

INSPECTION REPORT

All Souls Church of England Primary School

London

LEA area: Westminster

Unique reference number: 101121

Acting headteacher: Ms Rachel Earnshaw

Reporting inspector: Stafford Evans
21217

Dates of inspection: 5th - 8th November 2001

Inspection number: 198177

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior with a nursery class
School category:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Foley Street London
Postcode:	W1W 7JJ
Telephone number:	0207 641 4707
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Richard Bewes
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	English Information and communication technology Physical education Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs C. Laverock 15527	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr G. Logan 11810	Team inspector	Mathematics Geography History Music Equal opportunities	How good are curricular and other opportunities?
Mrs T. Galvin 21020	Team inspector	Foundation Stage English as an additional language Science Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Souls is a Church of England Voluntary Aided primary school with a total of 167 pupils on roll aged from 4 to 11 years. There are 18 full-time and 16 part-time children in the nursery class. The school is smaller than other schools nationally. There is no significant difference in the number of boys and girls in the school. Attainment on entry to the nursery class at the age of three years is below that expected for children this age. The percentage of pupils in the school identified as having special educational needs - 28 per cent - is above the national average. Two pupils have a Statement of Special Educational Need, proportionately less than in most primary schools in the country. The percentage of pupils entitled to free school meals is twice the national average. The school is in the West End of London and serves a population of great ethnic, religious, cultural and social diversity. Sixty-seven per cent of pupils are from ethnic minority backgrounds. Sixty per cent of pupils speak English as an additional language, and they speak between 20 and 30 different home languages. Bengali speakers are the largest individual language group. During a school year at least 25 per cent of pupils join other than at the usual time of first admission and/or leave other than at the usual time of leaving or transfer. The school receives extra funding from the Excellence in Cities initiative.

HOW GOOD THE SCHOOL IS

All Souls school is a very effective school and gives good value for money. It is a vibrant and exciting place to learn. Good teaching including that for English as an additional language ensures all pupils learn well. By the end of Year 6 pupils attain standards that are above the national average in English and science, and in line with the national average in mathematics. The school provides a rich and broad curriculum that reflects the cultural diversity of the community. There is a caring and supportive ethos in the school and the pupils feel very valued. The acting headteacher, staff, governors and parents successfully promote racial harmony. The acting headteacher provides high calibre leadership.

What the school does well

- Pupils, including those identified as having special educational needs and those who learn English as an additional language, achieve well by the time they leave the school. Pupils attain standards that are above the national average in English and science.
- There is a significant amount of good and very good teaching that positively affects pupils' learning.
- The pupils like school very much. Their attitudes to school, behaviour and relationships with one another are very good. There is an absence of oppressive behaviour and pupils show a great respect for the feelings, values and diverse beliefs within the school.
- Staff place a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. This successfully promotes respect and understanding of diverse cultures, languages and ethnic groups including faith groups. As a result, pupils' personal development is very good.
- Teachers provide a broad and stimulating range of work for pupils, including those with special educational needs and those who learn English as an additional language. This promotes the high achievement of all pupils.
- The acting headteacher provides very good leadership. She, very ably supported by the senior teachers, governors, staff and parents, sustains a culture within the school of high expectations of success and where everyone's efforts are valued greatly.

What could be improved

- Long term strategic financial planning needs to improve.

The area 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 October 1997. The school has made good improvement since the last inspection and is well placed to build on this further. The very many strengths identified then have been maintained. Very importantly, the acting headteacher continues to provide very good leadership identified in the last inspection that was provided by the recently retired headteacher. Standards of attainment are higher now than those reported on in the last inspection report. Teaching continues to be of good quality. The work teachers prepare for the pupils to do in English, history, geography and design and technology is planned more effectively - a key issue for action from the last inspection. The way teachers assess pupils' work and the use teachers make of the results of the assessment are much better now than at the time of

the last inspection. Inspectors identified this as another key issue for action last time. The school strives to improve pupils' attendance and punctuality and they have improved since the last inspection, but remain below the national average.

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	D	C	C	A
Mathematics	C	D	D	B
Science	A	D	B	A

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

Inspection evidence indicates that standards of attainment are currently higher in English and mathematics than those shown in the table above for 2001. Standards are above average in English, and in line with the national average in mathematics. Standards in science are the same as those shown in the table above for 2001. By the time pupils leave the school at the end of Year 6 they achieve well in relation to their prior attainment. The school achieves very well in comparison with similar schools. The school analyses thoroughly the comparative attainment of different groups of pupils and this indicates there is no underachievement of any group of pupils. Inspection evidence confirms this. For example, Bengali speaking pupils achieve similarly to their classmates. Also, there is no significant difference in the attainment of girls and boys. Pupils with special educational needs, those with English as an additional language and those identified as gifted and talented make good progress. By the end of Year 6, pupils achieve high standards in information and communication technology, and very high standards in singing. They attain standards in line with national expectations in other subjects. By the end of the Foundation Stage children make good progress and attain standards in line with national expectations. Pupils build on this progress satisfactorily and by the end of Year 2 attain in line with national expectations in all subjects, except music in which they achieve higher than expected standards. The setting of attainment targets by the end of Year 6 is a difficult process because a very significant number of pupils arrive in the school after Year 2 and also a very significant number leave before Year 6. Teachers set targets for individual pupils and these are appropriate and sufficiently challenging. They take good account of pupils' prior attainment and their level of English language proficiency. The targets set for the 2001 national test for the Year 6 class as a whole were not met. Targets for the current Year 6 class are appropriate and sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are polite to each other and to adults. There is some inappropriate behaviour on the stairways.
Personal development and relationships	Pupils have very good relationships with one another and with the adults in the school. Pupils value other pupils' beliefs, cultures and backgrounds.
Attendance	Pupils' attendance is unsatisfactory when compared with the national average. However, it has improved over the last few years. The majority of pupils have good attendance, but there are a few with low levels as a result of illness, family difficulties or long-term absences abroad. A significant number of pupils regularly arrive at school late and miss the start of lessons.

TEACHING AND LEARNING

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

The quality of teaching is good. Throughout the school, the teaching has many strengths and few weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy, the mainly very good management of pupils' behaviour, teachers' secure subject knowledge and very good marking of pupils' work. Support staff make a positive contribution to pupils' learning. The teaching of English and mathematics is good. The quality of teaching of pupils with special educational needs and those who speak English as an additional language is good. The needs of the highest attaining pupils are met effectively, including pupils identified as gifted and talented. A weakness in the teaching is in a very small minority of lessons when pupils' behaviour is not managed effectively. This adversely affects their learning.

The quality of pupils' learning is good. Pupils are very keen to learn and work hard. They show a real interest in what they learn, concentrate well and, from the earliest age, work independently. When appropriate they work co-operatively and collaboratively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum for children in the Foundation Stage covers all the national Early Learning Goals. ¹ The school provides a broad range of work that is interesting and relevant to pupils in Years 1 to 6.
Provision for pupils with special educational needs	The school's programme for pupils with special educational needs is very good. It is very effectively organised to identify pupils who need additional help. This ensures they make similar progress to that of their classmates. Support given to pupils with statements of special educational need is good.
Provision for pupils with English as an additional language	Children at the early stages of learning English as an additional language are given good additional support by the bilingual support assistants in their home language - Bengali. In Years 1 to 6 pupils who learn English as an additional language are given good additional support by the ethnic minority achievement grant teachers. Through this good provision the school ensures that pupils have equality of opportunity in order to take full advantage of the curriculum experiences that teachers give them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is a very significant cornerstone on which the school's success is built. Provision is very good. The school successfully teaches pupils to appreciate their own cultural traditions and the diversities and richness of other cultures.
How well the school cares for its pupils	The school is a caring harmonious community where pupils feel secure. Members of staff treat the pupils with understanding and respect. Appropriate procedures for Child Protection are in place. The monitoring of pupils' academic performance and personal development is very good. Some health and safety procedures are not implemented with sufficient rigour.

The school has very effective links with parents. Parents give good support to the school.

¹ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal and social and emotional development. Most children should reach the early learning goals by the time they enter Year 1.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher demonstrates a very firm grasp of what the right priorities are for the school and puts pupils and their achievements first. She is very ably supported by the acting deputy headteacher. There is a very good team spirit among staff and a definite shared commitment to succeed. Subject co-ordinators make a good contribution to the success of the school.
How well the governors fulfil their responsibilities	The governors are very well organised and thorough in their approach. They have a very firm grasp of the strengths and weaknesses of the school. They work closely with the staff in their efforts to achieve high standards.
The school's evaluation of its performance	The school monitors very closely and evaluates effectively its performance. It knows its strengths and areas that require improvement.
The strategic use of resources	There is not a clear link between school development planning and budget setting. The principles of best value are applied satisfactorily. The school uses very efficiently the funds provided from the Excellence in Cities initiative. The school is well staffed. Although the quality of accommodation is satisfactory overall, there are significant shortcomings in provision for physical education. There are sufficient learning resources in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-three questionnaires were returned. This was 30 per cent of those sent out. Seven parents made a written response. Twenty-three parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Some parents feel there are insufficient extra-curricular activities.

Parents think this is a very good school and the inspection confirms this. Inspectors agree with the positive features identified by the parents. The programme for extra-curricular activities is satisfactory at present. Provision has been adversely affected recently as a result of the high turnover of teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings indicate that standards in reading, writing, mathematics and science achieved by pupils by the end of Year 2 are satisfactory in comparison with all other schools, and high when compared with those schools similar to All Souls. This is reflected in their results in the 2001 national tests in reading, and is an improvement on their performance in writing, mathematics and science. By the end of Year 2, in music pupils attain standards that are above those found in most schools. In all other subjects standards are satisfactory. Pupils make satisfactory progress by the end of Year 2 when compared with the standards they achieved at the end of the Foundation Stage. Their rate of progress is faster in Year 2 than in Year 1.
2. The main reason for the improvement in writing, mathematics and science standards is the difference in the ability of this year's Year 2 when compared with last year's. Forty per cent of last year's Year 2 class were identified as having special educational needs, with 10 per cent requiring specialist support. This year's Year 2 has 30 per cent with special educational needs, and no one who requires specialist support. Last year, two pupils arrived during the year with no prior knowledge of English and one new entrant had no previous schooling. Also, this year the school is targeting the improvement of pupils' writing as a priority and this positively affects pupils' standards. Achievement in reading remains unchanged because the school places a great priority on the teaching of reading. It provides very good support for pupils who have difficulty learning to read.
3. Pupils achieve well by the time they leave the school and standards are higher than they were at the time of the last inspection. By the end of Year 6, inspection evidence indicates that standards in English and science are above the national average, and in line with the national average in mathematics. There are a significant number of pupils in Year 6 who achieve above nationally expected standards in mathematics. In comparison to similar schools, standards are very high. Pupils achieve very high standards in music and high standards in information and communication technology. Standards in other subjects are satisfactory. By the end of Year 6 pupils make good progress compared with their prior attainment. Throughout the school there is no significant difference in the attainment of boys and girls.
4. Standards achieved by the current Year 6 in English and mathematics are higher than the results of the 2001 national tests. The main reason is the quality of teaching is significantly better. Also the ability of the current class is better than last year's class. This is reflected in the fact that fewer pupils have special educational needs. For example, last year two pupils had statements of special educational need compared with none this year. Standards in the current Year 5 are of a particularly high standard.
5. Attainment on entry to the nursery class is below that expected for children of this age. Sixty-six per cent of the children are at the early stages of learning English. Most of these children do not have the everyday English vocabulary to describe their ideas and experiences clearly and confidently. Through good teaching in the main and very good attitudes to their learning children achieve well. By the time children reach Year 1, their attainment meets the expectations of the Early Learning Goals in all the areas of the curriculum, except personal, social and emotional development. In this area they achieve above nationally expected standards. This is because of the very good curriculum that staff provide.
6. There is no significant difference in the achievement of pupils of different ethnic backgrounds. All pupils achieve as much as they can. Pupils with English as an

additional language make good progress in the Foundation Stage and in Years 3 to 6. In the main this is because of the good quality teaching by classroom teachers. These teachers promote pupils' spoken English skills effectively. In Years 1 to 2, pupils make satisfactory progress over time. This is because the teaching of class teachers is satisfactory in the main. The bilingual support assistants in the Foundation Stage and the ethnic minority achievement grant support teachers contribute positively to the progress that pupils make.

7. Pupils with special educational needs make good progress towards their individual education plan targets. The progress in reading is particularly good because of the support pupils receive when working towards their individual targets. Pupils with special educational needs have very good attitudes to their work and this has a positive effect on their progress. There are eight pupils identified as gifted and talented and they all make good progress. The gifted and talented pupils represent the very broad range of ethnic diversity within the school.

Pupils' attitudes, values and personal development

8. As in the last inspection, pupils' attitudes to school are very good and affect positively pupils' learning. They are better in the Foundation Stage and Years 3 to 6 than in Years 1 and 2. This is due to the consistently good teaching, which the youngest and oldest pupils receive. When teaching is not as good, pupils' attitudes to learning and their behaviour in lessons is adversely affected, and on one occasion was unsatisfactory. Pupils are very enthusiastic about school and respond very positively to all that is provided for them. They are keen to ask and answer questions in lessons and concentrate well.
9. Most children have very good attitudes to their learning in the Foundation Stage. Children work together as friends and their behaviour is very good. They show good levels of concentration, initiative and independence for this age. Nursery children begin to value what others say by taking turns to speak and listening carefully and reception children do this well.
10. Pupils in Years 1 to 6 are very well behaved in and around the school. This is an improvement since the last inspection when behaviour was described as good. Parents endorse this and describe behaviour as 'fantastic'. There is no bullying, sexism or racism and racial harmony is evident throughout the school. Pupils confirm this to be the case when they describe it as 'a safe school in which everyone is treated equally'. Pupils have a very good understanding of the impact of their actions on others and show respect for others' feelings, values and beliefs. They are extremely tolerant of each other and show a mature and growing understanding of different viewpoints. Parents confirm this view. There has been one pupil excluded in the past 12 months and this is the only exclusion the school has had for many years.
11. Pupils' relationships are very good. This also represents an improvement since the last inspection. Pupils work constructively and co-operatively in groups and productively on their own. For example, in a Year 3 literacy lesson on story settings, pupils helped each other use dictionaries without being asked. Pupils demonstrate initiative around the school and develop independence in their learning. In a Year 4 science lesson on molecules, for example, the higher-attaining pupils were encouraged to research the Internet to further their learning. Year 6 pupils have responsibilities around the school; for example, they prepare the hall for assemblies and help look after younger pupils in the playground. This contributes very effectively to their personal development.
12. As in the last inspection, pupils' attendance is unsatisfactory when compared with the national average. However, it has improved over the last few years, but the national

average has also gone up. Rates of attendance are similar to that of other schools in the area. The majority of pupils have good attendance, but there are a few with low levels as a result of illness, family difficulties or long-term absences abroad. A significant number of pupils regularly arrive at school late and miss the first few moments of lessons as a result.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good for children in the Foundation Stage and for pupils in Years 3 to 6. It is satisfactory for pupils in Year 1 and good in Year 2. The teaching of music is of outstanding quality. In the school as a whole, the teaching is satisfactory or better in 98 per cent of lessons. It is excellent in 16 per cent, very good in 23 per cent, good in 34 per cent and satisfactory in 25 per cent. It is unsatisfactory in 2 per cent of lessons. Teaching is a strength of the school and has a positive effect on pupils' attainment and progress. The high calibre of teaching identified in the last inspection report has been maintained.
14. The quality of teaching for the Foundation Stage is good in the main. It is good and occasionally very good in the reception class. This is because the reception teacher sets clear targets for what children are to achieve in each of the group activities. Also, she has careful systems for assessing what children achieve in their work. She uses these successfully to plan future work for them. Teaching is satisfactory, and sometimes good, in the nursery. Nursery and reception staff, who work together well as a team, manage children's behaviour very well. This is underpinned by the very good relationships that they have with them and clearly established classroom routines. Staff praise children's efforts and achievements frequently and this fosters their self-esteem, confidence and learning. Staff work together effectively as a team and they have a secure understanding of how young children learn through practical activities. This is shown in the methods that they use to gain children's interest and motivate them to learn. They teach basic skills well, such as number work in mathematical development. The bilingual support staff give good additional support to developing bilingual children in their home language (Bengali). This has a very positive effect on children's learning. There are no children with special educational needs.
15. In the teaching of pupils in Years 1 to 6, teachers' planning shows clearly what they want different groups of pupils to learn in each lesson. This ensures pupils know what is expected of them in lessons and their learning is very focused. Teachers use a range of appropriate teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. Teachers show respect to pupils by using culturally sensitive language. They use questioning skills to help pupils learn and encourage pupils, particularly those who are reticent, to respond in ways which boost their self-esteem. These teaching approaches motivate the pupils to want to learn. For example, in a Year 5 numeracy lesson, pupils, through skilled questioning by the teacher, gave clear and precise explanations of how they complete their calculations. In the same lesson pupils calculated mentally complex problems involving multiples of seven. This was as a result of good teaching of basic arithmetical skills. In a Year 5 literacy lesson taught by a support teacher for ethnic minority pupils, pupils learning English as an additional language extended their vocabulary and its use through a carefully structured lesson on adverbs. This work built very effectively on pupils' previous learning.
16. Teachers mainly have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. Pupils' behaviour is mainly managed very effectively. As a result, little time is wasted in lessons and the pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons

and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff effectively to support pupils' learning. Support staff contribute positively to pupils' progress.

17. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is a particular strength. The use of the computer suite provides frequent opportunities for the use of information and communication technology to support learning in, for example, English, mathematics, art and science. Pupils respond by being attentive and keen learners.
18. There is room for improvement in some aspects of the teaching. Work is not always matched accurately to the varying needs of these pupils. This is particularly relevant in science. Pupils' behaviour is not always managed effectively. This resulted in unsatisfactory standards of behaviour and disruption to pupils' learning in the science lesson observed.
19. The teaching for pupils who learn English as an additional language is good for children in the Foundation Stage - reception and nursery classes - and for pupils from Years 3 to 6. Teaching is satisfactory in Years 1 to 2. This is a similar picture to the general pattern of teaching in the school overall. This is because two-thirds of the pupils are learning English as an additional language and the vast majority of lessons are planned and taught mainly by the classroom teacher. The additional support for pupils who are learning English as an additional language is more effective where classroom teaching is good because the support staff and teachers work under the direction of the class teacher. Children in the Foundation Stage receive good additional support from bilingual support assistants in their home language (Bengali). This has a very positive effect on their learning. Class teachers keep good records of the progress of all pupils, including pupils with English as an additional language. They use these to plan work for pupils that matches well their individual needs.
20. Where teaching is good teachers use skilful questioning to develop the everyday vocabulary that pupils who are learning English as an additional language need to describe their ideas and experiences. This was evident in a science lesson taken by the class teacher in Year 5. In a good literacy lesson in the same year group, the ethnic minority achievement grant teacher provided many opportunities for pupils to speak. The pace of the lesson was brisk and she matched very well the work to pupils' needs. As a result, pupils made good gains in their English speaking skills and in the knowledge and understanding of adverbs. One of the ethnic minority achievement grant teachers develops very successfully the literacy skills of targeted pupils with English as an additional language. He does this across the school through design and technology and science lessons. He plans carefully these lessons to develop pupils' everyday vocabulary as well as the specific subject vocabulary. He assesses effectively pupils' achievements in both subjects. This has a very positive effect on pupils' learning in literacy, design and technology and science.
21. There is early identification of special educational need, which enables teachers to address any possible issues. There are good quality individual education plans. Targets are clear and measurable; for example, being able to read certain letter sounds. Individual education plans are linked particularly well to the English aspect of the National Curriculum. Teachers are aware of the needs of all their pupils. They make sure reading materials are suitable for pupils who find reading difficult. In lessons, teachers and support assistants support very effectively pupils with special educational needs. The careful planning of programmes by teachers and special educational needs support staff ensures that pupils with statements of special educational needs achieve well.

22. The quality of literacy and numeracy teaching is good. The following are examples of how good quality teaching positively affected pupils' learning:
- In a Year 2 literacy lesson about writing instructions, the teaching and learning were very good. The teacher demonstrated very secure knowledge of the National Literacy Strategy. This meant pupils spent appropriate amounts of time listening, answering questions and working independently. The teacher questioned the pupils skilfully so that they were challenged intellectually and encouraged to bring previous learning to bear in formulating their answers. The teacher matched carefully the work to pupils' varying needs. For example, more able pupils wrote all their sentences unaided. They achieved standards at a level higher than that expected for pupils this age.
 - The teaching and learning were very good in a Year 3 numeracy lesson on multiplication patterns. What the pupils were expected to learn was clearly set out in the planning. The teacher began the lesson with a clear introduction in which she ensured pupils knew what they were expected to learn by the end of the lesson. The teacher used direct and sustained questioning to check out previous learning and challenge pupils to explain their learning. Support staff were very well deployed to ensure pupils with special educational needs made good gains in their knowledge and understanding of multiplying by three.

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

23. The school provides a good curriculum, which is broad, balanced and relevant, for pupils in Years 1 to 6. The curriculum planned for children in the Foundation Stage is good, providing a broad range of experiences for the children. It is based on the areas of learning recommended for young children, with good support for the development of basic skills. As the year progresses, the most able children in the reception class begin to work within the National Curriculum. The provision prepares children effectively for the National Curriculum and the next stage of learning.
24. The curriculum for pupils in Years 1 to 6 meets the requirements of the National Curriculum very successfully. The school responds to its particular circumstances by placing considerable emphasis upon the teaching of mathematics and literacy, and this improves standards in these key areas. Children in the Foundation Stage - nursery and reception - who are at the early stages of learning English as an additional language are given good additional support by the bilingual support assistants in their home language - Bengali. In Years 1 to 6, pupils who learn English as an additional language are given good additional support by the ethnic minority achievement grant teachers. Through this good provision the school ensures that pupils have equality of opportunity to take advantage of the curriculum experiences that teachers give them.
25. The allocation of curriculum time to individual subjects is satisfactory. However, the school's adherence to a 'topic' approach, with the integration of a number of subjects within a thematic framework, makes it difficult to ensure that sufficient time is allocated to the discrete subject areas and systems are not in place to enable the school to monitor this with sufficient rigour. Aspects of some subjects suffer as a consequence. For example, there is little evidence that some elements of the geography curriculum, such as map work, are covered to sufficient depth and this is a potential weakness in the school's approach. The overall curriculum time in the school falls below the minimum recommended.
26. A very good curriculum has been developed to support pupils' personal, social and health education. All the necessary elements are in place, including sex education, drug

awareness and citizenship. Some components are taught discretely, or in circle time², where pupils have an opportunity to discuss their concerns and to listen to others. Other aspects, such as sex education or health education, are more closely linked to science or physical education. The school prepares pupils successfully for the next stage of their education.

27. The quality of the curriculum has continued to improve since the last inspection, particularly in the provision for English, history and design and technology. The school has adopted the strategies for teaching the basic skills of literacy and numeracy with success. The National Literacy Strategy is securely established with good practice evident throughout the school. Teachers provide very effectively opportunities for the use of literacy across the curriculum. This is strongly evident in subjects such as science and history, but less so in geography. The school implements the National Numeracy Strategy very successfully. This has a positive effect upon standards in mathematics. Many pupils have secure number skills. However, the application of these skills is occasionally constrained by restricted language skills. There are consequent challenges for younger pupils in particular, when mathematical tasks are embedded in sentences and when it is necessary to make crucial inferences as to what strategy should be used. The good use of numeracy skills is evident in science.
28. The school has adopted the recently produced national guidance for planning pupils' work. Teachers are working towards the implementation of amended versions, more closely aligned to the school's needs. There is a strong emphasis on the development of cross-curricular links. Therefore, art activities will often be closely aligned to work in, for example, history. The school has produced a whole-school plan that provides an overview of what is to be taught to each year group. Planning is thorough, provides a clear framework for the teaching and is supportive to teachers, including those with limited specialist skills in subjects such as music, design and technology or science.
29. All pupils have excellent equality of access and opportunity to the curriculum. This is a highly inclusive school, which takes appropriate account of pupils' ages, attainment, gender, ethnicity and needs. The opportunities provided for pupils with special educational needs are very good and the school implements the Code of Practice³ fully. Pupils on the register of special educational needs are set appropriate, focused targets in their individual education plans. The in-school support for pupils with statements of special educational need is good.
30. The programme for extra-curricular activities is satisfactory at present. Provision has been affected recently as a result of the high turnover of staff and the significant number of staff in school on a temporary basis. The range of activities during school time includes a homework club, dancing club and the environmental club. Other opportunities, including sports clubs, are accessed through the school's partnership with the local parish 'Clubhouse' and many pupils take advantage of these. The curriculum is significantly enhanced by a programme of visits outside school, including an annual residential visit, and a range of visitors to the school. The school draws very successfully upon its advantageous location in Central London and ready access to a range of outstanding museums and arts facilities. The school has good links with the community, in particular the local police liaison officer, and satisfactory links with the few neighbouring schools and partner institutions, including teacher training.

² During circle time pupils discuss a wide range of personal and general issues. It is agreed by all the pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other pupils.

³ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

31. The provision for the spiritual, moral, social and cultural development of pupils from Years 1 to 6, and children in the Foundation Stage in the nursery and reception classes, is very good. It has a very significant effect on pupils' learning within a caring Christian ethos. The school has maintained the high standards noted in the previous inspection.
32. Collective worship makes a significant contribution to pupils' spiritual development. An outstanding feature is that staff teach very effectively the assembly theme throughout the curriculum, for instance in art, geography, history as well as religious education. Staff and visitors make good use of artefacts in assemblies to gain pupils' attention and promote effectively their learning. A teacher used fruit, flowers and incense to illustrate effectively worship in Buddhism. Time is provided for prayer and reflection, and singing and music contribute to the feeling of spirituality. The very good links that the school has with All Souls clubhouse contribute very positively to pupils' development. Pupils visit it for services, such as the harvest festival, and the clubhouse staff take regularly collective worship in the school. The clubhouse vicar brought out very well the different ways that people show respect in places of worship. He did this through telling the story of 'Moses and the Burning Bush' in an interesting and entertaining way. Staff give pupils many opportunities to reflect upon their work in all subjects. Pupils drew and painted their special places. A Year 1 pupil wrote 'My special place is St. Lucia because my Grandad and Nanny are there.' Nursery children were filled with wonder as they blew bubbles in the outdoor play area and watched them blow away.
33. The school promotes very strongly pupils' moral development through the very good example that staff give of care and respect for others. For example, teachers in the Foundation Stage listen carefully and with genuine interest to what children have to say and this shows that they value their contributions. Staff use a variety of strategies to encourage pupils' efforts and achievements in their work and behaviour, such as constant praise, and awards such as certificates, 'Golden Time' and 'The Golden Book'. These raise pupils' self-esteem and confidence and motivate them to learn and behave very well. The school has a charter of rights and each year classes are involved in producing their own classroom rules. Staff have a friendly and consistent approach to managing pupils' behaviour. They focus on one positive aspect of pupils' behaviour each week. During the inspection week it was co-operation. As a result, pupils are aware of the need to take responsibility for their own actions and develop a clear sense of right and wrong. They know the rules about acceptable behaviour at lunchtime, playtimes and in lessons. The school provides lessons in which pupils discuss their feelings and actions whilst sitting in a circle, which the school calls circle time. Staff also give pupils the opportunity to discuss their feelings and actions when incidents of misbehaviour occur, for example in a science lesson in Year 1. These strategies contribute very positively to pupils' moral development. The vast majority of parents feel that the school helps their children to become mature and responsible.
34. The very good relationships between staff and pupils underpin the provision for pupils' social development. The provision in classrooms is better in the Foundation Stage and in Years 3 to 6 than in Years 1 to 2 because of the better quality of teaching. Teachers give pupils of all ages many activities in which they practice and develop their social skills through working together as friends. Pupils are given talk 'buddies' in discussions in literacy lessons. In a Year 4 science lesson, higher-attaining pupils helped lower-attaining pupils with their written work. The school provides very well for the social development of all pupils in the outdoor playtimes. It provides attractive areas with seating for quiet activities and a variety of equipment for physical activities, including the nursery play area. This is an improvement since the previous inspection. Teachers make very good use of visits into the wider community to promote pupils' social development. Years 5 and 6 pupils have a residential visit each year. The school promotes very well pupils' sense of citizenship. It has a playground project. Year 6 pupils are taught playground games then paired as playtime 'buddies' to nursery and

reception children to teach them these games. Year 6 pupils are involved in a junior citizenship scheme run by the support services, such as the police. A parent takes an environmental club for Years 5 and 6 pupils after school. They are devising plans to make further improvements to the playgrounds. All pupils raise money for charities each year.

35. Teachers promote very effectively pupils' own cultural traditions and the diversity and richness of other cultures through subjects, such as art, music, geography and history. Pupils listen to a wide range of music. They study the work of famous artists, such as Van Gogh and Leonardo da Vinci, and important periods in history, such as Ancient Greece and World War II. Christianity and other faiths are studied in religious education, for example Islam. The main religious festivals of Christianity and other faiths are celebrated. The school makes very good use of local facilities to enrich significantly pupils' development. Pupils visit museums and art galleries, a mosque and All Saints Church. Year 5 pupils visit the zoo and pupils in Years 1 and 2 visit the seaside. Visitors from the community also make the provision significantly better. Year 4 pupils are involved in the excellent Handel House music project. A visiting artist works with gifted and talented pupils from Years 4 to 6. People from the community contribute to the school's creative arts week, such as Indian and Bengali dancers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. As in the last inspection, staff know individual pupils well and take good care of them. The school's aim to develop every child's potential is very successfully achieved. Parents state that, 'the school brings out the best in pupils'. Pupils say that, 'teachers help us with our work'. Staff are fully aware of each child's physical, emotional and intellectual needs and respond to them in a positive and supportive way. The school has a learning mentor funded through the Excellence in Cities initiative and she provides very good support to particular pupils through targeted pastoral care programmes.
37. There is very effective monitoring of each pupil's academic performance and personal development. All pupils, regardless of their ability, are well catered for. There is a register of gifted and talented pupils and they receive specialist tuition to ensure they make good progress in their learning. Those pupils who have the most difficulty with their reading are put through a reading recovery scheme, which is also good provision. Parents speak very highly of this.
38. There are very good procedures for monitoring and improving attendance. Parents confirm they are chased if they do not give reasons for their child's absences. Teachers maintain registers accurately and the school rigorously records late arrivals. Lots of measures are in place to improve attendance and punctuality and the school should be commended for their efforts. Parents confirm that the school often reminds them to ensure their child arrives at school on time. The learning mentor has been particularly effective in improving both the attendance and punctuality of the poorest attenders by working on their attitudes and behaviour and liaising closely with their families. Registration is carried out promptly at the beginning of each session and pupils receive a friendly welcome when they arrive at school each day. Because attendance and punctuality are still unsatisfactory when compared with the national average, they have been identified as issues for the school to continue to focus their efforts on. Pupils with English as an additional language who are going on extended family holidays are usually given some work to complete while they are absent. They are given additional targeted support on their return to compensate for the work they have missed.
39. There are very good procedures for monitoring and improving behaviour. Pupils are clear about school rules and value the reward system, for example, being student of the week. Procedures for monitoring and eliminating oppressive behaviour are extremely effective.

Parents confirm this to be the case. No bullying was observed during the inspection and parents and pupils talk about the school being a safe place. Staff deal with any minor incidents that occur swiftly and effectively. This is supported by circle times in each class and a weekly focus promoted through assemblies. During the week of the inspection, the focus was co-operation and this was effectively fostered throughout the school, including by lunchtime staff who gave rewards when they saw pupils being co-operative. There is good liaison between lunchtime staff and class teachers to ensure they are aware of anything affecting specific pupils. A key issue at the time of the last inspection was to improve behaviour on the stairways by supervising pupils more closely. This has been partially addressed, particularly at lunchtimes, but still needs attention first thing in the morning and after morning break.

40. Procedures for assessing pupils' attainment and progress are very good. This represents very good progress since the last inspection when it was identified as a key issue for improvement. Teachers assess every pupil when they start in the nursery and reception class. Pupils are reassessed at the end of their time in reception and this information is used effectively to assess their potential by the end of Year 2. Assessment information that is produced is thorough and effectively guides curriculum planning and whole-school priorities. It is in place for all subjects and is particularly good in science, English, design and technology. Regular assessments are made of each pupil's progress in English and mathematics and these are kept in a book along with end-of-topic assessments for other subjects. The assessment made of progress of pupils with special educational needs is also very good.
41. The assessment systems for pupils who are learning English as an additional language are satisfactory. The school carries out an audit and ethnic minority achievement grant teachers assess pupils' learning twice a year in accordance with local education authority guidance. They do not keep additional ongoing records, for example, of the progress of pupils who are at the early stages of speaking English. The school analyses the performance of pupils from different ethnic groups. This information indicates that there is no significant difference in the achievement of pupils from different ethnic groups.
42. Procedures for child protection and ensuring pupils' welfare are satisfactory. The learning mentor is the designated teacher for child protection. Her training is up to date and she has made sure all staff are aware of the procedures to follow should they have any concerns. The child protection policy is inadequate to guide practice though, although it is in the process of being amended. It does not include the signs which staff need to look out for and what the reporting arrangements are. This needs addressing.
43. Whilst pupils are taken good care of by staff, and parents support this, policies to underpin this care are brief and do not give clear guidance to staff. This is an area of the school's provision that has been neglected. At the time of the last inspection, procedures for health and safety were described as good. This is no longer the case. For example, there is no qualified first aider on the staff during the school day. Systems for notifying parents of minor accidents do not always work and no written records are maintained when staff administer medication on behalf of parents. Arrangements for the supervision of Years 3 to 6 pupils in the playground during break times are inadequate as only one member of staff is on duty. The arrangements for returning registers to the office during afternoon sessions are not well established nor are procedures for recording visitors to the site. There is no supervision of Years 3 to 6 pupils on the stairs when they return to their classes at the end of break times and this needs addressing. This was identified as a key issue at the time of the last inspection and despite various attempts to address this, supervision is still inadequate. The school needs to ensure that procedures are in place for all aspects of health and safety and that these are rigorously implemented.

44. Lunchtimes are adequately supervised and staff take good care of pupils in the playground. They provide a good range of activities that help keep pupils occupied and ensure quiet areas are respected. The majority of lunchtime staff have good relationships with pupils and are good role models in the way they speak to them. However, this is not always the case and sometimes pupils are not addressed positively. The recently introduced system of whole classes waiting for each other to finish their lunch causes high levels of noise in the dining room as pupils are keen to return to their playground.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' and carers' views of the school are very positive in almost all areas. This is an improvement since the last inspection. They feel their children make good progress and the school is well led and managed. They state that behaviour is good and their child is helped to become mature and responsible. They say teaching is good, that teachers have high expectations and the right amount of homework is given. Several parents took the trouble to write to the registered inspector expressing enthusiastic support of the school. The inspection team agrees with all parents' positive views. The only area with which a significant proportion of parents are dissatisfied is that of after-school activities. There is a limited range at the moment compared with the past. This is due to staff sickness and teachers working on secondment elsewhere and this explains parents' current dissatisfaction.
46. The school's links with parents are very effective. Parents find staff approachable and friendly. In particular, they value the office staff and school keeper. There is an active parents' association, which is chaired by a member of the support staff. As well as raising valuable funds for school resources, the association's aim this year is to involve more parents in the life of the school. A few parents help regularly in classes and one runs the weekly homework club. Several parents accompany pupils on educational visits around London. Parents are regularly invited into the school to see what their children are involved in. For example, during the week of the inspection 16 parents attended a musical rehearsal by Year 4 pupils before they performed at the opening of the Handel House Museum.
47. As in the last inspection, the quality of information provided for parents is good and parents feel well informed about their child's progress. The school provides regular newsletters and tells parents what is to be taught and how they can help with their child's learning at home. Annual reports are good. They provide a thorough analysis of strengths and weaknesses in each subject. The best reports also include specific targets for future development. The communication with parents of children who are learning English as an additional language is satisfactory. The Bengali speaking bilingual assistants communicate informally with parents at the beginning and end of the school day, for instance in the nursery. Written translations are produced for parents when they are required.
48. The majority of parents are supportive of their child's learning at home. They hear their child read and assist them with homework tasks. For the pupils whose parents do not provide this sort of support at home, the school compensates for this well with a programme of volunteer readers and a lunchtime homework club.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is very well led by the acting headteacher, who provides influential and supportive leadership. The acting deputy headteacher, who together with the headteacher provide a very good interim senior management team, very ably supports her. The acting headteacher makes it a priority to value everyone within the school community and ensure they develop their full potential. This creates a very positive ethos, which reflects the school's aims and commitment to a very effective learning environment, very good relationships and equality of opportunity for all. The acting headteacher made it a priority to ensure the new teachers this term received high quality induction. She monitored very closely, evaluated very carefully and supported very skilfully the quality of their teaching. Therefore, despite there being a large proportion of new temporary teachers in the school the quality of teaching is of a high standard. This setting of very appropriate short-term priorities for the school, and managing them very effectively, ensures the acting headteacher maintains the very good quality of leadership that was provided by her predecessor.
50. All staff very ably support the headteacher. There exists a very good team spirit among all the staff and there is a shared commitment to achieve high standards. Subject co-ordinators provide good leadership overall. The co-ordination of special educational needs is very good - provided by the acting headteacher and very ably supported by a senior teacher. There are very good procedures in place to ensure that all pupils with special educational needs receive the help and support they need.
51. The governors are very well organised and demonstrate a good understanding of their roles. Some governors are active in the life of the school and all governors keep themselves well informed about what is going on in the school. They have a clear picture of how the school performs and a very good knowledge of the school's strengths and weaknesses. The governing body fulfils all statutory requirements. The performance management arrangements are good and meet requirements.
52. The school development plan is good and provides a clear picture of how the school wants to move forward. Priorities for development are appropriate and the school takes effective action to meet its targets. However, there is no clear link between the school development plan and the budget setting process. There are no long-term outline financial forecasts based on trends in pupil numbers, staff salaries or costs of maintaining buildings or replenishing resources. This is particularly relevant in the context of the school's declining budget. The budget surplus is designated to maintaining current staffing levels and to building works. The school spends very efficiently the funds provided by the Excellence in Cities initiative. The gifted and talented pupils benefit and they make good progress. The work of the learning mentor is of very good quality and very positively affects standards. The day-to-day administration and management of the school is very good. The recommendations of the latest auditor's report have been implemented. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The ethnic minority achievement grant is also spent effectively. The school has the potential to be a good provider of initial teacher training.
53. The school has maintained its good number of teachers and support staff since the last inspection and this enables pupils to be taught in smaller than average classes. Staff work very well together and provide each other with good support. The high number of learning support assistants are deployed well and work effectively with small groups of pupils or supporting individual pupils with special educational needs. This benefits all, but particularly those pupils for whom English is an additional language. Very good use is made of specialist teachers, for example, in music. However, whilst this means that pupils receive excellent provision when specialist teachers visit, the school needs to

ensure that class teachers do not become de-skilled in teaching the range of subjects. For example, this is the case currently with science and geography, when teachers' subject knowledge sometimes limits the progress pupils make.

54. The school currently has no permanent headteacher or deputy headteacher. The acting headteacher is very effectively running the school and is very ably supported by the acting deputy headteacher. The governing body has recently appointed a permanent headteacher who is due to take up his role next term. There are also two unqualified teachers on the staff. The school now has a co-ordinator for art, which it did not have at the time of the last inspection.
55. As in the last inspection, the accommodation is satisfactory overall. Internally, the school has adequate teaching areas for the current number of pupils and several resource rooms. However, the school is situated on three floors and has inadequate toilet provision for girls in Years 3 to 6. They have to travel between their classroom on the second floor, or the playground on the third floor, to access outside toilets on the ground floor. There are plans to address this, which make imaginative use of limited space. This was identified at the time of the last inspection.
56. Externally, the space available is inadequate. Physical education cannot fully be catered for on the school site and time has to be spent transporting pupils to other locations to ensure that all aspects can be covered. The playground for pupils in Years 3 to 6 is on the roof and is too small. It is because pupils are so well behaved that few accidents occur. The available space has been imaginatively developed to enable quiet play areas as well as a small football pitch. The playground also boasts an amazing view of the British Telecom tower. The outdoor provision for the nursery has been improved since the last inspection when it was described as 'bleak'. It is now much more pleasant and provides an attractive environment for young children. The premises are well cared for by the school keeper and cleaning staff. Staff and parents value the school keeper's hard work. The accommodation is totally unsuitable for pupils requiring wheelchair access and this is not explained in the school prospectus.
57. Learning resources are good in science, history, geography and music, and for teaching pupils with special educational needs. In all other areas they are satisfactory. There are few bilingual books in the school to support pupils for whom English is an additional language. At the time of the last inspection, resources for art were described as unsatisfactory. This has improved and they are now satisfactory. Nursery resources were described as worn out and in need of replacing. This has also been satisfactorily addressed. Excellent use is made of visits and visitors to enhance pupils' learning. For example, Handel House Museum musicians provided excellent support to Year 4 pupils who composed a musical based on Handel's life, which was performed at the opening of the museum. Resources for information and communication technology are satisfactory overall. However, in a Year 3 lesson in the computer suite insufficient working computers, and poor layout of the room, hampered the progress pupils made in their learning. Too many tables in the middle of the room restricted pupils' view of the teacher's demonstration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In the context of a successful school, the headteacher and governing body should improve long-term strategic financial planning by: (paragraph 52)
- ensuring there is a clear link between the school development plan and the budget setting process;
 - providing outline financial forecasts for the next three years or more, based on trends in pupil numbers, staff salaries and costs of maintaining buildings and resources.

In addition to the key issue above, the following less important areas for development should be considered for inclusion in the action plan.

- Continue to take steps to improve the attendance and punctuality of pupils. (paragraphs 12 and 38)
- Ensure procedures for all health and safety aspects are in place and rigorously implemented. (paragraph 43)
- Improve the standard of pupils' spellings and the quality of their handwriting. (paragraph 71)
- Improve the quality of teachers' planning for geography. (paragraphs 27, 105 and 106).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	10	15	11	1	0	0
Percentage	16	23	34	25	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two 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	165
Number of full-time pupils known to be eligible for free school meals		69

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	102

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	15	12
	Girls	10	10	11
	Total	22	25	23
Percentage of pupils at NC Level 2 or above	School	74 (88)	84 (76)	77 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	14	15	13
	Girls	10	12	10
	Total	24	27	23
Percentage of pupils at NC Level 2 or above	School	80 (72)	90 (64)	76 (96)
	National	84 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	14
	Girls	7	6	13
	Total	18	17	27
Percentage of pupils at NC Level 4 or above	School	64 (80)	61 (73)	96 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	14
	Girls	6	8	10
	Total	17	19	24
Percentage of pupils at NC Level 4 or above	School	61 (73)	68 (70)	86 (83)
	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	11
Black – African heritage	11
Black – other	2
Indian	11
Pakistani	3
Bangladeshi	50
Chinese	0
White	52
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16.6
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	96.5

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	4
Total aggregate hours worked per week	55
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	658,330
Total expenditure	674,698
Expenditure per pupil	3,514
Balance brought forward from previous year	79,241
Balance carried forward to next year	62,873

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	5
Total number of vacant teaching posts (FTE)	5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 29.7%

Number of questionnaires sent out	212
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	63	33	2	0	2
Behaviour in the school is good.	54	33	8	0	5
My child gets the right amount of work to do at home.	58	31	6	5	0
The teaching is good.	77	20	3	0	0
I am kept well informed about how my child is getting on.	54	35	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	68	27	3	2	0
The school works closely with parents.	50	48	2	0	0
The school is well led and managed.	66	32	2	0	0
The school is helping my child become mature and responsible.	56	39	3	0	2
The school provides an interesting range of activities outside lessons.	35	38	15	10	2

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

59. The school has made satisfactory progress in the provision for the Foundation Stage since the previous inspection. This is because the school has improved the outdoor play area so that it is now more attractive and welcoming. It has future plans to improve it further. The school has not made sufficient progress in improving the environment within the nursery classroom.
60. From a below average starting point in the nursery, children achieve well by the time they leave the reception class. This is because of good teaching in the main and the very good attitudes that children have to their learning. By the time children reach Year 1, their attainment meets the expectations of the Early Learning Goals in all the areas of the curriculum, except in personal, social and emotional development. In this area children achieve above nationally expected standards. A significant minority of children who are developing bilingual learners still have English speaking skills that are below average. This also affects their ability to express their ideas and experiences in mathematical development and in knowledge and understanding of the world.
61. Children make better gains in their learning in the reception class than in the nursery because of the better quality teaching. Teaching is good and occasionally it is very good in the reception class. This is because, firstly, the reception teacher sets clear targets for what children are to achieve in each of the group activities. Secondly, she has careful systems for assessing what children achieve in their work. She uses these successfully to plan future work for them. In the nursery class, teaching is satisfactory and sometimes good. The nursery teacher does not plan clear targets for what children are to achieve when they are not working directly with an adult and this slows the progress the children make. In both classes, teachers ensure that all children are included fully in the activities. This has a positive effect on children's learning. The bilingual support assistants give good additional support to developing bilingual children in their home language (Bengali). This has a very positive effect on their learning. There are no children with special educational needs.

Personal, social and emotional development

62. The nursery and reception staff promote children's personal, social and emotional development very effectively. Teaching and support staff are caring, supporting and encouraging. For example, they praise children's efforts and achievements. Staff set a very good example for children to follow. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This leads to trusting relationships and helps children to understand other people's point of view. Staff encourage children to show initiative and be increasingly independent. Children respond very well, work together as friends, share equipment with each other and take increasing responsibility for resources. Nursery children tidy equipment away and reception children dress themselves independently after physical education lessons. Through lessons in religious education, reception children are becoming aware of the similarities and differences between the main religious faiths, such as Christian and Muslim. Children's behaviour is very good. They settle readily into daily routines, such as registration, and develop a good awareness that some actions are right and some are wrong.

Communication language and literacy

63. Nursery and reception staff places a strong emphasis on developing children's speaking skills. They give children many opportunities to discuss their work individually, in pairs and to speak in a larger group. As a result, children who are at the early stages of learning English as an additional language are increasing well the everyday English vocabulary they need to describe their ideas and experiences. Nursery children begin to copy their own names with increasing accuracy. The reception teacher successfully builds upon these writing skills through a more formal approach to handwriting. As a result, reception children of all abilities begin to form letters correctly and present their work neatly. Higher and average attaining children confidently have a go at writing their own sentences. Nursery and reception children enjoy sharing books with adults and listening to the stories that they read to them, such as *We're Going on a Bear Hunt*. Reception staff teach effectively the knowledge of letter sounds, which is a basic reading skill. Encouraged by staff, children use this knowledge successfully to help them to read and to write the unfamiliar words they meet. As a result, higher and average attaining reception children recognise a satisfactory range of words and begin to use these when sharing books with adults. Lower-attaining children are at the early stages of recognising words. The reception teacher makes good use of very carefully planned homework to support children's learning in the classroom. Nursery children's learning benefits from the very good relationships that staff have with parents on a day-to-day basis.

Mathematical development

64. Staff ensure that children experience all aspects of mathematical development. The reception teacher places a strong emphasis on number work and matches the work effectively to children's differing needs. As a result, higher-attaining children count to 10 and average attaining children to five. Lower-attaining children make sweets with play-dough for 'Greedy Bear'. The bilingual support assistant successfully helps them to count the sweets accurately. Reception children begin to use the terms 'more' and 'less' with increasing understanding. In the nursery and reception classes, staff make the learning interesting through using a games approach to the work. This gains children's interest and motivates them to learn. Nursery children take two-dimensional shapes from a bag. Through effective teacher questioning and encouragement some children recognise the shapes, such as circle and square. Staff promote children's learning successfully at other times during the day. For example, when children participate in sand and water play. As a result, nursery children begin to understand words such as 'heavier' and 'lighter'.

Knowledge and understanding of the world

65. Children achieve very well in this aspect of their development in the lessons that take place twice a week, in which the nursery and reception classes work together. This is because both teachers plan all the activities very carefully and all the staff focus clearly on what children are to achieve in their work. They work very purposefully with groups of children, extending their learning and monitoring their progress. Children investigate shadows using an overhead projector. Through careful questioning, the reception teacher promotes successfully the basic scientific skill of making predictions. A developing bilingual learner replies 'They'll disappear' (the shadows). Teachers make the work interesting and this motivates children to learn. Nursery children were filled with awe and wonder when they blew bubbles in the outdoor play area and watched them float away.
66. Nursery children use a variety of materials to join paper together to make simple books. Reception children build well upon these skills. They make three-dimensional models of houses that are of a good standard. Nursery and reception children use the mouse confidently to work a variety of computer programs. As a result of good adult support,

nursery children use a computer program to produce colourful pictures. Reception children build very well upon these skills. They draw more accurately. For example, they draw features on a face and they retrieve previous work stored on the computer.

Physical development

67. Nursery staff promote effectively children's physical development through regular use of the outdoor play area and equipment. Reception children benefit from using the area twice a week for physical development. Teachers make the learning better in both classes through lessons that take place in the school hall. In a reception dance lesson, the teacher made good use of demonstrations by herself and individual children to develop children's skills, for example in jumping. She used the bilingual support assistant effectively to assess and record children's achievements. Within the nursery and reception classrooms, staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors.

Creative development

68. Staff give children many activities for making pictures in creative development. Nursery children choose suitable crayons to draw pictures of night and day. They mix paints to make a variety of colours. The reception teacher builds successfully upon this basic skill. As a result, some of the pictures reception children produce are of a good standard and show children's close attention to detail, for example self-portraits and pictures of bears. A specialist teacher developed nursery and reception children's singing skills very effectively in an excellent lesson. The teacher's very good use of praise raised their self-esteem and confidence and this underpinned children's excellent learning. As a result of her enthusiasm and skill, most children made excellent gains in singing familiar songs and joining in with the actions. The teacher developed very well their sense of rhythm.

ENGLISH

69. Inspection evidence indicates that by the end of Year 2 standards are in line with the national average. By the end of Year 6 they are above the national average. In comparison with similar schools to All Souls, standards are well above average. Pupils reach standards that are often very high in reading. Pupils make satisfactory progress by the end of Year 2, with greater progress made in Year 2 than in Year 1. For example, a Year 2 above average pupil at the beginning of term wrote one poorly punctuated sentence. By half-term he wrote an interesting story one page long. Pupils' progress quickens in Years 3 to 6 and by the time they leave the school they have made good progress. A Year 6 pupil produced incomplete work using short sentences at the beginning of September. By the end of October she wrote: 'Suddenly, a voice shrieked in terror from the cockpit, "He's dead!"' There is no significant difference in the attainment of boys and girls. Pupils who speak English as an additional language make good progress by the end of Year 6 and attain standards similar to their classmates. Standards in English are higher than at the time of the last inspection. This is because the curriculum and the school's systems for assessing pupils' achievements have improved significantly since the previous inspection. They are now very good. The subject is very well led by the new co-ordinator. She is successfully building on the good work of the previous co-ordinator.
70. Throughout the school, teachers provide many activities to extend pupils' speaking and listening skills in English and other subjects, such as discussions in pairs or small groups, acting out a role and drama. For example, Year 4 pupils developed their speaking skills in their production for the Handel House Museum and in their Verdi project. Year 5 pupils read their own thoughts in an assembly about religious buildings. These opportunities for public performance have a very positive effect on pupils' achievement. Throughout the

school, pupils listen carefully and respond appropriately to adults. In a Year 2 literacy lesson, pupils listened carefully to the teacher's introduction to a lesson about writing instructions. During this introduction, a pupil explained articulately what instructions are. He said, 'They tell us what and how to do something'. Pupils who learn English as an additional language receive good support from classroom assistants and support teachers. Also, class teachers provide lots of opportunities for pupils to speak during lessons. For example, during a Year 5 lesson on adverbs pupils were given many opportunities to contribute their ideas. By the end of the lesson they demonstrated good use of adverbs in their speech. For example, they used correctly the adverbs 'angrily', 'mournfully' and 'miserably'.

71. Pupils achieve average standards in writing by the end of Years 2 and 6. There are definite signs that standards in writing are improving significantly in Years 3 to 6. For example, standards in Year 5 are above average, with a significant proportion of the class achieving well above average. Staff teaching effectively the basic skills of grammar, including punctuation, brings about the good progress pupils make in developing their writing skills. They combine this with making the work interesting and this motivates pupils to concentrate and learn. The Year 6 teacher introduced a lesson on biographical writing through expressive reading of *Anne Frank's Diary*. The pupils thoroughly enjoyed the choice of text, and it motivated them to take good quality notes and they produced a good standard of writing. They used words such as 'unfortunately' to start interesting sentences. There are two weaknesses, throughout the school, in pupils' English work. Pupils of all abilities make too many spelling mistakes and the quality of handwriting at its best is satisfactory.
72. Throughout the school pupils achieve well across a range of writing, such as poetry, story, reports and persuasive writing, because of the good writing curriculum that teachers provide. An average attaining Year 6 pupil wrote: 'He looked around the desert, wondering which way to go in this big expanse of hot golden sand'. A Year 5 pupil used punctuation correctly, including speech marks accurately. The pupil wrote: "'No! Oh no! Really! I can't be made redundant. Please tell me it's a mistake?'" Teachers' very good quality of marking greatly enhances pupils' learning. In one piece of work, the teacher wrote: 'P, try reading your work. Take a breath and put in a full stop. Check spellings, circle words you are not sure of how to spell. I will work with you today'. There was evidence in the pupil's next piece of work of significant improvement.
73. There are a number of reasons why reading standards are high. The good teaching of basic skills combined with the variety of interesting activities that teachers give pupils have a very positive effect on pupils' standards. For example, a Year 2 lower-attaining pupil tackled new words using a variety of taught methods. He sounded out letters to word-build and made good use of picture clues. Teachers identify very early pupils' specific needs in learning to read. They then skilfully provide appropriate work. It also ensures pupils who need extra help have the support of the reading recovery programme. This is taught very well and has a definite positive effect on pupils' learning. The 'reading volunteers' also enhance pupils' learning. Pupils very much appreciate the one-to-one attention they receive from these volunteers. The school has a good range of book resources for use in literacy lessons and for pupils to read at home. Teachers use these effectively to promote pupils' interest and enjoyment in reading and match them well to pupils' different reading levels. As a result, most pupils enjoy reading and achieve well.
74. By the end of Year 6, higher and average attaining pupils read accurately with good understanding and expression. Year 6 pupils have good library skills and quickly locate books of a chosen topic. There is no significant difference in the attainment of boys and girls or between different ethnic groups.

75. Pupils with special educational needs make good progress in relation to their prior attainment because teachers and specialist support staff plan work for them that they match carefully to their learning needs. In a Year 1 lesson the support teacher supported pupils very effectively. Through skilful questioning, she encouraged them to think about what they read and to express carefully their thoughts and ideas about the book they were reading. The pupils made very good progress in developing their reading skills during this group session.
76. Teaching is good and positively affects pupils' learning. In 50 per cent of the lessons teaching is very good. Teachers structure the different parts of literacy lessons carefully. As a result, pupils waste no time and they cover a lot of work. Teachers ensure that the work is sufficiently challenging yet matched to the learning needs of all pupils. In a Year 2 lesson, the higher attainers had to complete in their own words a set of instructions whilst the lower attainers ordered the instructions by using picture clues. Teachers make good use of information and communication technology to support pupils' learning. For example, Year 5 pupils word-processed their writing based on *The Carnival of the Animals*. Pupils completed this work to a high standard. One pupil wrote: 'I felt as though I was relaxing in a bubble and the bubble was floating down the stream'. Teachers use the correct technical words and they encourage pupils to use them in English and other subjects.

MATHEMATICS

77. Inspection evidence indicates standards are improving. A significant group of pupils in the current Year 2 are on track to achieve standards in mathematics that are above those expected nationally. In Year 6, standards are now average, with some pupils consistently achieving at higher levels. Attainment in Year 5 is above average. These improvements reflect the improved consistency in the teaching, the depth of coverage achieved and the structure and consistency provided by the National Numeracy Strategy.
78. The last inspection report indicated that attainment in mathematics was 'around the national average' by the end of Years 2 and 6. Most pupils were making steady progress, with good progress in the use and application of mathematics. Pupils with special educational needs were attaining well, while those with English as an additional language made steady progress. The teaching of pupils in Years 1 and 2 was satisfactory, while teaching of pupils in Years 3 to 6 was often good.
79. Attainment in mathematics by the end of Year 2 was average in 1998, above average in 1999 but fell back to be well below the national average in 2000 and 2001. Standards in the school are likely to show year-on-year changes, because of the divergent characteristics of different year groups. Pupils' performance by the end of Year 6 was average in 1998 and 1999 and then fell below average in 2000 and 2001, and the school has found it challenging to make the progress in mathematics that has been possible in both English and science. The school did not achieve its target for attainment in mathematics at Year 6 in 2001 - even though standards were above average in relation to those achieved by pupils in similar schools. This reflects disruption in the teaching during Year 6 and high levels of mobility within that year group. The school's tracking systems show that, ordinarily, the majority of pupils make at least satisfactory progress in mathematics between Years 2 and 6, with a significant number making good progress.
80. The school implements the National Numeracy Strategy successfully and teachers, including several new to the system, use the structure well. This is indicative of the good support given to newly-recruited teachers by the senior staff. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience through the school. Pupils in Years 1 and 2 acquire a secure foundation in mathematics, particularly number. They add and subtract accurately with numbers of

increasing size, successfully perform simple multiplication calculations based upon familiar tables and estimate and measure accurately. They recognise time and clock-faces, understand symmetry and produce simple tally and bar charts. More able Year 2 pupils - approximately 30 per cent of the class - confidently compare pairs of three-digit numbers. There is a positive emphasis on practical mathematical activities throughout Years 1 and 2. Around 50 per cent of the current Year 2 pupils work at the nationally expected level for seven-year-old pupils or at a level higher.

81. The emphasis upon teaching understanding and use of number correctly continues in Years 3 to 6. No work was available from the previous school year, but planning indicates that pupils cover an appropriate range of work. They work accurately with fractions, decimals, percentages, long multiplication, ratio and proportion, prime numbers and factors, approximation, co-ordinates in four quadrants, negative numbers, probability, pie charts and grouped frequency bar charts. There is a satisfactory balance between the elements of the curriculum. The quality of presentation is systematic and thorough in all the classes. By the end of Year 6, pupils understand and interpret confidently bar charts and line graphs. These skills are used appropriately in other areas of the curriculum, particularly science. There is good use of practical activities. Provision for investigative work remains a positive feature.
82. The quality of learning is satisfactory, although uneven, for pupils in Years 1 and 2, and good for the older pupils. Most teachers have a clear grasp of the standards that pupils should achieve and progress is increasingly brisk. There is evidence of increasingly challenging work being provided for the higher-attaining pupils in Years 2, 5 and 6. The school identifies gifted and talented pupils in mathematics and promotes opportunities to support their progress. The most effective learning is promoted by clear objectives identified in planning, high expectations by teachers and the lively pace of the better lessons. These factors, together with the good support provided for pupils with special educational needs and for those with English as an additional language, underpin the improvement in standards in mathematics that is now coming through. Pupils identified with special educational needs make good progress. Ethnic minority pupils, including those who learn English as an additional language, attain similarly to their classmates.
83. The older pupils show a good grasp of tables and of the strategies necessary for accurate mental calculations. Higher-attaining pupils in Year 6 were mentally - and accurately - adding pairs of numbers with two decimal places. However, the grasp of multiplication bonds is less secure in Years 3 and 4. Teachers recognise the importance of these skills and provide regular opportunities for practice.
84. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. However, in this school, pupils are accustomed to high standards of teaching and their attention sometimes wanders when teaching fails to stimulate them sufficiently.
85. The quality of teaching of mathematics is good throughout the school, with some very good teaching of pupils in Years 3 to 6. This includes the skilled work of some learning support staff, particularly with pupils for whom English is not their first language. There has, recently, been a significant amount of staff change and the school has done well to sustain the quality of teaching, given the need for a number of temporary appointments. Teachers' subject knowledge is good. Expectations are high in most classes. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is very effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good. Learning objectives are often shared with the pupils as the session begins. This was seen used very effectively in Years 2 to 6.

86. Information and communication technology makes a satisfactory, but improving, contribution to the teaching of mathematics. There is evidence of good work in the data-handling element of the mathematics curriculum and of directional work using robots. Formal procedures for assessing pupils' progress are very good. This has been an area of development recently. There is regular use of standardised test material, to support teachers in their planning. The marking of pupils' work is good overall. There are many comments to guide pupils and to show them how they might improve or extend their work. Targets are identified for groups of pupils and for individuals. The co-ordinator, although relatively new to her post, is providing very good leadership for the subject and has a clear view of the standards being achieved. There is a regular programme of monitoring of mathematics teaching. The school is well resourced for teaching mathematics.

SCIENCE

87. Inspection evidence indicates that standards are above the national average by the end of Year 6. This is confirmed in the most recent national tests. Pupils achieve particularly well and reach standards that are high compared to pupils from schools similar to All Souls. This includes pupils with English as an additional language - almost two-thirds of pupils. Boys and girls achieve equally as well. Pupils identified with special educational needs make good progress and achieve well in relation to their prior attainment. By the end of Year 2 standards are average. This represents an improvement on the school's most recent national assessments. This is because there are fewer pupils with special educational needs this year than in last year's group. Pupils achieve very well in practical investigative work.
88. Since the previous inspection, the school has improved the curriculum from satisfactory to good and the systems for assessing pupils' achievements to very good. This has had a very positive effect on pupils' achievement and standards are now good in Year 6. The subject co-ordinator has played a pivotal role in these improvements. During the inspection, the co-ordinator was absent through illness and class teachers took some lessons, which would usually have been taken by him. The organisation of the school's timetable meant that no lesson was observed in Year 6. Further evidence comes from pupils' work in books and on display and discussion with pupils and teachers.
89. The reasons for the high achievement by the time pupils reach Year 6 are, firstly, the very good leadership and management of the subject co-ordinator. Secondly, the good quality science teaching of the class teachers in Years 3 to 6 who teach science for two-thirds of the year. Thirdly, the teaching that the science co-ordinator carries out for one term from the nursery to Year 6 is very effective. Fourthly, the teaching that the co-ordinator carries out with targeted pupils who are learning English as an additional language. He does this across the school through lessons in which he plans carefully to develop pupils' everyday vocabulary as well as specific scientific vocabulary. He assesses effectively pupils' achievements in both subjects. This has a very positive effect on the learning of these pupils in literacy and in science. Teaching is less effective in Years 1 to 2 because the science teaching by class teachers is less secure. As a result, the learning and achievement of most pupils is satisfactory from Years 1 to 2 and is good from Years 3 to 6. This includes pupils who are learning English as an additional language.
90. A significant strength in the subject is the effective teaching of practical investigative work. As a result, pupils' achievement in this aspect of science is good across the school. Pupils enjoy this work and it motivates them to learn. From Years 3 to 6, pupils' levels of co-operation and concentration are very good. In a Year 3 lesson, pupils worked purposefully and quietly when investigating rocks with magnifying glasses. Teachers use skilful questions; for example, the Year 5 teacher said, 'What do you think comes next and why?' This type of questioning encourages pupils, firstly, to use the correct subject vocabulary. Secondly, to develop the everyday vocabulary that pupils who are learning

English as an additional language need to describe their ideas and experiences. Teachers encourage pupils to evaluate the evidence and see patterns in their work. A Year 3 pupil wrote, 'As the weight got heavier the parachute fell faster and straighter'.

91. From Years 3 to 6, pupils have a good knowledge and understanding of all aspects of the science curriculum. Year 6 pupils identify the main organs of the body and describe their functions. Year 5 pupils produce books of a good standard on habitats, including work on food chains and classification of living things. Their learning is made considerably better by a visit to London Zoo. From Years 1 to 2, pupils' knowledge and understanding is satisfactory in the main. Year 2 pupils describe the properties of different materials and their use; for example, waterproof materials are used for rainwear.
92. From Years 3 to 6, teachers have high expectations of what pupils can achieve. This is shown in the work that is planned and taught at a higher level than expected in each year group. Additionally, most of the teachers match the work well to pupils' differing needs. In a Year 4 lesson, the teacher did this very effectively in the written record of the investigative work. This contributed significantly to pupils' excellent learning about liquids. Pupils who are learning English as an additional language and pupils with special educational needs receive effective support from specialist support staff. In a Year 3 lesson, this led to pupils making good gains in their knowledge and understanding of the physical characteristics of a variety of rocks.
93. Two lessons were seen in Years 1 and 2. The Year 1 lesson was unsatisfactory because the teacher had insecure subject knowledge, weak skills in the management of pupils, and the work was not matched sufficiently to pupils' differing needs. As a result, pupils made unsatisfactory gains in their learning about electricity and their attitudes to their work and behaviour were unsatisfactory. In Year 2, the teaching was satisfactory. The teacher's secure subject knowledge about materials was shown in the way that she encouraged pupils to use the correct subject vocabulary, such as translucent and opaque. However, the introductory activity the teacher chose for the whole class, each child melting a chocolate cube in their hand, was impractical and over-excited the pupils. As a result, the pace of the lesson and pupils' learning slowed down. Pupils' behaviour, attitudes and learning improved during the group work because, firstly, the teacher planned and organised this more carefully. Secondly, the staff monitored and supported pupils' learning effectively.
94. From Years 3 to 6, the quality of teaching is good. In one lesson it was excellent. Features of all the lessons are teachers' good subject knowledge, careful planning and organisation of the work and the reviewing of pupils' learning towards the end of the lesson. Teachers share the clear learning targets with the pupils. This means that pupils understand what they are to do, start work promptly and focus well on what they are to achieve. Staff check, support and extend pupils' learning effectively in practical work. They manage the pupils' behaviour very well through the very good relationships that staff have with pupils. They are friendly yet consistent in implementing school rules, such as listening when others are speaking. Pupils respond very well and their behaviour is very good. In the excellent lesson the work was very well matched to pupils' capabilities, particularly the higher-attaining pupils. The teacher used very effective questioning to challenge and extend pupils' scientific thinking.
95. Marking of pupils' work is very good in the main; it develops successfully pupils' learning. Numeracy skills are promoted well through measuring accurately, data handling and graph work, particularly in Years 3 to 6. Literacy skills are promoted satisfactorily. Class teachers make good use of pupils' reading skills; for example, Year 3 pupils matched key words, such as soft, to the correct definition. Pupils' writing skills, and pride in their work, are promoted better in Years 5 and 6 than in other year groups. This could be improved from Years 1 to 4 by, firstly, using worksheets less frequently. Secondly, by using a

better system than a loose-leaf folder for filing pupils' work. In the main, teachers make good use of information and communication technology to support pupils' learning. In Year 5, pupils used it well in their work on habitats.

ART AND DESIGN

96. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 6. Pupils' achievement is satisfactory in the main, including pupils with English as an additional language and pupils with special educational needs. Gifted and talented pupils in Years 4 to 6 make good progress in their learning. Their learning is made better by the work they carry out with a visiting specialist. This is evident in displays around the school where the work is of a very good standard, for example self-portraits in crayon. These pupils also gain from the residential weekends that are funded through the Excellence in Cities Project. The organisation of the school's timetable meant that only two lessons were seen during the inspection. Further evidence comes from teachers' lesson planning, discussion with pupils and teachers and pupils' work on display.
97. The school has made satisfactory progress in the subject since the previous inspection. The school has improved the curriculum guidelines and they are now good. Although the school provides activities, such as the creative arts week and visits to art galleries, these do not have sufficient long-term effect on pupils' learning. The previous inspection noted that pupils were not familiar with the work of famous artists and sketchbooks were not used. Although Year 6 pupils have visited the National Portrait Gallery in the past, discussion with them shows a similar picture to the previous inspection. This indicates that teachers are not reinforcing pupils' learning with sufficient regularity. The new co-ordinator has made a good start in the role. She has plans to improve the procedures for monitoring and assessing pupils' achievements and to implement sketchbooks next term.
98. One lesson was seen in Year 2 and one in Year 3. Teaching and learning in these lessons were good. Teachers manage pupils' behaviour very well through the very good relationships that they have with them. This is the cornerstone of the behaviour management. They implement classroom rules consistently. As a result, most pupils' behaviour is very good and it underpins their good learning. Pupils are interested in their work and concentrate well. Both lessons had clear targets for what pupils were to achieve. The teachers explained and demonstrated skills well, such as the mixing of the watercolour wash in Year 2. The Year 3 teacher encouraged pupils to use the correct subject vocabulary, such as 'tint' and 'shade'. Through skilful questioning she included all pupils in the discussion. As a result of the good teaching, pupils in both lessons know what they are to do, start work promptly and cover a good amount of work. The learning is good and the standard of work is satisfactory.
99. Throughout the school, teachers give considerable time to painting and drawing. Other aspects of art are covered, such as printmaking and textiles. Year 1 pupils use a variety of threads to weave attractive patterns. Pupils' learning is made better by the way teachers link art with other subjects, for example English, history and music. Year 5 pupils produce effective pastel pictures after listening to *The Carnival of the Animals*. Year 4 pupils make Ancient Greek mosaics in clay. Around the school, teachers display carefully good examples of pupils' work, such as pictures of islands in different materials and textures. These contribute positively to pupils' learning and to their self-esteem and pride in their work.

DESIGN AND TECHNOLOGY

100. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 6. Pupils, including those with special educational needs, achieve

satisfactorily. Ethnic minority pupils and those who learn English as an additional language achieve standards that are the same as their classmates. The co-ordinator has been instrumental in bringing about the good improvements to the subject since the previous inspection, when standards in Year 6 were deemed to be below average. Good subject guidance and assessment are now in place and all aspects of the curriculum are taught. During the inspection it was not possible to see any lessons. Further evidence comes from discussions with teachers and pupils, analysis of teachers' lesson planning, pupils' work in books and on display.

101. Throughout the school, teachers give pupils sufficient opportunities to plan their designs, evaluate and adapt them to make successful products. They plan the work so that all pupils are included; for example, pupils with special educational needs and pupils with English as an additional language. Year 6 pupils used well their knowledge and skills of working with wood to produce successful cog-operated toys. They produce good quality designs in the style of Clarice Cliff that are to be used in clay pots. Discussion with Year 6 pupils shows that they have used a suitable range of tools in their work in the past, such as saws and glue guns. They are aware of the need to use tools safely.
102. The curriculum is improved by the good links that teachers make with other subjects, such as geography and history. Year 5 pupils make Egyptian tombs with electrical alarm systems to stop thieves raiding them. Year 3 pupils work together to design and make a successful board game linked to their work on Katie Morag in literacy and geography. Year 2 pupils plan and make 'Bendy People' to a good standard. They use creatively a variety of materials, such as elastic materials, straws and sequins.
103. Teachers promote effectively pupils' literacy skills; for example, through the labelling of designs and the written evaluations that pupils make of their products. A Year 5 pupil wrote 'I had to change the thread because it did not work ... I should make it bigger'. Teachers promote pupils' numeracy skills successfully through the practical activities that they give pupils in which they have to use accurate measurements. They could make greater use of information and communication technology to support pupils' learning. The co-ordinator develops very successfully the literacy skills of targeted pupils who are learning English as an additional language. He does this across the school through lessons in which he plans carefully to develop pupils' everyday vocabulary as well as the specific design and technology vocabulary. He assesses effectively pupils' achievements in both subjects. This has a very positive effect on the learning of these pupils in literacy, and in design and technology.

GEOGRAPHY

104. No lessons were timetabled during the inspection week for pupils in Years 3 to 6 as much of the geography curriculum is taught at other times in the school year. However, judgements are based on the lessons taught to Years 1 and 2, discussions with teachers and the analysis of pupils' work.
105. At the last inspection, limited evidence was available, but standards were considered to be in line with national expectations in both Years 2 and 6. Pupils made steady progress through the school, although this was uneven across the range of key geographical skills. There were some good cross-curricular links. Since that time, progress has been satisfactory at best.
106. At present, pupils make steady progress and achieve standards in line with what is expected nationally in Year 2. Some pupils recognise the larger countries of the world on a map. They have studied the world map, looked at the origins of food, designed a coin and looked at the seaside. There is not always a sufficient distinction drawn within the thematic approach to distinguish those curriculum elements that properly relate to history

and those which relate to geography. For pupils in Years 3 to 6, there is insufficient evidence available to indicate what standards pupils achieve by Year 6. Only a very limited amount of work recorded by the Year 6 pupils during the last school year was available. This reflects the work covered during 'Geography Week', the main input to the geography curriculum in the last school year. This includes some brief overviews of a number of countries across the world. These activities are not, however, closely tied to the geography curriculum and it is not clear how rigorously, or to what depth, the units of work specified for Years 3 to 6 are covered. There is less evidence of geography than of history covered during the current school year. Discussions with older pupils suggest that their map skills, for example, are limited. Pupils with special educational needs, and those with English as an additional language, make similar progress to the others. While an agreed plan of work is in place which makes clear which aspects of geography are to be taught, it is not evident that the curriculum delivered provides sufficient depth of coverage, or that geographical skills are sufficiently developed.

107. Teaching was at least satisfactory at the last inspection and was satisfactory in the one lesson observed in Year 2 in the current inspection. Teachers have effective questioning techniques that challenge pupils to think. They have satisfactory expectations for learning and behaviour and, as a result, pupils have positive attitudes to learning. However, there are missed opportunities to promote literacy skills through geography and this is a weakness. There is some use of structured fieldwork to support pupils' learning, mainly through the annual school journey for the oldest pupils and a 'seaside day' for Years 1 and 2, together with occasional traffic and shop-use surveys.
108. Assessment procedures are satisfactory, with work samples moderated in the pupil assessment books on a regular basis. There is a good policy in place and a clear structure for medium-term planning. However, it is now important to ensure that sufficient time is given to teaching the subject. Resources for teaching geography are good. Some good use is made of information and communication technology to support teaching and learning.

HISTORY

109. Only a small number of lessons were observed during the inspection. Additional evidence was drawn from the scrutiny of pupils' work, displays around the school, a detailed analysis of teachers' planning and from discussions with staff. Standards in history are similar to those being achieved nationally by the end of Years 2 and 6. Ethnic minority pupils and those who learn English as an additional language achieve similar standards to their classmates. Pupils with special educational needs make good progress. This is a comparable picture to that reported in the previous inspection. The strengths of the subject identified at that time have largely been maintained and the progress made has been satisfactory.
110. The only written work available had been produced in the current term. Pupils in Year 1, studying the topic 'Grandfather's Kitchen', recognise and name old household objects, such as oil lamps, washtubs, flat irons, sinks and a butter pat. They explain how they were used, recalling work covered in a previous lesson and identifying the modern versions of these objects. They draw accurately the older object and its modern equivalent. A few explain how a flat iron worked and how you could only work if you were close to a fire. They study famous people and recall correctly significant anniversaries such as Remembrance Day. Teachers make good use of the local area to extend pupils' understanding of the history of their community. Pupils begin to answer questions about the past, although they still have limited understanding of why people acted in different ways. There is limited recorded work and opportunities to teach the subject through the literacy hour are still being developed in Years 1 and 2.

111. Pupils in Year 4 are currently studying the Romans, in particular Boudicca. They were being introduced to the possibility that varied opinions of her could exist and were writing descriptions of Boudicca from different viewpoints. Pupils have a good understanding that Boudicca's battles happened a long time ago and that the Romans might have a different opinion of her from others. They have produced a topic booklet on the Romans, which provides good opportunities for independent writing and the extension of pupils' literacy skills, as well as good support for the development of their historical skills. In Year 6, pupils are studying 'Britain since the 1930s'. This has provided similar good opportunities for the development of independent writing on 'The Blitz', looking at food facts, women at war, how women's lives have changed and the death camps. Pupils use effectively the computer to access academic source material and use reference books. In the Year 6 lesson, pupils were looking at the achievements of Clarice Cliff in relation to the wider contemporary picture and grouping events as a contextual background. Not all pupils were fully focused in this session, but the majority categorised the key events of the period and have a satisfactory understanding of the period. Pupils develop a secure sense of chronology. Information and communication technology is used well to support pupils' learning.
112. There is a good policy for history in place, linked to the recently published national guidance. The planned curriculum is appropriately balanced. Assessment procedures have been developed, in the context of the overall assessment policy, to provide information as to pupils' attainment and progress and to support teachers in their planning.
113. The subject is managed satisfactorily by the temporary co-ordinator and she has a secure perception of the standards being achieved. Resources to support learning, particularly historical artefacts, are good. A particular strength is the good use made of the many museums and other facilities easily accessible in Central London, including the British Museum, the Imperial War Museum and the Museum of London. A link has been forged recently with the new Handel House Museum. A range of outings and visits, linked to the units of study, successfully extend pupils' understanding. The co-ordinator monitors effectively teachers' planning and samples work. There has been very little recent provision for the professional development of staff in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. By the end of Year 2, pupils' attainment in information and communication technology is in line with that found in most primary schools. The high standards of pupils aged 11 reported on in the last inspection have been built on well. Pupils achieve very well by the time they leave the school at 11 years of age. There is no significant difference in the attainment of pupils who learn English as an additional language and their classmates. Pupils with special educational needs make good progress. There is no marked difference in the performance of girls and boys.
115. Teachers in Years 1 and 2 have a sound knowledge and provide an appropriate range of work for the pupils. Pupils properly program a floor robot to move forwards, backwards and sideways. As part of their geography work, they word-process their addresses to a good standard. Year 1 pupils use effectively a program to draw and write. They save their work correctly and retrieve it without any difficulty. In mathematics, Year 2 pupils use correctly a database to produce graphs to show their favourite toys.
116. Pupils in Years 3 to 6 further gain in confidence and competence working with computers. Year 6 cut and paste work from the Internet whilst completing research work on Anne Frank and Clarice Cliff. They completed this expertly to complement their own written work. Year 6 pupils use a program to animate a digital image of themselves and then program the computer to vary the speed at which the image moves across the screen.

This was part of some impressive work about making animated movies by linking three key frames. This is a culmination of work started in Year 4, who manipulated animated faces and a football match on the computer screen. Year 5 pupils produced to high quality a newspaper through very good word-processing skills and by importing pictures. Year 3 pupils used a computer program to write accounts of their science parachute experiment.

117. Teachers develop pupils' literacy skills well during word-processing exercises. They draft and re-draft work. Pupils produced good work when they wrote book reviews. They also complete lots of their written work in science using a computer. This work benefits greatly pupils who learn English as an additional language. Year 3 pupils in their parachute experiments combined their science work and word-processing work to record a set of instructions to explain how to make a parachute. They also listed the verbs that applied to how a parachute moved. Year 4 pupils used a computer to produce good work about friction. Year 5 pupils produced work of a very high standard by using a CD-Rom to find an animal from each of the five groups of vertebrates. They pasted their information into their own documents and added their own information.
118. The quality of teaching is good and positively affects pupils' learning. Teachers have high expectations for what pupils can achieve and, therefore, plan work to extend pupils' learning. For example, Year 6 pupils completed biographies of people they know. The word-processing was of a very high quality with skilful use of imported pictures using a computer program. They scanned photographs and imported images copied from the Internet to enliven the text. The outcome was very well presented, high calibre work.
119. Lesson planning is good and ensures pupils' work becomes harder as they move through the school and that skills develop in an appropriate order. The co-ordinator, who is currently seconded out of the school, leads the subject very successfully. He has considerable expertise that positively affects standards. Assessment procedures are good and teachers use the results to plan work to meet the varying needs of pupils. Teachers make good use of the information and communication technology suite.

MUSIC

120. At the last inspection music was judged to be a strength of the school, with pupils achieving very high standards, particularly in singing. The standard of teaching of singing was very good. This high quality provision has been maintained in the intervening period and pupils continue to achieve very well in singing throughout the school. Standards are well above average in both Years 2 and 6. A number of lessons were observed during the inspection, mainly taught to pupils in Years 3 to 6. The majority of these were singing lessons with the specialist teacher. Two were recorder lessons taken by a specialist and the remaining lesson was a class music session taken by the specialist teacher. Further evidence came from teachers' planning and written work around the school. However, no lessons were observed taught by the class teachers, who have the main responsibility for teaching the class music curriculum on a weekly basis. No judgement can, therefore, be made on standards in music overall either for Year 2 or Year 6 pupils. However, discussion with pupils indicates that they have regular opportunities for composition and that they make good progress in music over time. Pupils with special educational needs, and those with English as an additional language, achieve well in relation to their prior attainment. All pupils in Years 3, 4 and 5 learn recorder and musical notation in a weekly session with a recorder specialist and this makes a significant contribution to the development of their musical skills. Although there is no established choir, in spite of the high profile of singing in the school, pupils have regular opportunities for performance at school and church events during the year.

121. The curriculum is very good, as it was at the last inspection. It is enriched significantly by the quality of provision in singing, by the opportunities to learn recorder and by very good opportunities to listen to recorded music. These elements contribute significantly to the quality of pupils' learning and their achievement. The leadership and management of the subject are very good. Several staff also have musical expertise, although it is not possible to judge the overall level of confidence of class teachers in teaching music.
122. In almost all the lessons seen, teaching was excellent. Pupils in a series of lessons sang familiar songs with exuberance, supported very well by the specialist teacher who provided an excellent example for them to follow. Each lesson was conducted at a brisk pace, with no time wasted. This is a significant factor in promoting pupils' learning successfully. In the one class music lesson observed, most pupils competently replicated rhythmic patterns and could incorporate a sequence of patterns into a complex clapping 'round'. Subsequently, in musical appreciation, they listened to a tape of rain-forest sounds and responded imaginatively to the sounds that they could hear. Listening and appraising is developed well in the school. Elsewhere, there is evidence of pupils' written response to various pieces of music, including *The Carnival of the Animals*. Many pupils use technical terms correctly to answer the teacher's questions.
123. Throughout the school, teachers promote well pupils' literacy skills through music, for instance through written activities on the appreciation of music that they have heard. They make insufficient use of information and communication technology to support pupils' learning. Teachers make informal assessments of pupils' learning in lessons and use this information to plan the next step in pupils' learning.
124. The school's location in Central London is advantageous in that it provides opportunities to access some high quality musical activities. The school has in the recent past taken advantage of outreach work by the English National Opera and has just completed a rewarding project working alongside the recently established Handel House Museum.

PHYSICAL EDUCATION

125. During the inspection, inspectors observed lessons in dance taught to pupils in Year 2 and gymnastics taught to pupils in Year 5. The teachers' planning for the subject ensures there is adequate attention to all areas of the curriculum throughout the year. Standards are in line with national expectations in the lessons observed and the quality of teaching good. In the Year 5 lesson, the girls' performance was better than the boys. Pupils, including those with special educational needs, progress satisfactorily. Ethnic minority pupils and those who speak English as an additional language achieve similarly to their classmates. Standards are similar to those reported on in the last inspection. Pupils' learning is adversely affected by the small space available for indoor physical education. The school makes good use of a local sports hall and play area. Almost all pupils swim 25 metres by the time they leave the school.
126. Pupils in Year 2 work enthusiastically and move imaginatively in response to Spanish music. In response to good teaching, they improve their performance by focussing on hand synchronisation and developing more complex dance steps. Teachers allow an appropriate amount of time for pupils to practise in order to improve their performance. Teachers effectively provide time for pupils to appraise their own and others' performances and try to make necessary improvements. This was demonstrated well in the Year 5 lesson when pupils improved their movements involving twisting and carrying their weight on their hands. In both lessons, pupils learn skills and techniques of movement systematically. This meant that in both lessons pupils produced a sequence of controlled movements by the end of the lesson. Pupils' behaviour in the lessons was very good. This meant no time was wasted and they worked very hard. Pupils

concentrated throughout the lessons, listened carefully and followed instructions very closely.

127. The co-ordinator has been in charge of the subject for a very short time and will leave at the end of term. Therefore, there is no firm steer to the development of the subject. Nonetheless, physical education is taught well and teachers have a secure knowledge of how well pupils attain.