

INSPECTION REPORT

St. Clement Danes C of E Primary School

Drury Lane, London

LEA area: Westminster

Unique reference number: 101127

Headteacher: Mrs Lena O'Sullivan

Lead inspector: Mr David Cann

Dates of inspection: 7th to 9th June 2004

Inspection number: 257622

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	214
School address:	Drury Lane London
Postcode:	WC2B 5SU
Telephone number:	020 7641 6586
Fax number:	020 7641 6556
Appropriate authority:	The governing body
Name of chair of governors:	Richard Burt
Date of previous inspection:	15th June 1998

CHARACTERISTICS OF THE SCHOOL

St. Clement Danes C of E Voluntary Aided Primary School is an average sized school for pupils aged 4 to 11 years. Pupils are drawn from the immediate residential area, where there is a high percentage of rented accommodation. Pupils' skills on entry are below those expected nationally. Nearly half of the pupils learn English as an additional language and a quarter are from refugee families. Forty per cent of pupils are eligible for free school meals, which is above average. The number of pupils on the special educational needs register is in line with the national average, as is the number of pupils with Statements of Special Educational Need. The number of pupils leaving and joining the school other than at the usual times is above average. During the inspection one teacher was on long-term sick leave and her class covered by a supply teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English, information and communication technology, history, geography and physical education
19743	Ann Taylor	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Foundation Stage and mathematics
12331	Vera Grigg	Team inspector	Science, design and technology, art and design, music and special educational needs
01068	Jan Allcorn	Team inspector	English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. Clement Danes C of E Voluntary Aided Primary School provides a **good** quality of education in a very stimulating and supportive environment. Good teaching and learning ensure pupils achieve well and by Year 6 standards are above average in English and average in mathematics and science. The school has excellent links with the local community, which it uses very well to extend pupils' learning and involvement in the arts. Attitudes are very good and pupils respond positively to the help and guidance that the staff provide for them. The school benefits from good leadership and management and represents good value for money.

The school's main strengths and weaknesses

- By Year 6 pupils achieve well in English, mathematics and science and test results are improving.
- The leadership of the headteacher is very good and there are good management systems in the school. Governors support the school well.
- The quality of teaching is good overall. Support staff make a very important contribution to pupils' learning.
- The school makes excellent use of its location to stimulate pupils' learning across a wide range of subjects.
- Pupils who learn English as an additional language receive good support and achieve well.
- Pupils with special educational needs make good progress.
- Pupils' behaviour and relationships are very good and they respond positively to school.
- Staff provide good advice and guidance for pupils, who develop very good attitudes to learning.
- Systems for assessing pupils' progress are not yet being used to focus pupils on ways of improving their achievements.
- The attendance and punctuality of a minority of pupils is unsatisfactory.

The school has made good progress since the last inspection. Standards of pupils' attainment have improved in English and have been maintained in mathematics and science. The quality of teaching and learning has been much improved as a result of improvements in leadership and management. Provision in the Foundation Stage is better, although recent staffing problems have hampered progress. The school has introduced new assessment procedures which are having a positive impact on teaching and learning but which require further development. Attendance levels have been rising until the current year, when levels slipped back again.

STANDARDS ACHIEVED

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

Overall, pupils achieve well. Many children enter the school with limited skills and a significant number have no knowledge of English. There is a high level of movement of pupils in and out of the school, which adversely affects learning in many classes. The standards attained by Year 6 have improved steadily since the last inspection. Current pupils are reaching levels that are above national expectations in English and in line with expectations in mathematics and science. In Year 2,

standards have risen strongly in spite of a drop in 2003 and current pupils attain levels that are in line with national expectations. This represents good achievement for pupils and reflects good quality teaching and very good systems for evaluating teaching effectiveness. Pupils with special educational needs and those learning English as an additional language receive well-organised support and their progress is good. Pupils reach the nationally expected standards in information and communication technology (ICT) and they attain high standards in art and music, where they benefit from very good teaching and provision. By the end of the Foundation Stage most children attain the expected levels and progress well.

Attitudes are very good and behaviour is good. Personal development, including spiritual, moral social and cultural development, is very good. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is good and promotes good learning. The curriculum is good and enriched by a very good range of extra-curricular activities. Pupils are cared for and supported well and the school's links with parents are very good.

Teaching and learning

Teaching and learning are **good**. Teaching in the Foundation Stage is satisfactory and it is good in Years 1 to 6, with many very good lessons observed. Teachers have good relationships with pupils and manage their classes well. Planning is good and provides good support for pupils of different abilities. Support staff are very well briefed and deployed effectively to support those with special educational needs and pupils learning English as an additional language. In the Foundation Stage there is good teaching of language and to develop children's personal and social skills. However, routine practical activities are sometimes repetitive and there is not enough support to direct children's interest. Assessment is very good in the Foundation Stage, good in English and mathematics and satisfactory in science but underdeveloped in other subjects. The data collected is not fully used to guide pupils as to how they might improve.

The curriculum is **good**. It is well planned to include all pupils and there is a strong focus on improving pupils' spoken language. There is a very good variety of well-planned, exciting activities that are accessible to all pupils. Provision for pupils' personal, social and emotional development is effective. Accommodation and resources are satisfactory.

Arrangements to ensure pupils' care, welfare, health and safety are **good**. The school provides **satisfactory** support, advice and guidance and successfully involves pupils in the life of the school. Links with parents are very good and excellent with the community and links with other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher and key staff are committed to school improvement and management systems are very good. The governance of the school is good and all legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are appreciative of the school and what it provides.

IMPROVEMENTS NEEDED

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

- make better use of assessment information to improve the quality of pupils' learning;
- improve pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English are above average and in mathematics and science they are in line with those expected nationally. Pupils' achievement is good throughout the school.

Main strengths and weaknesses

- Pupils enter school with below average skills and make good progress by Year 6.
- The progress of pupils learning English as an additional language is good as a result of good support and a strong focus on developing language skills.
- Pupils with special educational needs make good progress and receive well organised, effective help.
- Pupils achieve above average standards in design and technology and art.

Commentary

1. Pupils' standards in Year 6 are above expectations in English and in line with those expected in mathematics and science. This represents good achievement from the below average skills which most pupils have on entry. In comparison with results attained in similar schools, pupils attain levels that are well above average in English and above average in mathematics. Pupils achieve well as a result of good teaching, which develops pupils' skills well. Lively activities and well-planned learning harness pupils' enthusiasm and hold their interest. This has produced the general rise in standards since the last inspection.
2. By Year 2, pupils' attainment is in line with national expectations in reading, writing and mathematics. Results in 2003 tests showed a drop from previous years, but current pupils are achieving well. Test results have improved and are expected to be slightly above average in all three subjects. The number of pupils attaining higher levels is below average in writing, but above average in reading and mathematics. Average and lower ability pupils are achieving well in all subjects and standards are rising well. This reflects the good quality of teaching and learning observed in well paced, challenging lessons.
3. Teachers have placed a strong focus on promoting pupils' literacy, which has been very effective. Pupils' achievements in writing are good throughout the school and these are well developed through activities that extend their learning across subjects. Pupils learning English as an additional language and those with special educational needs achieve well because they benefit from well-coordinated input from support staff. As pupils develop language skills, there is often a marked improvement in their attainment in mathematics. There are an above average number of pupils attaining higher levels in Year 6 tests; the support given to more able pupils is good and promotes their learning well. Pupils' attainment in ICT is in line with the levels expected nationally and they make satisfactory progress by both Years 2 and 6. In art and design and technology pupils attain high standards as a result of lively teaching and the stimulation of well planned activities.
4. By the end of reception most children reach levels in line with those expected and their progress is good from a low starting point. Provision in the Foundation Stage has improved since the previous inspection. Very good assessment systems are well used to promote children's personal and social development and their progress in language. In other areas pupils achieve well, but the support for pupils learning English as an additional language does not ensure that they fully understand instructions. Many do not, therefore, progress as well as they might.
5. The trend in test results in Year 6 has been in line with that recorded nationally and at Year 2 the school's results have risen faster than those nationally. Standards in reading and writing in Year 2 are similar to those reported in 1998 and have improved in mathematics. In Year 6,

standards are broadly similar to those reported at the last inspection in English, mathematics and science. Analysis of pupils' attainment in Year 2 by gender indicates that boys do better than girls, but by Year 6 there is no significant difference in results. The school closely analyses pupils' performance by ethnic group and finds no significant variations. Pupils whose first language is not English make good progress throughout the school and achieve as well as other pupils by the time they leave the school. Pupils who have special educational needs make good progress with the support of teachers and assistants. With the good support of the learning mentor, many pupils make strong improvements in their behaviour and attitude to learning, which raise their self-esteem and desire to succeed.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.1 (16.1)	15.7 (15.8)
writing	14.3 (14.9)	14.6 (14.4)
mathematics	14.3 (17.1)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.0 (26.5)	26.8 (27.0)
Mathematics	27.3 (27.0)	26.8 (26.7)
Science	28.7 (27.9)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good** and their behaviour is **good**. Relationships are **very positive**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good** overall. Attendance is below the national average and **unsatisfactory**.

Main strengths and weaknesses

- Pupils' interest and positive attitudes are stimulated by the very good range of learning and cultural opportunities that the school offers.
- Pupils are enthusiastic about school. Relationships are friendly and harmonious.
- St Clements is very good at helping pupils to develop as well rounded individuals.
- The school does not have a clear overview of its attendance rate.
- A significant number of pupils are late in the mornings, which delays the start to learning.

Commentary

6. Pupils enjoy their lessons and are enthusiastic learners. Pupils particularly enjoy the wide variety of new experiences the school offers in the way of visits and visitors. Some pupils are lively and boisterous and it is to the credit of teachers and support staff that all remain on task and are very positive. The inspection took place during very hot weather when the atmosphere in classrooms was stifling. Pupils did not let this bother them and their enthusiasm did not wane!
7. Behaviour is good and reflects good guidance on pupils' moral development. There are clear codes and rules, which are understood and followed. The school has implemented a good variety of support systems, which help pupils resolve problems that hinder their learning. Circle

Time, where pupils sit in a circle and take it in turns to speak about issues of common concern, is extremely well used. It often provides an outlet for pupils who have something troubling them.

8. There are very good relationships and pupils from all ethnic groups get on very well with each other. Pupils whose home language is not English are well supported by their class mates. Pupils are encouraged to celebrate their similarities and differences, such as what they like to do and how they look. Pupils' social development is very strong.
9. Some parents expressed worries about bullying, but inspectors found the school to have a very harmonious environment where everyone, regardless of colour or background, gets on well with others. The new headteacher has taken a firm approach that has had a positive impact on improving poor behaviour. The playground is small and enclosed, which places a strain on behaviour and relationships at times. The school has improved the organisation of playtimes and plans to improve its playground facilities this summer. Pupils are happy that bullying is not a worry for them and that adults help if there is a problem. There have been no exclusions this year.
10. There are excellent opportunities for pupils' cultural development. Special weeks, such as the recent Bangladeshi week, help to celebrate the richness and diversity of the school population. There are many opportunities for pupils to enjoy art, music, poetry and drama, often associated with events in the immediate locality. These include museums, London Zoo, local parks, churches and a mosque, as well as celebrating St. George's Day with the Pearly Kings and Queens.

Attendance

11. Most recent figures reveal that pupils' attendance has fallen and is below the national average. This is a disappointment for the school as levels had been improved in response to an issue from the previous inspection. A few families with particular attendance difficulties are well supported and the school regularly phones home to find out why pupils are absent. Parents are getting into better habits of letting the school know the reason for their child's absence. However, there is no-one taking a whole-school overview of attendance and little in the way of rewards or schemes to encourage pupils. The school has been hampered by a lack of continuity in educational welfare support.
12. Pupils' timekeeping in the mornings is unsatisfactory. Despite the school's having worked hard to improve punctuality in recent months, a significant minority of children still arrive late in the mornings. This prevents teachers from starting lessons on time and, in the Foundation Stage, children regularly lose learning time as a result.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is good and promotes good learning. The curriculum is good and enriched by a very good range of extra-curricular activities. Pupils are cared for and supported well and the school's links with parents are good.

Teaching and learning

Teaching and learning are **good** and assessment is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning are characterised by secure subject knowledge and good relationships between adults and pupils.
- Teachers and support staff provide good assistance for pupils with special educational needs.
- Support for pupils learning English as an additional language is good but does not always check for pupils' understanding of new words.
- Assessment is improving, but is not being used in all subjects to guide teaching.

Commentary

13. The high quality of teaching and learning between Years 1 and 6 accounts for the good standards that pupils reach in English, mathematics, art and music. The quality of teaching has improved well since the last inspection. There is now a higher level of very good teaching, for instance in mathematics, art, music and personal and social education. There has been significant instability during the year in staffing in the Foundation Stage, where the quality of teaching is satisfactory overall.
14. The new headteacher has successfully raised teachers' expectations of what children can achieve. She and the deputy headteacher monitor the quality of teaching and learning very well. This helps to identify teachers' professional needs and suitable training is arranged. The impact of this rigorous approach is very clear in lessons. For instance, teachers' questioning skills are now used very well because they skilfully pitch questions to suit different pupils. Almost all parents think the quality of teaching is good and that their children make good progress. Pupils themselves feel that their teachers make lessons interesting, that they can say when they need help and that the amount of homework teachers set is 'about right'.
15. Teachers manage time and resources efficiently and have good relationships with all their pupils. They have a secure knowledge of their subjects, although a few lack confidence with new computer equipment. Less satisfactory features occur in lessons where teachers give over-long introductions, or when the pace of a lesson flags due to their managing pupils' behaviour too assiduously. However, most lessons have clear learning goals, an air of common purpose and endings that leave pupils with a strong sense of achievement. Teachers' planning is very good and includes work that meets pupils' particular needs and accelerates their progress. Very good teaching in art and music enables pupils to reach very high standards. Extra-curricular activities are well run by many members of staff, including the premises manager and other support staff, who give willingly of their time to share particular skills and interests.
16. Pupils whose first or home language is not English are well supported in the classroom. Teachers' planning generally makes good provision for their needs. Information for the bilingual support assistant is clear and she is used well. However, not all teachers ensure that younger pupils at the early stages of reading understand the words and the context of the story being read. Questioning does not check pupils' knowledge of the meaning of words sufficiently and pictures are not always effectively used to ensure that pupils understand.
17. Most pupils with special educational needs are taught within the classroom, often with the support of learning assistants. This enables the majority to achieve well, make good progress

and learn as well as their peers. However, support staff in the Foundation Stage are not always deployed as efficiently as they could be to ensure that all children make progress. Where pupils are withdrawn, planning and the use of resources are very good, so pupils learn very well, developing their confidence and enjoyment. High attaining and gifted and talented pupils receive challenging work to make them really think and concentrate. The learning mentor makes a very good contribution, throughout the school, to pupils' personal and social development.

18. Recently introduced assessment systems in the Foundation Stage are exemplary and are used well. New half-termly assessment procedures, recently established in English and mathematics for pupils in Years 1 to 6, provide a good basis for monitoring pupils' progress. The results are well analysed and are subject to whole-staff discussion. As a result, adjustments are made to planning, so that what is taught is improved still further. However, assessment in other subjects is not securely established, nor has the school yet developed target-setting, either for individual pupils or for year groups. Formal assessment of pupils learning English as an additional language is not up to date as a result of personnel changes. Teachers maintain close observations of pupils' day to day progress and are skilled at noting where pupils are meeting difficulties. There is a good exchange of information between teachers and support staff, which is used well to influence planning. However, marking does not always give pupils a clear indication of how to improve their work.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12 (39)	7 (23)	11 (35)	1 (3)	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 were seen.

The curriculum

Overall, curriculum provision is **good**, with an **outstanding** variety of experiences that support learning, both in and outside the school. The accommodation is satisfactory overall.

Main strengths and weaknesses

- The excellent range of visits and visitors makes an invaluable contribution to pupils' learning.
- The school is developing the curriculum well in English, mathematics and science, which contributes to the rise in standards.
- The extra-curricular activities provide very good enrichment, particularly in the arts.
- The internal accommodation is good and well used, but outside play areas are limited.

Commentary

19. The improvements in the curriculum noted in the last report have continued. All statutory requirements are met and reviews of subjects have identified areas for improvement, which are included in clear action plans. This supports the school's aim to raise standards overall. The curriculum enables all pupils to progress in all areas of learning. There are consistent approaches to the teaching of literacy, numeracy and science. As yet, the curriculum audit has not been evaluated, so this is regarded by the school as a priority in gaining the maximum benefit from the input of subjects and other experiences.
20. All pupils who have special educational needs follow the full National Curriculum. These pupils experience the same as others in their class, but often do work that has been simplified. Targets on their individual educational plans are noted and pupils are reminded of them. The staff who support pupils with special educational needs are experienced and committed to the pupils for whom they are responsible.

21. The curriculum is very successful in reflecting and developing understanding of the wide range of ethnic groups within the school. Bangladeshi week, black history month and visits from Chinese dance groups and African music groups all make significant contributions to pupils' learning, creativity and appreciation of the world in which they live. A story-telling activity during Bangladeshi Week resulted in Year 3 pupils creating a story book retelling the same story, with illustrations, in a wide range of languages. This not only valued pupils' own first or home language, but contributed to the development of their writing skills.
22. Personal, social and health education is effectively incorporated into pupils' learning. Through a very well planned programme of Circle Time the school develops pupils' understanding of personal and social issues and raises their self-esteem. There are effective policies for sex and relationships education and pupils are taught the effects of drug and alcohol misuse.
23. The school makes full use of its privileged location to enhance pupils' learning. The school has performed in the Royal Opera House, pupils walk to Somerset House and the British Museum, they visit the Transport and Theatre museums and travel to Greenwich. Pupils sketch the buildings in Covent Garden and explore the grounds of Holland Park. They also experience, at first hand, artists who work with them, for example, to make clay gargoyles. They are associated with three churches, particularly with St. Clement Danes and the Festival of 'Oranges and Lemons'. Provision for sport is limited by the restricted outdoor play area, but cricket and basketball take place after school.
24. The school's internal accommodation is good and creates a positive learning environment. The library has been much improved since the last inspection and is a welcoming, well-used resource. The school makes good use of Twining hall, which provides space for clubs, music and drama. The school is accommodated on three floors and there is no wheelchair access beyond the ground floor. The entrance to the school is inviting, but security arrangements leave anyone in the outer office unreasonably isolated, an unsatisfactory situation. Outdoor areas are cramped and pupils lack the space to pursue quiet activities or observe living things, but the school has improvements planned for the immediate future. There is a good range of well-qualified teachers and support staff to meet the needs of the curriculum. Resources are satisfactory except for children at the Foundation Stage who lack satisfactory outdoor play equipment.

Care, guidance and support

Arrangements to ensure pupils' care and welfare are **good**. The school provides pupils with a **satisfactory** level of support, advice and guidance. There is a **satisfactory** level of involvement through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- Good care and support for the individual child generates a firm feeling of belonging to the school.
- Circle Time is very well used to help pupils come to terms with issues that are bothering them.
- Relationships are friendly and supportive, within a Christian framework.
- Pupils do not receive enough guidance about how they can improve their work.
- Health and safety procedures are clearly understood and carefully carried out.

Commentary

25. Staff take good care to monitor pupils' personal development and pupils are well supported if they have any personal difficulties. Very good relationships in the school ensure the atmosphere is happy and purposeful. The high quality work of the learning mentor¹ is making a real difference to pupils' lives, especially in helping to raise their self-esteem. Skilful handling of issues raised in Circle Time provides pupils with sensitive guidance and alerts staff to those

¹ Funded through the school's involvement with Excellence in Cities, this is someone who helps to overcome any barriers preventing pupils from learning as well as they should.

who might need more individual help. Child protection procedures are satisfactory and the headteacher is to attend specialised training. There is a good level of health and safety understanding and procedures are carefully considered and implemented.

26. The academic guidance that pupils receive does not provide them with enough advice on how they can improve their work. The setting of targets to guide pupils is at an early stage, so pupils do not have a clear idea of what they should aim for next to achieve better standards in literacy and numeracy.
27. The school council meets regularly; they have had a significant input into the development of the playground, which will shortly be improved. However, councillors have only a limited understanding of the mechanics of a council, especially in terms of the role of officers, voting and minute-taking.
28. All pupils in the school are well cared for and supported. Teachers have clear information on pupils' ethnic, cultural and religious backgrounds and their home language. Arrangements for pupils who join the school after the age of 5 and do not speak English are good. A 'welcome book' is constructed in their first language and, where possible, they are linked with another pupil who speaks both English and their own language. Due to recent changes in the management of support for pupils learning English as an additional language, records of pupils' progress are not up to date.

Partnership with parents, other schools and the community

The partnership with parents is **very good**. There are excellent community links. Relationships with other schools are **satisfactory**.

Main strengths and weaknesses

- Links with the local community are excellent and stimulate pupils' learning very well.
- Successful initiatives are drawing reluctant parents into closer contact with the school.
- Day to day communication between home and school is good and staff provide a warm welcome to parents.
- There is new enthusiasm and drive from the revitalised parent teachers association.

Commentary

29. Links with parents are very good. The school is a welcoming, friendly place and tries hard to get all parents involved. It is successful in this, although with pupils travelling some distance to attend, day-to-day communications are not easily maintained. Weekly coffee mornings have helped to bring in parents, some of whom have been reluctant to enter the school. Here, parents make new friends and meet informally with teachers and the headteacher. The school organises family literacy and English courses, which are well attended.
30. Unusually, a good number of parents attend the governors' annual general meeting, which is held in conjunction with another school event. There are very readable newsletters which contain an interesting governors section and this gives parents a good perspective on how the school is being run. Open afternoons and good input from the newly reformed parent teachers association also help to bring parents into closer contact with school life. Parents express strong appreciation of the improved contact they have with the school under the new headteacher.
31. Links with other schools are satisfactory. Pupils transfer to a number of schools across London and the school tries to ensure that each child visits the school to which they are transferring. There are links with a nearby primary and plans for teachers to visit the St Clement Dane secondary school in Chorleywood. The headteacher sees closer links with other schools as an area to develop.

32. As at the time of the last inspection, community links are excellent and contribute significantly to pupils' learning and personal development. The school takes full advantage of its unique position in one of the most vibrant and culturally exciting parts of London. Its active membership of the local business network 'In and Around Covent Garden' has led to many purposeful links with local organisations. These include reading and story-telling activities with pupils by staff from local offices and e-mail links with a school in Jamaica. The opportunity to use the Royal Opera House for productions such as the school's annual Christmas performance, in which all pupils participate and which the local community attends, enriches pupils' musical and drama experiences. The school's links with local churches leads to pupils performing at special services for the community and collecting for local charities. The community police are regular visitors to the school, giving talks on social issues linked to work on citizenship and also providing an escort for outside visits when necessary. Visits to London museums (for example The Transport Museum, Victoria and Albert), art galleries and parks support curriculum activities such as the study of mini-beasts or project work on transport. Theatre workshops involve parents working with their children and help pupils whose home language is not English to develop their communication skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher and key staff are committed to school improvement and management systems are very good. The governance of the school is good.

Main strengths and weaknesses

- Staff and governors share the headteacher's clear vision of a school that aims for high standards in all it sets out to do.
- Strong leadership inspires very good teamwork between all staff and promotes a shared vision for raising standards.
- Governors have a good understanding of the school's strengths and weaknesses.
- Governors are very supportive of the school in ensuring it obtains best value in its spending.

Commentary

33. The headteacher provides very effective leadership for the school. In the nine months since taking up her post she has carried out a thorough analysis of the school's strengths and weaknesses and established clear priorities for moving the school forward. The development programme is clear sighted, based on a very good understanding of the school and sets a manageable, focused agenda for improvements. Through her approachable manner and good systems of consultation, the headteacher has very good working relationships with staff. The young staff team is enthusiastically committed to playing a full part in the school's development. The quality of professional dialogue and self-evaluation is high. Through observations and interviews the headteacher is helping teachers develop their potential and promote their professional development. Many staff are new to their roles and responsibilities, but they are already providing good leadership in their areas.
34. Management is good. The headteacher and senior staff have given considerable thought to the best way of deploying staff talents and have taken steps to implement them. Recent staff changes have enabled the headteacher to make new appointments and the new post holders are developing their roles well. Key subject leaders are having a positive impact on standards and in raising the quality of teaching and learning. Not all have had time to observe lessons and audit their subjects, however. The headteacher has good plans for making use of senior staff in class and yet giving them time to fulfil their management roles. These arrangements are being put in place and their effectiveness is being kept under close review. The well organised 'change team', under the chairmanship of the deputy headteacher, provides a very good forum. Through it, the school is extending the roles of support staff and ensuring that all staff are conscious of establishing a work/life balance.

35. The headteacher has recently taken effective steps to reorganise support for the achievement of ethnic minority pupils and those whose home language is not English. This aims clearly to improve assessment procedures and provide more support and resources for pupils in the classroom. The acting co-ordinator has made a good start in implementing the role, but still needs time to complete her analysis of pupils' progress and ensure that support is effectively deployed.
36. The co-ordinator for special educational needs has developed a clear view of how this area of provision should be improved. For example, pupils' targets should be clear and attainable and pupils' views in the annual review should be included. The handbook is detailed and reflects the clear planning and organisation of this area of provision. The school meets the statutory requirements of pupils with a Statement of Special Educational Needs. The governor for special educational needs is fully informed of this area of provision.
37. Governance is good. Governors have a good understanding of the school's strengths and weaknesses, and are fully involved in monitoring the school development plan. They visit the school and have informative discussions with staff, but their skills in observing and monitoring the curriculum are not widely developed. Governors are very conscious of the school's privileged position and traditions and support the school well in maintaining and improving these strong qualities.
38. Under the close scrutiny of the chair, the school's finances and expenditure are very well monitored. Governors are well informed and use all available information to check on best value. Administrative staff carry out day-to-day financial organisation very efficiently. Performance data is well used to measure the effectiveness of teaching and learning and staff deployment. Expenditure per pupil is high, but the school represents good value for money overall.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	840,530
Total expenditure	824,840
Expenditure per pupil	3,656

Balances (£)	
Balance from previous year	2,160
Balance carried forward to next year	17,850

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

Provision for children in the early years unit is **satisfactory**.

Main strengths and weaknesses

- Children are eager to come to school and most settle quickly to daily routines.
- Specialist teaching and very good use of the locality enrich children's learning.
- Teachers keep very good profiles to record how well children achieve.
- There has been considerable staffing instability due to ill health.
- Children's noise levels are sometimes too high and affect the ethos of the area.
- The outdoor play area is currently unsatisfactory and some resources are worn.
- Lack of punctuality adversely affects the way work is planned at the start of the day.

Commentary

39. Children begin school with levels of attainment that are below average overall and well below average in communication, language and literacy skills and in personal, social and emotional development. Many children speak English as an additional language. A significant number have special educational needs. The school has established very good profiles, as well as assessment systems, to record children's progress and achievement. These are passed to Year 1 staff and discussed with them at the time of transfer.
40. The nursery and reception classes share a large, airy open-plan area. At the time of the last inspection, noise levels were a concern and this is still very much the case. On occasions, children let their natural exuberance get out of control, causing noise levels to reach unacceptable standards. This does not create a satisfactory working environment for children and disturbs the work of the neighbouring class. The two classes share an adjacent securely enclosed outdoor play area. The quality of this area and its resources is unsatisfactory and is due to be refurbished.
41. During the year the early years unit has experienced a period of instability in staffing. A temporary teacher is covering in the nursery during the absence of the co-ordinator. To maintain continuity the headteacher has assumed responsibility for the unit and meets staff weekly to discuss planning. Support staff and teachers meet weekly to discuss children's needs.
42. The overall quality of teaching is satisfactory. When teaching is directed at a group it is usually good, but the achievement of the rest of the class falters temporarily and progress is unsatisfactory. Teachers start the day with a period of freely chosen activities to minimise the disruptive affect of latecomers. Whilst these provide for the development of independence and collaboration, activities are too repetitive and not challenging enough. In addition, the quality of support provided by assistant staff is inconsistent, so the youngest children do not receive the stimulating direction and guidance they need to drive their learning forwards.
43. Specialists' expertise in music and in personal and social education make a very good contribution to children's learning. The learning mentor makes a good contribution to the progress of children for whom English is an additional language.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The learning mentor makes a very good contribution to this area of learning.
- Teachers provide many activities where children work alongside each other.

- Children display good levels of independence and collaborative attitudes.
- Children get along together well and their behaviour is good.

Commentary

44. The majority of children begin school with levels of attainment that are well below average because many have had limited pre-school experience and live in a densely populated city centre. Many have difficulties in expressing their feelings in English and have special needs related to social and emotional development. Teachers acknowledge children's varied pre-school backgrounds and experiences. They regard this area of learning as the bedrock for all others and so provide many daily opportunities to foster children's development. Children begin the school day in a relaxed manner, choosing their own activities, developing their independence and taking limited responsibility for their learning. They work and play together harmoniously in a range of activities. However, the scope and challenge of these freely chosen activities are not sufficiently structured and they are too repetitive. Occasionally, children's enthusiasm overflows and their exuberance disturbs the ethos of the unit.
45. Teaching ranges from satisfactory to good. Where it is only satisfactory, teachers do not make their expectations clear enough about consideration for others and the role of support staff is not fully developed, especially in the nursery. However, the teaching of the learning mentor is very good. She quietly establishes a calm environment, reminding children about Circle Time 'rules', so children achieve well and make very good progress, gaining an understanding of others' feelings and needs. The majority of children are on course to reach the early learning goals by the end of the reception year. Given their very low levels of attainment on entry, this represents very good progress and achievement.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers plan and provide many meaningful speaking and listening activities.
- Children develop good attitudes towards reading in school.
- Children for whom English is an additional language do not receive enough support.
- Visits to local places of interest enrich children's experience and promote vocabulary.

Commentary

46. The quality of teaching is good. Teachers' planning is good, especially for activities that develop speaking and listening skills. Children are encouraged to discuss their feelings and express their views. The majority are beginning to master the skill of listening without interrupting, but a few have yet to control their eagerness to contribute. Many children write their names correctly, recognise the letters they use and the sounds that these make. Many hold pencils incorrectly and form their letters clumsily, but this does not deter them from practising their writing as they go about their tasks. Children handle books properly and enjoy story times. They recognise the title and author and know that the text is read from left to right. They make sensible suggestions when predicting what might happen next and recognise frequently-used words. Some children who have English as an additional language concentrate for only short periods because they are not consistently supported. Although the school encourages children to take books home every night, not all parents realise the importance of helping their children at home. Visits to local places of interest stimulate children's interest and extend their vocabulary.
47. Children achieve well. The majority are on course to reach the early learning goals by the end of the reception year. Children with special needs and for whom English is an additional language are still working towards the national expectations, but their progress is good.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers make relevant links between mathematics and real life.
- Children use mathematical vocabulary confidently and accurately.
- The learning mentor makes a good contribution to children's progress.

Commentary

48. Teachers' planning is thorough and includes many practical activities. Teachers use resources such as giant coins and coloured shapes effectively to help children gain a secure understanding of mathematics. Links with other learning bring mathematics to life; these include singing games, counting songs and drawing or painting two-dimensional shapes. Children use mathematical terms correctly as they play and try to explain what they mean, for instance 'Half full means I can get more in on top'. They know the days of the week and confidently recite these in order. Nearly all children recognise simple shapes such as triangle and circle. Some children for whom English is an additional language struggle to start their written work because they have not understood the instructions and there is no adult support to help them begin. However, when children are supported by the learning mentor they achieve well and make good progress. The overall quality of teaching is satisfactory. The majority of children make satisfactory progress, achieve well given their attainment on entry and are on course to reach the early learning goals by the end of the reception year.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Very good use is made of the locality to enrich children's experience.
- Resources to support class work are unsatisfactory.
- Good use is made of the school's ICT suite.
- Support staff do not always help children enough in group activities.

Commentary

49. Teachers work determinedly to enrich children's experience of the wider world by arranging visits to local green areas and places of interest such as St Mary's Le Strand Church. Children enjoy these occasions and behave well, with very positive attitudes. The cost of transport hinders the scope and scale of these occasions, but the school does all it can to make the best of its immediate surroundings. Resources such as books, posters, software and video recordings are worn or in short supply. This inadequacy constrains the experiences offered to children during the year when they are studying the half-termly topics. Teachers make good use of the school's ICT suite on a weekly timetabled basis. Children enjoy using computers and use the mouse with expertise to click and drag. They behave very well and have very positive attitudes. Groups of children learn successfully how to program a robot to travel along a path of coloured tiles. They make good progress because the quality of this teaching is good. However, there is no robot specifically dedicated to children of this age, so opportunities to develop this skill further are too few. On occasions, support staff are insufficiently pro-active during group activities, so opportunities to drive forward children's learning are lost. Consequently, some children are under-achieving and their progress on these occasions is unsatisfactory. The majority of children are on course to reach the early learning goals by the end of the reception year.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor play area is unsatisfactory, which limits pupils learning.
- Support staff do not help pupils to develop their dexterity effectively.
- Teachers make the best use they can of local green areas.
- Regular use of the school hall is timetabled for gymnastics and apparatus work.

Commentary

50. The outdoor area is well used and secure, but is currently unsatisfactory. There is not enough space for children to use large wheeled toys as freely as they should and the climbing frame is old and worn. There are few facilities for jumping, sliding and swinging and little chance for children to play creatively, or relax and socialise. Teachers make good use of local green areas, but regular use of areas such as Coram's Fields has been curtailed due to transport costs. The school hall provides only limited opportunities for children to use small and large apparatus. Children have many opportunities in class to refine their dexterity and nimbleness using a range of tools such as pencils, scissors, glue sticks and construction apparatus. Many children show good control of paint and felt-tipped pens and manipulate the pieces of jigsaws or small construction apparatus deftly. However, a few have difficulty using scissors and pencils correctly. Teachers' planning does not include structured activities such as 'finger gyms' to develop children's dexterity systematically. Support staff do not assist children by demonstrating how to use scissors correctly. The quality of teaching is satisfactory. Children make satisfactory progress and achieve well, so most are on course to reach the early learning goal by the end of the reception year.

Creative development

Provision for children's creative development is **satisfactory**.

Main strengths and weaknesses

- Specialist teaching in music and drama is very good.
- Very good use is made of the locality to enrich this area of learning.
- Too many activities are repetitive and lack challenge.
- Listening activities are limited due to a lack of resources.

Commentary

51. The school is uniquely and favourably situated to take advantage of its local facilities. All children take part in the annual Christmas production and the annual celebration in St Clement Dane's church where they perform a dance and sing. All children have frequent use of the nearby Twining Centre for music. Specialist teaching is very good, so children make good progress in developing their singing and movement skills. The learning mentor promotes drama very effectively in her activities, so children make good progress and their spiritual development is enhanced when, for instance, they imagine releasing balloons into the sky.

52. In the reception class, children are directly taught to mix paint. They respond well and show increasing control of their brushes. In other lessons, however, activities are often too repetitive, lacking challenge and variety. Displays show that children have experienced only a limited range of media such as collage and few examples of three-dimensional work, modelling, or work with fabric. Pupils do not have access to tape recorders to listen to music or stories.

53. The quality of teaching is satisfactory. Children make satisfactory progress and the majority are on course to reach the early learning goals by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers are very effective in promoting the quality of pupils' writing.
- Teaching is good in developing literacy skills in other subjects.
- Pupils with special educational needs achieve well because of good, well-coordinated support.
- The quality of marking is variable and too often does not help pupils understand exactly how they can improve their work.
- Most pupils who learn English as an additional language progress well, but teaching does not ensure they understand new vocabulary.

Commentary

54. Pupils' standards are above expectations by Year 6, which indicates very good achievement from the low levels which many bring to the school on entry. National test results have varied from year to year, but have improved since the last inspection. Last year's test results were just below the national average but above those attained in similar schools. The levels attained by current Year 6 pupils are much improved in writing and reading. This reflects improved teaching and a greater emphasis on developing pupils' writing skills across other subjects.
55. Pupils' standards at Year 2 have improved well since the last inspection. Although there was a drop in 2003, results have risen significantly in both reading and writing. Current Year 2 pupils are attaining levels in line with those expected nationally, which represents good achievement. In comparison with similar schools, results in 2003 were average in reading and well above average levels in writing. These improved results reflect good quality teaching and well co-ordinated support for pupils with special educational needs and for those whose home language is not English.
56. Test results show that boys' standards are higher than those of girls by the end of Year 2, but girls draw level between Year 3 and Year 6. The school analyses results carefully by ethnic group and gender and teachers are effective in including all pupils in learning. Support for pupils with special educational needs is well organised and its effectiveness recorded and monitored. For pupils whose home language is not English there is a good level of assistance from teachers and support staff and by pairing them with other pupils who can help them. Many read with great enthusiasm and enjoy books. While they follow the main thread of the stories, they do not always understand individual words, which need checking and explanation. More able pupils achieve satisfactorily by Year 2 and well by Year 6, especially in writing where results are well above those achieved in similar schools.
57. Attainment in speaking and listening is satisfactory. Teachers place a good emphasis on improving pupils' spoken language and take pains to include all pupils in questioning. They have good strategies for involving all pupils. Role play and drama are well used to develop pupils' ideas of how different characters might speak and most pupils are confident in expressing themselves. There are examples of good practice, where pupils discuss ideas with speaking partners, but the focus on explaining and encouraging the use of new vocabulary is not consistent.
58. Reading activities are a regular feature of the school day. The assistance of support teachers, classroom assistants and volunteers helps teachers to promote pupils' skills effectively. In discussion, pupils indicate their enjoyment of reading and most classrooms have good displays from which pupils can take books to browse. Visiting readers and story-tellers stimulate interest and pupils both benefit from and enjoy listening to a wide variety of different writing. The school makes good use of its library and pupils know how to use non-fiction for research.

59. Pupils' writing skills are well developed through good teaching and learning. Teachers plan activities that are well linked to school outings and events, or associated with other subjects being studied. This helps to focus pupils' attention and heighten their involvement with the task. Pupils describe elements they have learned from history and geography trips and develop characterisation connected with their work in drama. There is very good written work from the study of a dramatised poem and pupils apply good instruction on how to open and construct stories. Pupils write good letters in which they change the style of their writing, as well as distinguishing between fact and opinion. Spelling and handwriting are effectively taught and there is a good emphasis on simple, accurate punctuation.
60. Teaching and learning are good throughout the school. Clear, lively explanations obtain an enthusiastic response from pupils. Clear direction for support teachers and assistants ensure they play an important role in maintaining the learning of all pupils. Well-planned support for individual and small groups helps to focus the attention of pupils with special educational needs and to develop their confidence in taking part. The quality of marking is generally good, but does not always indicate how pupils can improve their work. Teachers are introducing targets for pupils and basing them on a more regular system of assessment. This is already having a positive impact in helping teachers plan learning that is tightly matched to pupils' needs, but is an area for further development.
61. Leadership and management are good. The co-ordinator has a clear overview of the subject's strengths and areas for development. She has developed good systems for evaluating teaching and helping staff to make full use of assessment information.

Language and literacy across the curriculum

62. The recent focus on improving pupils' writing skills has successfully developed the ways that pupils record their ideas and activities in a range of subjects. This has had a positive impact on standards. Pupils write persuasively in history and geography, describe their feelings in personal and social education and record their findings and processes in science. Pupils also make good use of ICT to write stories, articles and news accounts. They are also good at using computers as a means of research, which they do regularly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have secure knowledge and plan their lessons well.
- Good support is provided for pupils with special needs and for those with English as an additional language.
- Pupils have very positive attitudes and learn well.
- Marking often does not show pupils how to improve their work.

Commentary

63. Standards are broadly in line with the national average in Years 2 and 6. However, when compared with similar schools, the school does well. Standards in both Years 2 and 6 are above average with many more able pupils attaining the higher levels. These good results are a consequence of consistently good teaching, good support for pupils with special educational needs, good help for pupils with English as an additional language and good monitoring of teaching and learning by the headteacher and co-ordinator.
64. Pupils achieve well and make good progress because the quality of teaching is good overall and very good in Years 2, 5 and 6. Teachers are dynamic and make lessons interesting. They are very skilled in creating a positive ethos, so pupils learn confidently. Lessons are well balanced, with clear aims, an air of purpose and a strong sense of achievement. Teachers plan

carefully to meet pupils' needs and deploy assistants to good effect in supporting small groups or individuals. Teachers have good questioning skills and efficiently use resources such as interactive whiteboards to secure the attention of all pupils. Where teaching is very good, teachers target higher attaining pupils with more demanding work, or spend time with pupils who require more support in gaining a full understanding of their tasks. These methods and this focused attention account for the larger number of pupils reaching the higher Level 3 in Year 2 and Level 5 in Year 6.

65. The headteacher and co-ordinator regularly monitor teaching and planning. In-service training is organised to address any needs. Recently established half-termly assessments of pupils' attainment help teachers to adjust their planning, but the information is not yet fully used to help pupils focus on what skills they need next. Teachers' marking is encouraging, but frequently does not indicate to pupils what they could do to improve their work.
66. There has been good improvement since the last inspection. Planning and teaching have improved and the number of pupils achieving the higher levels in the national tests is now above the national average. A start has been made in improving assessment procedures, but this and marking form part of the school's improvement plan.

Mathematics across the curriculum

67. Pupils' number skills are satisfactorily developed in other subjects. Pupils make good use of their measuring skills in design and technology. In science, pupils use line graphs and pictograms and in history they plot events along timelines. The use of ICT is not fully developed, but pupils make very good use of their speaking, listening, reading and writing skills in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching is based on investigative work and motivates pupils well.
- Good leadership and management have resulted in an improvement in standards.
- Good assessment procedures provide a sound basis for a review of the curriculum.
- Pupils are not fully aware of how they can improve.

Commentary

68. Standards seen matched national expectations in all years and had improved since the time of the last inspection. These standards reflected good teaching. All pupils achieve well, including those with special educational needs and those who have English as an additional language. Pupils learn through investigations and in these they follow procedures, including predictions and conclusions. These form a vital part of pupils' learning, seen, for example, in beans growing in classrooms. The need for living things to have food, water and light is made clear to them. The application of science to life also reinforces pupils' learning. This was seen in a poster display created by Year 6 pupils, which showed the importance of exercise to the well-being of the heart.
69. The overall quality of teaching is good. Lessons are well planned and conducted at a brisk pace, so that much is covered in them. Questioning is thorough and probing, so pupils are required to reflect and learn. Resources are imaginatively used, including the local playground where pupils experienced 'push' and 'pull' forces. Visits to other environments are well used to reinforce pupils' learning. In a very good lesson, pupils worked in groups to make posters to show the life cycle of the butterfly, which they then explained to the class. This showed clearly what pupils had learnt. Then, to their delight, the butterflies that had developed were let free, which pupils knew was important to their life cycle. Pupils enjoy science and, through their involvement in activities, are motivated to learn. Pupils do not immediately record what they

have experienced and learnt in the lesson. This process helps to reinforce their learning. Learning assistants and parent helpers are very well involved. Assessment is thorough, but pupils are seldom told how they can improve, missing an important means to assist pupils to make good progress.

70. Leadership and management are good. Resources have been reorganised and problems cited in the last report have been resolved. This is due to the determination of the recently appointed co-ordinator to provide good support for teachers. Assessment has not been used long enough to provide a bank of information from which to draw conclusions, although this is planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers make good use of computers to stimulate learning across subjects.
- Teachers do not all have the confidence to use new equipment to the full.
- Systems for assessment are not established to properly monitor pupils' progress.

Commentary

71. By the end of Year 2 and Year 6, pupils have skills broadly in line with those expected and their achievement is satisfactory. Many pupils join the school with limited knowledge of the subject and their limited command of English makes it difficult for them to understand instructions. However, in all classes pupils show a ready grasp of how to use computers and by Year 6 they are confident in the expected range of applications.
72. The quality of teaching and learning is satisfactory. Teachers' subject knowledge is good but their confidence is variable. All of them are becoming conversant to new equipment and, where they can, they make good use of interactive whiteboards to enliven learning, both in class and in the computer suite. Teachers involve pupils in a variety of tasks to ensure they develop skills in communication and research. Much use is made of computers for word processing and presentation. Pupils' understanding of control technology is good in Years 5 and 6 and in Year 3 pupils understood how to send emails to a school abroad. In science, pupils use computer-based sensors and measuring devices to help them carry out experiments, but ICT is not yet widely used in mathematics to aid learning. Pupils are very interested in their work and co-operate well, supporting one another to help their understanding of techniques and language.
73. The leadership and management of the subject are satisfactory and resources are good. The subject leader has not been long in post and not had the time to influence the quality of teaching as she would like. She has drawn up good priorities for development, but these are not yet being implemented. Some teachers are unsure about exploiting the school's good resources to the full and need further support. Pupils' progress is recorded, but not in a format that links standards to National Curriculum levels. The way pupils' work is stored on file also needs regularising to facilitate the monitoring of achievement.

Information and communication technology across the curriculum

74. ICT is used well to support learning in literacy and science, but is underdeveloped in mathematics. Pupils present their findings in tables and graphs, but do not make maximum use of learning programmes to help develop their confidence in number. There is good use of ICT to help pupils with special educational needs learn letter sounds and spelling. Pupils use graphic programmes in art and make wide use of ICT as a means of research. Pupils regularly use computers to write accounts and articles in literacy and Year 6 pupils have made good progress in developing presentations with illustrations and digital pictures.

HUMANITIES

Insufficient evidence was available to support judgements of provision in history and geography. One lesson was observed in history, but none in geography. Work in pupils' books was examined and discussions were held with pupils and staff. Pupils' attainment is in line with expectations.

75. In **history**, pupils are greatly encouraged to understand past events by visits and visual aids. The school takes full advantage of the wealth of museums and evidence available to pupils in the immediate vicinity. Teachers organise a good range of outings that help pupils to understand past events. Pupils in Years 1 and 2 develop a good appreciation of past and present by observing old toys, games and pictures and comparing these to modern times. They benefit from discussing the Great Fire of London and visiting locations that were affected. Year 6 pupils know the importance of using pictures and buildings as sources of information and benefit from their visit to the Maritime Museum at Greenwich. They use literacy skills well to locate information in books, the Internet and in talking to people with first-hand recollections of the blitz.
76. In **geography**, pupils make good use of the locality to help them understand mapping, the problems of traffic and the importance of conservation and recycling. Year 1 learn mapping skills well from studying local plans. Year 3 find interesting comparisons between the local area and a village that they visit. Year 5 carry out a traffic survey in their study of the environment, developing mathematical skills well as they do so. Good use is also made of pupils' widely different backgrounds to help them all to understand problems and conditions across the world. Maps and pictures are well displayed to help pupils develop an understanding of the many different locations from which pupils have come. Year 6 pupils have a clear appreciation of the necessity for clean water, the water cycle and the way rivers shape the landscape.
77. Teachers' make good use of ICT to help pupils' learning in both subjects. Pupils have found out information from the Internet and used computers for written accounts and graphic presentations of their findings. Pupils develop good research skills as a result.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson of art and design, three of design and technology, four of music and none of physical education were observed during the inspection. A sample of pupils' work was examined and discussions were held with pupils and staff on teaching and learning.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Standards are high and pupils achieve well.
- Teaching is good, which results in pupils' high level of motivation and very good achievement.
- Leadership and management are very effective and have contributed to high standards.
- Pupils are not assessed according to National Curriculum levels and are, therefore, not aware of how they progress.

Commentary

78. Standards seen are above expectations in all years and there has been very good improvement since the time of the last inspection. Pupils base their designs on practical research and also on research using the Internet. They have good making skills, using textiles, wood, food and a great variety of other materials. These skills are learnt early in the school, so that with reinforcement they achieve the high standards seen. These are a considerable improvement on standards recorded in the last inspection. Wood, for example, is used to make high quality picture frames in Year 3 and this gives pupils the confidence to use wood in later years. Much

importance is attached to the evaluation process, with Year 1 achieving standards associated with Year 2, and these high standards continue through all years.

79. The quality of teaching is good and has improved since the time of the last report. Thorough planning and organisation ensure that the pupils spend their time learning practically. Teachers' input at the beginning of the lesson is brisk but detailed, so pupils understand what they have to do. Resources are relevant and very well used. Teachers have very high expectations of what pupils can do. Pupils work hard and stay focused on the task. They enjoy the subject and are very proud of what they have made.
80. Leadership and management are very good. Resources have been reorganised and include exemplars of projects, so teachers are provided with the essential means with which to teach the subject. Much of the success of the subject is due to the enthusiasm of the recently appointed co-ordinator. Assessment has not been developed, so pupils do not know the standards that they have achieved or how they can improve.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards are above expectations and pupils achieve well
- The wealth of experiences that support learning add tremendously to pupils' knowledge and understanding.
- Pupils are not assessed according to National Curriculum criteria and are, therefore, not fully aware of how they progress.

Commentary

81. Standards are very high and there has been very good improvement since the time of the last report. At the end of Year 6, pupils' portraits show a confidence in using line and tone, which captures the character of their sitters. Some of these are of a standard seen in Year 9. Pupils also use colour expressively to represent modern artists' interpretations. These show an understanding and knowledge of artists other than the most famous, which is also more usually seen in secondary schools. ICT is effectively used, for example by Year 2 pupils, to represent artists' work, which shows an appreciation and understanding of composition. They also use collage to create flower pictures, which are also of a very high standard. Pupils use art expressively, for example to demonstrate how artists interpret the Bible. Sketchbooks are very well used for diverse aspects of art, for example to capture movement of pupils and to record buildings in their environment. It was not possible to see lessons during the inspection, but pupils' completed work and their knowledge in discussion indicates that they have learnt well.
82. Leadership and management are very good. The co-ordinator has ensured that all weaknesses noted in the last report have been addressed. There has been very good improvement in providing a scheme of work and resources suitable for an inner city area. A portfolio is in the process of being collated, which can be the basis of assessment. The outstanding feature of this subject is the opportunity that pupils have to see art in London galleries, to use the local environment and to work with artists and sculptors. They have also studied the art of other cultures, particularly those in the local area such as that of Bangladesh, when they explored patterns and embroidery.

Physical education

83. The subject was not a focus during the inspection. Leadership and management are satisfactory overall and ensure that pupils develop skills across all aspects of the subject. The school makes good use of local sporting facilities for swimming and games to compensate for the limited space available for outdoor exercise on site. The school's participation in sporting

competitions in the local area has a very positive impact on developing pupils' fitness and personal qualities. On the annual residential trip, pupils take an active part in a range of outdoor and adventurous activities, which they describe as very enjoyable.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The very good teaching results in very high standards of singing.
- Assessment is not established enough to help monitor pupils' progress.

Commentary

84. It is not possible to give a judgement on standards as all areas of the National Curriculum were not seen. Standards in singing are very high in the whole school, in the choir and in Year 6. Pupils have a good sense of pitch and dynamics and they sing with a clear diction and expressively. This is due to very good teaching.
85. The specialist teacher has been appointed recently and there is a visiting specialist who is preparing Year 6 to participate in a joint Westminster schools concert. All teaching is very good. Lessons are very well planned and organised, so that all pupils have the same basic experiences. For the younger pupils, instructions were simple and short so that they could remember them; explanations were clear. With the older pupils, teachers made a greater input, with the expectation that they would listen and follow. This ensured that all years learnt and responded. Teachers have very high expectations, so much is covered and learnt. The scheme of work is very well planned, although assessment is not yet included. This is important to ensure progression in standards. Liaison between the specialist and class teachers is very good, with lesson plans provided before the lesson. This ensures understanding and very good support.
86. There is a range of musical instruments, all in good order. All pupils now have their own recorder, which ensures that all learn to play a musical instrument. Tuition of other instruments has not yet been introduced. There has been an improvement in accommodation, since the adjacent Twining hall is used well for music teaching.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Three lessons were observed and discussions were held with staff and pupils. A well planned programme offers pupils' valuable experiences which link well with other areas of learning. Statutory requirements for sex education are in place and there is a clear programme for developing pupils' awareness of drug misuse. Subject leadership is good and teachers are confident in leading discussion sessions. Careful planning and monitoring of pupils' progress ensure that staff provide good support for individuals and groups and all understand ideas and acquire key concepts well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	1
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

