

INSPECTION REPORT

ST PETER AND ST PAUL RC PRIMARY SCHOOL

Islington, London, EC1V 0EU

LEA area: Islington

Unique reference number: 100447

Headteacher: Daniel Keane

Reporting inspector: Anne Currie
25429

Dates of inspection: 13th – 14th November 2001

Inspection number: 197085

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Compton Street Goswell Road London
Postcode:	EC1V 0EU
Telephone number:	(0207) 253 0839
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Appropriate authority:	The Governing Body
Name of chair of governors:	Philip Ronchetti
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter and St Paul is an inner London Roman Catholic primary school. It has 226 pupils and it is similar in size to most other primary schools. It is over-subscribed. Pupils, both boys and girls, aged from three to eleven years, attend the school and they have a wide range of ability. The area is dominated by high-rise flats, most of which are owned by the local authority, although there are some new developments which are privately owned. There is a lack of public open spaces in the area.

Children are admitted to the nursery soon after their third birthday and they attend full-time. Most transfer to the main school in either the September or January of the academic year in which they are five years old. Some children transfer to other local schools at this age and some join the school after having attended other pre-school facilities. On entry, children's attainment varies with each intake, but overall it is similar to that found nationally. There is a mixture of cultures within the school. About a quarter of the pupils speak English as an additional language and of these seven are at an early stage of English language acquisition. The main languages spoken are Yoruba, Italian, Spanish and Tagalog. About a fifth of the pupils are known to be entitled to free school meals and this is similar to the national average. The percentage of pupils identified by the school as having special educational needs, 15 per cent, is below the national average. Pupils who receive regular additional support have a wide range of difficulties. The majority have moderate learning difficulties or dyslexia. Only one child has a statement of special educational needs. About five per cent of pupils leave or join the school during term time.

The school gained an achievement award from the Department for Education and Employment in 2001 for continued high standards in the results obtained by pupils. It is a Beacon School and it has obtained the Investors in People award.

HOW GOOD THE SCHOOL IS

St Peter and St Paul is a good school. It makes effective provision for its pupils and maintains high standards in English, mathematics and science. Teaching is good. Teachers establish a purposeful atmosphere in lessons and all pupils, including those with special educational needs and those with English as an additional language, make good progress. All staff work together well as a team. The headteacher gives good leadership and he is well supported by the governors and senior teachers. Pupils learn to behave very well and they have very positive attitudes to learning. The school provides good value for money.

What the school does well

- Pupils achieve well and the percentage of pupils reaching the standards expected at the end of Year 6 in English, mathematics and science is high; standards have been maintained over the last few years.
- The quality of teaching is good and it promotes pupils' learning well.
- Pupils' attitudes to school and to learning, and their behaviour in lessons and around school, are very good.
- Leadership and management are good; the headteacher gives clear direction for the work of the school and he is well supported by knowledgeable governors and key staff.
- The ethos of the school is strong. It is a very caring school with very good relationships and a clear emphasis on encouraging each pupil to achieve his or her best.

What could be improved

- Provision for information and communication technology (ICT) across the school, as standards are not as high as they should be and some aspects are not covered in sufficient depth.
- Opportunities for pupils to take part in activities outside lessons, especially in Years 3 to 6.

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 June 1997. The school continues to look for ways to improve further. It clearly has the capacity to continue to improve.

There has been good improvement since the last inspection except in the provision for, and standards achieved in, ICT, where improvement has been barely satisfactory. The high standards achieved in English and mathematics by the end of Year 6 have been maintained and standards have risen in science. Strengths reported in the last report, for example pupils' very good attitudes and behaviour and the strong caring ethos, have been sustained. The proportion of very good teaching is similar to that at the time of the last inspection. The role of the governing body has improved significantly. It now meets its statutory requirements. It plays an important part in forward planning within the school and it has a clear overview of the school's strengths and weaknesses. Following the last report a co-ordinator was appointed to oversee provision for art.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools #
	1999	2000	2001	2001
English	A	A	A	A*
mathematics	A	A	C	A
science	A	A*	B	A

Key

within the highest 5% nationally A*

well above average A

above average B

average C

below average D

well below average E

#Similar schools selected on the basis of the percentage of pupils known to be eligible to free school meals.

In 2001, Year 6 pupils attained standards in English that were well above average compared to all schools. Pupils' results in national tests were in the top five per cent nationally when compared to those of schools in similar social contexts and in mathematics and science they were well above average. The school exceeded the realistic target set for it by CEA @ Islington* of 83 per cent of pupils achieving the standards expected nationally in English and mathematics. High standards have been maintained over the last four years. Work seen during the inspection indicates that this is continuing. There have been only slight variations from year to year, which are to be expected with variations within small cohorts where one pupil represents three or four per cent of the total. Children enter the school with standards that are similar to those found nationally. Most meet the standards expected by the end of their year in the reception class.

Pupils achieve well. They make good and sometimes very good progress in lessons, especially in Years 3 to 6. Higher attaining pupils are set work of suitable levels of difficulty. This is indicated by the above average number of pupils exceeding the level expected for their age in English and science at the end of Year 6. The school analyses its results and introduces strategies to improve them. This is indicated, for example, in the recent emphasis on developing pupils' writing in Years 1 and 2 which resulted in an increase in the number of pupils achieving above the level expected. Pupils with special educational needs and those learning English as an additional language achieve well as a result of the additional help they receive, especially in English. Across the school pupils are not achieving the standards expected nationally in ICT, especially in the areas of data-handling and control and modelling.

Religious education was inspected by a team of inspectors appointed by the diocese and is reported separately.

* CEA @ Islington is the acting local education authority for the borough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to their school work and they enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in lessons is a significant factor in the good progress they make. They play and work together well in pairs and in groups.
Personal development and relationships	Very good. Pupils take responsibility well and work independently. They willingly carry out duties in class and around school. They respect each other and adults.
Attendance	Good. Attendance is above the national average. There is a very small minority of pupils who are late coming to school and this causes disruption to the first lesson.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good and it has a positive impact on pupils' learning. Fifteen lessons were observed and, of these three were graded very good, ten were good and two were satisfactory. All the very good lessons were in Years 3 to 6 and account for the very good progress that is often made in these year groups. Lessons are well planned with learning objectives clearly identified. Teaching of English is a particular strength of the school with good emphasis on all aspects of the subject, including the development of pupils' speaking and listening skills. Teaching also supports pupils well who are learning English as an additional language and helps them to make good gains in learning. Good links are made to literacy through other subjects, with an emphasis on developing subject-specific vocabulary and good opportunities for pupils to develop their writing skills through other subjects such as religious education and history. The National Numeracy Strategy is effectively used to teach mathematics and it helps pupils make good progress, especially in the upper part of the school. The school has recognised the need to reassess its techniques for teaching mathematics in Years 1 and 2 to raise the standards to the same high levels achieved in English. Pupils with special educational needs are well supported in class and this helps them make good progress. In addition, some pupils receive additional support, mainly for English, which is clearly focused on their learning needs and helps them to achieve well.

Staff manage pupils extremely well and develop very good relations with them. These are significant factors in the very high standards of behaviour and pupils' very good attitudes to school. Many teachers lack subject knowledge and confidence in ICT and, as a result, pupils do not gain the knowledge expected in these areas. Teachers' planning does not include enough opportunities for pupils to use ICT in other subjects and pupils do not have enough opportunities to practise and extend their skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is generally broad and balanced, but there is a lack of sufficient coverage of data-handling and control and modelling in ICT. There are too few opportunities for pupils to take part in activities outside lessons.
Provision for pupils with special educational needs	Good. Teachers provide good support in classes. There are particular strengths in the identification of pupils' learning needs in English and good additional support is given. More pupils would benefit from a similar emphasis on their learning needs in mathematics.
Provision for pupils with English as an additional language	Good. Teachers are well aware of individual pupils' needs and they give appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Staff provide very good guidance and support for pupils' moral and social development.
How well the school cares for its pupils	Good. Health and safety and welfare arrangements are good. All adults have a very consistent approach to behaviour management and they help pupils gain a very clear understanding of what is expected.

The school develops good relationships with parents and they are appropriately involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and management and he is well supported by the acting deputy and other key staff. All staff work together well as a team.
How well the governors fulfil their responsibilities	Good. This aspect has improved since the last inspection and the governors now fulfil their role well. They are well informed and have a clear understanding of the school's strengths and areas for improvement.
The school's evaluation of its performance	Good. The school monitors its work well. Its improvement plan shows that it has clearly identified what has to be done to raise standards further.
The strategic use of resources	Good. The money the school receives is clearly targeted in providing a good standard of education and improving standards. The principles of best value are applied well to ensure that the school obtains good value for money.

The school has allocated a room to use as an ICT suite. It has obtained funding through the New Finsbury New Deal project to provide sufficient computers to equip the suite. Currently there is only one computer in each classroom and this does not allow pupils to have sufficient access to develop their skills and understanding to the levels expected.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • The school is approachable. • Their children make good progress. • The school has high expectations. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • A few parents feel that they are not kept well informed about their children's progress. • A few parents do not think that the school works closely with parents.

77 parents returned the Ofsted questionnaire and 9 parents attended the meeting with inspectors. Inspectors agree with the positive views expressed by parents. They also agree that the range and number of activities provided outside lessons are less than those found in other schools and they need to be extended for pupils in Years 3 to 6. Inspectors disagree with the other negative comments. The school makes appropriate efforts to keep parents informed about their children's progress and to work closely with them. Parents have termly meetings with staff and annual reports to keep them informed about their children's progress. Additional meetings can be arranged at other times. There are also informative weekly newsletters.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and the percentage of pupils reaching the standards expected at the end of Year 6 in English, mathematics and science is high; standards have been maintained over the last few years.

1. At the end of Year 6, national test results show that a very high percentage of pupils reach the standards expected for their age in English, mathematics and science. When compared to the test results obtained by other schools in similar social circumstances, the 2001 results were in the top five per cent in English and well above average in mathematics and science. In English and science, the percentage of pupils exceeding the level expected was above the national average, showing that the school provides well for pupils capable of higher attainment. There is no significant difference in the results obtained by boys and girls. Inspection evidence, obtained from a scrutiny of work completed and observations of work in lessons, confirms that pupils are achieving well. Progress is most marked in the upper part of the school when pupils make good and sometimes very good gains in learning. Since the last inspection, the school's results have generally improved. There have been minor variations in the results obtained from year to year, which are explained by differences in the ability range within each cohort and the relatively small number of pupils in each year group. In 2000, for example, all pupils reached the level expected in English, mathematics and science. The results fell back slightly in 2001 because of the cohort's lower prior attainment.
2. Throughout the school, pupils work hard and they respond very well to the good teaching they receive. Lessons are well planned and clearly focus on what pupils need to learn, with new work building on what they already know. Class teachers give good support to pupils who are learning English as an additional language and, as a result, they make good progress. Pupils who are identified by the school as having special educational needs receive appropriate additional support from class teachers and some also have good extra help from the special needs teacher. This enables them to make good gains in learning, especially in English.
3. When pupils enter the school, their attainment is similar to that found nationally. They make at least steady gains in learning and most are expected to reach the standards expected, the early learning goals, by the end of their time in the reception class. By the end of Year 2, pupils achieve results that are similar to those obtained nationally in English and mathematics. When compared to schools in similar social circumstances, the results were well above average in reading and writing and average in mathematics. The percentage of Year 2 pupils exceeding the level expected in writing in 2001 was well above the national average and it reflected the increasing emphasis the school had placed on this aspect. The school is now turning its attention to improving standards in mathematics where, in 2001, the percentage of Year 2 pupils exceeding the level expected was below the national average.
4. In English, pupils make good and often very good progress in extending their speaking and listening skills. Teachers give pupils good opportunities to discuss their work. Pupils are encouraged to work in pairs or in groups during lessons. They also share their work with the whole class, especially in literacy and numeracy lessons. A good example of how pupils are encouraged to talk about their work was seen in a literacy lesson in Year 4 when pupils worked well in pairs to change a story into a play script. Teachers use questions well to encourage pupils to express their ideas and they treat their answers with respect, which helps pupils gain confidence. For example, in the same lesson, the teacher worked with the lower attaining group and asked questions like "What do you think the troll might say next?" and "Can you think of another way of saying this?" which effectively extended their thinking. Good emphasis is placed on helping pupils develop their vocabularies, for example in science with the use of subject-specific vocabulary, which is well reinforced through displays around the classrooms and in teachers' marking. Teachers also check pupils' understanding of words. For example, in Year 5, the teacher checked

pupils' understanding of the word 'trounced' and the phrase 'hit the woodwork' during her reading of a passage recounting the events in a football match.

5. Pupils make good progress in reading. Teachers provide frequent opportunities for them to read in lessons and most parents support their children's reading at home. The school recently identified the need to improve pupils' writing, especially in Years 1 and 2 and the increased focus on this area has resulted in improved standards. Pupils learn to present their work very well and they develop a clear, neat writing style with all letters well formed. Grammar is taught well and pupils use an increasing range of verbs, adverbs and adjectives to make their writing livelier. Year 5 pupils showed a good understanding of clauses and the range of connectives that could be used to link them. Marking, across a range of subjects, focuses well on developing pupils' spelling and their use of the correct punctuation. Pupils are given good opportunities to write for a range of purposes, such as report writing, and creative and persuasive writing, and they understand the significant features of different types. Good opportunities are given across the curriculum to develop their writing skills further, for example in science, history and religious education.
6. Pupils achieve well in mathematics, although standards are not as high as they are in English and science. Progress is more marked in Years 3 to 6 than in the lower part of the school. The school is aware of this and the school development plan includes reference to raising standards further. Teaching is well planned and lively, with a good emphasis on practical activities, especially in the lower part of the school. Year 2 pupils were solving 'real life problems' by selecting the correct coins to pay for a variety of items. This work was linked well with the introductory mental mathematics sessions, which focused on counting in 2s, 5s and 10s. Teachers give clear explanations, which help pupils understand their work. For example, in Year 3, the teacher clearly explained how to work out doubles of numbers by doubling first the units and then the tens and adding them together to give an answer. There was very good emphasis on using the correct vocabulary such as 'digits', 'sum' and 'product'. Pupils were encouraged to explain their working out and the teacher used praise and encouragement well to help develop pupils' confidence. In the upper part of the school, a good range of work is covered, the pace of lessons is good and work is marked well with annotations to help pupils learn from the errors they have made. Good opportunities are given in science for pupils to extend their numeracy skills. Some use is made of ICT, for example for data-handling in Year 6, although there is scope for links to be extended. In Year 6 good emphasis is placed on helping pupils explain how they have solved problems. For example, the teacher asked pupils how they would work out what 30 per cent and 15 per cent of 200 were, after they had worked out that 10 per cent was 20. The work is varied well to take account of the different levels of ability within the class.
7. Pupils attain well in science and in 2000 pupils' results in national tests at the end of Year 6 were in the top five per cent nationally. In 2001, all pupils who took the test achieved the level expected and 41 per cent exceeded it. Pupils make good and often very good gains in knowledge as they move through the school. They develop a lively interest in science activities as a result of stimulating teaching and well-planned investigative work. For example, Year 4 pupils were asked to predict which materials they could see through fully or partially and then they investigated to test their predictions. There was good emphasis on developing the accurate use of appropriate vocabulary such as transparent, translucent and opaque. Pupils independently recorded their results in a variety of ways, for example, using circles or tables. Teachers use questions well to find out what pupils know and to extend their thinking skills. For example, in Year 2 very good questioning allowed pupils to share what they knew about different sources of artificial light and to explore the use of batteries as a source of power.

The quality of teaching is good and it promotes pupils' learning well.

8. The quality of teaching is good overall and this has a significant impact on pupils' learning. Of the 15 lessons observed, 3 lessons were very good, 10 were good and 2 were satisfactory. The strengths recognised in the previous inspection have been maintained. All teachers were observed teaching at least once and they all illustrated good teaching skills.

9. Standards in teaching in English, mathematics and science are generally good. Teachers have a good understanding of the National Literacy and Numeracy strategies. They implement them well, ensuring that pupils steadily develop their skills and understanding. Good emphasis is placed on raising pupils' attainment in English throughout the school and across the curriculum, focusing on developing their speaking skills, their vocabularies, their spelling and their grammatical knowledge, as well as giving pupils a good range of opportunities to practise and extend their writing skills for a range of purposes. The school development plan shows the school's intention to focus on mathematics now so that the standards attained can be improved still further so that they match those obtained in English more closely. Teachers have good subject knowledge in science and they share their enthusiasm for the subject with pupils. Teachers' planning and completed work illustrates that they have at least secure subject knowledge in all other areas of the curriculum, except ICT. Good use is made of the skills of a specialist to teach music across the school.
10. The general features of the good teaching and their impact on learning are as follows.
- Lessons are well planned and teachers clearly identify what they want pupils to learn. Their explanations are clear so that pupils know what is expected of them. Teachers plan well for the range of ability within the class and they ensure that work is well matched to pupils' needs.
 - Within lessons, pupils with special educational needs are well supported by the class teachers, so they make good progress from their varying starting points.
 - The strong emphasis on language development and extending pupils' speaking skills across the curriculum supports the learning of pupils with English as an additional language well.
 - Teachers manage pupils very well. Lessons proceed at a good pace and, as a result, a substantial amount of work is covered.
 - Teachers develop very good relationships with pupils, so that pupils are keen to please and they work hard, which leads to them achieving well.
 - Teachers use questions well to assess and extend what pupils know and understand and to help them develop their speaking skills.
 - Teachers plan an interesting range of work, for example the practical work organised in science and mathematics, and pupils respond well to this.
 - Teachers use assessment well to make changes in the work they have planned so that the needs of pupils are met. For example, in Year 6, the teacher noted that pupils clearly understood the work they were doing and she extended their work on pie charts to make it more challenging. In Year 4, the class teacher slowed down the pace of work when she realised that pupils were experiencing difficulties recording their work and that they needed more guidance.
 - Teachers have high expectations of what they want pupils to achieve and they set work of suitable levels of difficulty in most lessons.
 - The special needs teacher gives good additional teaching to some pupils, especially in English, which is well focused on what they need to learn. This helps them to make good progress.
11. Some of the features of the less successful teaching are:
- insufficient interaction with children in the reception and nursery to extend their learning, especially during outside play;
 - ICT is not used sufficiently across the curriculum;
 - insufficient emphasis is placed on giving pupils with special educational needs additional help in mathematics in the same way as it is provided for English; and
 - on occasions not enough attention is given to ensuring that pupils who are withdrawn from lessons are not regularly missing other areas of the curriculum.

Pupils' attitudes to school and to learning and their behaviour in lessons and around school are very good.

12. The high standards achieved in these areas have been maintained since the last inspection. Pupils' attitudes to learning are very good. There is a harmonious atmosphere in the school that contributes to the good learning. Pupils come to school happily and they settle quickly to their work. Most show sustained interest in their work and concentrate very well, even when they are not directly supervised. They respond eagerly to questions in lessons and from visitors to the

school. Pupils in the upper part of the school are made aware of their own learning through the use of targets, which are shared with them at the beginning of term.

13. There is a strong emphasis on developing children's personal and social skills in the nursery and the reception class and this ensures that children develop good skills in these areas early in their school lives. They are successfully extended still further as pupils move through the school. Pupils are very courteous and friendly. They show respect to adults, to each other and to property. Pupils move up and down the stairs very responsibly and they gather in the hall for assemblies with the minimum of fuss; no time is wasted.
14. Pupils take the responsibilities they are given readily. Class monitors complete their tasks with a minimum of fuss and Year 6 pupils help around school during wet playtimes. There is a buddy system to help pupils new to the school settle quickly. The School Council operates very effectively with pupils having very clear ideas about what they want to improve. Pupils develop an awareness of others less fortunate than themselves through activities, such as collections for charity and also filling shoeboxes with presents for children in Romania and collecting gifts to distribute in the local area during their Harvest Festival assembly.
15. Behaviour is very good in lessons and around school. There have been no exclusions in recent years. Parents are rightly very happy with this aspect of school life. Staff have high expectations of pupils' behaviour and they have a very consistent approach to pupil management. Pupils respond very well, they know what is expected and they are keen to please. They are aware of the rules and understand the reasons for them. Pupils respond well to the rewards that are given in class and in the weekly assemblies, which celebrate good behaviour and pupils' efforts, as well as good academic achievement. Pupils from different ethnic backgrounds are well integrated into all aspects of school. In the playground, pupils' play is lively, but no aggressive behaviour was seen. This is noteworthy in the upper school playground, where space is limited and a variety of activities, such as football and skipping, take place side by side and there are no quiet areas. Members of the School Council report that incidents of bullying are rare and they are confident that staff always deal with it if it is reported.

Leadership and management are good; the headteacher gives clear direction for the work of the school and he is well supported by knowledgeable governors and key staff.

16. The good leadership of the headteacher has been sustained since the last inspection. The headteacher manages the school well and ensures that there is a clear focus on maintaining high standards. Parents are happy with this aspect of the school's work and most find the staff easy to approach and ready to listen to their views. The headteacher creates an environment where all staff work together well as a team and staff morale is high. There is a clear emphasis on continuing to raise standards across the whole curriculum. Together with an adviser from the acting education authority, he monitors teaching and provides feedback to individuals, helping them to improve. New staff are given a mentor who ensures that they are given the support they need when they take up their appointment. This is especially important as not all the new staff are familiar with the English education system and they have been well supported to ensure that they are very familiar with school routines and the Literacy and Numeracy Strategies. The absence of the deputy headteacher, who is on long-term sick leave, is managed well, with senior staff taking the role of acting deputy head on a rota basis. This ensures that the headteacher is given the support he needs to manage the school and it also gives the staff involved valuable management experience.
17. The co-ordinators in the key areas of English, mathematics and science fulfil their roles well. They are knowledgeable and they have had the opportunity to monitor planning and to influence practice by observing teaching. They are aware of standards in their subjects by looking at samples of completed work and they have shared their findings with colleagues at staff meetings. These co-ordinators also look at pupils' achievements in national tests and use the information obtained to guide future work. An example of this is the focus on raising standards in writing in the lower part of the school, which resulted in more pupils exceeding the levels expected in national tests at the end of Year 2 last year.

18. The only issue for improvement outstanding from the last inspection is the need to raise provision for and standards in ICT. Here progress has been limited. There was an initial drive to buy an up-to-date computer for each class and to ensure that they were all connected to the Internet. Staff also received appropriate training. The momentum was not maintained and, as national expectations grew, the school again fell behind. The co-ordinator for ICT has valuable expertise, but she has not been given the opportunity to share this formally with staff by observing lessons or giving staff training. The school has been active in recent months, however, in developing local links and it has obtained funding through the New Finsbury New Deal project to buy computers for the new ICT suite, which is being established in an empty classroom.
19. The role of the governors was criticised in the last inspection report, as they did not play a significant part in forward planning for the school. This has been addressed and governors now fulfil their roles well. They also meet statutory requirements. Governors have a clear understanding of the school's work and they have a questioning approach to actions taken and the standards achieved. The chair of governors maintains close links with the headteacher so he is kept well informed. Governors visit during the day to see for themselves various aspects of the school's work. Some governors are linked to specific subjects or activities. This gives them a focus for their visits and also enables them to keep other governors up-to-date. Governors are appropriately involved in formulating the school development plan and in maintaining an overview of the school budget. Expenditure is carefully planned to meet identified needs.

The ethos of the school is strong. It is a very caring school with very good relationships and a clear emphasis on encouraging each pupil to achieve his or her best.

20. Staff develop very good relationships with pupils and they are very good role models. Pupils respond well to this approach and they are anxious to please so they try their best. Staff listen carefully to what pupils say and treat their responses with respect. They are encouraging and use praise well. As a result, pupils gain confidence in their own ability and they are willing to share their ideas and opinions. Pupils also learn to respect others' views and they listen well to what others have to say. Through their study of world religions they gain a clear insight into ways of life in different countries and the customs and beliefs of other people. Members of the School Council included the following positive comments in their discussion about what they liked about school. They said "teachers are kind", "teachers will listen" and "teachers help you improve".
21. In lessons, staff give pupils good opportunities to work with others. This begins in the nursery and can be seen throughout the school. Pupils often work with a partner. For example, they have a partner to work with on the computer, which enables them to share their understanding and help each other, as well as learning to take turns and agree on a joint course of action. Small apparatus is provided in the infant playground, which encourages pupils to play together and share equipment.
22. Staff care for pupils well. Administrative procedures are very good. The registers are kept accurately and a close eye is kept on absences and pupils who arrive late for school, or who are not collected promptly at the end of the school day. The headteacher and staff know pupils and their families well and are aware of any difficulties they may have. One of the reasons for the good relationships between parents, pupils and staff is the strong links with the two churches that the school serves. Parents are supportive of the school's work and most ensure that homework is completed. In addition, they help pupils by listening to reading at home. A few parents help in school on outings and with cooking and reading. Parents also raise a considerable amount of money for the school.
23. Pupils' personal development is carefully monitored by class teachers and it is supported well through the use of the 'Here I am' scheme in religious education. Academic progress is carefully recorded in English, mathematics and science and the information used well to guide lesson planning. Teachers have a clear understanding of what individuals need to do to improve. Work in class is tailored to meet the needs of different groups of pupils and teachers give valuable additional support to individuals and groups of pupils as needed. Staff track pupils' progress as

they move through the school so that they have a clear idea of their progress. Pupils with special educational needs, particularly in English, are identified early, which enables the school to give the additional help that pupils need and assist them to make good progress. They have individual education plans, which are clearly focused on what they need to learn to improve, and an additional teacher is employed on four days a week to give them extra help. The school is considering ways of extending individual education plans to include more targets for pupils who have difficulties in mathematics, so that they can also receive additional help.

WHAT COULD BE IMPROVED

Provision for information and communication technology (ICT) across the school, as standards are not as high as they should be and some aspects are not covered in sufficient depth.

24. The last inspection report found that pupils' attainment at the end of Years 2 and 6 was below national expectations and that they were making unsatisfactory progress. Several weaknesses were identified. These included:
 - superficial coverage of some aspects of the subject, such as controlling other devices and data-handling;
 - inadequacies in teachers' subject knowledge;
 - information and communication technology was not used as an integral part of teaching across the curriculum and pupils were not given enough opportunities to use computers;
 - a lack of formal assessments;
 - computers were old, and this, and the limited range of software available, limited pupils' learning.
25. The school initially responded satisfactorily to the weaknesses identified. Each class was given an up-to-date computer with an appropriate range of software and staff received training to raise their levels of expertise and confidence. However, there has been little further input. Meanwhile, the expectations for the use and application of ICT have risen significantly and new staff have joined the school. Additionally, the amount of time allocated for teaching literacy and numeracy has been increased and insufficient time is allocated to teaching ICT.
26. Standards are currently below those expected nationally throughout the school. Pupils are not making sufficient progress and some areas of the ICT curriculum are not covered in enough depth. In the reception and nursery classes, children are given good opportunities to become familiar with the keyboard and to use the mouse to work through simple programs, which also help to reinforce learning in other areas, such as literacy and numeracy. In Years 1 and 2, in some aspects, such as the development of word processing skills and the use of the computer to draw pictures, pupils' achievements are close to those expected. These are the areas in which they are given most opportunities to learn and consolidate their skills, often linked to other subjects. Year 2 pupils, however, have very limited understanding of how to save their own work or the use of peripherals, such as a programmable floor robot. In Years 3 to 6, pupils continue to extend their word processing skills and their use of drawing packages gradually, but they have very limited knowledge of the use of data-handling program, particularly spreadsheets and the use of control and monitoring devices.
27. The main reasons for the unsatisfactory attainment are:
 - not all teachers spend enough time teaching pupils specific skills, partly the result of the lack of curriculum time allocated to the subject;
 - not all aspects of the curriculum are covered in sufficient depth;
 - there is insufficient time for pupils to consolidate their skills, partly because there is only one computer in each classroom;
 - most teachers plan only limited use of ICT across the curriculum and this is mainly restricted to using word processing and graphics, although there is a growing use of the Internet to find out information, especially in the upper part of the school;
 - the co-ordinator has not had the opportunity to monitor teaching and learning and to ensure full coverage of the curriculum;

- most teachers still lack subject knowledge, especially in the use of control and monitoring devices and in data-handling, particularly spreadsheets.

28. The school is now taking clear steps to begin to address some of the deficiencies. However, it will take some time to bring about the necessary improvement in standards, especially in the upper part of the school. A room has been set aside as an information and communication technology suite. New computers are being purchased using funds received through the New Finsbury New Deal. The co-ordinator has good skills to share with colleagues and a clear understanding of how to raise standards. An effective new assessment sheet is being introduced which allows pupils to record their own learning.

Opportunities for pupils to take part in activities outside lessons, especially in Years 3 to 6.

29. At present, there is only one after school club for pupils to take part in. This is the Monday Club, which is run by an outside agency, but supervised by a member of the school's staff. It is limited to pupils in the upper part of the school and the number who can take part is restricted. As a result, it is confined to certain year groups each term. There are no additional activities provided for pupils during the school day outside of lessons, for example at lunchtime. This is a particular disadvantage for older pupils compared to opportunities provided in many schools, which often include sporting activities and the chance for team sports and competitive events with other schools, as well as musical activities.

30. Twenty per cent of parents responding to the questionnaire felt that the range of activities provided outside lessons was unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. To improve further the good practice and high standards evident in many aspects of the school's activities, the governors, headteacher and staff should:

a) raise standards in information and communication technology by:

- extending the number of computers available in the school so that pupils have more opportunities to practise and extend their skills;
- rigorously monitoring the quality of teaching and learning;
- ensuring that enough time is spent on the subject and that all areas of the curriculum are covered in sufficient depth;
- further extending staff subject knowledge and confidence, especially in the use of control and monitoring equipment and data-handling;
- ensuring that assessment procedures are completed to show what pupils know and what they need to do next;
- extending the use of information and communication technology across the whole curriculum

(Paragraphs 24 – 28).

b) investigate ways of providing more opportunities for pupils in Years 3 to 6 to take part in activities outside lessons (Paragraphs 29 and 30).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	10	2	0	0	0
Percentage	0	20	67	13	0	0	0

Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

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)	25	203
Number of full-time pupils known to be eligible for free school meals	N/A	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	56

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	9	10	10
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	79 (96)	86 (93)	86 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	10	10	10
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	86 (89)	86 (93)	83 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	12
	Girls	14	13	14
	Total	26	23	26
Percentage of pupils at NC level 4 or above	School	96 (100)	85 (100)	96 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	11
	Girls	12	12	13
	Total	19	21	24
Percentage of pupils at NC level 4 or above	School	70 (89)	78 (95)	89 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	18
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	119
Any other minority ethnic group	30

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)	9
Number of pupils per qualified teacher	22.6
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	66

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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	2000-1
	£
Total income	599,390
Total expenditure	589,255
Expenditure per pupil	2,655
Balance brought forward from previous year	3,338
Balance carried forward to next year	13,473

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	12	3	0	1
My child is making good progress in school.	79	17	0	0	4
Behaviour in the school is good.	74	25	0	0	1
My child gets the right amount of work to do at home.	61	34	3	1	0
The teaching is good.	77	19	0	0	3
I am kept well informed about how my child is getting on.	61	31	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	81	18	1	0	0
The school expects my child to work hard and achieve his or her best.	82	17	0	0	1
The school works closely with parents.	65	25	8	0	3
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	73	22	0	0	3
The school provides an interesting range of activities outside lessons.	42	22	14	6	13

Other issues raised by parents

None.