

# INSPECTION REPORT

## **HOLY TRINITY C of E PRIMARY SCHOOL**

London

LEA area: Kensington and Chelsea

Unique reference number: 100490

Headteacher: Miss D Welbourne

Reporting inspector: Mrs L Brackstone  
21872

Dates of inspection: 25 – 26 February 2003

Inspection number: 246066

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing body
Name of chair of governors:	Mrs J Ingall
Date of previous inspection:	23 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity Church of England Primary School is an urban primary school situated in the Royal Borough of Kensington in London. It is average in size with 223 pupils on roll. The accommodation consists of a split site with two school buildings about five minutes walk apart on either side of Sloane Square. The Cadogan Street site accommodates children from age three years in the nursery to six year olds in Year 1. The Sedding Street site accommodates the pupils in Years 2 to 6. Although just under half of the pupils live in the borough, the socio-economic status of the pupils who attend the school does not reflect the immediate neighbourhood, which is very prosperous. Parents work in the area, live in the nearby army barracks or embassies, or choose to send their children to a Church of England School. Seventy-three per cent of pupils come from minority ethnic backgrounds. There are similar numbers of white UK heritage, Black Caribbean and mixed white and black Caribbean. There is also a significant number of Asians and black Africans and five refugees from Bosnia. About two-thirds of the pupils come from Christian backgrounds but this strongly Christian school welcomes members of other faiths such as Muslims. Over half of the pupils use English as an additional language, which is a very high number to have in any one school. The main languages spoken are Spanish, Portuguese, Arabic and Bengali. Eighteen pupils are at an early stage of language acquisition. The mobility rate of the school is very high at 29 per cent. For example, 37 have joined the school at other times than at the start of the academic year and 18 have left at varying times. About one third of pupils are entitled to free school meals and this is above the national average. There are 40 pupils on the register for special educational needs and this number is about average for the size of school. Four pupils have Statements for Special Educational Needs. The difficulties experienced by the pupils include moderate learning, emotional and behaviour, speech and communication and visual impairment. Individual class teachers have identified a small number of gifted and talented pupils using the agreed criteria of the Royal Borough of Kensington and Chelsea. There are 12 teachers and ten support staff. The school has an admission level of 30 per year group and they are accommodated in single age groups from nursery through to Year 6. At the time of the inspection there was a temporary teacher in Year 5. No lessons were observed nor examples of work examined in this class. Children start the nursery with a wide range of skills but standards are broadly below that expected for this age group. Particular areas of weakness are communication, literacy and language skills. This is because many of the children use English as an additional language.

### **HOW GOOD THE SCHOOL IS**

This school provides a satisfactory standard of education. All children make good progress in the nursery and reception as a result of good quality teaching. By the time they are ready to start Year 1 of the National Curriculum they have attained expected standards. Pupils continue this good progress in Year 1 because the high quality teaching is maintained in this class. The overall quality of teaching in Years 2 to 6 is satisfactory. Standards in English, mathematics and science at the end of Year 2 and 6 are average and achievement from Years 2 to 6 is satisfactory for all pupils. Provision for special educational needs and those for whom English is an additional language is good and ensures that these pupils are fully included into the life of the school. The headteacher knows the pupils and their families well and ensures that very good care is taken of them. The school provides satisfactory value for money.

#### **What the school does well**

- Children in the nursery, reception and Year 1 make good progress because of high quality teaching and a stimulating learning environment.
- Provision for special educational needs and English as an additional language is good.
- The vast majority of pupils have positive attitudes to school. Personal development is good and most pupils enjoy positive relationships with each other.
- The overall provision for spiritual, moral, social and cultural development is good.
- The school takes very good care of its pupils.
- Local resources and specific grants are used well to benefit the pupils.

### What could be improved

- The use of information and communication technology skills across the curriculum and as a tool to help teachers with lesson planning.
- The accommodation, which is very poor. This has extremely limiting effects on the planned curriculum, the behaviour of the pupils, the quality of teaching and learning, and the ethos of the school as a whole.
- The self-discipline of a small minority of pupils.
- The attendance rate which is below average and the day-to-day punctuality of the pupils.
- The negative relationships that exist between a small minority of parents and staff and governors.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and has made satisfactory improvement since then. All key issues have been rectified; improvements in the provision for the more able pupils have been clearly met in the National Curriculum test results since 2000 and assessment is used well to assist lesson planning. Governors and staff have been satisfactorily trained to monitor standards and the requirements for teacher appraisal have been implemented. Overall standards have been maintained and provision for pupils with special educational needs and those for whom English is an additional language remains good. The care of the pupils was identified as a strength at the last inspection and this situation still remains. The headteacher has continued to strive to create a positive ethos and bases the budgetary decisions on the school development plan. The quality of teaching at the last inspection was judged to be good but is now satisfactory overall. At the time of the last inspection there was a stable and experienced staff. Recently there has been a large turnover of teachers due to promotions and relocations away from the expense of London. Recruitment has been difficult and has resulted in the appointment of teachers who are newly qualified or have trained abroad and do not have qualified status in this country. Attitudes and behaviour were judged to be very good at the time of the last inspection. However, the huge turnover of staff and the very poor accommodation of the Sedding Street site has a negative impact on pupils' attitudes and behaviour. Whilst attitudes are considered good, behaviour is now only satisfactory. The school is not well-placed to continue to improve because of the very poor accommodation and the split sites, which have a negative influence on the whole school development.

### 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
	2000	2001	2002	2002
English	E	A	B	A
Mathematics	D	A*	A*	A*
Science	C	A*	A	A*

**Key**

very high                      A\*

well above average        A

above average              B

average                        C

below average                D

well below average        E

The National Curriculum results of 2002 recorded in the table above refer to a Year 6 group who consisted of a more able group of pupils. Consequently, results in mathematics were very high when compared to results both nationally and in relation to similar schools. Standards in science were well above average when compared nationally and very high in relation to similar schools. Standards in English were above the national average but well above those attained in similar schools. Inspection findings indicate that standards in the current Year 6 are average in English, mathematics and science.

This decline is as a result of the high numbers of pupils who have special educational needs and those for whom English is an additional language. There are also significant numbers of pupils who have joined the school mid-way through their primary education having had experienced minimal schooling. Standards in the current Year 2 class are as expected in reading, writing and science. This is similar to the standards recorded in the national tests of 2002. Standards are average in mathematics and this represents a good improvement on the national tests of 2002 that were well below average. This is as a result of improved implementation of the National Numeracy Strategy. Children start school with attainment below that expected for their age. Skills in communication, language and literacy are below average because many use English as an additional language. Good progress is made in the nursery and reception and by the start of Year 1 overall standards are as expected. Satisfactory progress is made from Years 2 to 6. The school tracks its pupils carefully and sets appropriate targets for each year group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils show good attitudes towards school and enjoy working and playing alongside their friends.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Most pupils understand what is expected of them both in class and in and around school. No anti-social behaviour or racism was observed during the inspection. However, there is a small number of pupils who lack self-discipline. They become over-excited and answer back to their teachers.
Personal development and relationships	Relationships amongst most pupils are good. Pupils work and play harmoniously in a truly multi-cultural community.
Attendance	Attendance rates are unsatisfactory and are below the national average. During the inspection a significant minority of pupils were observed arriving late.

## TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory. Teaching in the nursery, reception and Year 1 classes is good. Teachers in these classes have a good knowledge and understanding of these young children and teach the basic skills well. Lessons are planned well and class organisation is good. Behaviour management is of high quality and good use is made of an exciting range of resources. Teaching in Years 2 to 6 is satisfactory overall. Lessons are carefully planned in these classes, which ensures that the needs of all pupils are met. Literacy and numeracy are taught satisfactorily in Years 2 to 6 but too much use is made of commercially produced worksheets to consolidate skills. This is also a weakness in the homework given to the pupils, which is frequently dull and uninteresting. Behaviour management relies heavily on teacher input and this has a negative influence on the development of pupils' self-discipline. Learning support assistants are used well throughout the school to help pupils with special educational needs and those for whom English is an additional language. This has a good impact on the acquisition of knowledge and skills gained by pupils.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory overall. The planned curriculum meets the needs of all the pupils and is enriched by a wide range of visits and links with the wider school community.
Provision for pupils with special educational needs	Provision is good. Pupils with learning difficulties and behaviour problems have detailed individual education plans and their progress is carefully checked and monitored.
Provision for pupils with English as an additional language	Provision for pupils for whom English is an additional language is good. The school makes effective use of bilingual text to ensure that all pupils have full access to the curriculum.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision is good overall. The school successfully encourages pupils to be aware and understand the beliefs of their own and other faiths. Pupils are encouraged to understand the difference between right and wrong and are helped to develop positive attitudes to each other. They gain a good awareness of the diversity of other cultures through each other. Nearby resources are used well to develop a good understanding of the local cultural heritage.
How well the school cares for its pupils	The school takes very good care of its pupils and ensures that they are kept safe. The headteacher knows the children and the families very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management is satisfactory overall. The headteacher is committed to providing the best for the pupils and works hard to support her new and inexperienced staff. However, the current systems in place for checking teaching and learning lack rigour. The delegation of subject co-ordination is satisfactory.
How well the governors fulfil their responsibilities	Governors satisfactorily fulfil their requirements. They are supportive of the school and have a good understanding of its strengths. However, the governing body does not make itself available to parents on a regular basis.
The school's evaluation of its performance	The school makes good use of all the information it gathers to target pupils' attainment. This is used well to support those pupils who need additional support and those who need help with the management of their behaviour.
The strategic use of resources	Good school development planning enables money to be spent wisely on educational priorities. Resources are managed efficiently. Specific grants are put to good use. Principles of best value are clearly understood and applied.

Staffing is adequate and learning resources satisfactory. However, accommodation is very poor. As well as being based on a split site where pupils have to negotiate the traffic in Sloane Square, there are outside toilets, no space for a computer suite, specialist teaching areas or meeting rooms.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The teaching is good.</li><li>• Their children are making good progress.</li><li>• The school expects their children to work hard and to become mature and sensible.</li><li>• Most feel comfortable approaching the school with a problem or concern.</li><li>• They feel well informed about the progress made by their children.</li></ul>	<ul style="list-style-type: none"><li>• Behaviour in the school.</li><li>• The amount of homework given to their children.</li></ul>

Inspectors agree that the pupils like coming to school where they are expected to work hard and are encouraged to behave sensibly. They fully endorse that the school welcomes the parents to approach the school with a problem or concern and feel that they are kept well-informed about their children's progress. At the meeting with the registered inspector prior to the inspection a very small minority of parents raised concerns about the behaviour of a significant number of pupils who were having a poor influence on the learning of other pupils. Whilst the team agrees that there is a small number of pupils with behaviour problems, staff work hard to ensure that the learning of others is not adversely affected and respond to concerns as soon as they are made aware of them. The amount of homework given is satisfactory and is as expected for primary school pupils. However, the inspection team do not consider its content to be always appropriate because much of it involves the laborious task of filling in uninteresting worksheets.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The quality of teaching and the learning environment are of high quality in the Cadogan Site where the nursery, reception and Year 1 classes are accommodated.**

1. The quality of teaching and learning is good overall in the nursery, reception and Year 1. This enables all children, including those with special educational needs and those for whom English is an additional language, to make good progress. All staff have a good understanding of the learning and personal needs of the children within these age groups. They give a high priority to promoting pupils' personal, social and emotional development. Opportunities to promote involvement in their learning are skilfully built into the planning of every activity. As a result, children develop a high level of independence and perseverance at a young age.
2. All staff have high expectations of what the children might accomplish; the children respond well to the demands made of them. For example, in an effective free choice session a group of children in the nursery played at birthday parties. As they gradually added candles to a pretend cake the teacher skilfully encouraged them to count. The children responded well by counting eight candles, were proud of their achievements and made good progress in their learning. All staff in nursery, reception and Year 1 expect children to demonstrate a high level of independence throughout the school day and to be aware of daily routines. Children are expected to tidy up and to know where everything is kept.
3. Staff manage the children well and have good relationships with them. The working day is well organised with a wide range of purposeful activities. Classroom displays are stimulating and fully reflect the children's work. There is always a member of staff ready to support children, ask questions or intervene to encourage or discuss the learning that is taking place. Teachers are skilful at scanning their classes to ensure that they know exactly what the children are doing. For instance, a teacher was observed working with a group of Year 1 pupils in the outdoor area but was still totally aware of what was happening elsewhere with the rest of her class. Staff organise the day so that children have a variety of experiences, both indoors and outdoor. They work in small groups, independently or with an adult, sharing a story or in discussion with a larger group. This means that they are constantly being motivated to learn. The children are expertly supported in their learning and this is why they achieve so well.
4. Staff work in effective partnership to plan, organise and teach a wide curriculum. Teaching times are appropriate in length and meet the needs of the differing ages and experiences of the children. For instance, in a literacy session in the reception class the teacher ensured that the children did not sit for too long on the carpet. All staff are used well to meet the needs of the children. Even when children are involved in independent play, there are never times when adults are stood around not engaged in an activity. Good use is made of all the available resources. The children are also encouraged to tidy up activities quickly and this is done with a real sense of urgency. There is always a good pace to the learning and this encourages the children to work hard. They are always interested and motivated and maintain concentration for appropriate periods of time.
5. The teaching of early literacy and numeracy skills underpins most activities. All staff put an appropriate emphasis on the importance of listening and the children respond well to this. A wide variety of techniques is used to stimulate and motivate the children

and encourage reading skills. For example, big books such as *The very hungry caterpillar* are shared with the children and this stimulates their interest in the written word. Staff ensure that children have ready access to a wide range of books and these are attractively displayed. Children acquire a love of books whilst learning how the books work. They are regularly seen telling the story from the pictures. Children enjoy sharing these with adults at school and are encouraged to take books home to share with their parents. Early counting and number recognition are built into many activities such as in their outdoor play and at registration times. Good use is made of number rhymes and games to encourage the use of mathematical language in everyday life.

6. The quality of planning is good and effectively covers each area of the Foundation Stage in nursery and reception, and the National Curriculum in Year 1. There is a good balance between small group times with an adult focus and individual initiated learning through play. Teachers, learning support assistants and nursery nurses pitch the content of their focused lessons well and topics, which will maintain the children's interest, are chosen carefully. This was particularly evident in a literacy session in Year 1 when the children were required to name the characters from the fairy tale about Cinderella and then decide whether they were good or bad in the story.
7. Throughout the day adults are continually assessing the learning of the children. They listen carefully to what individuals say both in groups and in their play and use this information to carefully evaluate the acquisition of skills. All adults involved constantly praise positive behaviour and hard work and this successfully ensures that the children are gaining a good awareness of their learning.
8. Children who have special educational needs or use English as an additional language are taught well by skilful interactions in their play and individual support during group times. Learning or behaviour needs are quickly identified and individual programmes developed to ensure that good progress is made. As a result, children develop an enthusiastic attitude to their work, which promotes a good pace of learning in all areas of the curriculum.

**Provision for special educational needs and English as an additional language are good.**

9. Good provision is made for pupils with special educational needs. Effective procedures for the early identification of pupils with particular needs have been established. The school makes good use of external support, when necessary, to complement the work of class teachers and assistants. The good work of the special educational needs and English as an additional language co-ordinators provides clear guidance for all staff and they ensure that provision for these pupils is of a consistently high level throughout the school. Targets set in pupils' individual education plans are realistic, so that their progress can be measured accurately and regularly reviewed in meetings involving the parents.

**The vast majority of pupils have positive attitudes to school. Personal development is good and most pupils enjoy positive relationships with each other.**

10. Throughout the school most pupils' attitudes to learning are good. Parents report that pupils are happy and eager to come to school. Most pupils are friendly and polite and greet visitors in the corridors and classrooms.
11. In the Cadogan Street site children in the nursery, reception and Year 1 classes are keen, interested and participate well in all activities. They quickly learn to share

equipment and tidy up after the activity. Children behave well and adults quickly correct those who lack concentration and become restless. A wide range of stimulating activities keeps children interested.

12. Pupils in the Sedding Street site enjoy their time at school. In Years 2 to 6 most pupils settle quickly to their work when they arrive in the morning. They listen carefully to their teachers and apply themselves conscientiously in lessons. All pupils enjoy answering questions posed in lessons and contributing to classroom discussions.
13. There is harmony between pupils from a wide range of ethnic and cultural backgrounds. Most pupils enjoy working in pairs and groups. For instance, in a Year 6 literacy lesson, pupils were grouped together purposefully to prepare and discuss the different aspects of an argument about playing outdoors. Pupils enjoy the extra-curricular activities offered by the school and join various sports and after-school clubs.
14. The majority of pupils are polite to each other and to staff and courteous to visitors. They move around the school sensibly and show respect for property. Despite the very cramped conditions, play at both break and lunchtimes are generally good-natured. Trained adults supervise and actively encourage worthwhile activities on all the play areas. This ensures that the pupils gain positive experiences during their breaks. For example, one play leader was seen teaching a group of pupils to work together on a skipping game and another was involved in a keen basketball team. No incidents of bullying or racial abuse were observed during the inspection.
15. Pupils with special educational needs and those who use English as an additional language, have good attitudes to their work. They behave well because their interest is sustained as a result of the good support in the classrooms. This has a positive impact on the progress made by pupils in developing the basic skills in reading, speaking and listening.

**The overall provision for spiritual, moral, social and cultural development is good.**

16. Pupils' spirituality is sensitively promoted through religious education lessons, church services and the daily acts of worship. These activities provide a good foundation for pupils' spiritual development. Religious education lessons provide opportunities for pupils to reflect upon their own and other people's lives. The pupils develop a good knowledge of Christianity and other major world religions. These are particularly effective when presented through first hand experience involving parents of pupils. In other areas of the curriculum pupils are encouraged to value relationships and human achievement; and to explore feelings and the views of others. Pupils are given opportunities to question and reflect, such as in science when looking at 'taking care of ourselves' and 'keeping healthy' and ways of applying this knowledge into their lives.
17. The provision for pupils' moral development is good. The school has a clear standard of acceptable behaviour reinforced by class rules. Pupils are clear about the need for rules to promote a fair community. They are encouraged to take responsibility and show consideration for others. Pupils know that hitting and name-calling are wrong. Most pupils know the rules and what will happen if they are broken. Rewards are fair, with stickers and stars for good work or special deeds and are publicly displayed to celebrate achievement and raise self-esteem. Teachers remind pupils about their responsibility to respect and value the environment. Teachers and pupils have positive relationships and respect each other.

18. Good provision is made for pupils' social development. They are taught to show respect for others, living things, property and the environment. Older pupils are encouraged to take responsibility for younger pupils. Good relationships between teachers, support staff and pupils, promote co-operative working. It also encourages warm and trusting relationships. Most pupils listen respectfully to the opinions of others and celebrate their achievements with them. For example, children in the nursery listened to each other's news and Year 2 pupils listened to each other's stories.
19. Pupils are provided with good opportunities to develop a knowledge and appreciation of their own and other cultures. For example, the school has recently celebrated the Chinese New Year and this has given pupils insight of this culture through music, art, food and dress. Pupils listen to music from their own and other cultures. They study other religions and learn about beliefs other than their own. Displays around the school have a multi-cultural dimension and visits outside the school take place regularly. Pupils receive good opportunities to learn about the diversity and richness of the range of cultures in Britain today.

### **The school takes very good care of its pupils.**

20. The level of care that the school extends to its pupils is very good. Their safety, welfare and security are priorities and the school strives to create conditions in which all children are able to achieve their potential. All policies and procedures are clear and well known by everyone working in school and all staff have the necessary skills to deal with emergencies and thus ensuring the safety of all pupils. This was particularly evident when observing the pupils moving between the two sites during the lunch break. For example, each day teachers and support staff safely navigate their pupils alongside and across a very busy road lined with bars and cafes. They are then required to walk past beggars and then through a working building site. Staff undertake this task with true professionalism and show exquisite care towards the welfare of the pupils.

### **Local resources and specific grants are used well to benefit the pupils.**

21. The headteacher uses all available resources well. For example, good use is made of the local museums, which are within walking distance of the school, to promote personal development. Good use is also made of specific grants such as for the provision of special educational needs and English as an additional language. The school has recently received funding from the Royal Borough of Kensington and Chelsea to finance a behaviour improvement plan. This is being used well to fund additional teachers, which enables small groups to meet to work on the self-management of their behaviour. The school provides two placements for the government programme to train graduates as teachers within the school. This has a beneficial effect on the school because not only does this scheme bring added funds to the school; it also improves the ratio of adults per pupil in the classes involved. These individuals are able to bring with them a wealth of new experiences that staff are able to develop. In return, the headteacher is able to invest carefully in the future of the school by having access to good teachers of the future.

## **WHAT COULD BE IMPROVED**

**The use of information and communication technology skills across the curriculum and as a tool to help teachers with lesson planning.**

22. Information and communication technology skills are not used sufficiently well across the curriculum to support learning. For example, in English although some work is word-processed, information and communication skills are not used sufficiently well to develop extended writing in Years 2 to 6. Data-handling activities in mathematics and science do not involve the use of appropriate computer programs. There is also limited use of the Internet and CD ROMs to extend pupils' learning in art and design, history and geography. Too frequently computers in classrooms remain unused in lessons and this is a weakness in the use of the school's resources.
23. Good use is made of new technology such as computers, electronic mail and web sites to support a range of administrative tasks within the school office. However, not all staff are familiar with these technological resources to plan and prepare teaching activities. Consequently, time is wasted writing out plans and individual teaching programmes.

**The accommodation which is very poor. This has extremely limiting effects on the planned curriculum, the behaviour of the pupils, the quality of teaching and learning, and the ethos of the school as a whole.**

24. Staff work very hard to ensure that the disadvantages of the split site have minimal impact on the pupils. However, the inadequacy and condition of the accommodation poses severe limitations on the pupils. The two sites have a feeling of two separate schools and this makes a whole school ethos difficult to define. Travelling between the two sites tends to occur during the pupils' break times. However, the accommodation split between Years 1 and 2 has a negative impact on organisational issues such as timetabling. The amount of space available for pupils to learn is cramped and restricts the range and type of activities that teachers can plan. This especially affects the pupils in Years 2 to 6 in the Sedding Site where the classrooms are too small and the sound from neighbouring rooms is intrusive. For example, there is not enough space for pupils to carry out investigative activities. Consequently, the pupils are given too many commercially produced worksheets to record their practical work rather than actually undertaking the activities themselves. In addition to this, senior management has not identified this weakness through the monitoring of teaching and learning procedures. As a result, the learning activities are not always matched to meet the needs of all pupils. It also limits the amount of extended writing the pupils achieve because much of the work given only requires sentences to be completed. There is insufficient room for the teaching of art and design, and design and technology, especially for pupils to work on large three-dimensional projects, or for projects or models to be left out and worked on over a number of weeks. There is no space available for an information and communication technology suite. Pupils are thus placed at a disadvantage, particularly when they go to secondary school where they are expected to have a reasonable competence in independent learning and problem solving. The hall is too small for physical education and for any activities that involve the increased numbers of pupils, especially when parents and visitors are invited. Although there is a reasonably sized outdoor play area in the Cadogan Site, there are only two very small outdoor areas in the Sedding Site. One of these is situated on the rooftop whilst the other is part of the area that accommodates the outside toilets. Whilst the school has worked very hard training adults as play leaders who promote positive recreational activities, the cramped nature of the outdoor area inhibits vigorous exercise. This has a negative effect on the behaviour of a small number of pupils, particularly those who come from housing where there are no gardens or outdoor play areas.

**The self-discipline of a small minority of pupils.**

25. Pupils' behaviour in classrooms and around the school is satisfactory overall. Children in the Cadogan Site behave well at all times. However, a small number of pupils in Years 2 to 6 in the Sedding Site behave inappropriately. While there are many pupils who understand the boundaries between respect and disrespect, there are some pupils who do not. These pupils do not listen to their teachers, talk consistently throughout lessons and lack a basic understanding of self-discipline. Inspection findings indicate that the behaviour of this small number of pupils tends to deteriorate in the afternoon sessions after lunchtime where the pupils have been confined in small outdoor areas. Most pupils play well together in these playgrounds but a very small number of pupils are over boisterous. These cramped playground conditions have a negative impact on the pupils' behaviour because a small minority of pupils become argumentative and relationships turn tense. At times, this unacceptable behaviour out of class has a disruptive effect on lessons and often distracts other members of the class. For example, in a Year 6 science lesson the quality of teaching was affected by the silly and immature behaviour of a small number of pupils who chose to be disruptive whilst a visitor was in their classroom. In a Year 2 mathematics lesson pupils were noisy and had great difficulty settling.

**The attendance rate, which is below average and the day-to-day punctuality of the pupils.**

26. Pupils' attendance falls below the national average. The punctuality of a significant minority is also a weakness. The school has adequate procedures in place to promote regular attendance and punctual arrival at school but there is limited cooperation from a small number of parents.

**The negative relationships that exist between a minority of parents with staff and governors.**

27. In the main, most parents like the school, feel that it is providing a good standard of education and are happy with the quality of provision. However, a very small number of parents who attended the parents meeting with the registered inspector, prior to the inspection, dominated the discussion with their negative comments about behaviour in the school. A similar occurrence happened at the annual general meeting of the governors for parents. However, at both meetings, those who attended did not wholly support the views of this small minority of parents. Both staff and governors fully understand that there are weaknesses in the behaviour of a small minority of pupils and are working hard to rectify the situation through a specific programme. They fully support a positive approach to developing pupils' achievements and learning, are very approachable when there are problems and are very keen to work alongside parents. However, the school does not always receive the support needed from home to make it a true partnership. The small number of parents with grievances are causing disharmony amongst the school community, which does not reflect the Christian aims and values of the school.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

28. In order to improve further, the governors, headteacher and staff should:
- a) Use information and communication technology skills across the curriculum and as a tool in planning by:



- improving teachers' subject knowledge;
- improving information and communication technology resources;
- enabling the information and communication technology co-ordinator to work alongside other subject co-ordinators to ensure that information and communication technology is used effectively in every area of the curriculum;
- checking and evaluating the impact of information and communication technology in each National Curriculum subject.

(Paragraphs 22 and 23)

- b) Address the issue of the school's poor accommodation, which imposes significant restrictions on the curriculum and has a negative impact on the behaviour of a minority of pupils and the overall ethos of the whole school. It is imperative that the governors, in consultation with the headteacher and other appropriate bodies, seek ways of affecting improvements to the outdated building facilities, particularly in the Sedding Site, by relocating or rebuilding the school. (Paragraph 24)
- c) Improve the self-discipline of a small minority of pupils by:
- extending the behaviour improvement programme. (Paragraph 25)
- d) Update and develop more rigorous systems for monitoring and evaluating the quality of teaching and learning; (Paragraph 24)
- e) Improve the attendance and punctuality rates by:
- devising reward systems for pupils whose attendance and punctuality are good;
  - encouraging parents to take more responsibility for the poor punctuality of their children. (Paragraph 26)
- e) Develop stronger and more regular communication links between governors and parents. (Paragraph 27)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	7	0	0	0
Percentage	0	11	53	37	0	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 five 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)	26	223
Number of full-time pupils known to be eligible for free school meals	0	61

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	99

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	7.0

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	14	15	14
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	86 (66)	86 (72)	89 (72)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	15	15	15
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	89 (62)	93 (69)	93 (59)
	National	85 (85)	89 (89)	89 (89)

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
	2002	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	10	12	12
	Total	23	26	26
Percentage of pupils at NC level 4 or above	School	85 (100)	96 (100)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	10	12	12
	Total	23	26	26
Percentage of pupils at NC level 4 or above	School	85 (96)	96 (100)	96 (100)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
33	0	0
1	0	0
25	0	0
5	0	0
3	0	0
2	0	0
13	0	0
2	0	0
3	0	0
5	0	0
10	0	0
29	0	0
20	0	0
12	0	0
3	0	0
28	0	0
3	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10.8
Number of pupils per qualified teacher	28
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	162

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	43

### **Financial information**

Financial year	2001/2002
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	£
Total income	721,740
Total expenditure	711,738
Expenditure per pupil	2,858
Balance brought forward from previous year	13,555
Balance carried forward to next year	23,557

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

Number of questionnaires sent out	233
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	51	35	12	2	0
My child gets the right amount of work to do at home.	49	27	18	0	6
The teaching is good.	67	31	0	0	2
I am kept well informed about how my child is getting on.	47	49	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	2	2	0
The school expects my child to work hard and achieve his or her best.	63	35	0	2	0
The school works closely with parents.	59	35	2	2	2
The school is well led and managed.	73	18	2	2	4
The school is helping my child become mature and responsible.	73	24	0	2	0
The school provides an interesting range of activities outside lessons.	45	39	8	2	6

### Other issues raised by parents

The registered inspector met with 37 parents prior to the inspection. A very small number of parents raised concerns about behaviour in school. Inspection findings indicate that the behaviour of pupils is satisfactory overall although a minority lack self-discipline. The school is aware of this and has implemented a behaviour improvement programme.