

INSPECTION REPORT

ST MARY'S R C PRIMARY SCHOOL

Hammersmith & Fulham

LEA area: Hammersmith and Fulham

Unique reference number:100350

Headteacher: Mrs Caroline Allen

Reporting inspector: Valerie Whittington
23832

Dates of inspection: 8 – 11 May 2001

Inspection number: 194336

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Roman Catholic aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Masbro Road Hammersmith London
Postcode:	W14 0LT
Telephone number:	020 7603 7717
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Appropriate authority:	The governing body
Name of chair of governors:	Fr Eddie Matthews
Date of previous inspection:	13 - 17 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9614	Carolyn Webb	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31822	Ann Newman	Team inspector	English History Music Physical education Under-fives	
31819	Shirley Duggins	Team inspector	Science Design and technology Geography	How good are curricular and other opportunities offered to pupils?
22191	Stephen Lake	Team inspector	Information and communication technology	
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PART A: SUMMARY OF THE INSPECTION REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School is an average sized school with 224 pupils on roll. This is approximately the same as at the time of the last inspection. The school has an above average number of pupils (66) with English as an additional language (29 per cent) and a high number of children (72) entitled to free school meals (32 per cent). The number of children (48) with special educational needs is average and the number of pupils with a Statement of Special Educational Need is above average (2.2 per cent).

The school is located in the Brook Green Ward of Hammersmith and Fulham. The school draws its pupils from a wider catchment area than just locally to the school. Baseline assessments are carried out using the National Foundation for Educational Research, 'Signposts'. Attainment on entry of the children aged five is in line with that expected for children of that age.

HOW GOOD THE SCHOOL IS

St Mary's Roman Catholic Primary School is an improving school, where pupils enter with average attainment and achieve standards which are broadly in line with the national expectation by the time they leave the school at age 11. The overall quality of teaching is sound and leadership and management are satisfactory. The school gives satisfactory value for money.

What the school does well

- Provision for pupils with special educational needs is good and, as a result, they make good progress.
- The Foundation Stage is a strength of the school. Teaching standards in the Foundation Stage are good and give pupils a good start in school.
- The contribution of the community to pupils' learning is good.
- The relationships between all members of the school's community are good. The corporate staff team spirit permeating adult relationships at the school is a considerable strength.
- Provision for spiritual, moral, social and cultural development is good.
- Staff, pupils, governors and parents have a strong, caring commitment to the school and its improvement. The aims of the school are reflected well in its life and work.
- The school has effective links with parents.
- Provision for personal, social and health education is good.

What could be improved

- Standards of attainment are unsatisfactory in information technology at the end of both key stages and in geography at the end of Key Stage 2.
- Although standards of attainment in mathematics and science are satisfactory overall, the skills of investigation and applying knowledge learnt to problem solving are underdeveloped.
- The monitoring and assessment of pupils' academic performance and personal development and the use of data to improve standards are not sufficiently systematic or rigorous.
- Assessment information is not used effectively to improve standards and guide the

curriculum planning, and does not include enough information on pupils with English as an additional language.

- The provision for pupils with English as an additional language is unsatisfactory for those at the later stages of English language acquisition, especially at the end of Key Stage 2, to ensure that they have equal access to the curriculum.
- Accommodation in the school, including the outdoor provision for reception children, is inadequate for the delivery of the whole curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time improvement has been satisfactory overall. The key issues from the previous inspection have been addressed with some developments continuing, such as improving the quality of teaching and provision for information and communication technology. Pupils are making satisfactory progress in most subjects except for geography at Key Stage 2 and information and communication technology across the school. Standards of attainment in mathematics and geography at Key Stage 1, and design and technology and art across the school have been raised. The National Curriculum for information and communication technology has been implemented, although there is still room for further improvement. A better balance has been achieved between knowledge, skills and understanding in most subjects. Assessment procedures have been developed to enable teachers to judge pupils' progress and learning needs, however these require further development. Resources are adequate although there is a need to improve information and communication technology resources. The school development plan has improved and teaching is now monitored. The headteacher, staff and governors have brought about improvements in the standard of education. The school is satisfactorily placed to bring about further improvement.

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	D	B
Mathematics	C	D	D	B
Science	C	C	E	C

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

Standards at Key Stage 1 are above the national average and have improved since the last inspection. However, standards over time, at Key Stage 2 have fallen in comparison with the national trend. This is largely due to a high staff turnover which has affected teaching and learning and there is insufficient use of assessment information to guide curriculum planning. The cohort in 2000 had a high number of pupils with special educational needs and a significant number of pupils left and others joined the school during Key Stage 2. Targets set for pupils in Key Stage 1 have been met but Key Stage 2 targets were narrowly missed in English and not met in mathematics and science. Those set for 2001 have appropriate

challenge. More effective implementation of literacy and numeracy strategies this year and an improvement in the amount of satisfactory teaching in these areas are beginning to have a positive impact on the standards of attainment. Pupils are making satisfactory progress in most subjects except in geography in Key Stage 2 and in information and communication technology across the school. Standards of attainment in art and aspects of music are sound and often good at both key stages. Progress for those pupils with English as an additional language is satisfactory overall but could be better for pupils at the later stages of English language learning in Key Stage 2. Progress for pupils with special educational needs is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are satisfactory. Pupils are interested in their lessons and most work well together.
Behaviour, in and out of classrooms	Pupils' behaviour both within and outside the classrooms is satisfactory although a small number of pupils present very challenging behaviour which is usually dealt with effectively.
Personal development and relationships	Personal development and relationships are good and this is maintained throughout the school. Pupils are polite; they develop responsible attitudes and are encouraged to be tolerant.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

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

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

In the school as a whole, teaching and learning were very good in seven per cent of lessons, good in 29 per cent, and satisfactory in 53 per cent. Teaching was unsatisfactory in 11 per cent of lessons seen. The improvement in the quality of teaching in both the Foundation Stage and in Key Stage 1 has had a positive effect on pupils' learning. Teaching in Key Stage 2, however, is inconsistent. The quality of teaching in English and mathematics is being raised through the implementation of the National Literacy and Numeracy Strategies. The best teaching builds on the careful assessment of what pupils have already learned and focuses precisely on what they need to learn next. This is inconsistent across the school, largely due to the lack of stability in permanent staffing and insufficient use of assessment information to inform teachers' plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are unsatisfactory in Key Stage 2 because not all pupils have sufficient access to all

	aspects of the National Curriculum Programmes of Study. Good links with the community enrich pupils' experiences. Provision for personal, social and health education is good.
Provision for pupils with special educational needs	Good. Pupils receive effective support in classrooms and support groups that enables them to make good progress towards the targets identified on their individual education plans.
Provision for pupils with English as an additional language	Provision by the school is satisfactory but due to the nature of the funding it is not always able to provide enough support for pupils at the later stages of English language learning in Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for the spiritual, moral and social development of pupils. Cultural development is satisfactory with some good elements, such as cultural links made in music. Insufficient use is made of the rich and diverse nature of the school community to enrich the curriculum.
How well the school cares for its pupils	The pastoral care of the pupils is good. The school promotes a caring ethos in which pupils' welfare and individual personal development is given a high priority. Monitoring of academic performance and personal development is underdeveloped.

The school has effective links with the parents. Parents are very supportive of the school and appreciate the open and the headteacher's welcoming approach.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory overall. The headteacher works hard to lead the school through a difficult period of high staff turnover. As well as managing changes to improve provision, she continues to develop the pastoral aspects of the school's work. The senior management team is insufficiently involved in monitoring standards. The effectiveness of subject co-ordinators has increased, but their role is at an early stage of development.
How well the governors fulfil their responsibilities	Governors are generally effective in fulfilling their responsibilities. They are supportive of the school and hold the headteacher in high esteem. As a governing body they have not sufficiently taken on the role of critical friend to the school.
The school's evaluation of its performance	Satisfactory overall. There is a shared commitment to succeed and raise standards. Strengths and weaknesses within the school are known but strategies to improve areas for development are not fully effective in all areas the school as they lack sufficient structure and rigour.
The strategic use of resources	Satisfactory, with the exception of information and communication technology, where resources are inadequate to meet the needs of the National Curriculum. The school makes generally effective use of its resources. The principles of best

	value are observed and the school provides satisfactory value for money.
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Leadership and management are satisfactory in the desire to raise standards and in recognising the limitations of the school building. There is an adequate number of teachers and good range of support staff. There is insufficient use of assessment and performance data to ensure that all governors and staff are aware of standards of attainment over time and to plan improvement at whole-school, individual class and pupil level. The school is in a satisfactory position to sustain improvements in the future.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard. • The school is helping their children to mature. • Behaviour in the school is good. • Children like school. • Children are making progress. 	<ul style="list-style-type: none"> • A significant minority of parents feel that they would like to see the school provide an interesting range of activities outside school.

Parents were supportive of the school in the questionnaires and in their comments. The inspection generally agrees with these positive comments, The inspection team considers that there is an adequate range of activities provided outside of lesson time. Although a minority of parents voiced concerns about the twice-yearly intake into the reception class, this is the policy of the local education authority.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the nursery class is average, with pupils' personal and social development below that which is typical for this age. There is, however, a wide spread of ability, including a significant minority of pupils at an early stage of English language acquisition and a high proportion of pupils with special educational need. Pupils receive sound support from a specialist teacher of English as an additional language throughout the Foundation Stage. Following good progress through the Foundation Stage, the average attainment by the time they enter Key Stage 1 is in line with that expected of children of this age in all areas of their learning.
2. The results of the 2000 national tests for seven year old pupils, when compared with all schools, show that they attain standards that are well above the national averages in reading, and above average in writing and mathematics. In science, teacher assessments show pupils are above the national average. At this key stage the proportion of pupils achieving higher levels is close to the national average in reading, but below the national average in writing and well below in both mathematics and science. These results show an improvement in all three areas from the 1999 national tests. In comparison with all schools, based on average points since 1997, standards are average in both reading and writing and below that expected in mathematics. However, when compared with similar schools, average points since 1997, show standards are now well above average in reading and in writing and above average in mathematics.
3. At the end of Key Stage 2 standards attained by 11 year old pupils in the 2000 national tests are below the national average in English and mathematics and well below in science. These results show a drop in English and science scores, from the 1999 national tests with mathematics remaining at the same. In comparison to similar schools the standards are above average in English and mathematics and average in science. In this key stage, the proportion of pupils achieving the higher Level 5 in the tests is below the national average for English, mathematics and well below in science. When compared with similar schools the picture is more favourable in English and in mathematics, but in science it is below average.
4. Since the last inspection, standards of attainment over time in all core subjects have fallen in comparison with the national trend, and results were disappointing last year. This is largely due to high staff turnover, the cohort of pupils and a significant number of pupils leaving and others joining the school during Key Stage 2. More effective implementation of literacy and numeracy strategies this year and an improvement in the amount of satisfactory teaching in these areas are beginning to have a positive impact on the standards of attainment.
5. The current inspection findings indicate that standards attained by the present Year 2 are broadly similar to those in 2000. There is some improvement in Key Stage 1 across subjects, but there is less improvement in Key Stage 2 in mathematics and science. Recent strategies are showing improvement in Year 2 and Year 6. The Year 6 class has a high portion of pupils with special educational needs and a significant number of pupils with English as an additional language. An increased proportion of pupils are working at the higher levels than last year because of recent strategies to extend and challenge those pupils with high attaining potential in these

specific classes. What pupils lack, particularly in Key Stage 2, is the ability to transfer their learning into more formal situations to make links and connections to what they know, understand and can do when working independently: such as the end of year tests and problem solving situations.

6. Standards, by the end of Year 2, from work seen in lessons and in books are broadly in line with the national expectations in English, mathematics and science. Pupils make sound and sometimes good progress, particularly in Year 2. By the end of Year 6, teacher assessments show that pupils attain standards that are broadly in line with the national expectations in English, mathematics and science. This shows improvement since last year in mathematics and science. Speaking and listening skills and attainment in reading are satisfactory but the quality of writing is below national expectations in both key stages.
7. Standards in reading are satisfactory overall at the end of both key stages. By the end of Key Stage 1, above average and many average attaining pupils attain good standards and make good progress. They read stories and information books accurately and with expression and show a clear understanding of the events and characters of the stories they read. Average and below average attaining pupils have command of an appropriate range of reading strategies to ensure accuracy, but some are hesitant readers and are not always able to inject expression into their reading. By the end of Key Stage 2, reading standards remain satisfactory. Most pupils talk about the books that they read with enthusiasm and have firm views about what they like and what they do not like. Comprehension skills are satisfactory overall, though a minority of pupils have not yet developed secure reading habits and do not engage with a story and its characters. Higher attaining pupils read very well from a wide range of interesting books that include fiction and non-fiction. They can skim text to search for information or to see if the book is what they want to read. Most pupils enjoy the opportunities they have to read in the literacy hour and in other subjects.
8. By the time pupils are seven, standards in writing are generally below average. They compose their own stories and recall those they have heard. However, the amount of time for extended writing is not sufficient for pupils to write stories of a good length. Most pupils are developing a good understanding of basic punctuation. By the time they are 11, although pupils make broadly satisfactory progress, pupils' standards in writing are still below the national average. Many are developing writing for different audiences and purpose including stories, instructions, character sketches and play scripts. Pupils with special educational needs achieve appropriate standards, and build on their previous attainment, and do well particularly when they are set clear targets to achieve. The majority of pupils at age 11 use punctuation correctly. Above average pupils make good progress in writing for different purposes and their work is well presented, however, a significant number of average and below average pupils do not make the same effort to produce work of good quality. Literacy skills are developing appropriately across the curriculum, especially in art when planning frequently includes key vocabulary to aid visual description.
9. Within Key Stage 1, in mathematics, pupils are developing a sound understanding of number. Most enjoy investigating odd and even number and are developing the ability to add, subtract and recall addition and subtraction bonds to 20 and high attainers beyond. They work with simple patterns by counting on in twos: the most able recording this to at least 100. Pupils of all levels of attainment have a broad base in number, measurement and data handling and the majority are developing strategies to perform calculations mentally. Most pupils have a secure knowledge of basic two-dimensional shapes.

10. By the end of Key Stage 2, pupils work successfully with number, shape, measures and data handling. All pupils are developing a good understanding of the number skills they use, however, they are generally less confident in applying their knowledge and understanding to problem solving. Three pupils have been identified as being gifted and talented in mathematics in Years 5 and 6. Improved provision for these pupils is ensuring standards achieved by these pupils matches their ability.
11. Since the last inspection overall standards in science in Key Stage 1 have remained in line with levels expected for pupils of this age. Evidence from this inspection shows the standard of Year 2 pupils' work continues to be in line with national expectations. However, pupils' ability to carry out investigations and fair tests is below expectations at the end of Key Stage 1 due to very limited opportunities. In Key Stage 2 standards have fluctuated from well below average to achieving the national average and then returning to well below in 2000. However, standards were variable in the lessons observed. In Year 6 work is at the level expected for pupils of this age in knowledge, understanding and skills. There is a lack of understanding throughout the school of how scientific skills are to be developed.
12. Standards of attainment have risen in information and communication technology since the last inspection but are still below national expectations at the end of both key stages. This is due to lack of computers and staff training. As a result, the confidence and expertise of teachers in using information technology varies between classes. The school is aware of these difficulties and training is planned for September 2001 when it is hoped all new permanent members of staff will be in post. The school development plan has made resourcing a priority for this area of the curriculum.
13. By the end of Key Stage 1, pupils attain standards in music and in art that are above the levels expected of this age. In other foundation subjects, such as design and technology, history, geography and physical education standards are in line with the expected levels. At the end of Key Stage 2 also, pupils also attain standards that are above the expected levels in music and art. Standards are in line with that expected of this age in all other foundation subjects, except in geography which are below the expected level.
14. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment and in meeting the targets set in their individual education plans. These targets are reviewed and revised on a regular basis. The progress owes much to the prompt identification of problems and the sensitive support given to these pupils. Pupils with English as an additional language make satisfactory progress in lessons. However, a lack of specific support for pupils with English as an additional language at Stages 3 and 4 has a detrimental effect on their understanding of the more formal wording used in situations such as the national tests. Therefore, they do not always succeed as well as they should when faced with these situations. This has a negative effect upon the end of Key Stage 2 assessments. Pupils with potentially higher attainment are making better progress than at the time of the last inspection, particularly in Years 2 and 6. This is due to the recent strategies in place to address previous lack of challenge. However, this is inconsistent across Key Stage 2.
15. At the end of both key stages there are no significant differences in levels of attainment between boys and girls when results are considered over time. The school sets appropriate targets for pupils and review the targets every year. This year

they have made more realistic targets based on prior progress and have set a degree of challenge, particularly to raise the proportion of higher levels gained and is working hard to achieve them.

16. The school results over time are rising in all core subjects in Key Stage 1, which shows good improvement since the last inspection. Results at Key Stage 2 have only just been maintained. This shows that performance at Key Stage 2 is not as good as at Key Stage 1 and that progress in this key stage is not as good as that reported at the last inspection. Inspection findings confirm this.
17. When judging results in 2000, the high rate of pupil turnover, the number of pupils with special educational needs and the high proportion with English as an additional language all are important factors. The local education authority has conducted detailed data analysis which shows that, in most cases, when their prior attainment in the key Stage 1 results is taken into consideration, pupils have made the average gain expected over the four years in Key Stage 2.
18. The scores predicted for this year are unlikely to be achieved by this cohort due to the recent turbulence in the school's staffing. The school has faced a number of challenges related to teacher recruitment and there are still improvements to be made to raise standards further, particularly at Key Stage 2. A more permanent staff is now in place for autumn 2001 and for the first time in two years the school will have a more stable staffing with an improved structure. Inspection findings, on weighing up all evidence, judge that the school is not underachieving. Pupils are now making satisfactory progress in most subjects except in information and communication technology and geography in Key Stage 2. The National Curriculum for information and communication technology has been implemented. A better balance has been achieved between knowledge, skills and understanding in most subjects.

Pupils' attitudes, values and personal development

19. The school continues to instil the same sound attitudes to learning and positive values in children and pupils found at the time of the last inspection. Children and pupils like their school and are happy to attend. Although attendance is now satisfactory, it was not so last year. This was due to some over-long holidays taken in term time and to one absentee who managed only eight sessions in school over the year. The few persistent latecomers are encouraged to improve their punctuality.
20. Children in the nursery have good attitudes to school, are well motivated and enjoy their lessons. They quickly learn to share equipment and to play co-operatively with one another. They are interested in the world around them, make thoughtful observations as they explore and enjoy the activities available to them. A good work ethic is quickly established, in which language and social skills are well promoted and developed. All children, whatever their ethnicity, are well integrated and supported. They behave well.
21. Pupils' attitudes are satisfactory overall. Most are generally interested in their lessons and most work well together, however, this is inconsistent across the school and in lessons even within the same class. Whilst the majority enjoyed identifying the differences between past and present during a history lesson in the reception class a few needed constant reminders to pay attention. Year 1 pupils remembered with pleasure what others had written about their 'special qualities' in the previous lesson. However, when shown pictures of a well-behaved class and one that was not, a significant minority were determined to voice their own opinions, even when others

were talking. In numeracy, Year 2 pupils make a good contribution to mental and oral sessions most showing enthusiasm and willing to 'have a go'. During an art lesson in Year 3 several pupils showed poor attitudes by not listening to the teacher or each other and did not take the tasks set seriously resulting in disappointing work. Pupils in Year 5 contributed well to the plenary in their geography lesson, making thoughtful and very sensible suggestions as to how their classroom environment could be improved. During a science lesson most Year 6 pupils played an active role in discussions. All enjoy sharing their achievements with others at the weekly assembly.

22. Behaviour at school is satisfactory and is good in the nursery. All know and understand what is expected of them and what will happen if school rules are not followed. Pupils like the rewards of stickers and treats and feel that sanctions are fairly given. During a few classes a significant minority of pupils are disruptive but overall they are well supported and encouraged to behave properly. In assemblies pupils become restless when stories go on too long but they sing the songs enthusiastically. Outside in the sunken playground they are very well supervised. Understandably play is exuberant and incidents do occur but no aggressive nor vindictive behaviour was observed. The school is a well-integrated community with all playing and working well together. Relationships between their peers and with adults are good. There have been no exclusions, either for fixed periods or permanent, during the last year.
23. Pupils' personal development is good. Through assemblies, circle time sessions and the 'Here I Am' religious education programme they develop responsible attitudes and are encouraged to be tolerant and to be aware of the difficulties and dangers outside the school environment. They are polite and keen to assist visitors. From their time in the nursery children are expected to help their teachers and to play well together. Pupils are given more responsibility as they go up the school, which they exercise well. Year 5 pupils vie with each other to look after the rabbits, careful to give them their freedom but also to keep them within the grassed area - this can be difficult! Those in Year 6 and the prefects are allocated to classes, including the nursery, at lunchtimes where they play and care for younger children. As yet the head boy and head girl do not have specific duties other than to show parents around the school. They are, however, proud to have been chosen. All pupils are members of the four different houses but some are not aware why although they enjoy getting house points. The proposed school council has not yet started but pupils are consulted, for instance about the home/school agreement and what charities they wish to support. Participation in such events as Primary Schools Athletics, swimming gala, Mayor's Cup, Junior Citizen and sports matches encourage them to do their best for the school. They are well prepared for secondary school when the time comes to transfer.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is satisfactory overall. It is good in the Foundation Stage and satisfactory at both Key Stage 1 and Key Stage 2. Of lessons observed, 89 per cent were satisfactory or better, 30 per cent were good and seven per cent were very good. Eleven per cent of lessons seen were unsatisfactory. This is similar to the previous inspection when teaching was satisfactory or better in 90 per cent of lessons with a nearly a third of these being good and three per cent very good. However, there is an increase in the number of very good lessons seen during this inspection, all of these in Key Stage 2, which is an improvement since the last inspection. The quality of teaching in the Foundation Stage has improved from satisfactory to good.

However, the proportion of unsatisfactory teaching in the school shows an increase to 11 per cent compared with six per cent during the last inspection. Previously this occurred most frequently in Key Stage 1, now it is more frequent in Key Stage 2. The rise in the quality of teaching in both the Foundation Stage and in Key Stage 1 has a positive effect on pupils' learning.

25. The teaching of children within the Foundation Stage is developing very well. Staff have a good knowledge and understanding of the Early Learning Goals. In the better lessons seen, effective questioning promotes learning and the pace of the lessons is purposeful. Good use is made of praise and reinforcement and this gives the children confidence. The support assistants are used effectively for all areas of learning and particularly well in language and literacy. When activities have an adult focus, learning intentions are usually made clear, and learning is improved by keeping the children interested. This helps them maintain concentration. Key vocabulary is developed well. There is good use of daily assessment of what children already know, understand and can do in order to plan progressively for the next steps of learning.
26. At Key Stage 1 and 2, teachers' knowledge and understanding of the National Curriculum are satisfactory. Teachers are generally competent in teaching the basic skills, with the best lessons building well on what pupils already know and can do. For example, in music across the school; Year 1 English and physical education; Year 2 English and mathematics and art in Year 5. However, on a few occasions pupils are given similar work regardless of their differing abilities. At these times high attaining pupils are insufficiently challenged and others find the work too difficult, which results in a loss of confidence. In these cases learning is unsatisfactory. Most lessons are organised so that staff can check on progress and give group or individual help where it is needed. However, teachers too rarely plan for their own focused groups within lessons. Whilst they maintain an overview of learning it often results in a loss of valuable teaching time for specific groups to help pupils acquire new knowledge and skills, develop ideas and increase their understanding.
27. The introduction of the National Literacy and Numeracy Strategies is having a positive effect on raising standards by enabling teachers to plot the course of each lesson more accurately, focusing on what precisely is to be learned. Teachers are aware of learning objectives and often share these with their pupils. This is particularly strong in Key Stage 1, where some teachers write them on the board at the beginning of lessons and refer to them again to reinforce what is being learned. This good practice is inconsistent at Key Stage 2. In the best lessons, whole-class sessions in particular have a brisk pace and involve pupils through well planned questions and the use of appropriate and carefully chosen resources which hold the pupils' natural interest and enthusiasm. The planning frameworks from the National Literacy and Numeracy Strategies are being developed appropriately. Teachers new to the school have not completed the training necessary for the implementation of the National Numeracy Strategy. Generally, planning is more effective in Key Stage 1 by setting clear objectives that pupils understand, ensuring key vocabulary is identified and in identifying appropriate resources that match task and ability.
28. Pupils with some degree of special educational needs are well supported and generally teachers plan effectively to meet the needs of these pupils. Good effort is made to include all pupils in oral sessions by appropriate questioning. Pupils with emotional and behavioural difficulties are suitably managed. Effective liaison between the special educational needs co-ordinator, class teachers and support staff ensures appropriate support and challenge for these pupils to make real progress.

29. The best teachers challenge pupils sufficiently which inspires them and has a positive impact on their learning. During the inspection this was seen in mathematics in Year 2, music in Years 5 and 6 and art in Year 5. They have high expectations. The effective use of praise and reinforcement gives pupils confidence and encouragement. This has a direct effect in helping pupils to develop their knowledge and understanding. A variety of methods are used which enable all pupils to learn effectively. These include whole-class oral sessions which give all pupils the opportunity to contribute and to learn from each other. There are a number of lessons, particularly, at Key Stage 1 where good quality 'open' questioning helps to focus pupils' responses. Art in Year 5 is a very good example of this, resulting in very good observational drawings where the pupils take a real pride in their work.
30. During most mathematics lessons across the school, pupils are invited to explain their methods of calculation, reinforcing thinking during mental and oral sessions. In the most successful lessons group and individual work is planned well for pupils with different abilities. Lessons often end with a short plenary where the teacher confirms what has been covered and what most pupils have learned. However, this is inconsistent across the school and time is not always given to reinforce and check learning to best effect. Most pupils are generally productive and work at a satisfactory pace in many lessons and most want to achieve. The majority are interested in their mathematics work, like learning, sustain concentration and are developing the ability to think and learn for themselves.
31. Most teachers manage pupils well and insist on satisfactory standards of behaviour. They have good relationships with their pupils. Teachers generally use time appropriately. Support staff skills are well utilised in providing specific support for pupils with special educational needs and those with English as an additional language. However, teaching assistants' skills are often underused during the whole class section of lessons, particularly in literacy and numeracy. Several are not integrated sufficiently well into lessons to provide the best level of help. Resources are generally used effectively to promote learning. The use of information and communication technology is limited.
32. Five lessons observed were unsatisfactory. In these lessons, classroom management, teacher explanation and expectation, the effective use of time and resources were weak. Some activities were planned giving insufficient attention to the learning needs of the pupils. Learning objectives were unclear and assessment was not used effectively.
33. Teachers do not always assess pupils' work thoroughly and use these assessments to help and encourage pupils to improve their work. The exception to this is in the Foundation Stage where assessment is used very well to assess gains in learning. In other classes, lesson plans do not have a specific section for assessment. But work for pupils with different abilities has improved since the last inspection. This then informs planning for future learning.
34. Work is generally marked adequately, with the best examples giving supportive comments. However, most marking does not suggest advice for improvement. As a result, most pupils understand what they are doing and how well they have done but not how they can improve further. Homework is used adequately, both to reinforce and extend what is begun in lessons. This consists of reading, mathematics and researching information.

35. The key issue relating to teaching was, 'to provide a better balance between knowledge skills and understanding in the teaching of all subjects'. Whilst much of this key issue has been addressed, it remains a continuing priority in the school. A great deal of effort has gone in to training but with such a high staff turnover, this is more difficult. The school acknowledges that information and communication technology is in an early stage of development and that further staff training is necessary. This is planned for the autumn term. Problem solving and using and applying skills in mathematics and science has improved but is still underdeveloped in Key Stage 2. This year both Year 2 and Year 6 classes have benefited from special mathematics investigations lessons with a volunteer retired teacher.

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

36. Since the last inspection the school has made satisfactory progress towards improving the balance between knowledge, skills and understanding in the teaching of all subjects, however, there is still some way to go. The curriculum for the Foundation Stage is planned well and is in line with the Early Learning Goals. Although the curriculum for the Foundation Stage is good, this is not effectively built on throughout the school. The quality and range of learning opportunities for Key Stage 1 are satisfactory. However, those in Key Stage 2 are unsatisfactory. Many schools in similar urban environments have difficulty with staffing, resulting in a high turnover of teachers, particularly at Key Stage 2. To assist in developing the planning for subjects other than English and mathematics, the school uses the national guidelines from the Qualifications and Curriculum Authority. However, at St Mary's there is not a clear overview and guidance to help these temporary teachers to ensure that the full curriculum is effectively taught.
37. Although the curriculum meets the statutory requirements, it is insufficiently balanced. The recognition of specific skills, knowledge and understanding of what should be taught are not consistently identified in all subjects to support teaching, learning and assessment effectively. Planning for the use of information and communication technology across the curriculum is not effectively in place. At Key Stage 2 geography and history are not planned consistently. This results in ineffective progression in pupils' skills, knowledge and understanding in their learning. Art is planned well and the provision for music is good. However, the way in which music is planned results in inappropriately long sessions for Key Stage 1. The withdrawal of the school choir and pupils for private piano tuition during curriculum time leads to inequality of access, for a significant number of pupils, to important areas of the curriculum.
38. There is good provision for pupils with special educational needs, which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with all staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed with suitable, achievable targets identified to help pupils. Pupils with special educational needs have good support in class and when withdrawn in small groups, or individually, to follow their specific learning programme. Withdrawal sessions for these pupils are suitably planned so that they have full access to all subjects of the National Curriculum and are involved in all aspects of school life.
39. The school has introduced the National Literacy and Numeracy Strategies successfully although there are some significant areas still to be developed. These

strategies have positive results in enhancing pupils' skills and interest in literacy and numeracy. Work in literacy is insufficiently planned to meet the needs of higher attaining pupils. In mathematics it is too early to judge the effect of recent support for higher attainers.

40. Provision for pupils' personal, social and health education is good and pupils gain much from visits from the school's police liaison officer and in Year 6 about personal development and drugs through their science lessons.
41. Overall, provision for extra-curricular activities is adequate. The majority of parents indicated on their questionnaires that they tend to agree that the school provides an interesting range of activities. However, a significant minority tend to disagree. The school provides extra-curricular activities that include athletics and football.
42. Pupils are provided with good opportunities to develop an understanding of spiritual values and beliefs through school and class assemblies and through links with the church. They are encouraged to reflect and comment upon issues and personal qualities that help to lead them towards greater self-knowledge and spiritual enquiry. Their personal prayers are displayed and show a sense of gratitude for the gifts of family and the beauties of the natural world. Pupils' spiritual growth is encouraged by the warm and caring family atmosphere in the school, reflecting its strong Catholic ethos.
43. Pupils display a good moral sense of right and wrong which is constantly reinforced by the caring ethos of the school. They are well aware of the school's codes of behaviour and of the expectations of teachers and other staff. Pupils treat each other and adults with respect and courtesy.
44. Pupils' social development is good. Older pupils are encouraged to take responsibility for the smooth running of the school and for the welfare of younger children; they develop positive attitudes to each other and to those less fortunate than themselves. Relationships throughout the school are positive and amicable; pupils work and play together constructively.
45. Pupils' cultural development is satisfactory. They have opportunities within the curriculum to appreciate the art and music of a number of cultures and visitors to the school help to reinforce this understanding. However, there is limited planned provision in subjects such as history and geography to open up and extend multi-cultural dimensions.
46. The school has established satisfactory links and liaison with partner institutions. Nursery staff are in contact with other pre-school groups. Links with Catholic secondary schools are good. Older pupils appreciate those from Year 7 visiting the school and are reassured by their views on life in a larger academic environment, but the lack of 'taster' days is regretted. However pupils and their parents do enjoy the open days to which they are invited.
47. Many very good links have been established with the local community, which offer pupils a variety of opportunities and experiences outside their daily lives and from which they derive great benefit. The priest and local Catholic church are very much a part of school life. Visits from representatives of the police, urban studies centre, fire brigade and schools library service alert pupils to possible difficulties outside school and encourage them to use local services. The local education authority's Gospel singing project, coaching from nationally recognised football and cricket clubs and

work experience students in school all demonstrate the community's interest in the school and the school's determination to make the best use of this for all pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has satisfactory procedures to ensure pupils' health and welfare and has created a warm caring, family atmosphere. All staff are aware of child protection issues and follow the guidelines although the headteacher recognises the need for some further training for all. Health and safety enjoy high priority, the school nurse visiting frequently. Risk assessments take place at least once a term and security is under regular review. First aid is carried out by trained adults and incidents are recorded.
49. Procedures for monitoring attendance are unsatisfactory. Registers are scrutinised but not every week. Although the school last received a visit from the education welfare officer in November and currently is without a designated officer pupils can be referred to the education social worker when there are concerns. Latecomers are supposed to report to the office but not all do. No late book is kept, but this is to be introduced. Parents and pupils value the certificates given for good attendance.
50. The school's systems for promoting and monitoring behaviour are satisfactory. Class rules are agreed at the beginning of the year and the discipline and anti-bullying policies are well known and understood. Parents work in partnership with the school where there are problems, and the school has received guidance from the behaviour support team. Permanent staff know pupils well and are aware of those whose behaviour can cause disruptions in class, but it is more difficult for temporary staff to anticipate this. Rewards are sought and sanctions are perceived as fair. Exclusion is rarely used and there have been none in the past year.
51. Assessment of pupils' attainment and progress in the nursery and reception classes is good but it is unsatisfactory at Key Stages 1 and 2. Staff in the Foundation Stage observe and record attainment and progress in each of the six areas of learning. Planning identifies pupils' individual strengths and weaknesses and these are appropriately addressed in order to target improvements in the performance of each child.
52. At Key Stages 1 and 2, the whole-school focus on assessment is insufficiently rigorous and is not used consistently to raise pupils' levels of attainment. Procedures in place do not ensure a clear overview of the effectiveness of assessment and recording systems across Key Stages 1 and 2.
53. Standards of assessment and procedures for recording the results of assessment vary between classes. Tracking sheets for each year group are kept which record pupils' attainment in standardised tests, but they do not identify individual areas of weakness or difficulty and are not systematically used to inform the planning of future work in order to help pupils raise their standards of attainment. Recording the results of assessment is not sufficiently uniform to ensure that this routinely informs the planning of future work, identifying and addressing individual weaknesses. Some moderation procedures are in place to help teachers reach a common understanding of National Curriculum levels of attainment in the core subjects and of expected standards in National Curriculum tests. However, there is insufficient emphasis on developing examples of annotated work at an agreed level to ensure that assessment of pupils' work is both accurate and consistent across year groups and between and within key stages.

54. Through circle time sessions and the Catholic 'Here I Am' programme the school plans effectively for pupils' personal development but does not keep any written, tracking records other than the annual report on each pupil. This is not satisfactory, particularly as temporary staff do not have in depth knowledge of pupils. Golden Time in Years 2 and 5 is working well as an incentive to greater effort and pupils appreciate this. The school takes part in many visits to places of interest locally and there are a number of residential visits. These make a valuable contribution to the pupils' sense of responsibility and growing maturity, and build their self-esteem and confidence. They are prepared well for the next step in their education.
55. Both the attitudes and ethos of the school support inclusiveness but provision for disabled pupils is limited. The support for pupils who speak English as an additional language is unsatisfactory for those at the later stages of English language learning. Pupils with special education needs are well supported.
56. Early identification of pupils with special educational needs ensures effective support that successfully promotes good pupil progress. Pupils with special educational needs receive good quality support either in class with work that is appropriately planned for them, in small groups working on basic skills, in literacy groups or through a very focused individual pupil session. This enables pupils to make good progress in their learning. There is good liaison with external special educational needs support staff and other agencies. Procedures in place continually assess pupils with special educational needs to ensure that work planned is sufficiently focused to enable pupils to make good progress. Pupils identified by the school as gifted do not have individual education plans but do have support that is specifically challenging. The regular and at least half term reviews of individual education plans and annual reviews of Statements of Special Educational Need give suitable, achievable learning steps used by teachers to support planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has established satisfactory relationships and effective links with all parents. They fully support the school's aims and ambitions for their children, and appreciate the good values their children learn through religious education lessons and the caring, supportive Catholic ethos of the school. Attendance at parents' consultation meetings is very good, as it is at class assemblies - which they enjoy. Several parents offer their assistance, particularly at the lower end of the school, and others enjoy accompanying children on their school trips. Some help with cooking and others are engaged in making resources for English as an additional language. Where they can, parents help their children with work at home. Their contribution has a positive impact on children's academic achievements and their personal development.
58. Parents receive satisfactory information from the school. The comprehensive school brochure and well written governors' annual report, coupled with monthly news and other letters sent out ensure that all are aware of events and happenings at school. Annual reports are appreciated by parents who clearly recognise their child from these, although targets on what they should do to improve were not set consistently by all teachers. The Spanish-speaking school secretary is always ready to assist with translations into Spanish, and the school has native speakers who can help with French or Italian translations. Staff are aware of those who find reading difficult. Most parents feel welcome and feel that the school listens to their opinion. As a result of

their suggestions two parents' notice boards are now in place, one for the nursery and one situated in the main school entrance.

59. Parents of pupils with special educational needs are fully involved in discussions about their children's progress, half term reviews and, where necessary annual reviews. The school has devised a clear, comprehensive booklet for parents to support an understanding of the procedures and processes. Parents who speak English as an additional language are equally involved. Although the school is a multi-cultural community this rich diversity is not celebrated as much as it could be with parents involved in curriculum enrichment such as talking about their different food, art, music and dance.
60. The Friends of St Mary's organise successful fund-raising events, such as the summer fair, Christmas and Easter raffles and discos, which are attended by many parents and others from the local community. Money they raise has been used to provide coaches for transport, books for the library and equipment and the Year 6 leavers B-B-Q and sports day refreshments. The organisers feel they need greater support to improve their fund-raising as it is 'the dedicated few' who do all the work. The last event arranged, a quiz night, had to be cancelled because of lack of support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Leadership and management are satisfactory. The headteacher is working hard to lead the school through a very difficult period of high staff turnover. As well as managing some changes to maintain standards and improve provision, she continues to develop the pastoral aspects of the school's work.
62. The aims of the school are reflected well in its life and work. Pupils enjoy coming to school. There is a shared commitment to succeed and to raise standards, but this has been difficult to maintain given the recent lack of stability in staffing. Strengths and weaknesses within the school are known but effective strategies to improve all areas for development are not yet in place. For example, there is insufficient sharing of expertise and monitoring of teaching to include all classes across the school.
63. Since the last inspection satisfactory improvements have been made. The headteacher's leadership of the pastoral side of the school's work has been maintained. However, the senior management team, made up of the headteacher, her deputy and key stage co-ordinators, is insufficiently involved in monitoring standards, including interpreting data analysis provided by both the local education authority and OFSTED. The effectiveness of subject co-ordinators has increased from a low base, but their role is at an early stage of development, many staff being new to their roles. Most curriculum co-ordinators have a clear understanding of their roles and are keen to do more. Job descriptions are now in place which are specific for each individual and subject area. Most are enthusiastic and are keen to influence their work in the school as subject leaders. The co-ordinators are beginning to have an impact on their subject areas through planning whole school schemes of work and in supporting each other. However, their roles are not yet fully developed to enable them to observe the teaching and learning of their subjects in classrooms.
64. The key issues from the last inspection report have been addressed. A policy for monitoring the quality of teaching now exists; this is a developing process. Classroom observations are undertaken by the headteacher and non-contact time has been allocated to subject co-ordinators, however, as yet, there is insufficient involvement of the full senior management team and subject co-ordinators beyond

scrutiny of and support with planning. This is largely due to the high staff turnover and three temporary teachers in post, as a result, much monitoring has fallen to the headteacher. These new arrangements are helping the school to ensure that its strategies for literacy and numeracy are implemented effectively, but the arrangements are not yet sufficiently systematic or rigorous. For example, the information gained does not influence the performance of all teachers sufficiently. The monitoring of standards of attainment in all subjects across the school is underdeveloped.

65. Governors are very supportive of the work of the school and hold the work of the headteacher in high esteem. Although, the governing body are short of three members, purposeful sub-committees have been established for curriculum, premises, finance and personnel. Governors are actively involved in the school development plan, both through initial discussions with the appropriate sub-committee and also through the final agreement of the full governing body. They are developing their strategic role in monitoring and evaluating the school development plan and now have a greater awareness of the strengths and weaknesses in the school. Their role of 'critical friend' is less well developed, particularly in monitoring standards. For example, there is insufficient use of assessment and performance data, from within the school and from the local education authority, to ensure that all governors and staff are aware of standards of attainment over time and to plan improvement at whole-school, individual class and pupil level. Conscientious monitoring of the procedures for pupils with special educational needs is in place and there are governors with other responsibilities for the curriculum; several of whom are involved within the school.
66. Leadership and management within the school have a commitment to raise standards at both key stages. They are to be congratulated on the achievements made in raising standards at Key Stage 1 since the last inspection. Rigorous assessment and analysis of the standards of teaching and learning at Key Stage 2 are required in order to plan systematically for improvement. Governors recognise the limitations of the school building for the curriculum, particularly at Key Stage 2. The school is to be congratulated in its efforts in addressing this. It is in a satisfactory position to sustain improvements in the future.
67. The co-ordinator for special educational needs is temporarily being covered by the headteacher who makes concerted efforts to supporting these pupils and is suitably conversant with the Code of Practice. Documentation is well organised, up to date and easily accessible. Support staff and assistants are effectively deployed and know their responsibilities. This is proving to have a positive impact on pupils' learning, where good progress is made and pupils grow in confidence and self-esteem. Funds and resources for special educational needs are used effectively. A special educational needs co-ordinator has been engaged to start in September. In the meantime, pupils have very good support from a temporary member of the teaching staff.
68. Budgets are planned well. The governors ensure that the requirements of the school development plan are funded appropriately. They take great care to support the raising of standards of attainment. For example governors have planned expenditure to allow for an extra non-class based teacher to provide non-contact time for subject managers and additional support teaching for specific groups of pupils. In all areas governors spend money wisely to ensure the best for the pupils. Budgets are monitored well with support from the local education authority and all designated funds are spent upon the appropriate areas. Expenditure upon teachers is below

national average, partly due to the number of overseas (unqualified) teachers employed as a result of the difficulty in recruiting staff. The money saved in this way is being used effectively. The school has not been audited since the last inspection and so it is not possible to comment upon this area.

69. Although not yet fully staffed with permanent teachers the school has a sufficient number to deliver the National Curriculum. As far as possible their qualifications are matched to their responsibilities. Use of teaching assistants varies but all are committed to helping pupils achieve. Induction procedures for temporary teaching staff are unsatisfactory. New teachers have inadequate guidance to ensure effective continuity in pupils' learning through a whole-school approach to planning that contains sufficient detail to support measurable progression by assessment and recording. All receive a warm welcome in the staffroom where they are given good support and encouragement. The corporate staff team-spirit permeating adult relationships at the school is a considerable strength. Performance management is now in place.
70. Situated in a quiet, tree-lined street and built on an old bomb site, with no possibility to acquire further land, the school makes the most of the accommodation and outside environment available. Despite improvements since the last inspection the accommodation is not yet adequate for the delivery of the curriculum. Planning permission, already approved by the Department for Education and Employment, is being sought from the local authority to improve the building. This includes making junior classes bigger. Unfortunately, an information and communication technology suite is not included in the plans.
71. Inside, the buildings are well maintained and cleaned, and the governors have a well planned programme for on-going maintenance. Outside, the environment is welcoming and has been recently attractively landscaped. The newly painted sea murals enliven the sunken infant playground. Older pupils use the markings on their area well for games at breaktime. Vandalism is minimal and any litter is quickly cleared. Padlocked gates, security cameras and door keypads have recently improved the security of the premises and site. The local education authority have agreed to resurface the soft landing area within the nursery playground, which is beginning to break up underneath the trees. However, children in reception do not yet have their own enclosed area for their play and to extend their provision for the outdoor curriculum.
72. Learning resources across the school are satisfactory overall and are sufficient for the school's curriculum and the range of pupils. However, resources for information and communications technology are inadequate to deliver the curriculum; pupils have insufficient access to information technology hardware and software to help them develop their skills and thus pupils do not reach expected standards in this area of learning. The principles of best value are observed and the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to raise standards further and improve the quality of education the governors, headteacher and staff should now:

1. Raise standards of attainment especially in geography at Key Stage 2 and information technology by:
 - improving the overall quality of teaching by providing further staff development to increase teachers' confidence, knowledge and understanding, especially in information technology and geography;
 - reviewing the curriculum to ensure that all pupils have access to the complete Programmes of Study in geography and information technology;
 - ensuring that sufficient resources are available to deliver all aspects of the National Curriculum in geography and information technology.¹

(Paragraphs 12, 18, 24, 26, 27, 35, 36, 100, 112, 127, 136, 140)

2. Improve pupil skills of investigation in mathematics and science by:
 - providing more opportunities for pupils to conduct problem solving and investigations;
 - developing the pupils' ability to apply what they have learned in mathematics and science to different situations such as problem solving.

(Paragraphs 5, 10, 11, 35, 107)

3. Review the systems for monitoring pupils' academic performance and personal development to ensure that:
 - systematic and rigorous procedures are in place that include detailed information on all groups of pupils especially those with English as an additional language;
 - the progress of individual pupils is monitored more effectively and specific targets are set for each pupil;
 - assessment information is used more effectively to guide the curriculum planning to ensure that work is matched to the needs of each pupil.

(Paragraphs 14, 26, 32, 33, 37, 51, 52, 53, 55, 94, 110, 111, 113, 114, 124, 127)

4. Raise standards for pupils with English as an additional language, especially those at the later stages of English language learning by:
 - ensuring that they receive equal access to the curriculum as those at the early stages;
 - seeking further methods, from outside agencies including the local education authority, of supporting the clear needs of those pupils who are at the later stages of English language acquisition.

(Paragraphs 14, 157, 158, 165)

¹ The governors have already included this issue in the current school development plan

5. Improve the school accommodation to facilitate delivery of the full curriculum. This should include a secure, safe outdoor area for all children in the Foundation Stage. (Paragraph 71)

Some minor issues that the governors may wish to address in their action plan are identified in paragraphs 37, 45, 63, 65, and 69.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
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	7	29	53	11	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	196
Number of full-time pupils known to be eligible for free school meals	N/A	72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	4	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	66

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.7	School data	1.9

National comparative data	5.2
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National comparative data	0.5
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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	17	10	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	10	9	10
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	96 (90)	93 (90)	96 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	16
	Girls	8	5	10
	Total	21	20	26
Percentage of pupils at NC level 2 or above	School	78 (86)	74 (97)	96 (97)
	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	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	10
	Girls	13	12	13
	Total	24	22	23
Percentage of pupils at NC level 4 or above	School	77 (85)	71 (59)	74 (85)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	14
	Girls	13	13	13
	Total	22	26	27

Percentage of pupils at NC level 4 or above	School	71 (74)	84 (67)	87 (81)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	33
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	86
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	205

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	1.5
Total aggregate hours worked per week	47.75

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

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.

Financial information

Financial year	1999-2000
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	£
Total income	536,649
Total expenditure	552,993
Expenditure per pupil	2,405
Balance brought forward from previous year	34,935
Balance carried forward to next year	18,591

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	111

% return rate: 49.3

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	75	22	0	1	3
My child is making good progress	69	27	3	1	0
Behaviour in the school is good	63	33	1	1	2
My child gets the amount of homework	50	39	7	1	3
The teaching is good	67	29	1	2	2
Well informed about how my child is getting on	58	35	5	3	0
Would feel comfortable approaching school	68	25	2	5	1
The school expects my child to work hard	72	25	2	0	1
The school works closely with parents	58	35	4	2	2
The school is well led and managed	67	27	4	0	3
School is helping my child become mature	67	30	1	0	3
School provides interesting range of activities outside lessons	30	41	14	9	6

Other issues raised by parents

Parents were very supportive of the school in the questionnaires and in their comments. The inspection generally agrees with these positive comments, and considers that there is an adequate range of activities provided outside lessons. Although a minority of parents voiced concerns about the twice yearly intake into the reception class, this is the policy of the local education authority.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. Children in the nursery and reception classes make good progress in their learning as a result of the good provision made. The quality of teaching is good overall and teachers and support staff work closely together as a team. Children are made to feel secure and happy and they settle well into school routines. Areas of learning for the under-fives are appropriately based on the recommended Early Learning Goals. Children attain good standards in all the six areas of learning and are well prepared to continue their studies as they enter Key Stage 1.

Personal, social and emotional development

75. Children attain good standards of personal and social development; they are well behaved and polite and have a good awareness of simple class rules, which they obey readily. From the nursery onwards, children are developing good listening skills and make good progress in building up the ability to concentrate on the tasks they are set. They are helped to do this by good planning to provide a variety of interesting tasks and activities and by the good levels of support they receive from support staff. Children are increasingly prepared to take turns and to share resources; their social skills are developed well by their role play activities where most collaborate together, sharing ideas and opinions with growing confidence by the time they enter the reception class. The focus of the teaching helps pupils become more independent and self-reliant; a good range of planned activities encourages children to make decisions for themselves and to take the initiative in some situations.

Communication, language and literacy

76. Children attain good standards overall in language and literacy in both nursery and reception classes. Children with English as an additional language respond well to the careful planning and good levels of support they receive to develop their language skills; and make good progress in acquiring key vocabulary. Speaking and listening skills develop well in both the nursery and reception classes, receiving well planned focus on the development of key words and phrases; by the end of their period in reception, the majority of children speak articulately and fluently and have the confidence to conduct conversations with teachers and visitors. Children have secure recall skills and their recognition of initial letters enables them to match these to pictures and objects; they can recite a number of rhymes and have a good understanding of sequence. Three and four year olds in the nursery class are learning how to handle books and they recognise that print carries meaning; they show pleasure in sharing the books in their book corner. In the reception class, children are increasingly confident in developing their reading skills; the most proficient readers read fluently, they can discuss the outlines of the story and are beginning to form opinions about the characters in their books. The use of phonic and pictorial cues is helping average and above average attaining children to develop their reading strategies. Average and lower attaining children read more hesitantly, but they can identify the initial sounds of most letters and can talk appropriately about the illustrations in their story books. Writing skills are well targeted in the nursery; a significant number of children can copy their names legibly and their letter formation shows good development. Activities at the pre-writing table are popular with nursery children and they are proud of the work that they produce. In the reception class, pupils develop their writing skills successfully; above average attaining children

produce clear, well formed letters, spelling patterns show progress and sentence construction shows good progress. Average and lower attaining pupils make appropriate progress in line with their ability; sentence construction and letter formation develop soundly and all make good efforts to produce short pieces of independent writing to record their ideas and experiences.

Mathematical development

77. Attainment in the mathematical area of learning is good. In the nursery, most children can count and recognise numbers up to ten and sometimes beyond. By the time they reach the end of the reception year, the majority of children can count accurately and order numbers up to 50. They can categorise, sort and match objects and develop their counting skills through good use of counting songs and rhymes in nursery and reception. Number recognition is good overall; children have a good understanding of sequence and, in the reception class, they show growing security in their understanding of simple number bonds. Work with shapes is good; children in both classes can match objects to their outline shapes and they recognise common shapes, such as squares, circles, triangles and rectangles. Structured play in their wet area encourages children to develop practical methods of learning about volume and measurements. Children use mathematical vocabulary increasingly accurately and there is some use of information and communications technology tools to reinforce learning. However, this strategy is underdeveloped; information and communication technology resources are inadequate to give pupils full access to hardware and software which can help them develop their mathematical and enquiry skills.

Knowledge and understanding of the world

78. Children in the nursery and reception classes have good levels of knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. When working with construction toys, they design and make wheeled vehicles which they relate successfully to everyday examples they have seen around them. In their play house, they develop awareness of the need to take care with 'hot' liquids such as tea and they share duties in laying tables appropriately in preparation for a meal. When discussing a visit to the seaside, nursery children are able to make a number of suggestions of what they would expect to see there. They reproduce shapes, such as starfish, appropriately in playdough and show developing manual dexterity in rolling and kneading the material to achieve the correct consistency and depth. This theme is extended in making starfish biscuits: children know what ingredients they have to use and are eager to help with measuring them and with mixing the dough. Children are aware of the changing seasons of the year and know that leaves and blossom appear on trees in springtime. They link their recognition of colours with descriptions of the mini-beasts which they are studying as a topic. Their pet rabbits are a source of great interest; children observe their movements carefully and develop a growing understanding of what animals need to live and thrive. They have good opportunities to look after their rabbits and develop a sense of responsibility for their well being. Children have a good awareness of the passing of time and understand what is meant by beginning, middle and end and by yesterday, today and tomorrow.

Creative development

79. Children in both the nursery and reception classes show a good sense of colour and shape when assembling their collage on a seaside scene. They choose materials

appropriately to produce interesting textures of seaweed and shells. Their fine motor skills are overall developed well. They use brushes, pens and crayons confidently and the majority approach their work carefully, taking pride in the finished appearance of their work. Work with construction toys shows imagination and manual dexterity; children work collaboratively to realise their designs and ideas and many are able to adapt their designs to improve the quality and utility of the completed article. Children enjoy singing; they keep the beat of songs and rhymes well and pitch their voices appropriately, singing tunefully.

Physical development

80. Children develop their physical skills successfully. They use and manipulate resources and play with equipment with growing confidence. Children have a good awareness of space and can use their body movements to demonstrate their rhythmic sense. Fine motor skills are well developed; they cut, fold, join and build, using tools such as scissors, brushes and pencils with variable dexterity and they are aware of safety considerations. Gross motor skills are also well developed; children climb apparatus and can push, pull and ride small wheeled vehicles. They run, hop and jump with increasing control over their movements, taking care to avoid collisions.
81. Standards of teaching for the under-fives are good overall. Relationships between teachers, classroom assistants and children are cordial and there is a warm and secure atmosphere to which children respond positively. Staff are calm and patient; they have good subject knowledge and high expectations of children. There is a consistently good level of challenge and the pace of teaching is brisk so that children move from one activity to another smoothly and at the appropriate time to sustain their concentration and involvement in tasks. A wide range of interesting activities stimulate children to explore and ask interesting questions. The nursery and reception areas are colourful and displays of pupils' work are attractively displayed and well used and valued. Resources are carefully chosen and prepared to encourage children to explore sand, water and other materials in order to discover more about their properties. Teachers' planning is of good quality and is designed to develop skills in all the areas of learning. Teachers ensure that individual needs are identified and met; some of the older, above average attaining children in the nursery are extended by attending some of the reception sessions and similarly, some less confident children in reception are helped and supported by attending some of the activities in the nursery. Resources are used imaginatively to stimulate interest and reinforce learning.
82. Assessment procedures in the early years department are well designed to ensure that outcomes inform the planning of future work and there is careful recording of assessments. Lesson aims are made clear to children, explanations are careful and well paced and teachers ensure that they share their time equally with all children.

ENGLISH

83. The results of the 2000 national tests for seven year old pupils, when compared with all schools, show that they attain standards that are well above the national averages in reading, and above average in writing. At this key stage the proportion of pupils achieving higher levels is close to the national average in reading, but below the national average in writing. These results show an improvement from the 1999 national tests. In comparison with all schools, based on average points since 1997,

standards are average in both reading and writing. However, when compared with similar schools, average points since 1997, show standards are now well above average in both reading and writing. At the end of Key Stage 2, standards attained by 11 year old pupils in the 2000 national tests are broadly in line with the national average in English. These results show a drop in English, from the 1999 national tests. In this key stage, the proportion of pupils achieving the higher Level 5 in the tests is below the national average. However, in comparison to similar schools the standards are well above average in English including the proportion of pupils reaching the Level 5. Since the last inspection, standards of attainment over time has been variable in comparison with the national trend, and results were disappointing last year. This is largely due to high staff turnover, the cohort of pupils and a significant number of pupils leaving and others joining the school during Key Stage 2. More effective implementation of literacy strategies this year and an improvement in the amount of satisfactory teaching are beginning to have a positive impact on the standards of attainment.

84. The current inspection findings from lessons observed and work scrutinised, pupils in both Key Stage 1 and Key Stage 2 are achieving standards overall in line with national expectations. Speaking and listening skills and attainment in reading are satisfactory in both key stages. The quality of pupils' writing is below national expectations in both key stages. The school recognises this and plans for improvement are in the development plan.
85. Pupils have appropriate opportunities to practise and develop their speaking and listening skills in lessons across the curriculum and in the provision for personal and social health education. In Key Stage 1, the majority of pupils learn to speak audibly, using a sound range of vocabulary. They are keen to remember and use subject specific vocabulary, for instance in music and science, and most use verbs and adjectives accurately. Average and above average attaining pupils grow in confidence in expressing their ideas; they offer appropriate explanations in answers to questions and enjoy discussing the characters in their story books. In Key Stage 2, most pupils can make informed contributions to class discussions, though the number of extended responses is limited. By the end of the key stage, most pupils are eager to become involved in class and group discussions and are prepared to talk about their work and views to teachers and visitors. Listening skills are satisfactory in both key stages; most pupils listen attentively to their teachers and to each other, especially when lessons and tasks are well matched to ability levels. Activities are varied and interesting and the pace of the lesson is brisk and purposeful.
86. Standards of reading at Key Stage 1 are satisfactory overall. By the end of the key stage, above average and many average attaining pupils attain good standards; they read fluently and with appropriate expression, using phonic, pictorial and contextual cues to help them tackle unfamiliar words. These pupils are articulate in discussing the characters in their story books and they are beginning to develop individual tastes for particular authors and genres of literature. They predict outcomes and can recount stories accurately. Some average attainers and most below average attaining pupils can read their texts accurately, though their reading is often hesitant and lacking in expression. They use a limited number of reading strategies to help them move through the text. Pupils are aware of the function of an author and an illustrator, know how to recognise the title page and can explain the purpose of the index. However, they have a limited range of library skills and are unclear of how to access information in a library. At Key Stage 2, reading standards remain satisfactory. Above average and some average attaining pupils make good progress; they read fluently and accurately, with a good range of expression and, by the end of

the key stage, the most proficient can recognise the purpose of literary and stylistic devices. These pupils are developing the skills of inference and deduction and most can skim and scan non-fiction texts competently. Average and below average attaining pupils have command of an appropriate range of reading strategies to ensure accuracy, but some are hesitant readers and are not always able to inject expression into their reading. Comprehension skills are satisfactory overall, though a minority of pupils have not yet developed secure reading habits and do not engage with a story or its characters. A significant number of pupils in both key stages do not develop their reading tastes and interests by reading a wider range of texts of both fiction and non-fiction in order to develop their research skills and to gain more pleasure from their reading. Library skills are underdeveloped; many pupils are unsure of how to retrieve a book from a library or how a library is organised. Parents are encouraged to become involved with their child's reading progress through the reading diary system and this is a positive means of sharing information and building up a meaningful home-school dialogue.

87. Standards of writing are broadly satisfactory in both key stages, though writing is the weakest area of pupils' achievements in English. Pupils have appropriate opportunities to develop their writing skills in most areas of the curriculum and are challenged to write in different styles for a range of purposes and audiences. However, response to these opportunities is variable in both key stages, especially at Key Stage 2. At Key Stage 1, pupils can record their learning in complete sentences and there are some examples of good use of imaginative adjectives by the end of the Key Stage. Progress is made by pupils of all abilities in writing extended stories and descriptions and sequencing skills are secure. Above average attaining pupils develop sound standards of spelling, punctuation and grammar and work is appropriately presented. However, a significant number of pupils have insecure standards of handwriting; letter formation, sizing and spacing present difficulties and there are uncertainties about the rules of punctuation. Many pupils are slow to develop a fluent joined script and there are variable standards in the presentation of work. However, there is evidence that the school's current focus upon improving standards of spelling and word level work is bearing fruit.
88. In Key Stage 2, pupils make broadly satisfactory progress in choosing an appropriate style of writing to suit a particular purpose. They understand how to present, for example, a piece of instructional writing, character sketches and play scripts. Good emphasis on word level and sentence work enables pupils to structure their work appropriately and to develop and extend their vocabulary skills. Above average attaining pupils make good progress as they mature; they produce good examples of creative writing, planning an interesting story line and are developing a good literary style. Their work is well presented, spelling is accurate and vocabulary well chosen. However, a significant number of average and below average attaining pupils do not make the same effort to produce work of good quality; there is evidence that time is not well used to complete tasks appropriately and some examples of written work are brief with sparsely developed points. Work on sentence structure is generally sound and most pupils can extract relevant information from a text to use in their written responses. The quality of written work is variable across the ability range at the end of Key Stage 2 and redrafting skills are underdeveloped. The literacy co-ordinator has identified writing as an area requiring further improvement and has devised a number of ways in which this can be addressed in order to raise overall standards of attainment.
89. Pupils make satisfactory and sometimes good progress in their oral work in both key stages. Reading skills are soundly extended, especially when pupils are exposed to

interesting reading material and are dealing with a topic which has cross-curricular dimensions. However, progress in writing is more limited and a significant minority of pupils are slow to improve their standards of presentation, handwriting and planning.

90. Pupils with special educational needs are appropriately provided with suitably adapted tasks to address specific areas of difficulty. Teachers and support staff plan as a team to address areas requiring reinforcement so that pupils with special educational needs make appropriate progress.
91. Pupils' response to literacy lessons is generally positive and pupils are ready to contribute to class and group discussions. Most pupils concentrate and persevere to overcome their difficulties, especially when work is well matched to their abilities, is suitably challenging and has clear learning objectives. Relationships between teachers and pupils are friendly and mutually respectful; pupils collaborate well together and know that their contributions in the classroom are valued.
92. Teaching in English is satisfactory, overall. Most lessons are thoughtfully planned and delivered at an appropriate pace. Pupils are made aware of learning objectives and in most lessons the use of a range of teaching strategies and activities sustains pupils' concentration and their involvement in the lesson. Occasionally, too much of the lesson is taken up by teacher exposition and there is insufficient challenge for pupils to develop as independent learners across the school. Most teachers question pupils to good purpose and their sound subject knowledge is effectively used to reinforce and consolidate learning. Marking of pupils' work is variable in quality: in the best instances it is detailed and informative, pointing out clearly to pupils what they need to do in order to raise their standards of attainment. Initiatives to encourage pupils to evaluate their own performance and identify ways in which they could improve their work are not yet sufficiently developed to ensure that pupils take greater responsibility for their own learning.
93. Resources in English are of satisfactory quality and quantity. Appropriate materials have been purchased to deliver the literacy scheme and there is an adequate range of literature to represent the major genres of written English. Library resources are satisfactory and pupils have appropriate access to them. Information and communication technology resources are unsatisfactory and do not enable pupils to redraft their written work and improve its presentation.
94. The literacy co-ordinator has produced an appropriate policy and scheme of work. Monitoring procedures include the scrutiny of teachers' planning and of pupils' written work. However, there are inadequate systems for regular observations of the quality of teaching and learning in the classroom and for identifying strengths and weaknesses which need to be addressed. The need to improve the quality of pupils' writing has been identified and a range of strategies to raise standards has been discussed. Assessments are focused upon the development of the basic skills across the key stages; tracking records measure the progress of individual pupils in these areas but they do not identify individual needs and difficulties on a systematic basis to inform teachers' planning of future work.

MATHEMATICS

95. At Key Stage 2, the standards reached in the 2000 tests were below the national average at all levels. In 2000, there was a significant difference between the achievements of boys and girls, but this difference was not evident during this

inspection. Indications are that standards are now rising again at Key Stage 2. The downward trend in mathematics standards over time indicated possible underachievement of these pupils; this was thoroughly explored during this inspection. The school has worked hard to address falling standards in mathematics and has put in place a number of strategies to raise standards. These include booster classes, extra support staff and a retired member of the community who provides work in investigations for both Year 2 and Year 6. Greater emphasis is now placed on preparing pupils for the national tests. Pupils with special educational needs are supported well and make good progress at both key stages. Pupils with English as an additional language do not have sufficient support to ensure that they have full access to the end of year tests.

96. The national test results for 2000 show pupils at the end of Key Stage 1 to be above the national average but those pupils with the potential to reach Level 3 are well below. The last inspection stated that standards at that time were in line with the national average at the end of Key Stage 1, although the test results from that year show that standards were, in fact, below. In this key stage standards have improved since the last inspection.
97. In lessons observed and from work seen most pupils in Year 2 attain the standards similar to that expected for their age. Work covers all areas of mathematics (number, algebra, space, shape and measures and data handling). Most pupils in Year 6 attain the standards broadly similar to that expected for their age and a significant minority exceed them. Although limited work is in evidence for data handling. Standards at the time of the last inspection were above the national average they have declined since then but indications are that they are starting to rise.
98. Pupils are developing greater confidence in using and applying mathematics in a variety of situations but the majority in Key Stage 2 find this transfer of basic knowledge difficult. They enjoy learning games, and whole-class 'challenge' sessions in Year 6 are popular and effective. Attainment in number and algebra at the end of both key stages is rising. This is due mainly to the enthusiasm and confidence generated during the oral and mental part of each lesson. The difficulties many pupils find with reading mathematics questions has a direct bearing on attainment in some areas of mathematics such as problem solving. At Key Stage 1, pupils add and subtract money and work with simple fractions. They understand place value, and have worked with a variety of number problems and puzzles. By the end of Key Stage 2, many pupils calculate equivalent fractions and percentages using decimals. Most find the mode, median and range of a set of values such as height or weight. The majority are developing different mathematical strategies and starting to discuss their work to explain their thinking.
99. Shape, space and measures are covered in all classes. By the end of Key Stage 1, pupils use positional words such as 'under', 'over' and 'through' with confidence. They measure in centimetres and the most able estimate length to the nearest centimetre. They tell the time, some in quarters, others in minutes. By the end of Key Stage 2, pupils work successfully with length, weight, capacity and time. They have sound understanding of co-ordinates using all four quadrants, and this links well with geography. They know the properties of two- and three-dimensional shapes, they measure perimeters, and calculate area. Pupils collect data using tally charts and convert this into graphs. Those pupils with the potential for higher attainment investigate the area of irregular shapes.
100. Opportunities for the use of information and communication technology in this subject are undeveloped. No computers were observed in use during mathematics lessons.

101. Pupils work well together, supporting and sharing tasks when given the opportunity. Behaviour is satisfactory and relationships (both with adults and other pupils) are generally good. Most pupils are positive, in the best lessons concentrating well and showing enjoyment in their work. Most are keen to learn. These factors have a direct influence on the improving quality of learning at Key Stage 1, however, attitudes to learning are inconsistent at Key Stage 2.
102. There are a number of displays within the classrooms which reinforce learning. These displays cover current areas being taught in mathematics and support the use of key resources such as number lines or squares, effectively reinforcing mathematics vocabulary. Some link with other subjects such art, for example, a display in Year 4 shows patterns using different lines and colour.
103. The quality of teaching and learning throughout the school is satisfactory overall. The quality of teaching is satisfactory at Key Stage 1 and sometimes it is good. At Key Stage 2, it is satisfactory. The pace in the best lessons is brisk and good questioning encourages participation, making the pupils think. Relationships are good and the contributions of all pupils are valued. A strength lies in the priority some teachers give for pupils to explain how they have reached a particular answer. This encourages pupils to think mathematically and some are becoming very confident. This happened with a Year 2 class, many of whom are well on their way to seeing themselves as mathematicians. Clear questions were planned for the end of the lesson to assess what the pupils had understood. In such classes, pupils' attitudes to mathematics are invariably good and most enjoy the subject. Greater enthusiasm was seen in lessons during the oral and mental sessions including the plenaries when generally good questions from teachers encourage the pupils to describe aspects of their tasks: further developing their mathematical thinking. Less successful lessons were mainly caused by the teachers' difficulties in managing a minority of pupils or by insufficient focus being given to teaching groups in the main part of mathematics lessons to enhance learning for individuals or groups. Whilst pupils with special educational needs are usually well supported throughout, there is insufficient involvement of the other teaching assistants in the first and final part of lessons.
104. The overall quality of planning, assessment and record keeping is inconsistent. In some classes planning is good, identifying the work to be covered by the different groups of pupils. In other classes, this is not as detailed. Gifted and talented mathematicians have been identified at the top of Key Stage 2 and appropriate opportunities are provided to develop their learning. The best plans show clear questions planned for the end of the lessons to assess what the pupils have understood. Limited use is made of numeracy to support other subjects although in science there are few examples of graphs to record findings such as line graphs used by Year 6 to record an investigation using force meters.
105. The quality of daily marking is sometimes supportive and diagnostic, but it is more often a series of ticks and crosses with the occasional comment. There is an overuse of worksheets in some classes and presentation in class books generally is often untidy. Assessment is rarely used to set individual targets for improvement. Booster classes for pupils are effectively helping to raise standards.
106. The co-ordination of mathematics is good, the co-ordinator is enthusiastic and determined to see a rise in standards. She monitors planning and teaching, but there is no effective method for looking regularly at pupils' work. The school has begun to analyse test results to identify those areas of weakness, but as yet this does not have an impact on all classes throughout the school and is not yet fully developed into

target-setting for groups or individuals. The school's development plan for 2001/2002 recognises these gaps and means to address them. The quantity and quality of resources are now satisfactory; they are readily accessible and used effectively, except for computers.

107. The school has made satisfactory improvement since the last inspection in Key Stage 1 in raising standards and throughout the school in providing a broad curriculum. In spite of improvements, there is still too little work covering using and applying the knowledge gained in lessons in a wider context. The school has suffered severe disruption to its staffing structure, and this has had an impact on continuity of learning and staff training needs for the National Numeracy Strategy. Teachers are now familiar and are gaining in confidence with this strategy, which they are beginning to apply effectively. The three part lesson structure is now soundly established. The local education authority has identified the school for further support from the advisory teacher for numeracy during the next school year. The school has established a firm base for improvement in mathematics.

SCIENCE

108. In 2000 pupils' standards of attainment in teacher assessments at the end of Key Stage 1 were above the national average. However, the number of pupils reaching higher levels was well below the national average. In the tests at the end of Key Stage 2 in 2000 pupils' standards were well below the national average for pupils reaching the expected Level 4 and higher levels. The percentage of pupils reaching Level 4 and above, when compared with schools in similar contexts, was below the average.
109. Since the last inspection overall standards in Key Stage 1 have remained in line with expectations and Key Stage 2 standards in national tests have fluctuated from well below to in line and returning to well below national expectations in 2000. Evidence from this inspection shows that the standard of Year 2 pupils' work continues to be in line with expectations. Within Key Stage 2, although standards are variable in the lessons observed, Year 6 work is in line with expectations for their age in knowledge, understanding and skills. Pupils' ability to carry out investigations and fair tests is below expectations at the end of both key stages due to very limited opportunities provided.
110. Year 2 pupils' work on animals and plants in the local environment, their consideration of materials that are natural and man-made, and work on 'pushes and pulls' are sufficiently detailed to ensure suitable progress in pupils' knowledge and understanding. However, there is an over reliance on published worksheets on which the vast majority of pupils produce similar work and there is insufficient range of expectation based on pupils' prior attainment.
111. In the lessons observed at Key Stage 2, pupils were not sufficiently challenged and, as at Key Stage 1, many of the pupils produced similar work and there was an insufficient range of expectation based on pupils' prior achievement. In Year 6, the vast majority of pupils have appropriate understanding of specific scientific vocabulary such as evaporation, condensation, carnivore, herbivore and producer. They use the computer confidently to demonstrate their knowledge of the location of the main organs of the body and bones that make up a human skeleton.

112. Science contributes to literacy through, for example, the Year 1 class finding out from books what seeds need to grow and where we find seeds in a flowering plant before planning an experiment. Year 5 pupils ask relevant questions to clarify their understanding of seed dispersal. Insufficient use is made of information and communication technology to record work or analyse results from investigations. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
113. Teaching is satisfactory in Key Stage 1. Teachers plan appropriately and use resources well. They are sufficiently knowledgeable, particularly in the knowledge and understanding of science. However, insufficient emphasis is given to developing pupils' scientific enquiry across the key stage and too much use is made of published worksheets to record topics covered. A good example of matching work to the range of ability was seen with Year 1 pupils when finding out what seeds need to grow. A consistent approach to science is developing within the school. The majority of teachers find out how much pupils know and understand at the beginning of a topic. However, this initial assessment is not always used effectively to guide teachers' planning. There are times at Key Stage 2 when this less satisfactory aspect of lessons leads to insufficient planning to effectively meet the needs of all pupils based on their prior attainment. Teachers' lack of sufficient depth of knowledge of the topic they are teaching occasionally results in lack of challenge and appropriate development and does not meet the needs of some pupils.
114. Because there is insufficient understanding of how scientific skills are developed throughout the school, there is no consistent approach to assessment and recording. This restricts teachers' ability to plan work which builds systematically on pupils' knowledge, understanding and skills from one year to the next. There is a high mobility of teachers within the school, particularly in Key Stage 2. New teachers have inadequate guidance to ensure effective continuity in pupils' learning through a whole-school approach to planning that contains sufficient detail to support measurable progression by assessment and recording.

ART AND DESIGN

115. During the inspection, it was only possible to observe lessons in one class at Key Stage 1 and two classes at Key Stage 2. However, from the displays seen around the school, looking at teacher's planning and from talking to pupils about their work, standards of attainment is often above the standard normally found among pupils of a similar age at both key stages. Pupils of all abilities, including those with special educational needs and English as an additional language, make generally sound and some make good progress.
116. Previous inspection findings reported unsatisfactory standards and inconsistent progress in both key stages. In order to raise standards further a key issue for action was to raise teachers' subject knowledge in art. This has improved and the school is now achieving generally satisfactory and often good standards in art. However, there is still a lack of consistency in teaching and standards at Key Stage 2. There is a good scheme of work, which is thorough, clear and well structured and is raising teacher confidence to teach to a higher standard. It is being implemented conscientiously across the school, ably led by a new, enthusiastic art co-ordinator. Monitoring of the subject is developing through the co-ordinator's involvement and support given to planning. Standards are shared through good quality central displays which show breadth, balance and a good range of work.

117. At both key stages pupils work with a range of media and study the work of different artists. There is limited stimulus for extending art through cultural links. Good cross-curricular links exist and art supports other subjects well. In Year 1 good links are made with literacy and science when they explore 'pushes and pulls' enhanced by the story of 'Mrs Armitage on Wheels'. There are good quality observational drawings in charcoal of a range of bicycles. In Year 2 pupils develop collage work appropriately. Thoughtful planning links this well to language development by supporting tactile experiences using a variety of materials to list 'describing words' from chosen examples. They develop the art and design further by exploring different fabrics and textures when designing and making patterns or pictures. Evidence of sculptures and pots made in clay show a good range of experiences are developing at Key Stage 1. In Year 3 they are using a variety of different artists' styles and impression to develop critical awareness and appreciation of mood. Year 4 drawing includes line study and pupils achieve good awareness through experimenting with wavy, repeated, zigzag, stripy lines whilst experimenting with different media. In Year 5 good quality portraits link well with study of the Tudors. Pupils begin to understand a little of the style, work and intentions of artists and methods they employ. Their own attempts at working in a similar way were less successful, but all were willing to have a go and are particularly interested in Rousseau. Both Years 5 and 6 pupils produce fine detailed observational drawings of fruit sections which illustrate good development of drawing skills with competent overworking with pastels. In Year 6 these are used to particularly good effect.
118. Teaching at Key Stage 1 is satisfactory. At Key Stage 2, of the two lessons seen, one lesson observed was very good, the other unsatisfactory. In the most successful lessons observed across the school, teachers instigate good discussion regarding designs; they encourage pupils to think about the choice of materials and to understand of the benefits of sketching before adding colour and how to use different techniques such as smudging pastels for effect and the scale of their work. Skilful questioning, appropriate planning and resources supports learning effectively. Key skills are reinforced and important thinking skills are being developed. The unsatisfactory lesson seen was because of low expectations of behaviour and poor attitudes from a significant minority of pupils in the class. However, planning was sound and reflected the scheme of work for the year group.
119. Pupil response is usually good, most pay attention to detail and talk about their work with confidence, and some modify and change designs to improve their work, such as the shape, texture and design of observational drawings in Year 5. When sharing work in this class pupils are developing a sense of appreciating their own and other work, one boy remarked, 'I like the way you use the pastels to show the texture of the avocado pear,' in response to another's sketch. Pupils talk about art and design with enthusiasm.
120. The school acknowledges the need for staff to have access to regular in-service training particularly with staff changes and has made a commitment to this since the last inspection. The result is having an impact on pupils' learning also contributing to raising standards in this subject. The introduction of sketchbooks is helping the development of skills to raise standards further. They are, however, rather small for developing a sense of scale and use of space. Resources have improved and are now satisfactory.

DESIGN AND TECHNOLOGY

121. During the inspection it was only possible to observe design and technology in Year 3, where pupils attained standards similar to those normally found at this age. In their discussion about making moving monsters pupils indicate a clear awareness of the design, make and evaluate process. They use their science skills appropriately to predict which syringe and what length of tube would make the most effective pneumatics to make their monster move. Pupils consider and try a range of options before drawing initial designs of their ideas.
122. From examining the displays of work, and talking to older pupils it can be seen that pupils develop sound learning and have positive attitudes to their work. Standards of the work seen demonstrate an improvement since the last inspection when standards in design and technology were unsatisfactory in both key stages. Work in Key Stage 1 includes designing and making puppets. Year 2 pupils draw four ideas that are suitably annotated. A final design is selected and a suitable evaluation sheet completed illustrates what was found easy, things that were hard, things learnt and improvements that could be made. This gives pupils a sound basis on which to build their knowledge and understanding of the design process. Key Stage 2 pupils have experience of such things as designing a healthy sandwich, making a fairground using control technology, designing and making shelters and bridges. A science and technology week held in the school gave pupils of all ages suitable experiences to design and make, for example, a model space shuttle and an all-weather outfit.
123. As only one lesson was observed no overall judgement on teaching can be made. However, from talking to staff there is an evident need for further training to build their confidence effectively. Good use is made of the local facility, the Making Place, to support teachers and pupils in design and technology. Teachers and pupils speak highly of this experience. More sessions there are planned to further the development of skills, knowledge and understanding for staff in this subject.
124. The recently appointed co-ordinator has sufficient understanding to develop the design process effectively throughout the school. Specific making skills are areas recognised for further development. The school is at an early stage of using the Qualifications and Curriculum Authority's document to guide their planning to support coherence of learning. However, there remains insufficient identification and progression of key skills, methods and evaluations throughout the school. At present no formal regular assessment takes place against National Curriculum attainment targets. There are adequate resources available to classes.

GEOGRAPHY

125. Although no geography lessons were observed in Key Stage 1 during the time of the inspection, from scrutiny of pupils' work and from displays, teachers' planning and talking to pupils, it is clear that pupils make satisfactory progress in the development of knowledge skills and understanding. This is an improvement on the last inspection when progress was unsatisfactory. Planning has improved to support the development of knowledge, skills and understanding. In Key Stage 2 standards are below expectations and very limited improvement has been made since the last inspection. The focus on geography remains unsatisfactory. Subject coverage, continuity and progression in pupils' learning and the ability of pupils to apply geographical skills in different contexts remain insecure.

126. Key Stage 1 pupils demonstrate a real awareness of their locality. They are familiar with a street map of the area surrounding the school and draw clear plans of their route from home to school identifying significant landmarks. Pupils are familiar with what is found in the city compared to the countryside. The quantity and quality of work produced in Key Stage 2 during the year indicates that the quality of teaching is generally unsatisfactory. During the inspection, however, in the two lessons observed the quality of teaching was satisfactory. Key Stage 2 pupils are familiar with maps of the British Isles and the world. They make suitable comparisons between St Lucia and England.
127. At present there is no structured or consistent approach to planning geography throughout the school. This results in a repetition of topics with little or no progression in knowledge, understanding and skills, such as 'the locality' in Year 2 and Year 4. Although the Qualifications and Curriculum Authority's guidelines are used there is no coherence to the amount of time given to its teaching or sufficient guidance on the effective development of geographical skills across the school. There is no assessment system in place to monitor individual pupil's progress in geographical skills, knowledge and understanding. The lack of a suitable collection of work to indicate the standard to expect in each year group means that teachers have no opportunity to arrive at a common understanding of what to expect or how to assess standards. Resources are adequate although there are insufficient aerial maps and maps of different scales to support learning. Appropriate use is made of the locality and beyond for field studies.

HISTORY

128. Though only one lesson was observed during the inspection, from scrutiny of pupils' work and talking to teachers and pupils, it is possible to make a judgement on standards of attainment in history and these are judged to be satisfactory in both key stages.
129. In Key Stage 1, pupils develop a sound grasp of chronology; most pupils can sequence events and stories accurately and are familiar with the concepts of 'old', 'older' and 'oldest'. They have a growing awareness of differences between past and present and can compare and contrast household objects from the Victorian period with those commonly found in today's homes. Pupils become increasingly aware of change taking place over time and can provide some reasons for these changes. They begin to understand how historians know about events in the past through looking at books and other sources of evidence.
130. At Key Stage 2, pupils build upon the knowledge, understanding and historical skills acquired at Key Stage 1. They are encouraged to develop their skills of historical enquiry through examination and evaluation of a range of artefacts and written evidence related to, for instance, the Blitz in London and the evacuation of children during the World War II. By the end of the key stage, pupils have sound background knowledge and can recall and select information accurately. Project work on the Tudors in Year 5 shows that pupils have a sound ability to access and use biographical information on the lives of prominent figures in the Tudor court. They are secure in their understanding of how religious change was effected and how it played a major role in the politics of the period. Many pupils are acquiring the ability to use subject-specific vocabulary accurately and in the correct context.

131. Pupils make satisfactory progress in both key stages, especially when topics are well targeted to arouse their interest and tasks are devised to match their abilities. Sound cross-curricular links encourage pupils to become more confident in developing their investigative and interpretative skills as they mature. Many make good progress in producing extended written work to explain the changes characteristic of an historical period.
132. Pupils are generally interested in their studies in history. They enjoy class discussions and are able to visit a number of local sites of interest and museums in the London area to encourage the development of their enquiry skills.
133. Teaching is satisfactory in both key stages. Most teachers have sound subject knowledge and place growing emphasis on the development of historical skills to provide a firm foundation in the subject. Useful links are made, for instance with literacy, in order to encourage pupils' ability to develop persuasive and descriptive writing.
134. Resources are adequate to deliver the curriculum. There are a variety of reference books accessible in classrooms and pupils can examine artefacts and other source material. Wall displays are colourful and add a further dimension to pupils' knowledge and understanding.
135. The scheme of work appropriately addresses the National Curriculum Programmes of Study and the key elements of the attainment target. There is not yet a sufficiently strong focus to ensure that planning is structured to ensure progression in learning and in the development of the relevant historical skills. Appropriate cross-curricular links are made with areas such as geography, literacy, art and religious education to strengthen pupils' knowledge and understanding. At present, there is some monitoring of teachers' planning and pupils' work is scrutinised, but there is no overview of the quality of teaching and learning in the classroom. The assessments undertaken at the end of topics do not give a sufficiently clear picture of progress made in the main historical skills. This makes it difficult for teachers to plan work which will identify and address areas of difficulty.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards of attainment have risen since the time of the last inspection, but are still below national expectations at the end of both key stages. This is due mainly to two factors. The school does not have enough computers to enable all pupils to complete all elements of the National Curriculum Programmes of Study. The training for teachers in this area under the National Opportunities Fund does not start until September. As a result the confidence and expertise of teachers in using information technology is variable.
137. Despite the limitations outlined above standards of attainment are rising and pupils' achievements are improving. Sound progress is noticeable throughout the school in those areas of the curriculum that are being covered.
138. The number and quality of computers have both improved recently but the school remains under-resourced. Currently the school has less than the number of computers recommended by the local education authority and less than is necessary to allow all pupils sufficient access to computers on a day-to-day basis. For example, pupils in Year 6 reported that on average the computer rota allowed them access to a

computer less than once a week. In some classes pupils have more regular access but for very short periods of time that are not long enough to enable completion of extended tasks. The shortage of computers has resulted in teachers in some classes having to conduct a lesson in information technology skills that is based upon pupils' writing about what they have to do on the computer. While this is valuable in reminding pupils of what they have to do it is no substitute for actually using the computer. In some cases this insistence on recording in this way is slowing down the learning process. For example, some Year 6 pupils undertaking a revision exercise on the computer spent almost all of their time writing down in an exercise book the instructions pinned to the wall and copying out the factual information from the screen. As a result they did not start answering the questions posed in the exercise. In another lesson pupils were designing a cover for book, but lack of time on the computer meant that they had not had time to write a book themselves but were designing the cover for books written by children who were in that class last year. The governors are aware of the need to improve resources and have plans to provide an information technology suite.

139. Although pupils are limited in the amount of work that they can undertake, nevertheless a considerable amount of work is completed to at least a satisfactory standard in some areas of information technology, particularly word processing. When pupils enter Key Stage 1 they build upon the skills learnt in the Foundation Stage and use computers to write poems and accounts of scientific investigations. Pupils learn how to control events through the use of a programmable toy and understand that information technology allows them to access information from CD-ROMs and from the Internet.
140. At Key Stage 2 some pupils write accounts of their work in subjects such as science and support their literacy skills appropriately: for example, writing poems in the traditional Japanese Haiku style and illustrating them with clip art pictures pasted into the text. Pupils use information technology satisfactorily to record information such as surveys on favourite foods. They print this information in a variety of ways and interrogate the data to answer questions. However, pupils do not have enough access to control technology or to the use of the internet to enable them all to complete the National Curriculum Programmes of Study to an acceptable standard.
141. In the lessons observed where a comment on teaching was possible, the quality of teaching was satisfactory. However, examination of pupils' previous work indicates that teaching overall is unsatisfactory. This is due in main to the fact that teachers have not yet received training in the teaching of information technology. The co-ordinator has recognised this and has carried out an audit of need to identify specific training needs. All teachers are due to receive training in September through the National Opportunities Fund. It has not been possible to undertake this training any earlier. Despite the problems outlined above, many teachers are making commendable efforts to ensure that pupils gain as much access to information technology as possible in the present circumstances.

MUSIC

142. Standards of attainment in music overall are in line with national expectations in both key stages. Singing standards are good and there is a good focus on listening skills.
143. At Key Stage 1, pupils can clap a steady beat to a piece of music and repeat a simple phrase; they show how they can use different parts of their bodies to move in time to

the music. They show a good sense of tempo and rhythm in reproducing sound patterns made by their teacher. Listening skills are good; pupils keep up a sustained hum to accompany the teacher and are developing the ability to appraise and improve their performance. They have good recall of the words of their repertoire of songs and learn to distinguish between ascending and descending scales. They make good use of a range of percussion instruments to accompany their singing and this further reinforces their understanding.

144. In Key Stage 2, pupils have a secure understanding of pitch, tone and the dynamics of a piece of music and are well exposed to the music of other cultures, including a visit from an African music group. Good quality unaccompanied singing in three and four parts encourages pupils to develop their sense of timing, note value, pitch and rhythm. Pupils clearly enjoy performing; they learn to control their voices appropriately and sing with much enthusiasm. A significant number of pupils read musical notation skilfully and have good standards of diction. There is well focused emphasis on the musical life of the school; links have been forged with other school choirs and the activities of the London Youth Choir association are an important development in encouraging pupils' performing skills.
145. Pupils make sound progress in both key stages and their good listening skills enable them to develop their ability to appraise their own and others' performances.
146. Pupils respond well to the opportunities to listen to music and to take part in making music during lessons where they enjoy the opportunities to sing. They work together co-operatively in groups to produce work of satisfactory and often good quality.
147. The quality of teaching in music is good. Lessons are well planned and delivered at a lively pace. The specialist teacher's expertise is well used to develop the subject across the school. Resources are appropriately used and questioning techniques are well judged to challenge pupils to experiment with sounds and to become self-critical of their performance.
148. Resources for music are adequate; there is a satisfactory range of tuned and untuned instruments. Appropriate use of recorded music encourages pupils to develop their listening skills and their appreciation of a variety of musical styles and traditions both in lessons and in assemblies.
149. The music co-ordinator is a music specialist who is in school for one day a week. Thus the music timetable has to be amended to accommodate this and music is delivered in half-termly blocks in both key stages in extended lessons. There are some concerns about the equality of access to the music curriculum by all pupils, especially at the end of Key Stage 2, where there is emphasis upon the work of the choir, membership of which is optional. The co-ordinator has put in place a well structured scheme of work and her planning ensures that the key elements of the music curriculum are well addressed. Monitoring procedures are effective in measuring the amount of progress made by individual pupils; records of assessment are used to inform planning. The school encourages its pupils to take part in public musical performances and to extend their musical interests through performance with larger organisations in the London area and attendance at concerts.

PHYSICAL EDUCATION

150. It was not possible to observe all aspects of the physical education curriculum during the week of the inspection. Evidence is also drawn from photographs, talking to staff and pupils and other documentation. Pupils attain standards in line with national expectations.
151. By the end of Key Stage 1, most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of space whilst engaged in warm-up activities. They show due regard for safety when using apparatus and can travel along and over the apparatus in different ways. In the playground pupils move freely, engage in a range of chasing games and stop and start movements safely. Throwing skills are sound; pupils throw bean bags and balls overarm and underarm effectively, using the correct foot positions. However, a significant minority find it difficult to listen carefully to instructions.
152. In Key Stage 2, pupils move with increasing control and perfect a range of passing and catching skills. The school supports an effective swimming programme in Key Stage 2 and pupils take part in the borough gala. Most pupils reach the expected standards in swimming and are becoming more proficient in indoor athletics where they achieve good levels of success in the borough athletics competition. Football and cricket are played enthusiastically by boys and girls and the extra-curricular football and cricket clubs are popular. The school is fortunate in having had some training input from Lord's Cricket Club and from Queen's Park Rangers Football Club to enhance and extend pupils' skills in these games. Pupils with special educational needs are supported well and attain sound standards in physical education.
153. Most pupils work with enthusiasm and enjoyment in physical education. They collaborate well in groups and team work and most pupils make sensible use of opportunities to appraise their work and to improve their performance. Behaviour is usually appropriate and resources are responsibly used. Most pupils are aware of the importance of rules and fair play.
154. Teaching in physical education is satisfactory overall. In the best lessons, teachers use their knowledge to exercise good class management and to challenge pupils appropriately to take initiatives and devise independent strategies for tackling the tasks set. Pupil performance is used effectively to demonstrate achievement and to encourage other pupils to observe and evaluate their own work.
155. Resources for physical education are adequate to deliver the curriculum, particular those focusing upon the school's encouragement of athletics activities.
156. The physical education co-ordinator has put in place a new policy and scheme of work; she makes every effort to ensure that her colleagues are well supported in order to increase their confidence in teaching the subject. The co-ordinator has identified the need to provide more opportunities to develop dance as part of the school's physical education curriculum and there are also plans to introduce tag rugby in order to extend the games curriculum. Monitoring and assessment procedures are variable in quality; there are currently no opportunities to monitor the quality of teaching and learning in physical education and pupils' progress is not routinely assessed and recorded in all areas of the curriculum.

ENGLISH AS AN ADDITIONAL LANGUAGE

157. St Mary's Roman Catholic Primary School has a higher than average number of pupils who come from minority ethnic communities. It is a school with a large multi-ethnic population. English as an additional language and ethnic minority provision are of satisfactory quality and promote satisfactory progress. The school views the provision of raising ethnic minority pupil achievement as important to its purpose and mission. The school is in receipt of Ethnic Minority Achievement Grant Funding, which is intended to raise the level of fluency in those pupils who are at the early stages of English language acquisition. The level of grant is insufficient to meet all the needs of all the pupils. This is because of the methods of funding gives the higher funding allocation for those pupils who are at the earliest stages of English language acquisition. As the pupils' ability in English rises the amount of funding is reduced. This has a detrimental effect upon the support that the school is able to offer at the top end of Key Stage 2 where there is no funding available. The school has recognised that Stage 4, whilst fluency is paramount, still has the pupil struggling with the nuances of English which are needed to understand and write in English in the national tests.
158. Pupils with English as an additional language, especially those at the later stages of English language learning, do not always receive equal access to the curriculum when compared with those at the early stages. Support from outside agencies, including the local education authority, is inadequate to meet the clear needs of those pupils who are at these later stages. These pupils are at present the majority of English as an additional language pupils in the school and this deficiency has a negative effect upon the end of Key Stage 2 assessments.
159. St. Mary's has 127 pupils of minority ethnic origin, of whom 66 are pupils with English as an additional language. These 66 pupils consist of 12 at Stage 1, 13 at Stage 2; 23 at Stage 3; and 18 at Stage 4 of English language acquisition. As can be seen, the majority of the school's English as an additional language pupils are in the higher stages of English acquisition and therefore the school receives little funding - especially as there are more of the pupils at the higher levels. The school has a richness of languages with 16 different languages spoken.
160. The school employs a member of staff for 1.5 days per week, who has responsibility for ensuring that the school provides for these pupils. Her time has been raised by the school from one day per week and is spent mainly in the nursery and half a day per week in the reception class, providing support for the early stage learners. The teacher ensures that she talks to every single minority ethnic child so that she can assess them. The stages of English learning are used to assist teachers in determining the pupils' stages of learning.
161. The teacher for English as an additional language ensures that the purpose of raising achievement amongst ethnic-minority pupils is always to the forefront of everyone's thinking. She sees the function of the school as not only raising the achievement of all pupils but also addressing the imbalance in achievement. It is recognised that some pupils have more need of support than others and the school has identified levels of support based on the assessments made. However, the school remains aware that the need to support the early language learners is a priority. These groups of pupils are regularly reviewed and make good progress as a result.
162. The committed co-ordinator is involved in ensuring that the needs of pupils with English as an additional language are met. This involves planning and preparation with classroom teachers, on a weekly basis, to ensure that in literacy and numeracy the linguistic targets are being pursued and that support is used where appropriate to

aid the pupils. The teacher works alongside the pupils, 'interpreting' for them and encouraging their participation in lessons. Where necessary the teacher will have a small group of pupils to give them intensive support. Within the lessons seen the quality of teaching observed was satisfactory. The quality of support and the teaching that this support gives were also satisfactory.

163. All pupils who have English as an additional language are assessed on entry to the school, and they are placed on a register of English as an additional language need. The co-ordinator regularly monitors the progress of pupils with English as an additional language, and goes into every class to support on a regular basis. Time is made each week to meet with the teachers to discuss problems and identify support. Monitoring is appropriate and all pupils have individual targets for performance and progression. Progression is tracked and actions are taken to support and develop individuals. The headteacher and the English as an additional language teacher see this provision as an integrated priority and the responsibility of all staff members.
164. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because his or her first language is not English.
165. Due to the method of funding for this provision, the school has had little until recently. This has been well targeted according to need, especially where it was spent on providing much needed resources. This level of resources, especially the poorer funding for the Stage 3 and 4 pupils, within the school is a restraint and has an impact upon the staff's ability to continue to raise the standard of achievement of ethnic minority pupils. The teacher/co-ordinator has ensured that there are sufficient dual language books for the number of pupils and continues to increase the stock. The teacher/co-ordinator is working with parents at present to make resources for learning.
166. The results of national tests are broken down by ethnicity, gender, and pupils who have English as an additional language. The results are used to aid the school in developing its targets in English, mathematics and science. The school's curriculum draws upon the cultures in its community although this still requires some attention. There is a strong commitment and ethos from the headteacher, staff, parents and pupils to ensure that St Mary's is always promoting racial harmony and achievement.