

INSPECTION REPORT

ST GEORGE THE MARTYR C of E PRIMARY SCHOOL

London

LEA area: Camden

Unique reference number: 100040

Headteacher: Ms Amanda Szewczyk-Radley

Lead inspector: Mr J Plumb

Dates of inspection: 26 to 29 April 2004

Inspection number: 257652

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	212
School address:	John's Mews Holborn London
Postcode:	WC1N 2NX
Telephone number:	020 7405 5640
Fax number:	020 7430 0816
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Guy Pope
Date of previous inspection:	May 2002

CHARACTERISTICS OF THE SCHOOL

The school is an average size primary school for children aged 3 to 11 years. There are 212 pupils on roll, including 26 nursery children. The proportion of minority ethnic pupils is very high. Eighty seven per cent of pupils speak a mother tongue other than English and a high proportion of children are at an early stage of learning the English language or cannot speak English at all on entry to the school. The number of refugees and asylum seekers is very high. Levels of mobility are exceptionally high, with a very significant proportion of pupils joining and leaving the school other than at the normal time. The proportion of pupils eligible for free school meals, at 40 per cent, is significantly above the national average. Many children come from homes that experience economic disadvantage. The proportion of pupils with special educational needs is above the national average, but the number of pupils with statements of special educational needs is below the national average, reflecting Camden's strategy for SEN and strong commitment to inclusion. Attainment on entry is well below the national average. In 2003 the school received an Achievement Award. It is recognised nationally as being one of the most improved schools in the country. The headteacher, only in post for a relatively short period of time, has successfully embraced the Government's strategy, 'Excellence and Enjoyment', and has put fun back at the heart of children's learning without losing sight of working for the highest achievement for all pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16930	Mr J Plumb	Lead inspector	Science Physical education
9542	Mr B Jones	Lay inspector	
33209	Mr P Lunn	Team inspector	Mathematics Information and communication technology Design and technology Personal, social and health education Special educational needs
24137	Ms G Robertson	Team inspector	Foundation Stage English Music Art and design
15023	Mr A Haouas	Team inspector	History Geography English as an additional language

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with many very good features. Attainment on entry is well below the national average. Achievement is good. Teaching is good. The headteacher provides excellent leadership. Leadership and management are very good. The school gives good value for money.

The school's main strengths and weaknesses

- The good provision for pupils with English as an additional language (EAL).
- An exciting and innovative curriculum. Excellent enrichment opportunities.
- Excellent teaching assistants and a 'star' learning mentor, who give outstanding support to pupils with special educational needs (SEN).
- Excellent leadership from the headteacher.
- Good achievement across the school because of the good teaching. Standards in English in line with the national average in Year 6 and above in mathematics from a very low starting point.
- Excellent spiritual awareness and awareness of cultural diversity.
- Very good management and governance.
- Standards in science by Year 6 are not good enough.
- There are inconsistencies in marking.
- Behaviour and attitudes to learning are very good. Race relations are excellent.
- The care of pupils is very good.

The school has improved at a good rate since the last inspection.

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	B	A	A
mathematics	C	D	C	B
science	E	C	E	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.*

Achievement is **good** throughout the school. Achievement for pupils with EAL and for those with SEN is good. Gifted and talented pupils achieve well.

Test results in 2003 for Year 6 pupils show that attainment was well above the national average in English, in line in mathematics but well below in science. Compared with similar schools, standards attained were well above the national average in English, above in mathematics, but well below in science.

Results in tests for Year 2 pupils in 2003 show that attainment in reading, writing and mathematics was well below all schools. Compared with similar schools, standards were below in reading, in line in writing and well below in mathematics. These results must be seen against the high number of children who enter the school with no English language at all. Although they make good gains in their learning and achieve well in the nursery and reception classes, their attainment in literacy and mathematics by the beginning of Year 1 is below expectations because of their very low starting point. They continue to make rapid gains through Years 1 and 2 but standards are below average by Year 2. Teacher assessments in science were well below the national average in Year 2 in 2003.

Inspection findings indicate that standards attained in speaking and listening, reading and writing by Year 2 are below the national average and by Year 6 standards in English are in line. This demonstrates good achievement. In mathematics attainment is in line by Year 2 and above by Year 6. Achievement in mathematics is good in Years 1 and 2 and very good in Years 3 to 6. Standards in science are below the national average by Year 2 and Year 6. Achievement in science in Years 1 and 2 is good, but satisfactory in Year 6 because of gaps in pupils' knowledge and understanding as a result of deficiencies in their teaching when in Year 5. Pupils in Year 4 are on line to reach the national standards by Year 6 because of the good strategies put in place to raise standards in science.

Attainment in information and control technology (ICT) and physical education (PE) are broadly in line with national expectations by Year 2 and 6 and achievement is good in both subjects. In design and technology (DT) attainment is above national expectations by Year 2 and Year 6 and achievement is very good. Standards in geography and history are broadly in line. Standards in religious education (RE) are reported on in a separate report. Insufficient evidence was gathered to make secure judgements on achievement in the other subjects.

Pupils' spiritual development and their awareness of cultural diversity are **excellent**. Their moral and social development is **very good**. Pupils have very positive attitudes to their work and their behaviour is very good. Attendance is **good**.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching is **good**. Assessment is satisfactory overall. The curriculum is very good. The accommodation is satisfactory. Resources are good. The school provides good levels of support and guidance and very effectively ensures the pupils' welfare, health and safety. The school has very good systems for seeking the views of pupils. Links with parents and other schools are very good. Community links are excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides inspirational leadership and works in a very effective partnership with the deputy. Management is very good. Governance is very effective. Statutory responsibilities are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are delighted with the school's work. They greatly appreciate the quality of the support they receive. Pupils speak very highly of their school. Almost all are keen to come to school and find their work enjoyable and challenging. They really like their teachers.

IMPROVEMENTS NEEDED

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

- raise standards in science;
- improve assessment procedures in science and the foundation subjects;
- improve the quality of marking pupils work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in the Foundation Stage, but very few children reach the expected level in communication, language and literacy and mathematical development by statutory school age because of their very low attainment on entry and because very few pupils join the school with any English language at all. They continue to **achieve well** throughout Years 1 and 2, but by Year 2 remain below average in reading, writing and science because of their low starting point. By Year 2, standards in mathematics are in line with the national average. Achievement is **good** in Years 3 to 6 and standards in mathematics are above the national average by Year 6. In English, standards are in line by Year 6, but below in science.

Main strengths and weaknesses

- In the national tests in 2003, pupils in Year 6 attained above national average standards in English, demonstrating very good achievement.
- Achievement is good across Years 1 to 6 because of good teaching.
- Standards in design and technology are above national expectations by Years 2 and 6.
- Pupils with EAL achieve well because of the strategies to support them.
- Because of the invaluable support of teaching assistants, pupils with SEN achieve well.
- Achievement in swimming and dance is very good.

Commentary

1. Standards have improved in English and mathematics since the last inspection. Achievement of pupils with English as an additional language is good because of the strategies used consistently throughout the school to support them in their learning. Very good support from their EAL teacher makes a very valuable contribution to their learning. Excellent teaching assistants and a very good learning support mentor ensure that pupils with SEN are fully included in all learning activities and so achieve well. Because of the enriched curriculum pupils identified with a gift or talent in a particular curriculum area are given exciting opportunities to develop and so their achievement is good. National test results in Year 2 are depressed by the very large number of pupils who are at an early stage of learning English. Mobility impacts adversely on standards from year to year. Given their starting point, the results in the Year 6 English test in 2003 (above the national average) were quite amazing and suggest very good achievement. Considering the challenges faced by the school, achievement is good and the school is amongst the most improved in the country in raising standards.

Foundation Stage

2. Attainment on entry is well below the national average. Very few children enter nursery with any English language. Children's achievement is good in the nursery and throughout reception, but few children reach the Early Learning Goals in language, mathematical development and their knowledge and understanding of the world by Year 1 because of their very low starting point. However, those children who enter the nursery able to speak English do achieve the Early Learning Goals in these areas. The achievement of the vast majority of children in personal and social education, physical development and creative development is good and they attain the expected standards in these areas of learning.

Key Stage 1

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

Standards in:	School results	National results
Reading	13.5 (14.7)	15.7 (15.8)
Writing	12.8 (12.3)	14.6 (14.4)
Mathematics	13.7 (14.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

- On the basis of the 2003 national tests for Year 2, pupils' attainment in reading, writing and mathematics was well below the national average. Compared with similar schools, writing was in line with the national average, reading was below and mathematics was well below. Standards have risen since 2001. Teacher assessments in science in 2003 indicate that standards were very low compared with the national average.
- Inspection findings indicate that standards are rising. Although below average in speaking and listening, reading and writing by Year 2, achievement measured against pupils starting point is good. In mathematics, standards are in line with the national average and this represents particularly impressive achievement. Standards of attainment in science are below the national average, but achievement is good seen in the context of the vast majority of pupils being at an early stage of learning English.
- In ICT, pupils' achievement is good, and by Year 2 they attain the nationally expected level. Standards in RE are dealt with in a separate report because this is a church school. In DT standards are above the national average and achievement is very good. Standards in PE are in line with expectations and achievement is good; in dance achievement is very good. Standards in geography and history are broadly average. Insufficient evidence was gathered during the inspection to make secure judgements about pupils' achievement in art and design and music, but they do have a very rich and exciting learning experience in these subjects.

Key Stage 2

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

Standards in:	School results	National results
English	28.3 (27.9)	26.8 (27.0)
Mathematics	27.4 (26.4)	26.8 (26.7)
Science	27.2 (28.8)	28.6 (28.3)

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

- On the basis of the 2003 national tests for Year 6, pupils' attainment in English was well above the national average; in line in mathematics; and well below the national average in science. Based on their prior attainment, the pupils' performance was well above average in English; above average in mathematics; and well below the national average in science. If the refugee component is removed from the science results (as allowed by the DfES) then compared with similar schools science emerges as below the national average and not well below. The English and mathematics results were exceptionally good in 2003 and demonstrate quite remarkable achievement measured against pupils starting point.
- The inspection findings indicate that standards in mathematics by Year 6 are above the national average and achievement is very good. In English standards are in line and achievement is good. Attainment is lower than in 2003 - this is seen in the context of more

pupils with EAL in Year 6 than last year and more pupils with SEN. Standards in science have improved but attainment is below the national average and achievement by Year 6 is satisfactory. Year 6 pupils have gaps in their knowledge and understanding of science because of weaknesses in their teaching when in Year 5.

8. In ICT, standards are in line with national expectations overall and achievement is good. By Year 6 standards are above average in multimedia work, but below in control technology. This is because the school has only recently acquired the necessary resources to promote pupils development of control technology. Judgements on RE are made in a separate report. In PE standards by Year 6 are broadly average and achievement is good overall. However, in swimming and outdoor pursuits standards are below average by Year 6. The vast majority of pupils do not come from a cultural background where swimming is part of their pre-school experience. The school has addressed this issue by introducing swimming in Year 3 and the current Year 4 are on target to reach the national expectation of swimming 25 metres by Year 6. Cultural sensitivities mean that the headteacher has to skilfully work through how to provide a residential experience for Year 6 to enable them to experience rich outdoor adventurous activities. Achievement in swimming under the new arrangements is very good. Achievement in dance is very good. Standards attained in DT are above average and achievement is very good. Attainment in geography and history is broadly average. Insufficient evidence was gathered during the inspection to reach secure attainment and achievement judgements in art and design and music.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual awareness is **excellent** as is their awareness of cultural diversity because of the schools commitment to promoting these aspects of pupils' development. Moral and social development is **very good**. Attendance is **good** and punctuality is **very good**.

Main strengths and weaknesses

- Race relations are outstandingly good.
- Pupils have very good and positive attitudes towards school and their work.
- There is a consistent approach to behaviour management throughout the school.
- Pupils are polite, friendly and very kind to one another, and they take their responsibilities as members of the school community seriously with a sense of pride.
- Very good support results in good attendance and very good punctuality

Commentary

9. The personal and social educational development of children in the Foundation Stage is very good. Pupils have very good attitudes to school and work. Enthusiasm and energy goes into their work because they are provided with so many fun and exciting opportunities to learn. Pupils really enjoy coming to school and they are incredibly well motivated by the rich and wide range of activities provided for them. Throughout the school, pupils listen attentively to their teachers and one another during lessons. Because the relationships between pupils and all adults in the school are excellent, there is a very positive ethos for learning where pupils feel safe about taking risks as they are not afraid of making mistakes. This results in outstanding achievement at times, as evidenced in a Year 1 dance lesson and a Year 4 science lesson where pupils made rapid gains in their learning because they were prepared to take risks in a safe environment. Pupils are very polite, friendly and helpful. They are very kind to each other as seen in the very good level of support pupils give to their classmates with physical disabilities, thus enabling them to be fully included into all aspects of school life.
10. Behaviour is very good during lessons. Pupils play together happily and their movement around the school is very orderly. All staff have a consistent approach to behaviour management and

pupils respond very well to the high expectations of behaviour held by the staff. There is a culture of praise for positive behaviour, with good behaviour charts prominently displayed in classrooms and a display of ‘galaxies and constellation’ awards in the hall. Pupils who step out of line are given the opportunity to reflect quietly on their wrongdoing, to say sorry, and experience forgiveness and a clean sheet. This strategy contributes very significantly to their spiritual awareness. No bullying or harassment was seen during the inspection. Discussion with pupils confirms that they understand that bullying is not tolerated and they know that they can share any concerns that they may have with their teachers and teaching assistants. Race relations are excellent. There are a few pupils with very challenging behaviour related to their special educational needs. These pupils are supported exceptionally well by a learning mentor. Because of the very good behavioural support strategies in the school, there were no exclusions last year.

11. Pupils’ personal development is very good. The school council plays a crucial part in developing opportunities for pupils’ views to be taken into account. The most recent project has been their input into redesigning the playground. Their awareness of citizenship is developed very well by the opportunities they are given to raise funds for charities. Because the school is so close to the children’s hospital in Great Ormond Street, opportunities are provided for children from the hospital to be included in the school and this contributes very significantly to pupils’ personal development as they show care towards these children in a dignified and non-patronising manner. In many lessons, pupils are given responsibility for their own learning and are encouraged to work collaboratively on a range of exciting projects.
12. Pupils’ spiritual development is excellent as is the development of their awareness of cultural diversity. This is a very significant improvement since the time of the last inspection. Their moral and social development is very good. Pupils are given frequent opportunities to experience moments of delight and wonder. For example, during a dance lesson pupils’ spiritual awareness was raised when they were given the opportunity to imagine that they could fly like an eagle! Through exploring the parts of a plant using a microscope linked to a computer in a science lesson, pupils gasped at the wonder of what they observed. The cultural diversity of the pupils within the school is celebrated and they have marvellous opportunities to learn about the customs, festivals and foods from people from all around the world. Pupils’ moral and social development is promoted very well and pupils grow and blossom in confidence and self-esteem as they move through the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.4	School data :	0.0
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.

13. Attendance is good. Although still below the national average, the school achieved a rise of two per cent in the past year. It is now one per cent above the local authority average. The administrative officer, learning mentor and educational welfare officer give very good support to parents with difficulties in getting their children to school because of their circumstance. Pupils arrive eagerly and promptly for morning registration.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching is **good** overall with a number of very good features. Assessment is **satisfactory**. The curriculum is **very good** and the school provides an **excellent** range of enrichment activities. The school **very effectively** ensures the pupils’ welfare, health and safety and provides **good** levels of support and guidance. The school has **very**

good systems for seeking the views of pupils. Links with parents and other schools are **very good**. Links with the local community are **excellent**.

Teaching and learning

Teaching and learning are strengths.

Main strengths and weaknesses

- A very significant proportion of the teaching is exciting and enthuses pupils in their learning.
- In the Foundation Stage the focus on providing the children with hands on experience and good visual cues is a strong feature of the teaching.
- The quality of teaching for pupils with EAL is good and has a number of very good features.
- The quality of teaching assistants is excellent and this has a very positive impact on the learning of pupils with SEN.
- Relationships between teachers and pupils are excellent. Teachers know the individual ‘quirks’ of each pupil and plan effectively to meet their needs.
- Deficiencies in the recent past of Year 6 pupils have not been sufficiently overcome in science.
- Assessment of EAL needs is good.
- There is good assessment in English and mathematics.
- Marking is inconsistent.
- Assessment procedures are not yet good enough in science and in ICT

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (13 %)	9 (23 %)	20 (51%)	5 (13 %)	0 (0%)	0 (0%)	0 (0%)

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

14. The quality of teaching and learning is good. A significant proportion of teaching and learning is very good, and a healthy proportion is excellent. This is a very significant improvement since the last inspection. Teaching is consistently good in the Foundation Stage. Throughout the rest of the school, teaching is at least good with many very good features. Teaching in Year 6 is good, but the class teacher has had to work very hard to make up for some of the deficiencies these pupils experienced in Year 5 and has not been able to make good sufficiently the gaps they had in their knowledge and understanding in science at the start of Year 6. The headteacher had to manage some difficult staffing situations last year as she continued to turn this school around, but now has a team of dedicated and committed teachers.
15. An effective hands on approach and the very good use of visual cues to convey meaning enable pupils at an early stage of learning English to be fully included in practical activities and make rapid gains in their learning in science, art and design, DT and dance. The very good modelling in mathematics by the teachers result in pupils with EAL achieving very well in mathematics. Excellent and directed use of questions by teachers before pupils are set off to work on an activity ensures that pupils with EAL are clear about what is expected of them. There is an emphasis on developing pupils speaking and listening skills across all subjects with a special emphasis on developing pupils’ vocabulary. Outstandingly good teaching assistants give targeted support to pupils with SEN and so these pupils achieve well. Effective use is made of the targets on pupils individual educational plans to support pupils with SEN in their learning.

16. Because of good teaching in the Foundation Stage children make rapid gains in confidence and begin to develop speaking and listening and number skills well. Although their achievement is good, the vast majority remain below average by the beginning of Year 1 because of their very low prior attainment. However, those children who enter nursery able to speak English do meet the Early Learning Goals in speaking and listening and number skills. The quality of teaching and learning is good in English and in science. But the deficiencies Year 6 pupils experienced when in Year 5 in science have not been sufficiently overcome and so these pupils still have some gaps in their knowledge and understanding of this subject. In mathematics teaching is good in Years 1 and 2 and very good in Years 3 to 6.
17. The best teaching is characterised by very good subject knowledge and a cracking pace as seen in a Year 4 science lesson. In such lessons, a variety of strategies are used effectively to capture pupils' interest and imagination and so thrill them in their learning. In dance, pupils experience magical and creative moments, for example when they use their imagination and try to experience what it feels like to fly like an eagle. Behaviour is managed skilfully in these lessons and so all pupils learn without interruption. In a Year 1 lesson, challenging behaviour was so skilfully managed that all of the class achieved the planned learning outcomes by the end of the lesson. Relationships between staff and pupils are excellent and create a very positive learning ethos. Pupils are not afraid to take risks in a safe environment and this leads to rapid gains in confidence and learning, as evidenced in an extremely well planned swimming lesson. Good opportunities are provided for pupils to practise their literacy, numeracy and ICT skills across a range of subjects as seen in geography and history lessons.
18. Where otherwise satisfactory teaching has shortcomings teachers are not so secure in their subject knowledge and this sometimes results in a drop of pace and slows learning. The school has recognised that it needs to build the confidence of all teachers in subjects where currently there is a lack of confidence and a considerable investment has been put into professional development.
19. Assessment is satisfactory. It has improved considerably since the last inspection. Procedures to identify the needs of pupils with EAL are good and the information gained from assessing these pupils is used well to inform planning to raise standards for them. The needs of pupils with SEN are identified early and their assessment informs specific targets on their individual education plans (IEP) to support them in their learning. Assessment procedures in English and mathematics are good and used effectively, and from their assessments pupils are set focussed targets in these subjects to help them to improve their literacy and numeracy skills. National test papers are reviewed carefully to target where additional resources need to be placed in the teaching of English, mathematics and science to raise standards. As recognised by the school, assessment procedures in science are in need of improvement. The school has done much to improve assessment, but is at an embryonic stage in developing assessment procedures in the foundation subjects. It is currently trialling assessment in music and plans to review this assessment procedure and examine whether or not it is a suitable method to be applied to the other foundation subjects. Marking is inconsistent. At its best it gives pupils clear guidance in respect of what they need to do to improve. At its worse it is vague and on a few occasions marking of pupils work is very patchy. Sometimes, as in Year 6 science books, even when the teacher identifies very specifically what needs to be improved in a pupils' work, it is not carried through and so the same weaknesses occur in the next pieces of work. The school has recognised that marking needs improvement and has identified this as a priority in its current action plan.

The curriculum

The school provides a **very good** curriculum. The provision for pupils with English as an additional language is a particular strength. The statutory curriculum is enriched by an **excellent** range of additional learning opportunities. The accommodation is **satisfactory** overall. Resources for learning are **good**.

Main strengths and weaknesses

- High quality and innovative practice are underpinned by very effective planning and a commitment to all pupils in the school.
- The provision for pupils with English as an additional language is very good.
- Opportunities for enrichment are excellent and participation in the arts is an outstanding feature.
- Very good use is made of visits and visitors to provide a challenging curriculum that meets the needs of all pupils.
- The curriculum for pupils with special educational needs is very good.
- The match of staff to the curriculum is very good.
- Some classrooms are too small. This issue is to be addressed in a building programme due to start July 2004.
- The outdoor area is well planned, including an attractive sensory garden.

Commentary

20. The very good curriculum meets statutory requirements, including provision for religious education and collective worship. The curriculum in the Foundation Stage is good. Provision for personal, social, citizenship and health education and attention to drugs and alcohol misuse is very good. Sex and relationships education is currently being reviewed by the governing body. Preparation for the next stage of education is very good..
21. Teachers have very clear guidelines and plans to ensure pupils' knowledge, understanding and skills are developed in a very effective manner. Very good planning, monitoring and evaluation ensure that the curriculum is balanced throughout the school. Good links are achieved between ICT and other subjects, for example in music and English. The challenge in the curriculum is very good for all pupils, including pupils with special educational needs and those with English as an additional language. There is a very good programme to enable pupils who are gifted and talented in particular areas of the curriculum to blossom. Innovative and creative opportunities provided include additional mathematics and music workshops.
22. Expertise from within and outside the school is used in an impressive manner to ensure excellence and enjoyment for pupils of all ages and abilities. There is an impressive variety of extra-curricular activities and pupils enjoy the many clubs they attend and experience fun in their learning of music, dance, art and craft which contributes very significantly to their awareness of cultural diversity. Very good visits considerably enhance both the curriculum and pupils' learning. Pupils visit a local bookshop once a year and receive a complimentary book. On an interesting visit from a jeweller from Hatton Garden pupils engaged in a jewellery making workshop and became so fired up with enthusiasm that they went on to design their own jewellery. Visitors to school include theatre groups, dancers, physical education coaches and musicians. These make a valuable contribution to the rich curriculum experience of the pupils. There are a variety of clubs including the breakfast club, art, indoor games, and a variety of sports' activities. The school is successfully involved in the 'Learning Educational Arts Project'. The school has been awarded the Healthy School Award because of its very good focus on promoting pupils awareness of healthy living.
23. The match of staff to the curriculum is very good. The teaching assistants are a very valuable asset in enabling all pupils and particularly those with EAL and also those with SEN to access the curriculum. Inclusion for all is an excellent feature within this school. The accommodation is satisfactory. However, some classrooms are very small but this problem is being addressed as part of extensive building works. The sensory garden planned by the pupils themselves makes a very valuable contribution to their spiritual development and has enhanced the outside appearance of the school very considerably. The quality of display is inspirational. It values the

work of all pupils and reflects the rich cultural diversity so evident in this innovative and exciting school.

Care, guidance and support

The school provides **very good** care for pupils, and **good** guidance and support for their academic and personal development. There are **very good** procedures to take account of pupils' views.

Main strengths and weaknesses

- Care for pupils' health, safety and welfare is very good.
- Support for personal development is especially strong.
- The school takes very good account of pupils' views, and uses them to improve the school's environment.
- The school is very good at helping pupils to settle in.

Commentary

24. The school's strong ethos and the very good leadership and management achieve a very high level of care. The school meticulously follows the local authority's procedures for health and safety. The headteacher and deputy head check the premises every month. The school does a risk assessment for every visit out of school. There is very good care for children in the Foundation Stage. The headteacher is the designated teacher for child protection. She keeps staff updated with the requirements. The local authority's child protection officer gives very good support. Unusually for a small school, St George the Martyr has a state-of-the art medical room where the first aider provides high quality care and keeps parents well informed.
25. Monitoring and support for pupils' academic and personal development are good overall. The school introduced its assessment system only two years ago, so it is not yet possible to track pupils' attainment fully over time. The school provides very good support for pupils with special educational needs. It helps them achieve the targets in their individual education plans successfully. Personal monitoring and support are very good. Teachers and teaching assistants know their pupils well. Pupils are confident they can talk to a sympathetic adult at school when they need to. Bullying is rare and pupils say that the school resolves matters quickly.
26. The school council plays an active part in the life of the school. The council meets every two weeks. Elected representatives from each class canvass their classmates' opinions and take in ideas from the class's suggestions box. Pupils value the way the school puts their ideas into practice. They are particularly proud of the ideas and work they have put into the newly planted sensory garden in the playground.
27. The school has very good procedures to help its pupils to settle in. There is a particular strength in the way that adults and pupils welcome children from overseas families. Pupils say they like the way that 'we get on together'. There are effective induction procedures for EAL pupils so that they are settled quickly and are fully integrated. Reception children have a teddy bears' picnic when they first arrive at school. This helps the children and their parents to make friends at St George the Martyr. Effective support is provided for pupils' social development and this clearly contributes to the good progress they make.
28. The school's monitoring procedures are effectively used to focus on the specific needs of particular groups such as refugees. Consequently there are robust systems in place to provide particular support for pupils and parents with the greatest need. This is clearly reflected in the effort the school makes in providing opportunities for family learning and parents groups. Through these opportunities parents are very well supported in helping their children to learn.

Partnership with parents, other schools and the community

The school has **very good** links with parents and other schools. It has **excellent** links with the community.

Main strengths and weaknesses

- The links with the community greatly benefit pupils' learning and personal development.
- Very good information and co-operation enable parents to give very good support to their children's learning.
- Pupils get valuable extra dimensions to their learning because of the very good links with local schools.

Commentary

29. Excellent links with the community effectively enhance pupils' self-confidence and the quality of learning. The school makes intelligent use of high quality arts, drama, sporting and other organisations. For example, 17 reading and number volunteers from Nabarro Nathason Solicitor's Office support pupils all the way from Reception to Year 6. This firm recently helped Year 5 create a sensitive computer presentation to market the school. At the Borders Bookshop, pupils hear stories and choose a free book in the 'Reading is Fundamental' scheme. At Foyle's, pupils met leading authors at a children's literary lunch. Pupils' artwork, produced with the help of a local artist, is prominent in Camden High Street. A famous dancer showed pupils around Covent Garden Opera House. Writers and actors from Hampstead Theatre helped pupils create their own play at the theatre. Pupils take part in the Camden Dance and Music Festivals and also Festivals organized by the London Diocesan Board of Schools. Improved links with the parish church have strengthened the school's ethos and pupils' spiritual awareness.
30. The school has a very good partnership with parents. At the pre-inspection meeting, parents said this has improved significantly over the past two years. They are happy to come into school for meetings and social events. Large numbers express very positive opinions in the pre-inspection meeting and questionnaires. The great majority feel their children get the right amount of homework and they support it well. Parents meet the class teacher formally to discuss their child's progress once each term. The annual reports on their children are individual and detailed. The school successfully welcomes families who are not familiar with the English language. Staff speak a wide range of languages. Parents particularly value the family learning sessions that take place each week. The prospectus and the governors' annual report are well presented and meet statutory requirements.
31. The very good links with other schools have positive effects on pupils' learning. St George the Martyr is in a cluster with local primary schools. Pupils link up for music, art and sport. Staff exchange ideas and share expertise from these schools. Pupils welcome children from Great Ormond Street hospital school. There is close co-operation with the local secondary school and this ensures satisfactory transfer arrangements. This incorporates the Camden Learning Centre, and pupils make full use of its advanced computer facilities. Students from this and other secondary schools come in to help on work experience and they provide very good role models for the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher in an effective partnership with the deputy provides **excellent** leadership. Management is **very good**. Governance is **very good**.

Main strengths and weaknesses

- The headteacher provides inspirational leadership.
- The working relationship between the headteacher and the deputy is excellent and they compliment each other exceptionally well.
- The vision and aims are excellent. All staff and pupils feel valued and learn together in this fully inclusive school.
- The management of the provision for English as an additional language is excellent. The cultures of pupils from a very wide range of backgrounds are valued and celebrated.
- The management of SEN is very good.
- The induction of new teachers is excellent.
- Careful and considered financial decisions are made to raise pupil achievement.

Commentary

32. The headteacher and the deputy provide excellent leadership. They lead by example. In a short space of time they have successfully brought the school out of special measures and established a good school. They have supported each other through some difficult times when hard decisions had to be made in respect of the performance of certain staff. Throughout they have been very well supported by the local education authority and the London Diocesan Board for Schools. There is now an excellent and clear vision shared by all staff. All are committed to raising standards for all pupils, building their confidence and self-esteem and valuing the richness of their cultural backgrounds. Morale within the school is excellent. All staff gel as an effective team and so the school is very successful in meeting its aims.
33. Self-evaluation is a strong feature of this successful school and so the senior leadership team and the governors know where the strengths and the deficiencies lie. There are robust action plans to address the deficiencies, for example in science and in the marking of pupils work. Systems for monitoring are thorough and inform planning to raise standards. The school improvement plan is an effective tool which is used well to manage change. Financial planning is very good and careful thought goes into spending decisions in order to be efficient and effective. For example, the conscious decision to spend more than the borough average on teaching assistants was thought through meticulously and it has had an amazingly positive impact on the quality of education provided because the school has recruited such high calibre assistants. The high carry forward is seen in the context of the very extensive and carefully planned building works which have already started and brought about significant improvements in the quality of educational provision for the pupils.
34. The management of the provision for English as an additional language is excellent. In addition the management of the provision for pupils with special educational needs is very good. The deputy head provides very good management for the teaching assistants, which has resulted in them working as a very effective team to provide high quality support for pupils with special educational needs. Consequently an outstanding feature of this school is the leaders' commitment to inclusion, promotion of equality and concern for the needs of individuals. As a result, the achievement of minority ethnic pupils, including those with English as an additional language is good. Pupils with special educational needs, including those with physical difficulties, are fully included in all aspects of school life and achieve well as a result.
35. Governance is very good. The governing body provides very good support and challenge for the headteacher. Through rigorous yet supportive monitoring they have a very good knowledge of the strengths and weaknesses of the school. As a body they have a wealth of skills and expertise which they use to very good effect in supporting the headteacher to manage the school very effectively. Their direct interest and involvement in areas of the curriculum is greatly valued by the subject co-ordinators. They consider that they are well supported in their subject leader role by the governors.
36. Performance management is very good and equitably involves teaching assistants who feel really valued and as a result make a very valuable contribution to the life of the school.

Continuing professional development is very good and makes a valuable contribution to raising achievement. The induction of newly qualified teachers is excellent. The headteacher has had to manage some sensitive staff issues and for a while this was a barrier to achievement. With resolve she has skilfully managed these situations and what was a barrier has become a window of new opportunity as she has recruited new and energetic staff with a vision to achieve the highest standards possible for all pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	806,533
Total expenditure	750,792.86
Expenditure per pupil	3,541.48

Balances (£)	
Balance from previous year	47,535.66
Balance carried forward to the next	103,275.80

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good** and ensures that the children have a secure start to their education.

Commentary

37. The school has 26 nursery children on a full time basis and one reception class of 30 full time children. Children have a satisfactory induction into school. It is an area that the school has identified for change because they want greater contact with the home to reassure parents and help children feel more confident about starting school. The children's attainment on entry is well below average. Their attainment in personal, social and emotional development is at the expected level by the time they transfer to Year 1. In communication, language and literacy, mathematical development and knowledge and understanding of the world, although achieving well, attainment of the majority of children is well below that expected because of the lack of spoken English. However, those children able to speak English when they enter the nursery reach the expected standard in these areas. Children with special educational needs and English as an additional language are given good support and as a result their achievement is similar to that of all children.
38. The curriculum for Foundation Stage has recently been developed. It is good. The balance between adult and child-selected activities is very carefully planned, prepared and resourced. Parents are kept fully informed of the daily learning intentions. Good use is made of assessment so that children's tasks are built upon previous learning. Parents have access to their child's profile at anytime so they can see the continual progress being made. All these procedures are fairly recent and need time to consolidate.
39. The Foundation Stage is well led and managed by an enthusiastic teacher who has high standards of herself and those around her. The improvement in the Foundation Stage since the last inspection has been due to her vision and energy.

PERSONAL AND SOCIAL EDUCATION

Provision in personal and social education is **very good**.

Main strengths and weaknesses

- Achievement is very good with most children attaining the expected level by Year 1.
- Children in the nursery and reception benefit from the very good relationships with adults.

Commentary

40. The quality of teaching and learning in this area is very good. Children in the nursery leave their carers willingly and settle quickly into school routines. They are independent enough to settle to work immediately they enter the classroom, but a few children prefer to stand and watch. The majority of children concentrate for short periods of time without adult intervention. They are learning to play alongside each other and understand that they must take turns. This progress is maintained in reception and the children learn that they are part of a community when they start having their lunch with Years 1 and 2.
41. Children in the nursery and reception classes form very good relationships with the adults around them and are happy to share equipment and play well with other children. For instance, they play alongside each other in the outdoor area. The children clearly understand what

acceptable behaviour is and have a good awareness of the consequences of inappropriate actions. By the time they are ready to start Year 1, the majority will have successfully achieved the expected level of this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good overall and all adults involved in the Foundation Stage have a good understanding of the needs of the children.
- Many children enter nursery with poor communication skills in English. Although they achieve well in the Foundation Stage, few achieve the Early Learning Goals by Year 1. However, those who speak English on entry do achieve them.

Commentary

42. Many start nursery with poor language and communication skills in English. All children, including those with special educational needs and those for with English is an additional language, achieve well, even though many have developed insufficient English language skills to express themselves clearly by the end of reception.
43. A wide range of activities is provided for the children and so that they make good progress in speaking and listening. For example, in the nursery during key worker time, children talk about events within their homes. They express themselves using a mixture of short phrases and words. In reception, children in discussing the day, date and weather are able to express themselves reasonably well with good support from their teacher, who effectively encourages their conversation.
44. Most children in the nursery are beginning to make marks on paper to communicate meaning. They experiment with familiar symbols and marks in the garden centre shop. However, although many recognise their names, few children in the nursery are able to write their name correctly in English when unaided. In the reception class, children use a mixture of marks, symbols and familiar letters to communicate meaning. Most could write their own first names.
45. All children enjoy books which have been chosen carefully to interest them. Throughout the school day, children read stories, labels and use the language master to hear written words. Many of the labels in the classrooms are written in various languages spoken by the children in their homes.
46. All adults are aware of the needs of young children and provide plenty of opportunities to develop their language skills. The staff develop a language rich environment to stimulate discussion and interest. For example, in the outdoor area, a stimulating learning environment is created for the children to extend their vocabulary by taking on various jobs and roles based on the garden centre. The teachers are very involved in questioning children and modelling appropriate speaking and listening skills throughout the day. This has a positive impact on their learning and makes a good contribution to their achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well.

Commentary

47. Nursery staff plan interesting activities that help to develop the children's mathematical and language skills. For instance, when children play a bean game, they are encouraged to count the dots on the dice and put the same number of beans in a tray. Children are encouraged to use their fingers to count to ten. Number work is taught through suitable songs and rhymes in the nursery. More able children learn to add and subtract numbers by counting objects and recognise coins to 10p. Children handle real coins in their transactions in the garden centre. Most children recognise and name simple two-dimensional shapes. Staff use a good range of resources, which encourage the children to acquire new skills. However, by the time they are ready to start Year 1 standards for the majority are still below the expected level because of their very low starting point. This is because when they start the nursery their knowledge and understanding of number is well below the expected levels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school uses its visits very well to develop children's understanding of the world around them.
- Teaching in this area of learning is good.
- Although learning and achievement are good standards attained by the majority are below those expected in this area by Year 1 because of the very low starting point.

Commentary

48. Good organisation gives children many opportunities to develop their knowledge and understanding of the world. They play and explore confidently and use tools carefully. Many are able to stick pictures neatly and cleanly onto paper and they can skilfully use the computer mouse. The classes are well staffed, which allows children to make good progress because they have the attention they need to guide and help them. The children show that they are interested in learning about their senses as they play in the grounds. They are given good opportunities for development of observational and investigative skills using torches, binoculars and magnifying glasses. Teachers plan exciting and interesting activities to foster curiosity. These activities are carefully designed so that children can learn through first hand experiences and structured play. For example, the area "Commotion in the Ocean" in the nursery provides very good opportunities for children to engage in role play and to learn about life in the sea. The nursery class go on many walks in the local area and visit places of interest, for instance they found the local bike repair shop visit fascinating and followed up what they had learnt when they worked in the role play area.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1 and all children achieve well.
- Teaching and learning are good.
- Good use is made of the small outdoor areas.

Commentary

49. Children in the nursery learn to run, stride, walk, jump, turn and twirl in response to adult spoken commands. They use their developing physical skills well to construct wooden structures. By the end of the reception year the children are able to move with confidence, show a good awareness of space and have a suitable understanding of safety. They handle tools such as scissors and shape cutters with increasing control. For instance, nursery and reception children use sticky adhesive tape in their modelling and cut off suitable lengths for attaching paper together. The safe and secure outdoor area is well resourced with large toys and apparatus which positively promote the children's learning. This enables them to develop their co-ordination and travelling skills with confidence thus ensuring that their achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1 and all children achieve very well.
- Sessions are very well planned and link closely to other areas of learning.
- Well chosen resources are accessible to all children.

Commentary

50. The quality of teaching and learning are very good in this area. Most children start the nursery with poorly developed creative skills, but by the time that they are ready to start Year 1 they have reached the expected level for this age. This is because nursery and reception staff plan very good opportunities for children to learn how to use their imagination, explore a range of materials, respond to music and express themselves. These are linked to themes and topics, which make them meaningful to the children. For instance, in the reception the children learn about the story of "Jack and the Beanstalk". They plant beans and watch them grow. They buy and sell seeds in the role play area, informing customers about planting and watering. Very good links are encouraged with other areas of learning such as communication, language and literacy, moral development and knowledge and understanding of the world. For example, the children measure their bean plant, write receipts and learn about different parts of the plant. Children confidently develop an interest in what they see, feel, touch and smell. They love mixing their own colours in painting and produce interesting paintings in the style of Pablo Picasso. Resources are all clearly labelled and made accessible to all children. This enables them to progress very well in their learning and develop independence skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are average and all pupils achieve well.
- The quality of teaching is good, enabling all pupils to make good progress.
- Standards at the end of Year 2 in reading and writing are below average.
- Good use of visitors and visits enriches the curriculum and stimulates all pupils.
- Very good leadership and management have led to continuing good improvement since the last inspection.
- Pupils find learning fun.
- Teacher's marking does not always take account of pupils' targets.

Commentary

51. The pupils' attainment at the end of Year 2 in the 2003 national tests was well below the national average in reading and writing. In comparison with similar schools, reading was below average and writing was in line. Over the past three years, reading standards have fluctuated, but standards in writing have continued to rise slowly. These results reflect the standards found in the infants during the inspection. The 2003 Key Stage 2 test results showed that the pupils' attainment was well above national average. The pupils' performance based on their prior attainment was also well above the national average. Standards in the current Year 6 are lower and were judged during the inspection to be average. The impact of the greater number of pupils with English as an additional language and special educational needs pupils, and increased pupil mobility amongst the current Year 6 pupils means that results this year are likely to be lower than last year. There are, however, indications that standards are better in the lower juniors, particularly in Year 4. The achievement, however, of all pupils in the school, including those with special educational needs, the more able and those with English as an additional language, is good. There are no differences noted between achievements of different ethnic groups. Girls and boys make similar progress. This is a good improvement in standards attained and achievement since the last inspection.
52. Standards in speaking English are below the national average by the end of Year 2, but this is seen in the context of the majority of children joining the school with little or no English. Pupils are doing well and, by Year 6, standards in speaking and listening are in line with the national average. Pupils have good opportunities to join in discussions and they listen well to each other's contributions. In Years 1 and 2, they talk about story settings and sequential events in stories. They learn well because teachers are skilled at developing language and communication skills and clarify unfamiliar vocabulary for pupils. By the end of Year 6, pupils are able to talk and listen confidently in a range of situations, engaging the interest of their listeners as they begin to vary their expression and vocabulary. The teachers and assistants make sure that pupils have a wide range of stimulating experiences to speak about and very good opportunities to listen as well as talk.
53. Attainment in reading by Year 2 is below the national average. By Year 6 it is in line with the national average. Pupils do well in reading, developing their skills to tackle unfamiliar words and quickly learn to enjoy reading a wide range of books. Pupils in Year 1 are well supported by adults who regularly hear pupils read. This has a positive impact on pupils' learning. By Year 6 pupils are able to discuss a wide range of authors and explain why they prefer certain ones. Their favourite author is Jacqueline Wilson because her books are "exciting and easy to follow". Pupils in Year 2 are unsure whether they are reading fiction or non fiction and those in Year 6 are not secure in retrieving library books. All pupils would like to have some time in the school week just for reading. Parents are expected to support their children with their reading. The use of volunteer reading partners has a very positive impact on improving reading and is greatly valued by the school.
54. Attainment in writing is below average by the end of Year 2, although all pupils, including those who find learning difficult and those for whom English is an additional language, achieve well. The below average attainment is because many children have limited writing skills and lack confidence on entry into Year 1. They are provided with a good range of tasks, which involve writing for different purposes and most are developing skills appropriately. Basic skills of writing are taught well so that pupils know how to organise and develop their ideas. There are some good opportunities in both key stages for pupils to use their writing skills in other subjects. By Year 6, standards in writing are in line with the national average. The majority of Year 6 pupils produce lively structured pieces which are suited to the audience. Pupils' efforts are greatly appreciated and are very well celebrated in the corridor and classroom displays as well as in class books and compilations. The school has carried out careful analysis of pupils' test results in writing to show where there are areas for development and put in place strategies to help support pupils when needed, such as booster classes, additional literacy

classes and initiatives to improve speaking and listening skills. Teachers use many strategies to help pupils to remember, for example, good wall displays as reminders when pupils are working.

55. The quality of teaching and learning is good overall and has some very good features. Teachers plan their lessons well based on effective assessment of pupils' prior learning. The work is based on what the pupils know and can do, ensuring that pupils progress well. The planned lessons meet the needs of all pupils. Insistence of high standards of behaviour and pupil involvement is also a key feature of high quality literacy teaching. Relationships between teachers and pupils are very good and pupils feel confident about expressing their ideas and feelings. Marking of pupils' work does not consistently reflect pupils' targets or inform pupils how they could improve their efforts and on occasions this has a negative impact on pupils learning. Very good support for pupils with special educational needs and English as an additional language help these pupils achieve well and to take a full and active part in lessons. Pupils have very positive attitudes to learning and respond very well in lessons, but this is not always reflected in the presentation of their work.
56. Leadership and management are very good. The subject co-ordinator has a clear understanding of what needs to be improved as a result of rigorous monitoring and has worked well with staff to put improvement strategies into practice. The co-ordinator is an excellent role model, often giving demonstration lessons which provide ideas on new topics to promote good quality learning.

Language and literacy across the curriculum

57. Language and literacy across the curriculum is good. It is a particularly successful feature of the school. For example, Year 1 pupils learn about labelling in literacy and transfer these skills into science to label parts of a plant. Pupils in Year 5 develop labelling skills further when they work in information and communication technology on presenting the school governors with a power point presentation on their school. By the time they leave, the pupils know how to write in many forms, from explanations in science and geography to recounts in history.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching in Years 1 and 2 is good and in Years 3 to 6 it is very good. Teachers have high expectations of pupils and set work that challenges them.
- The co-ordinator gives very good leadership.
- Marking of pupils' work does not consistently show pupils how they can improve further.

Commentary

58. Standards in mathematics are rising throughout the school. Pupils enter Year 1 with standards below those expected nationally, but throughout Years 1 and 2 they achieve well. By the end of Year 2 standards are in line with the national average. In the 2003 national test results for Year 2, standards were well below the national average and so there has been a significant improvement in standards in the current academic year. Achievement is very good throughout Years 3 to 6 because of very good teaching. As a result of this pupils are on course to attain above the national average by the end of Year 6. In 2003 standards in Year 6 were in line with the national average and above for similar schools. This demonstrates that standards in the current Year 6 are better than those achieved in the national tests in 2003.
59. Throughout the school, pupils have a secure grasp of number and place value. Because mathematics is a universal language and because teachers model very well, pupils with

English as an additional language achieve particularly well in mathematics. By Year 6, pupils make accurate pencil and paper calculations and they are fast in their working out using appropriate methods. As they move throughout the school, pupils become increasingly confident in solving problems expressed in words because their acquisition of the English language improves. By Year 6, pupils are enthralled by exciting activities which enable them to unravel problems and find the correct mathematical operation with which to solve them. Their mental agility improves as they become more confident in their understanding of English. Their understanding of shape, space and measure is in line with the national average by Year 2 and above by Year 6. Data handling is a particular strength by Year 6 and pupils are very well supported in developing this skill by access to computers which they use with confidence. Their data handling work is interesting and exciting, and this is a key motivator in improving their learning in this aspect of mathematics.

60. Very good teaching and learning is a major factor in raising standards by Year 6. Teachers have very high expectations of pupils and set work that provides high levels of challenge for them. Teachers have good subject knowledge and plan lessons very well. All lessons begin with strong and challenging questions which motivate the pupils and so they achieve well. Teaching strategies ensure that pupils with English as an additional language take a full part in lessons and achieve well. Teachers share the learning objectives with pupils at the start of lessons so that they are clear about what is expected of them. Very effective use is made of the end of lessons to check that pupils have understood the learning objectives. Consequently, pupils know what is expected of them and settle quickly to their work. Pupils with special educational needs achieve well. They are well supported by teaching assistants who make good use of the number targets on pupils' individual education plans. Assessment procedures are good but the marking of pupils' work is not always consistent. Very good use is made of ICT to challenge pupils. Pupils enjoy their mathematics lessons and this makes a valuable contribution to their learning. They listen well and co-operate well in groups.
61. The co-ordinator has a very good understanding of strengths and weaknesses in mathematics. This is because teaching and learning is carefully monitored. There is a system in place that very effectively tracks pupils' progress and challenging targets are set to maintain the improving standards.

Mathematics across the curriculum

62. Good opportunities are provided for pupils to use their mathematical skills in other subjects. Their numeracy skills are developed very well in their construction of models in design and technology and in the data handling work they do in information and communication technology. Very effective use is made of numeracy skills in music to count beats in a bar. Science, art and design and geography also contribute very well to the development of pupils' mathematical skills, particularly problem solving.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards are below the national average by Years 5 and 6.
- Year 6 pupils have gaps in their knowledge and understanding because of unsatisfactory teaching when in Year 5.
- Achievement is good in Years 1 to 5; it is satisfactory in Year 6 because of recent deficiencies in their teaching (whilst in Year 5) and because they have not always been sufficiently challenged this year.
- Teaching is now good overall, but not all teachers are sufficiently confident in teaching the subject.

- The very recent leadership and management of the subject are good and so standards are beginning to rise.
- Marking is inconsistent and it is not always made clear to pupils, particularly in Year 6, as to what exactly they need to do to improve.
- Pupils now find their lessons exciting
- Pupils with EAL make rapid gains because of the hands on and visual strategies now used to teach the subject.

Commentary

63. The 2003 teacher assessments for Year 2 show that pupils' attainment is very low compared with the national average. The 2003 test results for Year 6 show that pupils' attainment is well below the national average. Compared with similar schools based on prior attainment, their performance is well below the national average. Standards in science by Year 6 have fluctuated in recent years. In 2002 in Year 6 they were in line with the national average and using the prior attainment benchmark they were well above average. The inspection findings paint a slightly more positive picture than the teacher assessments and test results in 2003, but standards remain below the national average for the current Year 2 and Year 6 pupils. Although standards are below average by Year 2, achievement is good because of the well below average starting point of the pupils and the fact that the majority of pupils are at a very early stage of learning English when they start school. The current Year 6 pupils experienced a very significant lack of continuity when in Year 5 due to their class teacher being off sick and they experienced different supply teachers. This resulted in them having gaps in their knowledge and understanding of science at the start of Year 6 which they have not made up fully. Scrutiny of their work also indicates that suggested ways in which higher attainers could improve the standard of their work have not been consistently followed up by their class teacher, and that marking does not always make it crystal clear to the pupils exactly what they need to do to improve their work. Consequently, some pupils in the current Year 6 underachieve in aspects of science such as including more detail in their explanation of investigations they have successfully carried out. Because of refugees and asylum seekers joining the school at all times during the school year, mobility is a very significant factor on standards. Evidence suggests that standards in the current Year 3, Year 4 and Year 5 classes are better and that the current Year 4 are on course to reach the national average standard by Year 6.
64. Pupils in Years 1 and 2 do well because of the hands on approach to teaching the subject and the very effective use of visual cues enables pupils at an early stage of learning English to make rapid gains in their knowledge and understanding. Because the teacher in the Year 2 class robustly checked that the pupils understood what the word 'observations' means before sending the pupils off to complete an activity they made very good observations about batteries and battery powered toys and so went on to record their findings well. However, in this Year 2, 19 out of 24 pupils have English as an additional language and, although they make rapid gains in their knowledge and understanding of age appropriate scientific terms, their attainment remains below average because they came from such a low starting point. Achievement in Years 3 to 6 is now good. But analysis of work carried out over a longer period of time shows that the current Year 6 have gaps because of unsatisfactory teaching in Year 5 and so achievement in Year 6 is satisfactory over time. Pupils in Year 6 carry out controlled experiments, but not enough have the capacity to record with sufficient detail that they identified possible hypotheses and went on to set up their own lines of enquiry. It is evident in their books that they have grasped the notion of what constitutes a fair test, but again their recording of the features of fair-testing lacks detail.
65. The quality of teaching and learning is good. It ranges from satisfactory to excellent. This is as a result of recent changes by a new subject co-ordinator who has worked very hard and effectively to ensure that there is a consistent and exciting hands on / investigative approach to teaching the subject. Unfortunately Year 6 lag behind because of unsatisfactory teaching in the recent past, but work analysis shows that the highest attainers have not always been

sufficiently challenged this year and the marking of their work to show them concrete ways to improve is inconsistent. The best teaching is characterised by excellent subject knowledge, a cracking pace, very effective use of questions and in such lessons opportunities are given for research. In an excellent Year 4 lesson on classifying organisms according to observational features pupils used the terms herbivore, carnivore and omnivore accurately. In answer to an open and challenging question by the teacher, a higher attaining pupil went on to say: "that is a crustacean because...". In this lesson, the teacher modelled how a data base could be used to record important information. Where otherwise satisfactory teaching has shortcomings, the teachers' subject knowledge is not always so secure and the pace of teaching drops as a result and so the pupils' learning slows. The co-ordinator recognises that not all teachers are confident, for example, in using a microscope linked to a computer, and she has an action plan to give increased support to teachers. Because of high quality teaching assistants, pupils with SEN achieve well. In a Year 1 lesson, the learning support mentor worked superbly well with a pupil with very challenging behaviour and this resulted in him coming back on task, not disturbing the learning of other pupils, and making good gains about the properties of a range of materials. In a Year 3 lesson, the EAL teacher very skilfully supported pupils with EAL and so they made good gains in their knowledge and understanding of the different parts of a plant. Because of the new approach to teaching science, pupils enjoy the subject and find it interesting, and this leads to improved achievement. Moments of magic are experienced such as when Year 1 pupils explored the contents of a 'feely bag' and felt a range of different textures and when Year 3 pupils discovered what parts of a plant looked like under the microscope.

66. The new co-ordinator has successfully recognised the deficiencies identified in this report and has an action plan to address them. Co-ordination and leadership of the subject is good and so standards are beginning to rise. Having very successfully introduced an exciting investigative approach to teaching the subject she now has plans to raise standards. A programme for monitoring teaching and learning has been built into her development plan. She is developing and trialling a new model of assessment; and sensors have been purchased to improve further the use of ICT in science. She has recognised the need to build teachers confidence. The inspection took place before these plans could be implemented and the co-ordinator had only been giving a steer to this subject for a term. Science was not a focus at the time of the last inspection, but very recent improvements are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strength and weaknesses

- Staff expertise and use of ICT is very good.
- The quality and range of resources has improved since the last inspection.
- Improvements already achieved in recording and tracking pupils' progress need to be further improved by increasing the focus on the recording progress.

Commentary

67. Standards at the end of Years 2 and 6 are in line with national expectations overall. At the end of Year 6, standards are above national expectations in multimedia work, but below in control technology. This is because the school lacked the resources needed to teach control technology. However, these resources have very recently been purchased. Achievement in ICT is good across the school because the quality of teaching and learning is good. Pupils with English as an additional language make good use of computers to support them with their writing and achieve well. Pupils with special educational needs, including those with physical difficulties, make rapid gains in confidence and achieve well in ICT because they have very good access to computers and are fully included in all ICT activities in lessons.

68. Teachers have received extensive training in ICT and this has resulted in much improved teaching and so contributed to raising pupils' achievement in the subject. Because of the improved teaching some pupils have achieved very well. Information and communication technology has a good impact across all subjects. In Year 5, pupils are able to present a PowerPoint display skilfully and with confidence. They are able to create PowerPoint materials, having first researched the topic to be presented. All visual material is collected by the pupils using a digital camera. All pupils have the opportunity to use computer equipment because, in addition to equipment in the classroom, there is an ICT suite with laptops. Lessons are well planned and pupils work well because they are excited in their learning as a result of the teachers' very good subject knowledge and enthusiasm.
69. Leadership and management are very good. The co-ordination of the subject has resulted in a robust action plan which is being successfully implemented. Pupils' efforts are tracked, monitored and assessed well. The system of record keeping is very good, however, the system for recording progress is not yet sufficiently focussed and the co-ordinator is aware of this. Displays around school show the high profile attached to ICT. Links with an identified governor for ICT are strong as the said governor is a journalist. His professional expertise enables him to make a valuable contribution to the provision for ICT.

Information and communication technology across the curriculum

70. There are very clear links to other subjects in the curriculum. Pupils have used ICT to record their interviews with people in the community. For example, there are some interesting and amusing reports of interviews in the main foyer of the school. Multimedia work within ICT is a strong feature as when PowerPoint was used to inform the governing body, parents and pupils, in three separate presentations, about the work of the school. Such use of ICT helps to raise pupils' standards in speaking and listening. Information and communication technology has a high profile in the school's curriculum. The school has recently received its order of control technology equipment and has plans for ceiling projectors in each classroom. It is likely that this additional equipment will contribute to even better provision in the subject. There is an interactive whiteboard in the computer suite that is used to raise standards of pupils' work, for example, handling data, especially to create branching databases linked to work done in science and art and design. Teachers provide good opportunities for pupils to use information and technology to support their work in other curriculum areas. Such work enables pupils to see the value of ICT. It also makes a valuable contribution to raising standards.

HUMANITIES

71. In **humanities**, work was sampled with only one lesson seen in **history** and one in **geography**. It is therefore not possible to form an overall judgement about provision in these subjects. From evidence of work seen, including analysis of pupils' work, standards are broadly in line with what is expected by Year 2 and 6 in both subjects. **Religious education** was inspected separately because this is a Church of England Voluntary Aided School. Parents / carers will receive a separate report on the quality of the provision for **religious education**.
72. In the **history** lesson seen, teaching and learning was good with a focussed emphasis on enabling pupils to develop a sense of chronology. Skilful questioning and the use of visual materials supported pupils' understanding of sequencing and change over time. The teacher was very adept at rehearsing time related expressions and key vocabulary through demonstrations before pupils worked independently on sequencing the photographs. As a result, pupils' contribution to the discussion at the end of the lesson showed clear confidence and good gains in learning.
73. The same quality was seen in the **geography** lesson where pupils were effectively encouraged to brainstorm ideas about how different environments are affected by humans.

Here again the skilful style of questioning and prompting by the teacher elicited good responses from the pupils. Effective support was provided to extend and consolidate pupils' language skills by getting pupils to explain terms and help each other when some hesitated or did not know the answer. Independent work was well focused on promoting collaboration and the use of photographs to support oral responses at the end of the lesson.

74. In both **history** and **geography** literacy skills are effectively promoted with opportunities built into lessons to promote speaking and listening.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. The inspection focused on **physical education**. Only two lessons were seen in **music** and none in **art and design**. Therefore, it is not possible to make a firm judgement about provision in music and art and design, although evidence available indicates that the school pays a great deal of attention to pupils' development in both these subjects. In addition to observing lessons, the subjects were discussed with pupils and co-ordinators and sketchbooks and displays were looked at. Insufficient evidence was gathered to make a judgement in **design and technology** but evidence available to the inspection team confirms that the subject is a strength and that standards of attainment are above average by the end of Year 2 and Year 6.
76. Sketchbooks, displays and discussion with pupils and teachers indicate that the **art and design** curriculum is covered in depth and pupils achieve well. The subject is enriched by many visits to art galleries and by visiting artists and artists in residence. It is clear from first entering the school that art is given a high priority in the curriculum. Exciting samples of pupils art work sets high expectations for all pupils. A carefully planned art and design curriculum and very good resources ensure pupils are given rich and varied experiences to which they respond wholeheartedly.
77. Some major projects have been undertaken with working artists and crafts people which have involved pupils and their parents in greatly extending their experiences. For example, a Hatton Garden jewellery maker visited the school for half a term showing parents and pupils how to work with metal. Pupils visited museums and art galleries to study jewellery design. They then applied themselves to designing and making necklaces and earrings which would make today's designers gasp!
78. Pupils talk eagerly about their art experiences. They refer to the work of famous artists such as Paul Klee, Van Gogh and the Surrealists. They express how much they have learnt from working alongside artists such as a screen printer and Chris Riddell the book illustrator. Pupils look upon themselves as being successful artists.
79. Standards in **design and technology** are above national expectations by the end of Year 2 and Year 6, and achievement is very good throughout the school. The quality of teaching and learning is very good and is very well supported by a very skilful teaching assistant. The co-ordinator provides very good leadership but links with ICT are not sufficiently developed, especially control technology. The subject has enjoyed a high priority as part of whole-school development. All teachers have benefited from very effective training and this has resulted in strong links with most other subjects. The school is well resourced and this has made a valuable contribution to pupils' very good achievement.
80. **Music** features strongly throughout the school. Every classroom is named after composers from Tchaikovsky to Quincy Jones. The school has high expectations of what pupils of all ages can achieve and they ensure that all pupils learn increasingly complex musical skills and knowledge as they move through the school. Music has also become a natural part of the way in which pupils assemble and celebrate aspects of their school, through good tuneful singing

together with accompaniments of recorders, the choir and guitar. Pupils reported how much they enjoy making music.

81. In addition to class music lessons, all pupils are taught to play the recorder in Years 3, 4 and 5. This means that in future, by the time they leave the school, many will have good skills in reading and interpreting musical notation. The school has two choirs and they perform frequently in the community and beyond. All pupils have the experience of listening to professionals play whether they attend a concert at the Barbican or through professionals visiting the school. They are taught how to listen and enjoy music from a very early age.
82. An exciting new development is the link with the Royal Academy of Music. It is the intention that nursery, Reception and Year 1 pupils will have the delight of listening to music played by the students of the Royal Academy of Music in preparation for a concert in the Wigmore Hall. Music makes a very significant contribution to pupils' social, moral, spiritual and cultural development.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Achievement in swimming and dance is very good.
- The quality of teaching and learning is good.
- Some aspects of the curriculum are innovative, fun and exciting.
- Dance makes a very valuable contribution to pupils' spiritual development.
- The subject is well led and managed.
- There is not always a clear strategy to involve non-participants in lessons.

Commentary

83. Attainment by Year 2 is in line with national expectations. By Year 6 attainment is in line with national expectations in all aspects of the subject, except for swimming and outdoor and adventurous activities. These two aspects must be seen in the context of the cultural background of the pupils. It is not part of the culture of many families to have provided any outside school experience in swimming for their children. As a result of this the headteacher has introduced swimming from Year 3, enabled the pupils to access first rate facilities, and indicators suggest that by the time the current Year 4 pupils are in Year 6 they are likely to reach the national expectation of 25 metres. She has a vision for all pupils by Year 6 to experience adventurous activities, but skilful decision making and planning needs to go into providing a residential experience because the cultural background on many pupils means that they have never been away from home before.
84. Achievement is good throughout the school. In dance achievement is very good and results in the pupils performing some creative pieces of dance. A visiting dance teacher successfully builds the pupils confidence and self-esteem through exciting and enthusiastic teaching which they enjoy. His approach to teaching is innovative and he encourages creativity. In a stretching activity in Year 1, there were gorgeous smiles on the pupils' faces as they stretched to 'smell their toes'. They captured a magical moment as they imagined themselves flying like an eagle and this activity successfully aroused their spiritual awareness. Achievement is very good in swimming. Pupils who had never been swimming before the start of the current academic year, are now very confident in the water as evidenced by their wonderful giggles, and higher attainers in Year 6 swim with good technique and improve their speed because of the excellent instruction they receive from their swimming teacher. Achievement in games and gymnastics is good because teachers base their lessons on good subject knowledge and the pupils are keen to learn and improve their skills.

85. The quality of teaching and learning is good overall. It ranges from satisfactory to excellent. The best teaching is based on excellent subject knowledge, delivered at a cracking pace and encourages the pupils to demonstrate the skills they have developed to one another and also to evaluate each others performance as evidenced in a Year 2 games lesson. In this lesson, pupils' achievement in catching and throwing a ball accurately was very good. In these very good lessons there is a strong focus on developing speaking and listening skills and as a result pupils with English as an additional language make rapid gains in following instructions and this contributes to their very good achievement. Pupils with special educational needs, including those with a physical disability, are fully included in all activities and achieve well. Where otherwise satisfactory teaching has shortcomings there is not a strategy to involve non-participants (who sit out because they have forgotten their kit or have an injury) in the lesson, and opportunities are missed to involve them in the evaluation of their own performance and that of their classmates.
86. The subject is well led and managed. The co-ordinator has a clear vision for how the subject can be developed further. There are plans to bring in a professional cricket coach and to introduce an exciting adventurous activity for Year 6 pupils. It is recognised that assessment procedures are in need of refinement. There are excellent extra-curricular activities and parents have demonstrated dance routines from a wide range of cultures thus making a very valuable contribution to pupils' awareness of cultural diversity. The provision is significantly better than at the time of the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Personal, social, health and citizenship education is taught very well to all classes. Very good links to all curriculum areas ensure that pupils achieve very good standards. The subject is very well led. Resources are good. The subject enjoys a high profile in the school through displays in every classroom. Work in this area that supports pupils in their very good achievement includes projects with the elderly, such as when senior citizens came to visit the sensory garden and when they spoke to the School's Council about their experiences during World War II. Through the democratically elected School Council, pupils have an opportunity to make important decisions about how aspects of school life can be improved. They are rightly proud of the sensory garden they helped to design and create.

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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
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).

