

# INSPECTION REPORT

## **ST ALOYSIUS RC JUNIOR SCHOOL**

Camden, London

LEA area: Camden

Unique reference number: 100037

Headteacher: Mr M O'Gorman

Lead inspector: Mrs L Woods

Dates of inspection: 12 – 15 January 2004

Inspection number: 257555

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Voluntary Aided  
Age range of pupils: 7 – 11  
Gender of pupils: Mixed  
Number on roll: 238

School address: Aldenham Street  
London  
Postcode: NW1 1PS

Telephone number: 0207 387 9591  
Fax number: 0207 383 4082

Appropriate authority: Governing body  
Name of chair of governors: Mrs M Moran

Date of previous inspection: May 1998

## CHARACTERISTICS OF THE SCHOOL

St Aloysius RC Junior School is in the heart of Somers Town in the London Borough of Camden. It takes part in the Healthy Schools initiative and gained Investors in People in 2003. Pupils come from a rich mix of cultural backgrounds, with 71 per cent of the school coming from ethnic minority families. Many pupils come from disadvantaged backgrounds, and nearly 40 per cent are eligible for free school meals. Around 30 per cent of pupils are from refugee families although many of these families have been in the country for some time. Eighteen per cent of pupils are learning English as an additional language. Very few of these pupils are at the early stages of language acquisition, but many have special educational needs in addition to their need to acquire English. Pupils' attainment on entry to the school is broadly average. There are, however, 77 pupils on the school's register of special educational needs, amounting to around 32 percent of the school's roll, which is well above the national average. Of these, 14 have statements of special educational need, and these numbers are also well above the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	English as an additional language Science Information and communication technology Art and design Design and technology
9614	Mrs C Webb	Lay inspector	
21372	Mr K Hobday	Team inspector	Special educational needs English Music Physical education
32505	Mrs M Coles	Team inspector	Mathematics Geography History Personal, social, health and citizenship education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils. Pupils come from a rich mix of cultural backgrounds, and the school celebrates these in a warm, inclusive family environment. All pupils make steady progress to attain average standards by the time they leave. Pupils' achievement is satisfactory, but the school acknowledges that it could do more to improve the achievement of some of its more able pupils. Teaching and learning are satisfactory overall, and the school works hard to overcome the limitations of its accommodation. Leadership and management are satisfactory, and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The harmonious, family environment creates a very good ethos in which all are included very well, and pupils have a good appreciation of different cultures.
- The school has very good links with parents. Support for parents and pupils from refugee families is very good, and is good for pupils learning English as an additional language.
- Standards in music are high, and pupils have good speaking and listening skills.
- Teachers do not always plan work that provides enough challenge for more able pupils.
- Not enough use is made of assessment information to set targets for individuals or groups of pupils.
- Curriculum leadership and management do not focus sufficiently on ensuring pupils' knowledge, skills and understanding are developed progressively.

The school has made satisfactory progress in addressing the issues from the last report. Pupils' performance in national tests is now evaluated carefully to provide detailed information on where improvements need to be focused, and to set targets for attainment in these tests. Support teachers and learning support assistants make an effective contribution to lessons. Curriculum planning is satisfactory, ensuring all requirements are met, but this is an area for improvement, identified in the last report, that the school acknowledges requires further development.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	E
mathematics	B	B	E	E*
science	B	C	D	E

*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*

Pupils' achievement is **satisfactory**. Pupils perform well in the national tests and assessments at the end of Year 2. However, many pupils do not come from advantaged backgrounds, and with the percentage of pupils identified as having special educational needs being well above average, their attainment on entry to the school is average overall. The statistics indicating that pupils do not make progress do not present an accurate picture. Inspection evidence and standards in the national tests show overall attainment is average, and pupils make steady progress during their time in the school. Compared with schools having a similar proportion of pupils eligible for free school meals, attainment in English and science is well above average, and has been so for the past four years. The apparent steep decline in mathematics in the 2003 tests resulted from a specific group of pupils who performed much less well than they should have done. In previous years, standards in mathematics have been above average compared with all schools, and well above average compared with schools having a similar proportion of free school meals. Although results in the

national tests show some decline over the years, this is explained by the steadily increasing percentage of pupils with special educational needs in the school. The school has, however, identified improving the achievement and attainment of more able pupils as a priority, and inspection findings confirm the need for this. Good support for pupils learning English as an additional language means that these pupils achieve standards in line with their abilities. However, as with other groups, some more able pupils are not achieving as well as they could. Pupils with special educational needs receive effective support, and attain standards in line with their abilities. Standards in music are impressive, and pupils' speaking and listening skills are good.

Provision for pupils' personal, spiritual, moral, social and cultural development is good, and pupils develop into mature, thoughtful and caring individuals by the time they leave the school. Pupils behave well and have good attitudes to learning. They arrive punctually in the mornings. Overall attendance figures are higher than the local education authority average but below the national average, mainly as a result of extended overseas holidays.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching and learning are satisfactory overall, with good relationships and high expectations of good behaviour characterising almost all lessons. Teachers plan lessons carefully to ensure all pupils of the same age have similar experiences. However, planning does not take full account of pupils' differing abilities, and does not provide sufficient challenge for more able pupils. Assessment information is not used sufficiently to support teachers' planning or to set targets for pupils to achieve in mathematics and science. The curriculum is satisfactory and additional activities which enrich this, particularly in music, are good. Care for pupils is at the heart of the school's philosophy, and this is a good feature.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The school is a well-ordered community as a result of the headteacher's reflective approach and strong commitment to the welfare of pupils. He receives loyal support from all staff and particularly from the deputy headteacher and assistant headteacher, and all are committed to improving the quality of education in the school. The responsibilities of each member of the senior management team have been more clearly defined this year after a period of disruption. Development planning is comprehensive, but the school improvement plan covers only the current year, and does not focus sufficiently on the most important priorities. Leadership and management of curriculum responsibilities require some improvement. Co-ordinators have regular time to examine planning and pupils' work. However, their monitoring is largely concerned with checking that all aspects of their subjects are covered, rather than challenging standards and achievement. Governors are supportive and fulfil all their statutory duties well, challenging decisions where necessary. The chair of governors is very experienced. Many other governors are new and are working hard to develop their strategic role in monitoring the work of the school.

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

Parents are pleased with the school and very appreciative of all it does for them and for their children. A minority of parents expressed concern over bullying, but there was no evidence of this during the inspection, and the school has effective systems to deal with any incidents that might occur. Pupils are very proud of their school and fiercely loyal towards it.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- improve curriculum planning to ensure lessons provide sufficient challenge for more able pupils;
- make better use of assessment information to set targets for pupils to attain;

- ensure subject co-ordinators play a greater role in monitoring standards and progress in their areas of responsibility.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall standards in the school are **average**. Pupils' achievement is **satisfactory**. However, there is evidence of underachievement for some more able pupils. The school has identified the need to provide increased levels of challenge for these pupils in order to raise standards and achievement across the curriculum.

#### Main strengths and weaknesses

- Standards in music are well above expectations.
- The oldest pupils have good speaking and listening skills.
- The school should do more to enable more able pupils to achieve higher standards.

#### Commentary

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

Standards in:	School results	National results
English	26.7 (27.3)	26.8 (27.0)
Mathematics	25.3 (27.7)	26.8 (26.7)
Science	28.3 (28.5)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

1. Standards in the 2003 national tests were average in English, but below average in science and well below average in mathematics. Compared with similar schools, based on the percentage of pupils taking free school meals, standards in English and science were well above average, and average in mathematics. Results overall were lower in 2003 than in 2002, particularly in mathematics, and the trend over the past four years has shown some decline. This is because of the steadily increasing proportion of pupils with significant special educational needs in the school. In English, the percentage of pupils reaching the expected Level 4 and above was above the national average, but the percentage reaching the higher Level 5 was below, affecting the overall point score. In mathematics, the percentage of pupils reaching the expected Level 4 or above was below what the school had expected, as a result of a particular group of pupils performing below their abilities during the tests. Girls' and boys' performance in the tests varies considerably year-on-year, again depending on pupils' abilities in each year group, but over time the difference is not significant.
2. Pupils do well in the national tests and assessments at the end of Year 2, but inspection evidence shows that their overall attainment on entry to Year 3 is average. This is because of the well above average proportion of pupils identified as having special educational needs and the high proportion of pupils from disadvantaged backgrounds. The school carefully analyses performance in the tests each year, and sets realistic targets for attainment in the tests. It is aware, however, that a formal evaluation of pupils' attainment on entry is needed to provide a secure baseline, to enable it to measure the progress pupils make during their time in the school. Statistics, based on pupils performance in the Year 2 tests and assessments paint a negative picture which would make it seem pupils make no progress, and inspection findings show clearly that this is not the case.
3. In 2003, the targets were met in relation to attainment at Level 4 and above in English, but not in mathematics. However, the target for attainment at the higher Level 5 was missed in both subjects, and the school has identified in its improvement plan the need to provide additional

challenge for more able pupils. The school collects a good level of information on pupils' attainment and achievement through the use of standardised and internal tests. Nevertheless, it agrees that not enough use is made of this information to begin the process of challenging more able pupils at the earliest opportunity. Consequently, whilst pupils' achievement is satisfactory and they make steady progress during their time in the school, some more able pupils do not achieve their full potential.

4. Standards overall have been maintained since the last inspection. Evidence shows that standards in English, mathematics and science in the present Year 6 are on course to be average by the end of the current school year. In art and design and information and communication technology (ICT), standards meet expectations. Pupils reach impressively high standards in music, which is a strength of the school. Their skills in speaking and listening are above average. Good standards are achieved because the school provides many opportunities for pupils to speak at length, for example, in discussions, debates and drama.
5. Pupils with special educational needs achieve at the expected levels when their previous attainment is taken into account. Positive factors of the school's provision include the good identification and assessment of their individual needs, a high level of adult support, provided by trained learning support assistants, and additional provision to help pupils with emotional or behavioural needs. However, the individual education plans for these pupils do not always identify the small steps in learning they need to take.
6. Pupils for whom English is an additional language and those from refugee families are well supported and their needs are understood very well. Detailed analysis by ethnic background and level of language acquisition shows that the majority of these pupils achieve satisfactorily in relation to their abilities, although some of the more able pupils are underachieving.

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

Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **good**. Punctuality is good, but attendance is **unsatisfactory**.

### **Main strengths and weaknesses**

- The school is a very inclusive society, within which there is complete racial harmony.
- There is good provision for pupils' spiritual, moral, social, and cultural development.
- The school sets high expectations for pupils' conduct and promotes good relationships.
- Despite the school's efforts, attendance is unsatisfactory.

### **Commentary**

7. Pupils enjoy their work and like being at school. They show pride when talking about their achievements. Adults in the school set good examples and work hard to boost pupils' confidence and self-esteem. Relationships are good throughout the school and this has a good impact on pupils' learning and personal development. Expectations that pupils will behave well are clear and consistently applied. As a result, pupils understand right from wrong and behave well. Pupils co-operate well with one another, working and playing together in a pleasant manner without fear of bullying. No incidences of bullying or harassment were seen during the inspection, and the school deals effectively with any that occur.

**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	51	0	0
White – Irish	11	0	0
White – any other White background	27	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	24	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	72	2	0
Black or Black British – any other Black background	9	0	0
Any other ethnic group	18	0	0

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

8. The school is very inclusive. The high proportion of pupils from refugee families, different ethnic backgrounds and those learning English as an additional language work and play together in complete harmony. In lessons, at playtimes and around the school, it is not possible to distinguish differences, and all are included and supported within the school's warm, family ethos. The strengths in this aspect of the school's work have been maintained since the last inspection.
9. Pupils are keen to accept responsibility. The school provides a wide range of opportunities for pupils to extend their personal development. Pupils can stand for election to the school council, for example, or can be appointed as monitors with special responsibilities. Both of these opportunities contribute well to their growing maturity and self-confidence.
10. Pupils' spiritual and moral development is good. Pupils show an awareness of Christian values that is developed effectively through assemblies and in lessons. Teachers successfully encourage respect for others and their beliefs. The school works hard to promote understanding of justice and forgiveness, and pupils are encouraged to reflect on their actions and apologise if they have done wrong. In lessons, they discuss issues of a global nature and cover more personal and sensitive issues in a secure environment, such as in group sessions known as 'circle time'.
11. Arrangements for pupils' social and cultural development are also good. Many opportunities are taken to involve pupils and their families in a range of activities. For example, a recent International Evening was one of several very successful and well-attended events designed to acknowledge and appreciate a wide range of cultures. Other initiatives, including Black History month, have played a great part in raising pupils' awareness and self-esteem. The active involvement of parents and the community in such topics is instrumental in helping pupils to develop a sense of citizenship. This promotes tolerance and understanding, and underlines the school's ethos of valuing all its members. The annual Refugee Week makes a very positive contribution to pupils' cultural understanding. It includes visiting speakers made up of parents

and members of the community such as a Congolese musician and a Columbian mime artist. Additionally a parent shared their experience of coming to this country and why, with groups from all classes in the school.

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.8
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.*

Pupils' attendance (at 94 per cent) is below the national average. This is in spite of good recording and monitoring procedures, which include a telephone call home on the first day of absence if parents have not contacted the school. Nevertheless, attendance is higher than that found in the local education authority as a whole. Weekly class attendance certificates and the punctuality cup have improved attendance and punctuality. The headteacher carefully considers all requests and authorises some longer holidays during the term when families have convincing reasons.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **satisfactory** quality of education. Teaching and learning are satisfactory, with very good teaching in music. The curriculum meets requirements and opportunities for enrichment are good. the school has good procedures to care for its pupils.

#### **Teaching and learning**

The quality of teaching and learning is **satisfactory** overall.

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

- Teaching in music is consistently very good.
- Teachers have good relationships with pupils and high expectations of good behaviour.
- Not enough use is made of assessment information to plan suitable work, particularly for more able pupils, or to set targets for all pupils to achieve.
- Teachers and learning support assistants work hard to encourage good efforts from pupils.
- Marking does not provide pupils with clear information on how well they have done, or what they should do to improve their work.

#### **Commentary**

##### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very poor
1 (3%)	5 (15%)	12 (36%)	14 (43%)	1 (3%)	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. Teachers have an appropriate knowledge and understanding of the subjects they teach. Where they have particular expertise, they make learning exciting, relevant and fun. This was seen in mathematics in Year 5, English in Year 6, but is most notable in music, where the talent and enthusiasm of the part-time specialist teacher creates an exceptional learning environment in which pupils achieve high standards.

13. The positive features of teaching have been maintained since the last inspection. Good relationships between teachers and pupils enable pupils to learn in an atmosphere where there is no fear of failure. Learning support assistants play an important role in supporting less able pupils, those with special educational needs and those learning English as an additional language. They help these pupils to take a full part in lessons by working closely with them during practical activities and helping them to understand their work. In better lessons, they also support learning during introductory sessions, but at all times they play an invaluable part in encouraging, and insisting, on good behaviour. This is an improvement since the last inspection. High expectations of pupils' behaviour are consistently shared by all adults, and the success of their efforts is evident in the positive attitudes pupils have towards their learning. The consistent use of 'talking partners' in many lessons ensures all pupils are engaged in active learning, and makes a positive contribution to the good speaking and listening skills pupils develop.
14. Pupils with special educational needs are very well integrated into classes and valued by both staff and other pupils. They are well supported by teachers and learning support assistants. Some small group teaching enables staff to focus clearly on their specific needs, and pupils make good progress in these sessions.
15. Teaching for pupils learning English as an additional language is good when this is a focus of the learning support assistants or the specialist teacher. The majority of these pupils are not at the early stages of language acquisition, but a number have special educational needs in addition to the need to develop competence in English. They benefit greatly from focused support. The specialist teacher regularly supports these pupils in class, although in some lessons her skills are not always used to maximum effect. In a science lesson, for example, she was mainly occupied in writing the responses of all pupils on the board. She took little part in the introductory session or in focusing her attention on those Learning English as an additional language in particular.
16. Teachers plan lessons within topics carefully to ensure pupils' knowledge and understanding are developed progressively. They adapt these plans appropriately in response to the success or otherwise of preceding lessons. In science in Year 6, for example, pupils' lack of understanding of how shadows are formed led to a lesson reinforcing the principles. Teachers of parallel classes plan closely together to ensure pupils of the same age in different classes have similar experiences. However, planning seldom includes sufficient detail of the different activities to be given to pupils of differing abilities, contributing to the very small proportion of unsatisfactory teaching. In lessons and pupils' work seen, it was evident that on most occasions all pupils complete the same tasks. As a result, some more able pupils are not always achieving as well as they could. Additionally, whilst learning objectives are identified in planning, and shared fully with pupils, these are often too broad and vague to be used as an accurate measure of attainment and progress in individual lessons.
17. The school has satisfactory assessment systems, but the information gained through assessment is not used systematically to set targets numeracy, science or other subjects to enable pupils to understand how to improve their work. Similarly, whilst pupils' work is marked systematically, teachers seldom provide evaluative comments, which would help pupils achieve better standards. This area for improvement from the last inspection has not been addressed fully.

## **The curriculum**

The quality of the curriculum is **satisfactory**, with **good** opportunities for enrichment, particularly in music.

### **Main strengths and weaknesses**

- Provision for music is a strength of the school.

- The quality of individual education plans for pupils with special educational needs should be improved.
- Teachers work hard to overcome the limitations of the accommodation, which is unsatisfactory because there is not enough space for the physical education curriculum to be fully covered.
- The school is well staffed with qualified teachers and learning support assistants.

### **Commentary**

18. The school's curriculum meets requirements, with very good provision for music. There is good provision for pupils' personal, social, health and citizenship education, which includes appropriate provision for education about drugs misuse and sex. This maintains the position found at the last inspection. Most planning is based satisfactorily on comprehensive schemes of work. The school acknowledges that these could be adapted to suit its requirements, particularly in relation to maximising on cross-curricular links, for example, linking science, design and technology and ICT.
19. Pupils with special educational needs are fully included in all activities. Their individual education plans, written by class teachers and learning support assistants, are variable in quality. Some include clear, measurable targets, and identify clearly the small steps pupils need to take for successful learning. Others lack precision and it is difficult to judge when pupils have successfully reached their targets. Those for pupils with statements of special educational need often do not address enough of the areas for development identified in the statement. Care is taken to ensure that pupils do not miss other subjects when they receive extra help.
20. Pupils learning English as an additional language are well supported. Most have already acquired a good command of English, and have no difficulty in taking a full part in all activities. Their needs, and those of pupils from refugee families, are understood and met well.
21. The school makes good use of the locality, visits and visitors to enrich the curriculum. Musical enrichment is a significant strength. The school employs a specialist music teacher for two days weekly who teaches every class, takes a hymn practice for the whole school, teaches the recorder to Year 3 pupils, keyboard skills, and runs a choir as an after-school activity for over 60 pupils. Pupils regularly perform competently in musical events in the local and wider community. Older pupils enjoy the football club. The school is deeply committed to enabling all pupils to take a full part in all activities, and equality of opportunity is good.
22. Staffing levels are good. In addition to class teachers, the school employs a co-ordinator for pupils learning English as an additional language, the music teacher and a support teacher who provides valuable release time for staff to fulfil their management responsibilities. Additionally, all classes have a learning support assistant. Staff work well together as effective teams, and all adults share a strong commitment to include all pupils in all activities.
23. The school has coped for many years with inadequate accommodation, and teachers work hard to overcome its limitations and provide pupils with a full curriculum. Classrooms are bright and attractive, with extensive displays celebrating pupils' work and achievement. The nature of the Victorian building, however, means that many displays are high on the walls. There is no space for an ICT suite, and the many floors and staircases in the building make the use of a mobile suite impractical. To compensate, each classroom has three sets of computer equipment, and Year 6 pupils make frequent use of the nearby City Learning College (CLC) funded through the Excellence in Cities initiative. This excellent facility enables the full ICT curriculum to be taught, and the co-ordinator would like to see more classes using it on a regular basis.
24. The accommodation for physical education is unsatisfactory. The hall is small and useful space is further reduced by the need to store equipment for the room's daily use as a dining hall. Outdoor space is very limited. The school, however, uses the wealth of resources in the local area very well. Examples include the South Camden Sports Centre for games lessons, the Camden Sport for England Jubilee Centre for climbing and canoeing, and a residential visit for older pupils to provide adventurous activities.



## Care, guidance and support

The school has **good** procedures to care for and support all pupils. The recently reviewed child protection policy and guidelines to staff are **good**.

### Main strengths and weaknesses

- Health and safety procedures and practice are good.
- Good relationships exist between pupils, and with staff.
- The school has a strong, caring Christian ethos.
- Pupils' personal development, whilst well promoted, is not formally recorded.

### Commentary

25. The strengths in this aspect of the school's work have been maintained since the last inspection. The school has good procedures should child protection issues arise, understood by all staff. Risk assessments take place regularly and review of the very good security arrangements is on-going. Trained staff record and monitor all incidents needing first aid. Health and safety are high priorities for the school, and pupils enjoy their Friday fruit tuck shop.
26. Teachers know their pupils and home circumstances well and pastoral care is very good. Teachers have a good understanding of pupils' personal development, and this is at the heart of the school's work. Although no personal targets are set, all pupils are encouraged to take responsibility for their actions and work, and to look after others. However, monitoring of pupils' academic development, through assessment and setting targets is an area for development which the school acknowledges.
27. All pupils enjoy the support of their peers. Good relationships ensure pupils have someone to whom they can turn should problems arise, secure in the knowledge that these will be dealt with fairly and quickly. The school council is a very important part of the school's life and representatives take their roles seriously. They are pleased that their views, discussed in meetings after consultation with their peers, are taken into account when decisions are made. Year 6, wearing their blue ties with pride, try hard to help others, for instance, when they act as monitors on the rooftop playground.
28. There are good levels of support for all pupils with special educational needs, and particularly for those with statements. In addition to the school's own staff, a teacher from the Primary Learning Support Service spends two and a half days each week working with them, usually individually. She follows up the work the pupils are doing in class, clarifies areas they have not understood and enables them to maintain a good pace to their learning. Effective action to eliminate poor behaviour, for those identified with behavioural difficulties, promotes their self-esteem through additional activities, such as the chess club, and leads to improvements in general classroom behaviour.
29. Support for pupils learning English as an additional language is good, and staff and parent volunteers run extra classes in community languages after school, to encourage pupils to take pride in their heritage. Support for refugee pupils, and their families, is very good. The school has close contact with these and parents are encouraged share their concerns and to attend the weekly 'coffee mornings' to develop their language and social skills. The co-ordinator values highly the dedicated support from local education authority's support services for these and other pupils from ethnic backgrounds.



## Partnership with parents, other schools and the community

The school has **very good** links with parents. Its links with the local community, other schools, colleges and the parish church are **good**.

### Main strengths and weaknesses

- Parents' attendance at consultation meetings and events is very good.
- The school provides good information for all parents.
- The school uses the facilities of other educational institutions very effectively to support and supplement pupils' education.

### Commentary

30. As a result of very good liaison and communication, the school has established an effective relationship with parents who, ambitious for their children, help where they can. This maintains the position found by the last inspection. Parents are proud and pleased their children attend this popular Catholic school and value its caring, family ethos. Attendance at consultation meetings is very good and there is 'standing room' only when school productions take place. The school's cultural diversity is celebrated through the biennial International Evenings and annual Refugee Weeks, which are much enjoyed by all. Successful events run by the joint Parents' Association include the Christmas bazaar held in the church hall, an example of the close, supportive relationship between church and school.
31. Parents are pleased to be consulted about their views, through questionnaires and discussion, and feel the school listens when they have concerns. During weekly 'coffee morning' sessions, parents of different nationalities make story sacks whilst others, including members of staff, translate these into at least three other languages. Parents also support the school by, for example, teaching Christmas songs in community languages. This makes an invaluable contribution in developing the confidence of parents as well as pupils in the partnership. Communication is mainly oral within this multi-cultural community and translators are found when necessary. Parents who do not speak English as their first language are well supported and informed. Office staff are always ready to assist parents if help is needed or there is confusion.
32. The school effectively involves the parents of pupils with special educational needs in their children's education. They are invited to the termly reviews of their children's individual education plans or asked to submit their views if unable to attend. They are asked to help their children to attain the targets set for them, but this is rarely formalised by asking the parent to sign the individual education plan to indicate their agreement to work on a specific target at home.
33. The good information contained in the prospectus, governors' annual report, news and other letters is clearly written and useful. Parents are pleased with their children's annual reports although these do not always contain sufficiently clear targets to show where and how children can improve. Parents can discuss these at the meeting held after reports have been received. However, reading records do not contribute to dialogue between home and school. In line with other assessment procedures, these are not effectively used to target future improvement.
34. Close links with the infant school result from the very good relationship the headteachers enjoy. The infant school from which most pupils transfer has been awarded Beacon school status. It has chosen to use some of its additional funds to develop better transfer arrangements for its pupils.
35. Links and liaison with other schools and colleges are good and the school conscientiously completes the Year 6/7 'bridging units' each year. Particularly good use is made of the Camden Sports Centre and the City Learning Centre for physical education and information communication technology lessons. Plot 10 provides welcome additional 'open space' for

recreation. Good and useful links with the community include the 'reading volunteers' from an international company who hear pupils regularly, and pupils' participation in community and church events.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory**. Governance is **satisfactory**.

### **Main strengths and weaknesses**

- The headteacher and other senior staff provide good role models for other staff and pupils.
- An inclusive ethos has been established in which every member of the school community is valued and their contribution seen to be important.
- There is insufficient monitoring of the curriculum to ensure all pupils are suitably challenged and make progressive gains in knowledge and understanding.
- The headteacher and governors manage financial resources well and focus spending where it is needed.
- The chair of governors is very experienced and knowledgeable, and the governing body fulfils its duties well, providing challenge as well as support.

### **Commentary**

36. The headteacher has created a well-ordered school in which pupils enjoy learning and staff work together as a cohesive team.
37. His reflective approach has enabled him to begin to form a strategic overview of the strengths and weaknesses of his school. He is strongly committed to a team approach and his staff, and especially the deputy headteacher and assistant headteacher, give him loyal support. However, his capacity to delegate substantial areas of responsibility is limited because senior management has only been fully in place since September 2003.
38. Nevertheless, the positive relationships between all three members of the senior management team, and their commitment to the aims and values the school promotes, provide a good role model for all staff and pupils.
39. Leadership of the curriculum requires some improvement. There are good arrangements for co-ordinators to monitor their subjects. They have regular time away from their class responsibilities to examine planning and pupils' work. In some subjects they have also had the opportunity to observe teaching, but class teachers have had little opportunity to observe good practice, for example, by observing co-ordinators teaching. Monitoring of planning and pupils' work is carried out mostly with the aim of ensuring that all aspects of the subject are covered. There is little consideration of whether the work provided builds on the skills already possessed by individual pupils, although these have often been identified through assessment. In particular, co-ordinators do not ensure that activities provide sufficient challenge for pupils assessed as having higher levels of ability or attainment.
40. The school acts positively to ensure all pupils are fully included in every aspect of its life. Test results are analysed to examine whether there are variations in the performance of different ethnic or gender groups and additional help is provided where necessary for groups performing less well. There is good management of special educational needs. The school provides a good level of support, and is persistent in seeking external help and advice when necessary. There is, however, some room for improvement in the individual education plans written for these pupils. Pupils with the potential for disruptive behaviour are managed positively, for example by encouraging them to succeed in specially organised activities such as the chess club. This whole area of the school's work is monitored very effectively by the Special Educational Needs and Curriculum Committee, chaired by the special educational needs governor.

41. Provision for pupils learning English as an additional language and for pupils from refugee families is managed well. The co-ordinator keeps detailed records of pupils' attainment in national tests and has a secure understanding of both the pupils' and their families' needs. Close liaison with the local education authority support services leads to good support for these pupils and their parents, to such effect that the former are indistinguishable from their peers.
42. There is sound management by the headteacher, and everyday procedures and staff responsibilities are clear. Performance management systems are well established and used effectively to promote improvements. Financial management is good, with spending linked well to the school's priorities for development. The school rightly directs most of its spending to improve staffing levels, particularly of non-teaching staff, although it is not always evaluating the effects of this provision. The school provides good support for new staff and has introduced reforms to reduce the workload of all teachers. It also ensures money is available to provide a bright and cheerful environment to offset limitations in accommodation. This has a notable impact in increasing the sense of well-being in both pupils and staff. The school is beginning to adopt the principles of best value as it allocates funding.

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

Income and expenditure (£)		Balances (£)	
Total income	819,106	Balance from previous year	181,268
Total expenditure	822,078	Balance carried forward to the next	180,875
Expenditure per pupil	3,513		

43. The very high carry-forward figure in the table above was built up in past years to fund specific building projects to improve the accommodation. These projects have had to be abandoned and the money allocated to the general budget, to avoid a deficit in the current financial year.
44. Governance is satisfactory, with many good features. The chair of governors has a wealth of experience and expertise and gives unstintingly of her time. Several other governors are experienced but many are new and have had insufficient time to build their own picture of the strengths and weaknesses of the school. Governors are supportive, fulfil all their statutory duties well and challenge decisions where necessary. The school improvement plan is satisfactory. However, it is a weighty document, making it difficult to identify the most important priorities. It covers the current year, so that planning for the longer-term is less evident.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards in speaking and listening are above average in Year 6.
- Teachers make work interesting and relevant and create a positive working atmosphere in their classrooms.
- In some classes, less able and/or more able pupils do not achieve as much as they might.
- Marking gives pupils insufficient information about how they can improve.
- The library is inadequate, and pupils' library skills are below average.
- The new subject co-ordinator provides effective leadership..

#### **Commentary**

45. Standards in English are average, which is broadly similar to findings at the last inspection. In the 2003 national tests, attainment in English was average. Although there is an apparent decline in standards when compared with results pupils attain in the Year 2 tests, this does not present an accurate picture. All pupils, including those with special educational needs, and those learning English as an additional language, achieve satisfactorily and make steady progress during their time in the school. Compared with similar schools, based on free school meals statistics, attainment is well above average.
46. Pupils' speaking and listening skills are above average. Pupils listen well and speak clearly, although some of them use a limited range of vocabulary. Standards are good because the school rightly regards the development of these skills as important, particularly for those pupils learning English as an additional language. Consequently, it provides ample opportunities for pupils to speak at length through discussions and debates and to acquire confident public speaking skills through dramatic and other performances.
47. Standards in reading are average. Most Year 6 pupils read expressively and accurately. They enjoy reading but have not yet developed strong personal preferences. Non-fiction texts are read with good levels of comprehension. Pupils' skills in using library facilities are weak. They are not aware of the classification system in use in most libraries and have little or no experience of using computer searches to locate specific information. This is because this aspect is under-emphasised in the school's programme. The library is inadequate. It is too small to accommodate a class and is little used for independent research. Books are not labelled using the standard Dewey system, making it difficult for pupils to locate books independently or to acquire the skills they need when using other libraries.
48. The school has worked hard to raise the standard of pupils' writing, with a good degree of success. Standards are average by the end of Year 6. Pupils write effectively in a range of styles. They recognise and employ the features of persuasive writing, although not always logically developing their arguments. They use interesting vocabulary in creative writing. Standards in spelling and punctuation are at average levels but some pupils use incorrect grammar, often reflecting local patterns of speech. Handwriting is mostly fluent and attractive, although a few pupils do not join letters, making writing a painstaking, slow process.
49. The quality of teaching and learning is satisfactory, although some lessons are better than this and most contain many positive features. In Year 6 and in some classes of younger pupils, teachers have created a strong learning ethos in which pupils are keen to succeed and show a good degree of independence in organising their work. In the better lessons, teaching proceeds at a lively pace, pupils recognise the relevance of what they are asked to do and teachers

expect high standards of work. In most lessons, however, all pupils are given the same tasks. Although there are suitable mechanisms to assess the levels pupils have reached, this information is insufficiently used to vary the programme for individual pupils. Those with lower levels of attainment usually receive good support from the extra adults in the classroom, but their work is not broken down into the small progressive steps they need to achieve success. Pupils with higher levels of attainment are often capable of working on more advanced work, perhaps from the programme of study for an older age group, and so achieve less than they might. Teachers record what they expect pupils to learn from each lesson, but these objectives tend not to indicate the precise level pupils should reach. They mark pupils' work conscientiously, providing encouragement through suitable comments. However, only in a few classes do teachers indicate what steps each pupil needs to take to improve their writing.

50. The new co-ordinator leads the subject well and manages it satisfactorily. She is keen to improve standards in the subject and has the skills and expertise necessary to undertake this task. Her role in monitoring is well developed. She examines planning and written work but has had only limited opportunity to observe teaching or to spread her own good practice throughout the school by teaching alongside her colleagues. She is aware that the use of assessment information to set more specific and measurable targets for pupils is an area for development.

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

51. Good use is made of language and literacy across the curriculum. Links between subjects are used effectively to increase the relevance of pupils' work. Subjects such as history and religious education are used well to provide opportunities for longer pieces of writing. Work undertaken in other subjects often provides the context for work in literacy lessons. For example, during the inspection, Year 6 pupils' knowledge gained in geography lessons about St Lucia was used very effectively as pupils wrote persuasively and debated the advantages and disadvantages of the island's tourist trade.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Some good and very good teaching is in evidence.
- Some teaching is not effective enough because the work is not well matched to pupils' abilities or interests.
- Pupils do not have enough opportunity to develop investigative skills.
- Assessment information is not used carefully enough to guide planning, set targets or let pupils know how they can improve.

### **Commentary**

52. Standards in mathematics are average, and have been maintained since the last inspection. Evidence shows that all groups of pupils achieve satisfactorily. In 2001 and 2002, standards in the national tests were above average, and well above average when compared with similar schools. In the 2003 national tests, however, standards were well below average. This severe dip in the test results is explained by the poor performance of a group of girls, with weak problem solving skills performing less well than they were predicted to do and were capable of. The school has identified mathematics as a development priority, and this is now being addressed.
53. Teaching and learning are satisfactory overall. That seen during the inspection ranged from very good to unsatisfactory. Very good teaching is well matched to pupils' interests and abilities and resources are used imaginatively.

54. Where teaching is good, as in a Year 4 lesson, the teacher motivated her pupils well, so that they worked hard, with obvious enjoyment, and achieved well. In the best lessons, such as the very good lesson in Year 5, enthusiastic and knowledgeable teaching enables all pupils to achieve very well and make very good progress. By contrast, in the very small proportion of unsatisfactory teaching, work is not well matched to pupils' abilities and interests, and resources are not used to help support learning. In satisfactory lessons, where overall good features outweighed areas for improvement, the same activity was planned for all pupils, regardless of their ability, and achievement and progress was slowed for all groups. Good teaching in Year 6 gives pupils a valuable boost prior to the national tests. Pupils in Years 5 and 6 are taught in groups organised by ability, and benefit from the more focused teaching and interesting activities that are carefully planned for them.
55. Pupils' ability to solve problems, however, develops inconsistently because not enough opportunities are provided for them to use their mathematics skills in investigations. Pupils do not become as independent as they might because some teachers direct activities too closely.
56. Teaching assistants are used well, sitting close to pupils and giving good support to those with special educational needs and to those learning English as an additional language. This effective support enables these pupils to achieve standards in line with their abilities. High expectations for pupils' behaviour are made clear to all.
57. Leadership and management of mathematics are satisfactory. The co-ordinator monitors teaching and planning and analyses pupil performance data. However, assessment information is not always used effectively to help teachers to fill the gaps in pupils' learning. Targets are not set for individual pupils, which makes it difficult to assess their progress. Marking of pupils' work does not regularly include comments that will help pupils know what they have to do to improve. As a consequence, it is more difficult for teachers to plan effectively to meet individual needs. Computers are used regularly to support the pupils' learning in mathematics.

### **Mathematics across the curriculum**

58. There are satisfactory opportunities for pupils to use their mathematics skills to support learning in other subjects. However, the school has not yet given priority to developing such links across the curriculum in a planned and structured way. Consequently, these links are currently not as effective as they could be in extending and consolidating pupils' skills.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in experimental and investigative work are below average.
- The new co-ordinator has made a good start to improving provision for investigations.
- Planned work does not provide sufficient challenge for more able pupils.

### **Commentary**

59. Standards in science are average, which is a similar picture to that found by the last inspection. In the 2003 national tests, the percentage of pupils reaching the expected Level 4 and above in science was similar to the national picture. However, the proportion of pupils reaching the higher Level 5 was below the national average, affecting the points score and making overall attainment below average. Although there is an apparent decline in standards when compared with results pupils' attain in the Year 2 assessments, this does not present an accurate picture. Compared with similar schools, based on free school meals, standards are well above average. The lack of emphasis on experimental and investigative science in the past means that standards and achievement in this aspect are below average. Planning and pupils' work

shows that all other aspects of the subject are covered appropriately, and pupils of all abilities achieve satisfactorily.

60. Teaching and learning are satisfactory overall, and good when pupils are given the opportunity to conduct practical experiments. In a good Year 4 lesson on using thermometers, for example, the teacher involved all pupils in discussing how they were going to design their tests. Both teacher and learning support assistant worked closely with individuals and groups of pupils, so that pupils with special educational needs were well supported, and those learning English as an additional language understood what was expected. Discussion was heated, and pupils' lack of practical experience in conducting experiments hampered their attempts to conduct a fair test. However, all were clear about the need for this and had a secure understanding of temperature. Similarly, in a good Year 6 lesson on investigating the effect on shadows of an object's distance from a light source, the teacher and learning support assistant encouraged good concentration and understanding through close involvement with pupils as they worked. Pupils predicted thoughtfully what they expected to find, based on secure prior knowledge, and understood the need to make their tests fair, but again found it difficult to make accurate measurements.
61. From lesson observations and work in pupils' books, however, it is clear that all pupils are given the same work to complete or practical experiment to investigate. This limits the achievement of more able pupils and hampers the school's aim to increase the percentage of pupils reaching the higher Level 5 in national tests. Additionally, although pupils' work is marked consistently, teachers seldom include evaluative comments designed to challenge pupils' scientific thinking or encourage them to reflect on how their work could improve.
62. Leadership and management are satisfactory. The newly appointed co-ordinator has made a good start on encouraging teachers to provide pupils with better opportunities to undertake practical science. She has a clear picture of where improvement is needed, which includes the need to monitor more closely pupils' standards, achievement and progress through the school, and a detailed action plan to bring this about has been included in the school improvement plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good use made of the excellent facilities at the City Learning College (CLC) enables the full ICT curriculum to be delivered.
- The use of ICT across the curriculum needs development.

### **Commentary**

63. Standards in ICT meet expectations, largely because the school makes good use of the excellent facilities at the nearby CLC to support teaching and learning for the oldest pupils. This is an apparent decline since the last inspection when standards were judged above expectations, but requirements in the subject have changed significantly since that time.
64. Pupils of all abilities achieve satisfactorily, and many pupils make use of their access to ICT at home to improve their skills, for example in word-processing their homework and doing additional research on the Internet. Planning shows that all aspects of the subject are covered appropriately, and the school has sufficient equipment to meet requirements. Lack of space and the number of floors and staircases make either a permanent or a mobile computer suite impractical. However, teachers work hard to make the best use of the three systems available in each classroom, together with the few laptops in the school, to deliver the full curriculum.
65. Teaching is satisfactory overall, and very good in the CLC suite. Of necessity, teachers introduce new topics and skills as whole class lessons round the computers in the classroom, and pupils then complete activities throughout sessions during the day. Pupils are interested,

attentive and keen to contribute to discussions, and teachers work hard to include all pupils in these. Year 5 pupils, for example, showed a satisfactory understanding of how to narrow searches on a data-base, and Year 6 pupils clearly understood the need to frame search questions on the Internet to avoid receiving too much information. However, several of the computers in use are old, and not all systems contain the same up-to-date software, so pupils do not automatically consider using ICT as an extension of their work across all subjects. Teaching in the CLC suite is very good, supported by the expertise of the resident teacher and the facilities, which enable all pupils to have a computer each. Year 6 pupils made rapid progress in developing PowerPoint presentations connected with their geography project and achieved well in the afternoon session. The pace was fast and furious, and good intervention by all adults and peer support, enabled all pupils to make good progress. An atmosphere of intense concentration and excited discovery, as new functions were tried out, permeated the lesson.

66. Leadership is good, and management is satisfactory. The co-ordinator has been steadily improving provision and encouraging his colleagues to make full use of the available hardware and software. Government funding for professional development and improving provision has been used wisely, and development planning shows clearly how the school intends to develop the subject in the future. The co-ordinator is aware, however, of the need to monitor standards and achievement as pupils progress through the school more closely, and has recently introduced a format for teachers to record this.

### **Information and communication technology across the curriculum**

67. ICT is used satisfactorily in other subjects. In Year 6, for example, pupils use the Internet to research information in relation to their geography, history and art and design topics, and use PowerPoint to develop presentations in relation to history, geography and issues relating to bullying. However, opportunities are not maximised in all classes. The school acknowledges this aspect of its work is under-developed, and improvement is a priority in the improvement plan.

### **HUMANITIES**

68. In humanities, work was sampled in **history** and **geography**, with only one lesson seen in geography and none in history. It is therefore not possible to judge the overall quality of provision in these subjects. There was insufficient evidence during the inspection to make a secure judgement about pupils' standards, their achievements or the quality of teaching. Nevertheless, discussions with pupils and examples of their work suggest that standards in history and geography meet expectations by Year 6 and teachers' planning shows that statutory requirements are met.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

69. **Art and design** was not a focus of the inspection, and insufficient evidence was seen to judge provision or the quality of teaching and learning in the subject. Pupils' work, however, is displayed extensively, brightening the school environment and giving pupils a good sense of pride in their achievement. The framed pictures in the style of Van Gogh are a very good example of this. Year 3 pupils used their observation skills well to draw 'Relationships' pictures of themselves and their friends from photographs, and Year 4 pupils used pastel effects atmospherically to create 'Dreams'. Year 5 pupils' observational drawings of fruit show appropriate use of shading techniques, and Year 6 pupils used printing to create 'People in action' pictures which are full of movement.
70. Insufficient evidence was gathered to judge overall standards, achievement or provision in **design and technology**. This subject was not timetabled during the inspection, and the limitations of the building make storage and display of completed three-dimensional projects



difficult. Planning shows that requirements are covered, and pupils in Year 4 have clearly enjoyed designing their own food, such as cookies. It is a pity that these designs have to be displayed so high up that they are difficult to see. In Year 5, pupils have evaluated packaging, and used ICT to calculate the cost of making marshmallow biscuits, and in Year 6, pupils have designed and made wheeled toys, using accurate measurements, cutting and joining techniques.

71. No overall judgement can be made about provision for **physical education**. Only two lessons were observed and that in Year 6 was of a depleted class, almost a half of whose pupils were absent attending interviews at secondary schools. Discussion with teachers indicates that standards in swimming at the end of Year 5 are at the expected level. However, there are no arrangements for non-swimmers to have tuition in Year 6.
72. Whilst the accommodation for physical education is unsatisfactory, the school has acted well to give pupils extra opportunities for activity and exercise. There are extra-curricular sports, a residential experience for the oldest pupils that focuses on outdoor and adventurous activities and the nearby South Camden Sports Centre is used each week to teach a wide range of games.

## MUSIC

Provision in music is **very good** and represents a significant strength of the school.

### Main strengths and weaknesses

- Standards of singing are very good throughout the school.
- Standards in performing and composition are good.
- Teaching is consistently good and most is very good or excellent.

### Commentary

73. The school is rightly proud of pupils' achievements in music. The standard of singing is particularly high. Even the youngest pupils sing accurately in two parts and, by Year 6, pupils' performance is of a high standard, combining accuracy of pitch and rhythm with clear articulation of words. Standards are also good in performing with percussion instruments in Year 6. Pupils maintain a steady rhythm on untuned instruments, perform a simple melody on glockenspiels and add chords on chime bars to create an interesting texture. All pupils understand how to write or play from a graphic score. More able pupils, most of whom are learning to play orchestral instruments, are beginning to use conventional musical notation. Pupils build a good knowledge of musical vocabulary. The school has built on the strengths reported at the last inspection and standards and teaching have improved.
74. There are two major reasons for this positive picture. The first is that the school has been determined to maintain the high profile of the subject, providing pupils with high quality experiences. It employs a specialist music teacher on two days each week to teach every class and provide a hymn practice for the whole school, to teach the recorder to Year 3 pupils, to teach keyboard skills and to run a choir as an after-school activity. Because he is teaching all classes, the music teacher is able to provide lessons that develop pupils' skills in a progressive way. In addition, a visiting teacher provides violin lessons after school. The governors demonstrate their commitment to inclusive practice by ensuring that funds are available to pay for these lessons when parents are unable to afford them, so that able pupils do not miss the opportunity to participate.
75. The second reason for high standards in music is the consistently high standard of teaching by the part-time music specialist. Lessons observed never fell below a good standard and most were very good or excellent. Four features were consistently found in these lessons:
  - a very high level of subject knowledge and expertise;

- an excellent use of time - lessons begin as soon as the teacher enters the classroom, the pace is rapid and not a moment is wasted;
- very high expectations about both work and behaviour - activities are challenging and discipline is firm, so that pupils try hard and there are very few interruptions to the learning process;
- very good teaching methods, making activities fun and giving pupils good ways to remember what they have learnt.

There are no significant weak features, but occasionally planning is so ambitious that activities are uncompleted, leaving no time for pupils to evaluate their learning.

76. The after-school activities contribute well to raising standards of achievement. For example, the choir attracts almost 60 pupils each week from Years 5 and 6, including a substantial number of boys. Rehearsals add to pupils' knowledge and understanding. For example, during the inspection, the teacher used a song in three parts, excellently sung, to help pupils to understand chords, including broken chords. Pupils have good opportunities to perform at local events, such as the Camden Music Festival.
77. Music is co-ordinated by the part-time teacher, who has very good knowledge of standards attained because he teaches every class. Class teachers are not usually present during music lessons, using the time for work outside the classroom. Unfortunately this means that their skills in teaching music are not developed.

#### **Example of outstanding practice**

##### **An excellent hymn practice, which was well integrated with the daily Act of Collective Worship**

As pupils arrived in the hall, eager and smiling, the part-time music teacher led high quality singing of *Kumbaya* and *You are my Brother*, including actions and signing, with all pupils joining the singing as they took their places. Collective Worship ended with *The Lord's Prayer* sung reverently by all pupils in an attractive two-part arrangement. Hymn practice began with a warm-up, as the teacher cleverly incorporated instructions such as 'sit up straight' or 'sing it louder - would be nice' into these vocal exercises. His very high expectations, rapid pace and infectious enthusiasm enabled him to control pupils effortlessly. New songs were taught with care, for example by asking pupils to identify steps and jumps in the melody, and actions or hand signals were often added. Singing *Glory to God*, 200 plus pupils swayed in perfect unison as teachers arrived to collect their classes. One Year 3 class remaining at the end of the song went on to sing another, beautifully, in two parts. Not a second was wasted. An excellent contribution to spiritual development, and an occasion to lift spirits at the beginning of the day!

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social, health education and citizenship is **good**.

### **Main strengths and weaknesses**

- The subject makes a good contribution to pupils' personal development.

### **Commentary**

78. The school places great emphasis on this aspect of its work and the results can be seen clearly in the polite and courteous manner in which the pupils treat one another and behave in lessons. Pupils are very interested in the range of cultural and linguistic backgrounds of their peers and their families, and show great respect for others. As a result, relationships between pupils, and pupils and adults are good. Pupils take an active interest in school life and approach responsibilities in a mature manner, taking on roles as monitors, school council members and head boy and head girl.

79. The programme for personal, social and health education is good and includes work on developing good relationships, dealing with strong emotions, sex, drugs and personal safety. The work the pupils do helps them to develop a safe and healthy lifestyle, gain confidence and communicate well with others. It is well supported by a good programme of visitors and the

school is also part of the Healthy Schools initiative. The school council is active in promoting initiatives and helps pupils learn how to discuss and make informed choices. For example, new playground rules are being devised and a booklet for new pupils is being updated. This enables pupils to take a real role in the running of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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