

# INSPECTION REPORT

## **POPE JOHN RC PRIMARY AND NURSERY SCHOOL**

London

LEA area: Hammersmith and Fulham

Unique reference number: 100355

Headteacher: Mrs P Singh

Lead inspector: Mr D J Curtis

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> November 2003

Inspection number: 257207

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Commonwealth Avenue London
Postcode:	W12 7QR
Telephone number:	020 8743 9428
Fax number:	020 8749 7117
Appropriate authority:	The governing body
Name of chair of governors:	Fr. Keith Stoakes
Date of previous inspection:	April 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in White City within the London Borough of Hammersmith and Fulham. There are 180 pupils on roll in the main school. In addition, 25 children attend the nursery full time, with three attending part time. A high proportion of pupils come from minority ethnic families. Seventeen pupils are designated as asylum seekers and refugees. One hundred and nineteen pupils have English as an additional language of whom 23 receive specialist support through EMAG (ethnic-minorities achievement grant) funding. The proportion of pupils (40 per cent) identified with special educational needs is well above the national average. Five pupils have a statement of special educational need. Twenty-six per cent of pupils are entitled to free school meals, which as a proportion is above the national average. The school benefits from being able to recruit and retain teaching staff.

The school benefits from involvement with the Children's Fund and the Single Regeneration Budget. The school has achieved 'Investors in People' status and the 'Healthy Schools Award'. In the three years 1999 to 2002, it received a 'School Achievement Award'. It is currently ranked 156 in the 'Sunday Times' top 500 primary schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities <sup>1</sup>
20893	Mr D J Curtis	Lead inspector	English, mathematics, science, information and communication technology and physical education
9052	Mrs H Barter	Lay inspector	
16038	Mrs J Bavin	Team inspector	Foundation stage, special educational needs, geography and history
27240	Mr A Hooper	Team inspector	English as an additional language, art and design, design and technology and music

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<sup>1</sup> Religious education was inspected separately on behalf of the diocese.

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **excellent school**. The inspirational leadership of the headteacher is a significant aid to achievement. The school gives **excellent** value for money.

The school's main strengths and weaknesses are:

- The excellent leadership and management in creating a school which is totally committed to including every pupil, and to each pupil achieving his or her best.
- By the end of Year 6, standards in English, mathematics and science are well above average.
- By the end of Year 2, standards in reading, writing, mathematics and science are above average.
- Pupils' attitudes to school, behaviour and relationships are excellent.
- Teaching is very good and has a positive impact on the high standards achieved.
- Provision for and children's achievement in the Foundation Stage is very good.
- The provision for pupils with special educational needs is very good as is that for pupils with English as an additional language.
- Across the school, standards in information and communication technology (ICT) are above average.
- The quality of pupils' handwriting is not of a consistently high enough standard.

The improvement since the previous inspection has been **excellent**. Significant improvements in leadership and management have contributed to the consistently high quality of teaching which, in turn, has led to the school achieving high standards year on year.

Children start school with standards that are well below expectations for three- and four-year-olds. Over half of the children start in the nursery with little or no English as their first language. As the result of very good teaching, their achievement is **very good**. Children are likely to achieve the goals they would be expected to reach by the age of five.

The standards achieved by pupils in Key Stage 1 are **very good**. In reading, writing, mathematics, science and ICT, standards are above average. There is no significant difference in achievement by gender, ability or ethnicity. Pupils use and apply successfully their literacy and numeracy skills in other subjects. The standards achieved in Key Stage 2 are **very good**. By the end of Year 6, standards are well above average in English, mathematics and science, with those in ICT above average. All pupils achieve equally well. There are particular strengths in pupils' writing in other subjects and in their mental arithmetic skills.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	A	A
Mathematics	A	A	A	A
Science	A	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2*

When compared with similar schools on the basis of entitlement to free school meals, the school, in English and science, is in the top 5 per cent.

Pupils' **personal development is excellent**. Their **spiritual, moral, social and cultural development is excellent**. Pupils have **excellent attitudes to school**. **Attendance is good** and pupils are punctual because parents are left in no doubt as to the importance of regular attendance and getting their children to school on time.

## **QUALITY OF EDUCATION**

**The quality of education is very good. Teaching is very good** across the school and has a significant impact on the high standards achieved and on pupils' excellent attitudes, behaviour and relationships. Teachers have high expectations of their pupils and provide very good levels of challenge in lessons. Teachers' planning and their use of assessment are significant strengths.

The curriculum is very good and is enriched considerably by an impressive range of visits, visitors and extra-curricular activities. The school has a strong commitment to the arts and sports. Pupils receive very good advice, support and care from their teachers and all adults in the school who work with them. Links with parents are excellent because the headteacher leaves them in no doubt as to the importance of supporting their children's learning.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the headteacher are excellent**. The headteacher makes an outstanding contribution to the school achieving its mission statement: 'We aim for excellence with God at the centre of all that we think, say and do'. She is supported fully in her aims for the school by the senior management team, staff, governors, parents and pupils. Subject co-ordinators have a detailed understanding of their subjects and make a significant contribution to pupils' very good achievement. **Governance is very good**. Governors are very supportive of the school and are committed to high achievement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are fulsome in their praise for the school. They have total respect for the headteacher and give their total support to working in partnership with the school so that their children achieve their best.

Pupils love their school and rightly believe that simply, 'It is the best!'. They say that 'learning is fun because teachers really help you and it's easy to ask them'.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- improve the consistency of the quality of pupils' handwriting.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are above average at the end of Year 2 and achievement is very good. At the end of Year 6, standards are well above average and achievement is very good.

#### Main strengths and weaknesses

- At the end of Year 2, standards in reading, writing, mathematics, science and ICT are above average.
- At the end of Year 6, standards in English, mathematics and science are well above average, with those in ICT above average.
- Throughout the school, standards in speaking and listening are above average.
- The achievement of all pupils, irrespective of gender, ability or ethnicity, is very good.
- The quality of singing in the school is outstanding.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003<sup>23</sup>*

Standards in:	School results	National results
reading	15.6 (17.4)	15.7 (15.8)
writing	13.8 (15.5)	14.6 (14.4)
mathematics	15.8 (18.3)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

1. The results of the 2003 national tests were below those achieved in previous years and reversed the trend of above average standards. However, the year group contained a significantly higher proportion of pupils with special educational needs, together with a higher proportion at the early stages of learning English. The school has recognised that standards were not high enough and has provided good-quality extra support for these pupils who are now in Year 3. This support is having a positive impact on improving standards.

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	28.6 (29.6)	26.8 (27.0)
mathematics	28.4 (28.5)	26.8 (26.7 )
science	30.4 (30.9)	28.6 (28.3)

*There were [number] pupils in the year group. Figures in brackets are for the previous year*

<sup>2</sup> The results for Year 2 and Year 6 are unvalidated.

<sup>3</sup> The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2 the level attained by each pupil; for example, in mathematics, is given a score – a Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points attained by pupils and then dividing by the number of pupils who took the test. Therefore a school whose average points score for mathematics in the tests at the end of Key Stage 1 is greater than 15 is one whose pupils are performing above expectations for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.



2. These results confirm the year-on-year trend of very high standards achieved by pupils in Year 6. There is no significant difference in the standards achieved by boys and girls. Pupils from the many minority-ethnic groups in the school achieve equally successfully. The achievement of pupils with special educational needs, together with those pupils who have English as an additional language, is consistently very good.
3. The **achievement** of children in the nursery and in reception is **very good**, especially as 50 per cent start school with little or no English. Because of high-quality teaching, the majority are likely to reach the goals they are expected to meet at the end of the reception year. The quality of singing in the reception class is inspirational.
4. **Achievement in Key Stage 1 and Key Stage 2 is very good.** For pupils currently in Year 2, standards are above average in reading, writing, mathematics, science and ICT. There are strengths in pupils' application and use of literacy, numeracy and ICT skills in other subjects. In the current Year 6, standards are well above average in English, mathematics and science, with those in ICT above average. There are significant strengths in pupils' application of literacy skills when writing in other subjects, especially in citizenship. In both key stages, the quality of singing is outstanding. Very good achievement and high standards are the result of high-quality teaching and the school's commitment to every pupil achieving his or her potential. Boys and girls achieve equally well.
5. The achievement of pupils with special educational needs, together with that of pupils with English as an additional language, is very good. Both groups receive high-quality support in lessons from teachers, support teachers, learning support assistants and their peers.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school and their behaviour are **excellent**. Their spiritual, moral, social and cultural development is **excellent** in every respect.

### **Main strengths and weaknesses**

- Pupils have exceptionally positive attitudes to their work and to all the activities provided for them.
- Pupils' behaviour is exemplary throughout the school.
- Excellent relationships are an outstanding feature of the school.
- The school is a racially harmonious community where everyone values and respects each other's differences.
- Pupils' attendance is good.

### **Commentary**

6. Pupils are very enthusiastic about their work, are eager to learn and to take part in the many activities provided during the school day and after school. This has a remarkable impact on the standards of their work and their achievement as they move through the school. Parents recognise that these are outstanding features of the school and are very positive that their children like school, know how to behave well and are being helped to grow up. Pupils have high opinions of the school and say that it is 'the best'.
7. Pupils show a keen interest in learning and this is reflected in the standards that they achieve. They have total concentration and application in lessons, listen intently to their teachers and are often bursting to answer questions. Each new task or activity is tackled with great enthusiasm. They show great pleasure and pride in their work and want to do the very best that they can for their teachers and for themselves. One of the strengths of pupils' attitudes is the way in which they listen carefully and respectfully to others in discussions and often spontaneously applaud others' achievements.

8. There is a calm and orderly atmosphere in the school. Pupils are polite and respectful to one another and to adults. The ethos of the school is excellent and all staff expect high standards of behaviour. Pupils respond very well to this. They say that ‘children are kind and behave well’ and that there are no problems because they are all friends. The school is highly effective in dealing with any challenging behaviour and there is no evidence of bullying. Outside school, for example when visiting the City Learning Centre, pupils’ behaviour is impeccable and they are a credit to their teachers, their parents and to themselves. There have been no exclusions in the school for over ten years.
9. Excellent relationships help pupils to mature and to be confident and enthusiastic learners. Staff consistently praise and encourage them which helps their self-confidence and independence. Inclusion is at the heart of the school and, as a result, pupils of all ages, genders, abilities and backgrounds work and play very well together. Older pupils are very caring and responsible towards the younger ones. They appreciate and value each other’s differences and understand each other’s feelings very well. This has a very significant impact on their personal development, which is excellent.
10. The promotion of pupils’ spiritual, moral, social and cultural awareness is central to the school’s work and aims and is reflected in pupils’ excellent attitudes, behaviour, relationships and their developing maturity. Pupils are able to think and reflect on their learning and their own lives. They are encouraged to take responsibility for their own actions. Staff are excellent role models and the outstanding relationships between staff and pupils promote strong moral values in all year groups. Older pupils readily accept opportunities for responsibility. Those involved in the School Council or as representatives at the Children’s Parliament take their duties seriously and with great maturity. Pupils develop a rich cultural awareness of their own and other’s backgrounds because the school seeks as many opportunities as it can to widen their knowledge of the varied cultures in the school, in Britain and across the world.

**Attendance in the latest complete reporting year (95.2%)**

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.2
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

11. Pupils’ attendance is good, being slightly above the national average. Most pupils come to school on time and leave promptly at the end of the day because staff are rigorous in their monitoring of punctuality and emphasise its importance to parents.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	44	0	0
White – Irish	7	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	13	0	0

Asian or Asian British – any other Asian background	15	0	0
Black or Black British – Caribbean	20	0	0
Black or Black British – African	50	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	23	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is very good.** Teaching is of a very high quality and has a significant impact on the high standards achieved. Assessment is very good, with teachers using the information provided to set challenging and demanding targets for pupils. The curriculum is very good and enriched by an impressive range of visits, visitors and extra-curricular activities.

### Teaching and learning

Teaching and learning are **very good**.

### Main strengths and weaknesses

- Expectation, pace and challenge promotes very effective learning for **all** pupils.
- The quality of teachers' planning is impressive.
- Pupils show a desire for and a love of learning.
- The teaching of key skills in literacy and numeracy is very good.
- The use of assessment is very good, including teachers' marking.

### Commentary

#### **Summary of teaching observed during the inspection in 36 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (19%)	18 (50%)	10 (28%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. A significant feature of all lessons is the way in which pupils are challenged by teachers to do their best. Pupils are expected to work hard and to finish the work that has been set, with more-able pupils expected to start their extension work. The pace of lessons is fast, particularly in question and answer sessions, although teachers successfully combine this with giving pupils time to answer questions and to explain their thoughts. As a result, pupils are confident speakers and know that their answers and contributions are valued by their teachers and by their classmates. Because pupils know what is expected of them, they settle quickly and sensibly to independent group work. They show impressive levels of concentration and their work rate is very good. The quality of writing produced in literacy lessons is particularly good.
13. When planning lessons, teachers take fully into account the differing learning needs of groups of pupils. As a result, work is matched carefully to pupils' needs and makes a strong contribution to the good progress they make in lessons. In addition, teachers plan carefully for the use of support teachers and learning support assistants and this has a very positive impact

on the very good achievement of pupils with special educational needs, together with those who have English as an additional language. Teachers make lessons interesting through the effective use of a wide range of resources, including good-quality equipment for science lessons and the use of computers to support pupils' learning in literacy and numeracy.

14. Pupils really enjoy their lessons and their enthusiasm in wanting to ask and answer questions is infectious. In many lessons, they are 'bursting' to give answers at the start and end of lessons and take great delight in being able to talk to, or read their work to, the rest of the class. They show confidence and maturity in their learning. In independent and/or group work, they work exceptionally hard and show very good levels of perseverance in completing work. In paired discussions or when working in groups, they listen to and respect and value the opinions of each other. Their negotiation skills are particularly impressive.
15. Teachers are very effective in teaching the key skills of literacy and numeracy and this has a positive impact on the high standards achieved. In literacy, pupils are taught successfully how to develop their key reading skills. In Year 2, pupils are taught how to read with expression by understanding how to use punctuation. They delight in having to tell the teacher how a passage should be read correctly when the teacher reads it with no expression. In Year 6, there is a strong emphasis on teaching prediction skills and in encouraging pupils to read the whole book and not just the extracts used in literacy lessons. In numeracy, key skills in mental arithmetic and multiplication tables are taught successfully, with the result that pupils achieve high standards in these aspects of mathematics.
16. Teachers make very effective use of assessment to plan pupils' future learning. The results of the national tests in Year 2 and Year 6, together with the non-statutory tests in Years 3, 4 and 5 are analysed in depth. As a result, targets are set for individual year groups and where necessary extra support is given, as is the case currently in Year 3. Teachers' marking is of high quality and tells pupils how well they are doing and what they need to do to improve. The use of individual targets in English, mathematics and science is welcomed by pupils and they show a good understanding of their current targets for improvement.

### **Example of outstanding practice**

#### **Teaching of pupils with special educational needs**

Pupils with special educational needs clearly gain as much as anyone from the school's consistent message that any achievement is possible. In the one example of a separate small group lesson seen during the inspection, teaching was excellent. This excellence is hard to quantify but certainly includes an attention to detail second to none. For example, the pupils entered the room to find beautifully presented teaching and learning materials placed on the table waiting for them. This alone would not result in such an astonishing level of achievement, but sets an unambiguous message of high standards for all. The lesson proceeds with relentless demands of pupils' attention and effort but these demands are sensitively communicated and relationships are excellent. The result is that pupils who find writing difficult are empowered. They write from their heart, using their personal experience to evoke mood and feeling while still struggling with the use of a comma.

### **The curriculum**

The curriculum is **very good**.

#### **Main strengths and weaknesses**

- There is a brilliant use of each pupil's individual and personal experience throughout the curriculum.
- Provision for personal, social and health education is exceptional.
- The use of drama, music and sport activities to enrich the curriculum is excellent.

- The caretaker and catering staff make a special contribution to helping pupils to access the curriculum.
17. Strengths in teachers' planning and the extraordinary ethos of the school make a major contribution to the quality of the curriculum. Each pupil's individual experience is at the centre of the curriculum. Seeking pupils' views, inviting their opinions and encouraging them to relate every aspect of their work to their own experience is second nature throughout the school. Consequently, the curriculum has a richness that reflects the diversity not only of ethnicity and cultural heritage but also of pupils' individuality permeating every piece of work.
  18. The provision for pupils' personal, social, health and emotional education is at the heart of this school. It is woven throughout every subject as well as specifically addressed through particular programmes. The 'Junior Citizen' programme uses thought provoking material and pupils' responses are unusually individual. The school does not shy away from thorny issues. Under the headteacher's guidance, catering staff and midday supervisors urge pupils to eat healthily and constantly reinforce the relevance of this to their learning. In this school, all staff want to play the best part possible. An example of this is the caretaker volunteering to teach himself how to install a 'field system'<sup>4</sup> so that the absence of a technician did not hold up the school's access to the resource.
  19. The headteacher has used her passion for ballet and opera to extend pupils' experience. All pupils benefit enormously from visiting the Royal Ballet and several also enjoy the incalculable experience of working with dancers from the ballet over two or four years. This is at no cost to their families. Over one hundred pupils enjoy football and netball after school and pupils compete in several borough sports events. Some they win, some they lose! There are countless opportunities for pupils to demonstrate their love of music and dance, including regular class-led assemblies and three performances each year. The pupils' love of, and skills in, singing has a high profile and makes a major contribution to their all-round development.

### Example of outstanding practice

#### Excellent inclusion

The value of every child is at the heart of every element of school life and this is evident in the excellent relationships between children and adults. This quite outstanding achievement is the result of the headteacher's exceptional and immeasurable leadership qualities. She carries *the entire* staff with her, including site supervisor, catering and midday supervisors, in living and breathing her strong principles regarding the rights of each child to the best of everything.

Consequently, all pupils share, enjoy and flourish from equal value, attention and celebration of their uniqueness. There are no 'glass ceilings' for any pupil in this school. In this extraordinary environment, we see a child from the reception class who has special learning needs over and above acquiring English as an additional language recording a mathematical tally in front of the class. The child does this glowing with confidence and justifiable pride. This is one example of countless occasions when children exceed all expectations.

### Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils are provided with **very good** support, advice and guidance.

### Main strengths and weaknesses

- This is a very caring school where every member of staff is committed to caring very well for each individual pupil.

<sup>4</sup> 'Field system' is a sound system, including a microphone worn by the teacher, to support pupils with hearing impairment.

- The school uses its very good links with external professionals to provide pupils with very good care and support for their individual needs.
- Individual pupils are well supported by the learning mentor.
- There are good arrangements for health and safety and for monitoring pupils who are at risk.
- Pupils have excellent and trusting relationships with adults which gives them confidence to discuss their concerns and air their views.

### Commentary

20. The school has a very high commitment to the inclusion and support of all pupils. It values their diverse backgrounds and works closely with their families to ensure that pupils are safe, secure and happy. Support for pupils with special educational needs or for those who speak English as an additional language is very good. Very good use is made of outside expertise, such as psychotherapy, to support pupils' individual needs. The learning mentor works effectively with individual pupils who are experiencing difficulties in the classroom with their learning or behaviour. This means that these pupils continue to achieve as well as their peers because they are well supported. Teaching assistants work very well with teachers to support pupils in the classroom and at playtimes. Lunchtime and catering staff also contribute well to pupils' support and guidance. As a result of this high quality support, pupils achieve very well and their attitudes to school and their behaviour are excellent.
21. Arrangements to ensure pupils' health and safety are good. Procedures for child protection and for monitoring any pupils in public care are followed correctly and there are effective links with agencies who work with pupils at risk.
22. The safe and caring environment promoted by all staff in the school has a very positive impact on the standards that pupils achieve. Pupils know that they are well looked after and that teachers will listen to their concerns and help them. This boosts their self-esteem and gives them confidence in their learning and in themselves as they grow up. Pupils say that 'learning is fun because teachers really help you and it's easy to ask them'. Pupils feel secure because they have excellent relationships with adults and can go to any adult in the school if they have a problem. The induction procedures for children who are new to the school are very good, with the result that they settle in very quickly and are happy in their surroundings. The way that the school values pupils' opinions is evident in the confidence that pupils have to talk to adults without hesitation because they know that they will be listened to and their views taken seriously.

### Partnership with parents, other schools and the community

The school's links with parents are **excellent**. Links with the community and other schools and colleges are **very good**.

### Main strengths and weaknesses

- Parents hold the school in high regard.
- The school knows its families very well and deals exceptionally well with their concerns.
- The school encourages the support of parents in all areas of its work.
- Parents receive very good quality information about their children's progress and the work of the school.
- The school's links with the community are used very well to make pupils' learning more interesting.
- The school has very good links and partnerships with other schools and colleges.

### Commentary

23. Parents are overwhelmingly positive about the school and the quality of education provided for their children. A large number attended the meeting with inspectors and they all wholeheartedly agreed that their children are making very good progress, that they are very well cared for and that, overall, the school is 'fantastic'. They say that the school has a high reputation locally and that they know that their children are 'getting the best'. They could think of nothing that needed to be improved. The inspection team agrees that the school has excellent links with parents and recognises the significant impact that this has on the standards that pupils achieve.
24. The school includes parents in its commitment to high standards. It has high expectations of them that they will support their children. An indication of this is, for example, that all pupils come to school in uniform every day and that there is almost 100 per cent attendance by parents at the governors' annual meeting. The school knows that not all parents are as involved in their children's learning outside school as they might be and works hard to encourage them to support literacy and numeracy workshops, homework activities, after-school clubs and visits. The majority of parents try their hardest to meet these expectations and this is reflected in how well pupils achieve throughout the school. Where parents are experiencing difficulties or have concerns about their children, the school offers high standards of support and advice and works closely with them to resolve their problems. This gives parents confidence in the education provided for their children. Parents are provided with very good annual reports about their children's progress and there are many opportunities to speak to teachers and the headteacher both informally and at regular meetings.
25. The contribution made by the community to pupils' learning is very good. The school and parish work very closely together to promote fully the aims of the mission statement. Very good use is made of visits and visitors to extend and enrich pupils' learning. Opportunities for pupils to take part in dance with the Royal Ballet, use up-to-date computer facilities at the City Learning Centre and participate in the Children's Parliament at the Town Hall are just a few examples of the wide range of experiences provided which contribute very well to pupils' achievement and their personal development. There are very good links with other schools in the Borough including a range of secondary schools to which pupils transfer. Work with Kings College London on pupils' thinking skills has had a very good impact on pupils' achievement and teachers' good practice in this area is shared with colleagues in other schools.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent**. Governance of the school is **very good**.

### Main strengths and weaknesses

- The headteacher is an inspirational leader and an excellent manager who expects everyone to aim high and to do their best.
- The deputy headteacher and subject leaders provide very good support to the overall high quality of leadership and management in the school.
- The school has an outstanding commitment to inclusion for everyone working in the school.
- The school uses self-evaluation very effectively to monitor its performance.
- The school uses financial planning very effectively and applies the principles of best value rigorously to all that it does.
- The governing body is highly effective in supporting the school's aims and ethos and has a clear vision of the school's strengths and weaknesses.

### Commentary

26. The headteacher has a very clear vision of what Pope John RC Primary School seeks to achieve and has the skill, energy and determination to put in place the measures necessary to ensure that the school is highly successful. She has a very visible presence around the school

and is very approachable to pupils, parents and staff. She expects the very best for her pupils and will not accept anything other than the highest standards in every area of school life from the quality of teaching and the promotion of excellent behaviour and relationships to ensuring that every pupil has a nutritious lunch every day. Overall her leadership centres on pupils achieving their very best in a happy and caring school.

27. The headteacher is very well supported by her deputy who gives stability and dedication to the school while providing a very good role model for the quality of teaching. Subject leaders and other staff all work very well as a team and the planning and co-ordination of the curriculum are very thorough. The aims of the school, rooted in the Catholic faith, are reflected in its daily life and there are high expectations that people will work hard but with enjoyment. The commitment to inclusion is shown in the way that all those learning and working in the school are treated equally and fairly. Pupils' achievement is very good because all their individual needs are taken account of. Staff too make great strides in their own professional development because of the excellent commitment to their training and support which enables them to achieve promotion within and outside the school.
28. The school makes excellent use of self-evaluation to monitor its progress and to identify its strengths and weaknesses. Priorities for school development are very good and there is excellent strategic planning and financial management to target resources on specific areas of school improvement. An example of this is the way in which the school is about to build a new computer suite but in the meantime uses the excellent facilities at the City Learning Centre to enable pupils to achieve above average standards in ICT. There is excellent use of best value principles to ensure that all staffing, learning resources and accommodation are used to support pupils' learning and to help them achieve high standards.
29. The support provided by the governors is very good. They care about the education that the school provides, have a very good understanding of its strengths and weaknesses and fulfil all of their responsibilities very well. Since the last inspection, the headteacher and governors have made excellent progress in addressing the issues identified for improvement. Governors fully support the school's ethos and the headteacher's commitment to achieve excellence.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	716,069
Total expenditure	789,609
Expenditure per pupil	3,673

Balances (£)	
Balance from previous year	92,659
Balance carried forward to the next	19,119

**Example of outstanding practice**

**The inspirational leadership of the headteacher**

The gifted and talented headteacher provides inspirational leadership which has resulted in the school meeting fully the aims of its mission statement: 'We aim for excellence with God at the centre of all that we think, say and do'. This has been achieved through dedicated commitment to ensuring that each pupil, irrespective of ability, gender or ethnicity, receives his or her full entitlement to the best quality of education possible. Inspirational leadership has captured the enthusiasm, determination and total dedication of staff, parents and the community in striving for and achieving excellence. The contribution of school and parish working together is exceptional.

During the school day, each pupil is treated as being unique and his or her contribution to the school is valued and celebrated. There is a passionate desire to provide pupils with as rich a range of learning opportunities as is possible in order to develop their knowledge, skills, talents and understanding. As a result, pupils show a genuine love of learning and repay all that is offered to



them through their excellent behaviour and dedication to their work; the amazing, joyful and tear-jerking singing by children in the reception class is but one of a hundred examples.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the nursery and reception class is **excellent**.

30. Most children join the nursery with little experience of working away from their families or outside their home. Half of the nursery children are developing English as an additional language. Consequently, most children do not demonstrate the range of communication skills expected for their age when they first start. However, they rapidly benefit from:
  - the considerable strengths in the local community which mean that several children know each other before beginning nursery;
  - the high quality teaching they receive in both nursery and reception;
  - the close links between the school, church and their parents or carers.
31. As a result of the school's very good provision and their close community links, children make remarkable progress in their first two years in school. All girls and boys, regardless of their ethnicity, family circumstances or individual needs, achieve very well in all areas of learning. This means that by the time they join Year 1 most children are working at expected levels in all area of learning.
32. The considerable strengths that mean children receive consistently high quality teaching in all areas of learning include:
  - exceptionally skilful support from nursery nurses and classroom assistants;
  - extremely high expectations of all children from all members of staff, tempered with unfailingly sensitive encouragement;
  - meticulous planning and very close monitoring of children's achievements;
  - relationships between children and adults are excellent;
  - the whole team shares a very good understanding of how children learn best;
  - children's work is beautifully displayed and so every effort is valued 'publicly';
  - staff link all areas of learning seamlessly.

### **Personal, social and emotional development**

Provision for personal, social and emotional development is **excellent**.

### **Main strengths and weaknesses**

- All members of staff successfully promote a strong sense of self-worth, community membership and cultural identity in each child.
- All staff promote, expect and receive exceptionally good attitudes to learning and behaviour.
- This area of development is consistently supported throughout every activity.

### **Commentary**

33. All members of staff in the nursery and reception class want the very best for the children. Every exchange is governed by this commitment. Every opportunity to praise children and to extend their experience is fully exploited. Children's views are constantly sought, listened to and valued highly, even when their response is unexpected! Consequently, children behave with surprising maturity, for example when singing to an adult audience. They do this with impressive self-confidence and awareness of their listeners. Enormous emphasis is placed upon encouraging independence. As a result, children learn to push the boundaries for themselves, whether in putting their T-shirt on the right way round or in negotiating with their peers how to construct a Hindu temple together.

## Communication, language and literacy

Provision for communication, language, and literacy is **very good**.

### Main strengths and weaknesses

- All members of staff are highly successful in developing a love of books and interest in reading.
- All members of staff are highly successful in promoting children's confidence and skills in writing.
- All adults listen patiently to children and encourage them to voice their ideas.

### Commentary

34. Wet play-time in the nursery becomes an exciting and stimulating time when children and adults share books together companionably. Because of excellent relationships in this situation, the atmosphere is electric, so excited are the children by the books. In the nursery, children relish their turn in sitting in the teacher's chair to 'read' to the class. In the reception class, children are enthralled by a non-fiction book about India. They pay close attention and work hard to answer very carefully framed questions. Because all adults are so tremendously skilled, by the time they join Year 1 most children are likely to be reading with the level of skill expected for their age.
35. Children's fascination with making marks on paper and impressive achievement in writing clear and identifiable letters is the result of innovative and creative teaching. For example, children enjoy using lollipop sticks to replicate Hebrew and Bengali writing. Their own writing is valued highly in extremely attractive displays around the room. They produce vast amounts of their own writing for a variety of different purposes, but often they are making their own books. Adults achieve a very fine balance between extending children's vocabulary and listening to them. Children in Pope John are accustomed to adults taking their ideas seriously and this accounts for considerable achievement in this area of learning even when children have speech or language difficulties.

## Mathematical development

Provision for mathematical development is **very good**.

### Main strengths and weaknesses

- Strategies for teaching this area of learning are excellent.
- Children find learning mathematics fun.

### Commentary

36. The youngest and newest children to the nursery are a little reserved about new experiences. However, extremely well chosen activities, such as playing skittles with 'Five green bottles' mean that they quickly become fascinated by counting. This means that they are in a very good position to attach meaning to number. Extraordinarily high expectations, coupled with highly sensitive support in the reception class, means that children build on their early interest very effectively. For example, one child sits erect and alert in the teacher's chair, proudly recording a 'tally' of results on the white board as the class pit their wits in a counting game against the teacher. Her peers watch the growing tally on a knife edge and most know that the first two blocks of five ticks means they have scored ten. When asked 'How?', they know that there are ten spots on the ladybird. One boy answers, very accurately, because he is *'thinking hard'*. With further gentle but challenging questioning, his explanation is refined to *'by counting all of them'*. As a consequence of these exceptional strengths, a significant minority of children exceed expected skills in this element of mathematical development.

## Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **very good**.

### Main strengths and weaknesses

- The team plans very carefully to ensure this broad area of learning is fully and equally covered.
- An unusually high emphasis is placed upon developing children's understanding of a wide variety of cultural traditions.

### Commentary

37. The topic 'Traditions' is an unusual one for children in the Foundation Stage, but it is a very good idea. It means that staff plan specifically to guarantee that children learn about a wide variety of ideas, beliefs and customs. Because this area of learning is very closely linked with children's creative, literacy and language work, the topic ensures that multi-cultural resources are used in all areas of learning. So children in the nursery extend both their experience and their vocabulary when they make a papier mache 'calabash' and by studying 'Handa's Surprise' in considerable depth. Children in the reception class develop this awareness very impressively by making African masks, using non-fiction books about India and by learning about Diwali.
38. Very conscientious planning for different age groups and children at different stages in their learning means that all children make very good achievements in skills that relate to ICT, early science, geography and history.

## Creative development

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Children benefit from a strong emphasis upon singing.

### Commentary

39. Members of the nursery staff make very good use of songs throughout the day to enhance children's learning. As a result, children develop a love of making music and are accustomed to singing in a variety of situations. They learn a wide repertoire of styles of songs and begin to respond to and recognise rhythms and rhymes.
40. This strong start is stunningly developed in the reception class. Here, children continue to benefit from amazingly high expectations of their skills in performing. They sing with confidence and a sense of timing that far exceeds expectations for their age. Their singing of *Tomorrow* from the musical 'Annie' is of the highest quality and their enthusiasm in singing *Postman Pat* is truly remarkable.

## Physical development

Provision for physical development is **very good**.

### Main strengths and weaknesses

- Standards in dance are high.
- This area of learning makes a huge contribution to children's social development.

## Commentary

41. Members of the nursery team make very good use of a wide variety of outside equipment to develop children's physical and social skills simultaneously. So, children climb onto the top of the climbing frame and then have to make room for each other. They share large equipment and increase their awareness of sharing space with each other, even when hurtling around in a buggy or on a tricycle. Adults have a very good understanding of when to intervene and when to observe, so children have excellent opportunities in this situation to test themselves physically but think of others while they are doing so.
42. In the reception class, children make extremely good use of earlier music work to develop an understanding of some features of Indian dance by putting them into practice. For most children, their identification of instruments when they listen to music exceeds expectations for their age, although they may mispronounce the name of the instrument. Similarly, their interpretation of music in dance demonstrates a thoughtfulness and maturity beyond expectations for their age.

### Example of outstanding practice

#### Excellent assessment in the nursery

Each child has a 'record of achievement' which provides a sample of their work at regular intervals and for each area of learning. These records become particularly interesting and unusually useful because the teacher and nursery nurse write two brief but very carefully chosen comments on each piece of work.

The first comment is personal to the child and identifies the most significant element of learning that is not necessarily apparent from just looking at what is on paper. This means that information about the child's learning becomes instantly accessible for staff and parents.

The second 'comment' is prefaced with 'ss' to indicate that it is the relevant 'stepping stone' from the national guidance for children between the ages of 3 and 6. Brilliant in its simplicity this system is enhanced by this comment being written in a colour that matches the colour of the relevant stage in the guidance. This means that what children are doing and how fast they are acquiring new skills is instantly and visually obvious for staff and parents alike.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are consistently well above average at the end of Year 6.
- Pupils enjoy writing.
- Teachers have a very good knowledge and understanding of the National Literacy Strategy.
- Leadership and management make a significant contribution to the high standards achieved.
- Standards in handwriting are inconsistent and not of a high enough quality.

#### Commentary

43. The results of the national tests for pupils in Year 6 have been well above average for the last two years and inspection findings are that the school is sustaining these high standards. The achievement of all pupils is very good. Standards have improved significantly in all aspects of the subject since the last inspection. Pupils are confident speakers because teachers give them time to answer questions and explain their ideas. This makes a significant contribution to the very good achievement of pupils with special educational needs or those with English as an additional language. Pupils readily enter into discussion with visitors and enjoy the cut and thrust of a debate about favourite football teams whilst enjoying the school lunch. Pupils are good listeners and they listen attentively to their teachers and to each other. A strength of paired discussion is the way in which they respect and value the opinion of each other.
44. Pupils enjoy reading because teachers promote a love of reading through their own enthusiasm and the quality of their reading to pupils. Key skills are taught successfully very early in the school so that by Year 2, the emphasis is on teaching pupils to read fluently and with expression. In Year 6, pupils are taught how to read for comprehension and to predict the outcome of a story. They show a good recall of the plot and in-depth details of the characters in the stories they read. When an extract from a book is read in a literacy lesson, pupils are encouraged to read the whole book. Pupils show good skills in reading for information, including researching key facts on World War 2 prior to them writing their own stories, linked to the study of *Goodnight Mr Tom*.
45. Pupils show great enthusiasm for writing and in lessons show remarkable concentration and application when they write. As a result, the amount of work they produce is impressive and of a good quality in terms of spelling, grammar and punctuation. However, pupils are not consistently producing high enough standards of handwriting. Pupils enjoy writing for a range of purposes and different audiences. Their imaginative writing benefits from effective links to speaking and drama. When writing about how a character in a story might feel, their work benefited from acting out those feelings at the start of the lesson. The enthusiasm for speaking and acting in front of the whole class is infectious.
46. Much of the success in achieving high standards is due to the very good teaching of literacy. Teachers have a commanding knowledge of the National Literacy Strategy, but have adapted it successfully to meet the needs of pupils in the school. Lesson planning is of high quality, especially in planning work to meet the different learning needs of pupils. The support given to pupils with special educational needs is a strength, as is that given to pupils with English as an additional language. Very effective use is made of homework to support pupils' learning and parental support for this is very good. After-school homework clubs, together with 'booster' lessons, make a strong contribution to the high standards achieved.

47. The subject co-ordinator is knowledgeable and enthusiastic and her own teaching provides a very good role model for her colleagues. She has produced a high-quality action plan which reflects her deep understanding of strengths and weaknesses in the subject. She recognises that standards in handwriting need to be improved. The co-ordinator through monitoring lessons and analysing pupils' work has a detailed understanding of standards and the quality of teaching. Her impressive work plays an important part in pupils' very good achievement in the subject.

### **Language and literacy across the curriculum**

48. Pupils apply their writing skills especially well in other subjects, with many very good examples in work on citizenship. In reading, pupils show good research skills in using books and the Internet as sources of information.

### **MATHEMATICS**

Provision in mathematics is **very good**.

#### **Main strengths and weaknesses**

- Standards are well above average and this reflects the year-on-year trend.
- Teachers have an in-depth understanding of the National Numeracy Strategy.
- Leadership and management have a positive impact on the standards achieved.

#### **Commentary**

49. Standards in Year 6 are well above average and this reflects the trend of the last three years in the national tests. Standards have improved significantly since the previous inspection. The achievement of all pupils, irrespective of gender, ability or ethnicity, is very good. Pupils show a very good knowledge and understanding of multiplication tables and respond enthusiastically to the award of certificates for knowing them. Mental arithmetic skills are good, with pupils showing quick and rapid recall of key number facts. Pupils are confident in explaining their answers because teachers always challenge them with the questions 'How do you know?' and 'Can you please explain how you reached that answer?'
50. Teaching of mathematics is very good because teachers show a very good knowledge and understanding of the National Numeracy Strategy. The 'mental/oral starter' session is used particularly well to challenge pupils and to get them thinking mathematically. The session is fast and there are high levels of expectation that pupils should not only give an answer but explain how they found it. Group work is planned carefully so that it is matched carefully to individual learning needs. More-able pupils are challenged in lessons with extension work, such as in Year 3, in having to solve word problems using fractions. Pupils respond well to having individual targets in their mathematics books and take great delight when they achieve them. Teachers' marking is of high quality and encourages pupils to improve. Pupils take great care when presenting their work because they know that second best will not be good enough.
51. The subject co-ordinator is enthusiastic and knowledgeable. She has a very good understanding of standards and teaching and learning because she has good opportunities to observe colleagues teach. In addition, she regularly analyses pupils' work and carries out a detailed analysis of both the statutory and non-statutory national tests. Her own teaching is of high quality and is a very good role model for her colleagues. Her very effective leadership and management have a significant impact on pupils' achievement and the high standards in the school.

### **Mathematics across the curriculum**

52. Pupils use and apply successfully their numeracy skills when working in other subjects. Measuring skills are used accurately in design and technology and in carrying out investigations and experiments in science. There are good links with ICT when pupils use spreadsheets to record data gained from experiments.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Year 6.
- The quality of teaching is very good in all aspects of the subject.
- Leadership and management make a strong contribution to the standards achieved.

### **Commentary**

53. Inspection findings confirm the year-on-year trend shown in the national tests that standards are well above average by the end of Year 6. Standards have improved since the previous inspection. The achievement of pupils, irrespective of gender, ability or ethnicity, is very good. In Year 2, pupils show a good understanding of materials and their properties. They understand that some materials can be changed by bending, squeezing or stretching whereas others cannot be changed. By Year 6, pupils know the importance of a 'fair test' and 'variables' when they carry out investigations and experiments. They show a good understanding of solids, liquids and gases and the effects of condensation and evaporation.
54. Teachers make lessons interesting and challenging and, as a result, pupils are enthusiastic learners. Teachers show very good subject knowledge and enthusiasm when explaining or demonstrating a new idea. Resources are well prepared, including the use of worksheets which teachers mainly prepare using their own ICT skills. Group work is planned to meet individual learning needs, with the planned use of support teachers and learning support assistants a particular strength. As a result, all pupils show very good achievement. Pupils take great care when presenting tables, charts, diagrams and graphs in their science books. Handwriting is not consistently of a high enough standard.
55. The subject co-ordinator, who is knowledgeable and enthusiastic, has a very good understanding of the subject. She benefits from regular opportunities to observe colleagues teach lessons and to analyse pupils' work. She ensures that resources are well stocked, especially consumables such as batteries, and this contributes to very good teaching. The very effective work of the co-ordinator contributes significantly to the standards achieved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **very good**.

### **Main strengths and weaknesses**

- Standards are above average and have improved since the previous inspection.
- Teaching is very good, with teachers planning for ICT to support pupils' learning in literacy and numeracy.
- Effective leadership and management contribute to high standards.
- The school has a very effective link with the City Learning Centre to ensure that pupils are taught to the full requirements of the National Curriculum.



## Commentary

56. Standards have improved since the previous inspection and are now above average. The achievement of pupils, irrespective of gender, ability or ethnicity, is good. Pupils benefit from the school's close links with the City Learning Centre in terms of providing in-service training for teachers and in giving pupils access to its facilities and resources. Its support for the 'control and modelling' aspect of the subject is particularly beneficial to pupils in Year 6. By Year 2, pupils show good skills in accessing programs on the laptop computers and they know how to load and save programs. In Year 4, pupils show a good understanding of how to create a 'branching database' and how to write questions with a 'yes' or 'no' answer that will help them identify, for example a dolphin. In Year 6, pupils show a good understanding of how to use a spreadsheet by using the correct formula to add, subtract or multiply.
57. A significant strength of the very good teaching is the effective way in which teachers plan for the use of ICT to support pupils' learning in literacy and numeracy. They select from a good range of programs to give pupils the opportunities to practice, reinforce and extend key skills. Teachers show good subject knowledge and make effective use of the laptop computer connected to a projector to introduce, explain and demonstrate key skills or the features of a new program.
58. The enthusiastic co-ordinator has worked hard to develop effective links with the City Learning Centre. She is eagerly looking forward to the imminent construction of a new ICT Suite and to the advantages it is planned to bring to the teaching of the subject. Her own confidence and expertise benefits her colleagues and pupils alike. The co-ordinator's hard work makes an effective contribution to the good standards achieved.

### Information and communication technology across the curriculum

59. Pupils use their skills successfully in other subjects. They use word-processing skills imaginatively in presenting their work on citizenship. Pupils make effective use of spreadsheets in science to record the results of an investigation into pulse rates.

## HUMANITIES

60. No lessons were observed in geography. The school uses national guidance as a basis for planning **geography and history** to ensure that no required topics are missed. However, as teachers gain experience in the school they are encouraged to take 'ownership' of the subjects by planning their own individual 'spin' in the subjects. As with other subjects in the school, teaching exploits every opportunity for pupils to express their views. This is exemplified by older pupils' work discussing and recording the 'pros' and 'cons' of closing the high street to traffic. Often topics link the two subjects but during the inspection, the organisation of the timetable meant that more evidence was available for history than geography.

### History

Provision for history is **very good**.

### Main strengths and weaknesses

- Standards in history are high.
- Teaching is very good.
- The subject is very well led.

## Commentary

61. The high standards and very good provision are due to the school's ethos of very high expectations of all pupils. Until recently, the subject co-ordinator was an experienced member of staff with huge skills and massive enthusiasm for the subject. This has undoubtedly helped teachers to use their own considerable skills in planning lessons and questioning pupils in this subject. The previous co-ordinator is supporting the new one to ensure a smooth transition in leading the subject and in maintaining these high standards.
62. High expectations from teachers and imaginative and creative teaching mean that pupils make very good use of their literacy skills to express a depth of understanding that exceeds expectations for their age. This is evident in work completed in Year 2 when pupils write a diary entry in the style of Samuel Pepys. This work is valued in an exceptionally attractive and interesting display. High quality teaching of older pupils includes very good planning that is very effective in meeting the needs of different groups of pupils. Skilful questioning both challenges and supports these pupils and captures their imaginations. The result is that pupils of all abilities achieve impressively and most gain a depth of understanding of the social issues in Victorian Britain that exceeds expectations for their age.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. During the inspection, there were no lessons timetabled for design and technology or music. It is not therefore possible to make a firm judgement about provision for these. In addition to observing lessons, inspectors spoke to co-ordinators about their work, to pupils about what they had learnt in music and looked at pupils' work in displays and co-ordinators' records.
64. In **design and technology**, pupils experience a good range of materials and techniques and develop skills through designing and making a variety of products. Pupils in Year 2 had designed and created puppets. This project linked well with a visit to see *The Lion King*. They were also developing stitching skills for a project on Christmas stockings. Older pupils had designed money containers and musical instruments. They evaluated the healthiness and attractiveness of different types of sandwich. The school now uses the Qualifications and Curriculum Authority (QCA) scheme of work and this ensures that pupils are taught to the full requirements of the National Curriculum.
65. In **music**, no lessons were seen, although all year groups were heard singing in assemblies. Both older and younger pupils sing with a clear shape of the melody and obviously enjoy singing. There are good opportunities for pupils to play in assemblies and this enhances their feeling of self worth. Many pupils take part in the weekly after-school music club. This enriches the musical life of the school and develops the singing skills of the pupils. Visiting music teachers provide instrumental lessons and a worthwhile number of pupils learn the guitar and recorder. Concerts and performances, such as the 'Leavers' Concert' contribute to the overall musical experience of pupils. Older pupils are very positive in their attitude to music lessons and the musical life of the school.
66. No lessons were seen in **physical education**, but evidence shows that pupils receive their full entitlement to the National Curriculum requirements for the subject. They benefit from effective links with QPR Football Club and an impressive range of after-school clubs. Over 120 pupils regularly attend the netball or football clubs.

## ART AND DESIGN

The provision for art and design is **satisfactory**.

## Main strengths and weaknesses

- There is good teaching of perspective to older pupils in Years 5 and 6.
- The after-school art club enriches the curriculum.
- Pupils' have positive attitudes towards the subject.
- Topics are repeated in different year groups which means that work is repeated.
- There is a lack of sketchbooks in Key Stage 2.

## Commentary

67. Standards in art at the end of Year 2 and Year 6 meet national expectations. This is similar to the last inspection. Pupils' achievement is satisfactory throughout the school. Pupils with special educational needs or English as an additional language make the same progress as other pupils because they get effective support.
68. Pupils have very positive attitudes to art and enjoy their lessons. Younger pupils learn how to draw self-portraits, which develops their skill of drawing from direct observation. Pupils in Year 6 worked on the theme of 'Driving into a City' and this encouraged them to think about how perspective helps to create an illusion of depth in a picture.
69. Teachers encourage pupils to improve their observational skills and there were some good drawings of three-dimensional objects in a Year 6 display. There are displays of pupils' art in all areas of the school and it is good to see children's work celebrated. However, there is little display of works by famous artists and this limits the range of styles that pupils can use as inspiration for their own work. In Key Stage 2, only pupils in Year 5 had sketchbooks. This makes it difficult for pupils and their teachers to see how work has developed from Year 2 to Year 6. The last inspection report also mentioned this.
70. Teaching was satisfactory or good in all the lessons seen, and overall the teaching of art and design is satisfactory.
71. Leadership and management of the subject are satisfactory. The co-ordinator is new to the post and has had little time to make much impact. Planning of work is based on the QCA guidance and covers the areas that the National Curriculum requires. However, as was the case in the last inspection, some topics are repeated in different year groups, for example self-portraits. The co-ordinator needs to monitor the way that the planning is organised to avoid this repetition. Resources for the subject are good in both quantity and quality so that pupils have the opportunity to experience a range of media and techniques.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health and emotional education and citizenship is **excellent**.

72. This area of pupils' education is exceptional because the school lives and breathes promoting personal development so provision far exceeds the specific work on citizenship that pupils undertake. However, this work is of an unusually high standard, especially in the use and application of literacy skills. Pupils' written work is clearly supported immeasurably by their confidence in their own views. This confidence arises through the excellent relationships between staff and pupils and the school's outstanding ethos which means their views are always sought and valued throughout the curriculum.
73. Work on citizenship is beautifully displayed and is inextricably linked with the very high standards in writing throughout the school. During the inspection, there was a whole school citizenship theme of 'visitors'. Consequently, the youngest pupils write full sentences about activities to interest a visitor, such as going to the park, whereas older pupils identify particularly significant visitors and what makes them so, such as a Godfather. There are countless examples of work which supports this aspect of pupils' development such as:
- riddles entitled, 'Who Am I' with lines such as, '*she has eyes as black as the night sky*';
  - acrostic poems related to visitors;

- personal writing about apologising;
  - reports of visits and visitors that summarise key points learned regarding health and safety.
74. In addition to the work on display, each class has collated a book of pupils' relevant work. This very effectively drives home the importance attached to this subject and provides a record of class discussions for future reference. The book for Year 1 pupils, for example, includes reasons to celebrate the world we live in. The care taken to introduce pupils to expressing feelings and to assuming responsible, social attitudes is remarkable.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>1</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	1
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

