closely linked into the systems of monitoring. Key governors are active, conscientious, reflective, well informed, and highly supportive of the headteacher and the work of the school. By asking questions and seeking out their own information, they are a constant source of stimulus. They use their professional expertise and knowledge of the community to promote and improve the school and its work.

The curriculum is well balanced and offers a great deal of enrichment from links with the community and out-of-school activities.

19. The school successfully gives pupils a rich learning experience through a well-balanced curriculum matched to their needs. For example, pupils learn to read with understanding and they find pleasure in books. Pupils are given a wide range of opportunities to use language, and deal with mathematical and scientific concepts with understanding. A very experienced and qualified musician teaches music to each class. Selected pupils have the opportunity to learn to play a wide choice of instruments. Music is often heard around the school building, greatly adding to a feeling of peace and learning. In physical education, specialist coaches greatly enhance this provision and ensure good quality teaching. The school makes very good use of its central London location with many visits to local galleries and museums to enrich the curriculum. The curriculum offers a wide range of opportunities for pupils to work collaboratively and co-operatively, particularly in subjects such as science and physical education. The school has very good links with the local community which greatly broaden pupils' horizons. The local church of St. Mary Abbots is central to the life of the school and offers weekly services. The school is closely involved in the local business partnership programme. Visits have been made to local restaurants, and a local chef runs the after-school cookery club. To extend their talents further, most pupils, though not the youngest, are offered a good range of after-school activities, such as French, dance and drama. These give pupils very good opportunities to share resources, work collaboratively in groups, and evaluate each other's successes.

20. The school's aims are reflected in its daily work. As a result, it is a friendly, supportive and purposeful community; pupils are confident and respectful of one another, and expectations are high. Parents value the school's high expectations with regard to academic standards and behaviour, and the strong focus on their children's personal development. Staff work cohesively as a caring team, committed to the welfare of the pupils. This gives the school a clear sense of purpose and enables pupils who are new to the school and to the country to quickly settle to their new environment and make the very best of the opportunities the school provides. Relationships are very good throughout the school. Pupils from a wide range of backgrounds and races play together harmoniously and work together productively.

WHAT COULD BE IMPROVED

The ongoing raising of standards in information and communication technology and its use across the whole curriculum

21. All aspects of information and communication technology are taught at the school. All year groups undertake a range of activities in this subject, and the majority of pupils are working at the expected levels for their age. Those in Year 6, however, have not reached the required standard in the use of computers either to control events or to monitor the environment, mainly because of a lack of suitable resources. However, the school has realised that standards are not as high as they are in other subjects and are re-focusing its energies on the subject in order to raise standards to the highest possible level.

22. Pupils in Year 2 have used a wide range of computer programs for both literacy and numeracy, as well as paint programs. For example, they have used 'Colour magic' to draw and paint their faces, 'First Word' to support them in their English lessons, and simple data handling packages to draw pictograms associated with topics on transport. All pupils have used the Internet for research purposes on the British monarchs and Passover. Keyboard skills and mouse control are secure, although not always fast. Pupils have used the Internet for research and spread sheets for displaying work on probability. Multimedia books have been created, but lack the more sophisticated elements of voice or movement. Word processing packages are constantly used in a range of subjects, and pupils can format and illustrate their own work by importing pictures; the less able pupils, however, do require support in using tools such as the spell checker. Control programs have been introduced and pupils are able to use repeat commands to draw irregular shapes on screen, but they have had not had enough opportunities to develop their skills in this aspect of the subject. Good use is already made of the school's set of networked computers in the computer area, and of the very new interactive white board for whole class teaching. There are great plans for how the white board can be used to assist whole class teaching in a range of subjects. The newly appointed co-ordinator of the subject has undertaken a survey of information and communication technology in the school. From this she has identified the greater use and integration of computers across the whole curriculum as an area for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school is very effective. It has identified an appropriate set of priorities, especially in relation to the development of information and communication technology. In order to raise standards and improve provision still further the governors, headteacher and staff should complete the planned improvements, giving priority to:

- Standards in information and communication technology and its use across the whole curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	67	19	9	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)	195
Number of full-time pupils eligible for free school meals	34

Special Educational Needs	YR– Y 6
Number of pupils with statements of Special Educational Needs	2
Number of pupils on the school's Special Educational Needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	110

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.2

Unauthorised absence	%
School data	0.9
National comparative data	0.4

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	19	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	21	21	21
Percentage of pupils at NC Level 2 or above	School	84 (81)	84 (85)	96 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	21	25	24
Percentage of pupils at NC Level 2 or above	School	84 (82)	100 (100)	96 (97)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. . As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

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	6	19	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	24	23	24
Percentage of pupils at NC Level 4 or above	School	96 (78)	92 (74)	96 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	23	23	23
Percentage of pupils at NC Level 4 or above	School	92 (70)	92 (63)	92 (63)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. . As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	10
Black – other	10
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	2
White	94
Any other minority ethnic group	38

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	0	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)	9.6
Number of pupils per qualified teacher	20.3
Average class size	27.9

**Education support staff:
YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	134

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	616244.00
Total expenditure	639213.00
Expenditure per pupil	3347.00
Balance brought forward from previous year	86050.00
Balance carried forward to next year	63081.00

Results of the survey of parents and carers

Questionnaire return rate

27.7%

Number of questionnaires sent out

195

Number of questionnaires returned

54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	61	37	2	0	0
Behaviour in the school is good.	56	42	2	0	0
My child gets the right amount of work to do at home.	52	37	9	2	0
The teaching is good.	67	31	0	2	0
I am kept well informed about how my child is getting on.	39	50	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	48	46	6	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	44	43	4	4	5