

# INSPECTION REPORT

## **ST MARY MAGDALEN'S RC PRIMARY SCHOOL**

Brockley, London

LEA area: Lewisham

Unique reference number: 100720

Headteacher: Mrs C Winston

Lead inspector: Peter Howlett

Dates of inspection: 11<sup>th</sup> - 13<sup>th</sup> November 2003

Inspection number: 257810

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Howson Road Brockley London
Postcode:	SE4 2BB
Telephone number:	(0208) 692 5055
Fax number:	(0208) 691 0457
Appropriate authority:	The governing body
Name of chair of governors:	Mr Daniel Mahony
Date of previous inspection:	22 <sup>nd</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is a little smaller than the average sized primary school with 200 pupils on roll by the summer term. The school is popular with parents and is over-subscribed. Pupils come from a wide range of backgrounds, although the area served by the school is relatively disadvantaged with a mixture of local housing estates and some privately owned housing. The proportion of pupils entitled to free school meals is broadly average. Pupils come from a variety of ethnic backgrounds: 40 per cent Black African, mostly Nigerian, 17 per cent Black Caribbean; 17 per cent mixed heritage and 16 per cent White British or Irish. The proportion of pupils with English as an additional language is very high, currently 37 per cent of the school population with only two pupils at an early stage of English language acquisition. The proportion of pupils identified as having special educational needs (30 per cent) is above the national average. Four pupils have a statement of special education need. The attainment of many pupils on entry to the school is below that typically found nationally. There are some limitations imposed by the site and buildings but a new building programme just started promises better facilities in the future.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23744	Peter Howlett	Lead inspector	Mathematics, information and communication technology, physical education
9519	Sue Pritchard	Lay inspector	
27667	Carolyn Renault	Team inspector	Science, history, geography
19127	David Donaldson	Team inspector	English, art and design, design and technology, music

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 15</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15 - 18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 33</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with some very good features.** It offers pupils a **good quality education**. Pupils achieve well because of good teaching and their personal development flourishes because of the positive and supportive ethos underpinned by Catholic values and beliefs. The key to its success lies in the high quality leadership of the headteacher and good teamwork between staff and governors. The school gives **good value** for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in lessons because of the good quality teaching.
- Standards are above average in English and information and communication technology (ICT).
- The school values all pupils equally and its procedures to ensure their care and welfare are very good.
- The school provides good support for those pupils with special educational needs or have English as an additional language.
- The school very effectively fosters and promotes pupils' very good behaviour and relationships and good attitudes to learning.
- The curriculum provides a good range of opportunities which contribute well to pupils' learning and achievement.
- The headteacher provides very good leadership and is well supported by staff and governors.
- The school has very good links with parents.
- The school does not do enough to raise the achievement of higher attaining pupils in science.
- The accommodation is unsatisfactory and limits some aspects of pupils' learning.
- Measures to evaluate how well the school is doing and the success of its actions are not robust enough.
- Further work is needed on its assessment procedures.

**Improvement since the last inspection is good.** The issues raised then have been dealt with effectively; the quality of teaching and learning is much better, strategic planning is now good, assessment is now satisfactory and standards in music and design and technology have improved at least to expected levels. The school has built well upon other strengths. Standards have improved, notably in English. The grades in the table below do not give the full picture. Despite a drop in results in 2003, overall test results over the past few years indicate an overall rise in standards. In Year 6 the improvement has been in line with the national trend and in Year 2, it has been better than this.

### STANDARDS ACHIEVED

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

**Most pupils achieve well** in lessons seen during the inspection. Children in the Reception class settle well into school and make good progress and most are likely to reach the goals expected for their age by the end of their Reception year. Standards of work in the current Year 2 are above average in English and average in mathematics and science. Standards in the current Year 6 are above average in English and ICT and average in mathematics and science. Work in other subjects was just sampled but there is evidence of good work in music and in art and design. Pupils with

special educational needs and with English as an additional language achieve well. The unsatisfactory accommodation places some limits on pupils' achievement in physical education.

**Pupils' personal development is very good** as a result of the school's very good provision for their spiritual, moral, social and cultural development. **Pupils' behaviour is very good.** They get on very well with one another, show good respect for the views of others and have positive attitudes towards their schoolwork. Their attendance is **satisfactory**.

## **QUALITY OF EDUCATION**

**The school provides good quality education. Teaching is good across the school.** The school provides a broad and balanced curriculum that is enriched by a good range of extra-curricular activities. Children in the Foundation Stage are well provided for. Provision for pupils with individual educational needs is good. There are some limitations imposed by the site and buildings, although the school works hard to overcome these and the proposed building programme promises better facilities in the future. All teaching in lessons is at least satisfactory with a high proportion of good and some very good teaching. This is a significant improvement since the last inspection. Teachers' high expectations, very good relationships with pupils, effective lesson planning and good range of teaching methods that enthuse and motivate pupils promote effective learning. This could be even better if teachers made more effective use of information from assessments to plan work. Pupils are well cared for and receive very good support and guidance. Effective liaison with parents underpins the good teaching in school.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are good.** The headteacher has high aspirations for the school and provides very positive and strong leadership to the school community. Her high expectations are a significant factor in promoting the very positive ethos of the school. Christian values and beliefs pervade all aspects of the life of the school. Commitment to inclusion is very good. The school is well managed and runs smoothly. Teamwork is good with good delegation of responsibilities and all staff work well together for the benefit of the pupils. There are some effective procedures for monitoring the work of the school but more could be done to evaluate how well the school is doing. An effective governing body provides good support to the school and ensures all statutory requirements are met. It plays a purposeful and effective role in shaping the direction of the school. There is a good improvement plan and financial management is good.

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

Most parents hold the school in high regard and appreciate all that it offers their children. They express no significant concerns. Pupils like their school and their teachers, although a minority of them report that some other pupils do not behave well. Inspectors found that pupils play and work happily together. The school pays very good attention to seeking pupils' views and acting on them.

## **IMPROVEMENTS NEEDED**

The most important things this effective school should do to improve are:

- Further develop ways for governors and staff to check and evaluate how well the school is doing.
- Build upon current assessment practices and use this information to plan further work for pupils.
- Raise the achievement of higher attaining pupils in science.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

**Pupils make good progress** in lessons in relation to their capabilities except for more able pupils in science. **Achievement is good** overall across the school. There are no significant differences in the performances of boys and girls or between ethnic groups.

Standards in English and ICT are **above average**. Standards in mathematics and science are **average**. Standards of work seen in other subjects are at least in line with expected levels and in some instances they are above expectations.

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

- Standards in English and ICT are above average and there is good quality work in art and design and in music.
- Children in Reception make very good progress in their personal, social and emotional skills and good progress in all other areas of learning.
- Most pupils in Years 1 to 6, including those with special educational needs and with English as an additional language, achieve well.
- Higher attaining pupils do not achieve as well as they could in science.
- Pupils' literacy and ICT skills are used well in other subjects.
- Outside facilities are unsatisfactory and limit opportunities for physical development.
- The school has effectively addressed the underachievement in music and design and technology identified at the last inspection.
- Results overall have risen in the national tests in the past few years.

#### **Commentary**

##### *Starting school*

1. When children start school in the Reception class, there is a wide spread of attainment. Assessment information shows considerable variation in the overall levels of attainment from year to year but generally the skills, knowledge and understanding of children entering school are below average. Standards in literacy and numeracy are often below those typically found nationally.

##### *School's results in national tests*

2. Care needs to be exercised when considering the results in the national tests in any one year because of the small number of pupils in each year group. Despite a drop in results in 2003, test results over the past few years indicate an overall rise in standards. In Year 6 the improvement has been in line with the national trend and in Year 2 it has been better than this.
3. The table below shows that in the Year 2 tests in 2003, standards were average in reading and writing and well below average in mathematics. In 2002 results were much better: well above average in writing, above average in reading and average in mathematics. Overall, school averages for the past three years are above the national figures in reading and writing and broadly in line in mathematics.



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

Standards in:	School results	National results
reading	16.1 (16.8)	15.7 (15.8)
writing	14.8 (15.6)	14.6 (14.4)
mathematics	15.2 (16.6)	16.3 (16.5)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

4. The table below shows that in 2003, standards in Year 6 tests were above average in English and well below average in mathematics and science. In 2002, results were higher: above average in English and mathematics and average in science. Overall school averages for the past three years are above the national figures in English, in line in mathematics and a little below in science. In 2003, the school achieved its targets in English but fell well short in mathematics. However, there is evidence to suggest that this group of pupils was less academically strong than in previous years. In addition, comparison with similar schools is unreliable because the effect of mobility on small cohort sizes can be significant. Nevertheless, the school is not able to adequately explain the sharp fall in results in mathematics and science tests in 2003 compared to the slight dip in English results.

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

Standards in:	School results	National results
English	28.1(28.4)	26.8 (27.0)
mathematics	25.2 (27.9)	26.8 (26.7)
science	27.2 (28.2)	28.6 (28.3)

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

### **Inspection findings**

5. All children in the Reception class achieve well because the teaching is good and teachers provide a wide range of interesting and relevant activities well matched to their learning needs. Children settle well into school and soon make very good progress in their personal, social and emotional skills and good progress in all other areas of learning. However, outside facilities are cramped and unsatisfactory and limit opportunities for children's physical and creative development. The indications are that most children will reach the goals expected for their age by the end of their Reception year.
6. In Years 1 to 6, pupils generally achieve well because the teaching in most classes is consistently good and the learning needs of different groups are usually effectively met. Pupils with special educational needs and with English as an additional language achieve well. They receive good support in lessons and in addition, the extra support provided in small withdrawal groups is effective. There are some indications from the school's own analysis of test results that boys from Black African background are not achieving as well as other groups. Inspection findings are that there is no significant difference in lessons in the performance of different ethnic groups. Higher-attaining pupils do well in English as evidenced by the high proportion of pupils that achieve the higher Level 5 in the Year 6 national tests. In science lessons, planned activities sometimes restrict opportunities for higher-attaining pupils to achieve even better. In mathematics lessons, higher-attaining pupils make satisfactory progress. Girls generally outperform boys in all national tests in Year 6. In English, this reflects the national picture but the difference is more significant in mathematics and science. However, during the inspection, no differences in the performances of boys and girls were noted.

7. Achievement is particularly good in English and information and communication technology (ICT) and standards are above average. In English, the school has consistently maintained above average standards by its continuing high expectations of its pupils, good teaching and effective support given to all pupils. Pupils' literacy skills are used well across the curriculum, particularly in science and the humanities. Pupils achieve well in ICT as a result of very good subject management and good teaching. There are frequent well-planned opportunities for pupils to use their ICT skills to support their learning in other subjects. Achievement in mathematics is satisfactory and pupils use the numeracy skills satisfactorily in other subjects. Most pupils achieve well in science to attain average standards but there is very little evidence of pupils performing at higher levels.
8. The school has been successful in addressing the key issue from the last inspection on improving standards in music and design and technology. Pupils achieve well in music and satisfactorily in design and technology. They also achieve well in art and design and satisfactorily in geography, history and physical education.

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

There is **very good provision** for developing pupils' personal qualities overall, including their spiritual, moral, social and cultural development. Pupils' **behaviour is very good** and their **attitudes are good**. These make an effective contribution to pupils' learning and achievement. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- The Christian ethos permeates the life of the school and fosters pupils' very good behaviour and their very good spiritual, moral, social and cultural development.
- Teachers' high expectations promotes pupils' very good relationships and their good attitudes to learning.
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave very well.
- The school promotes harmonious relationships between different ethnic groups of pupils and they learn to respect and celebrate different cultures and beliefs.

### **Commentary**

#### *Attitudes and behaviour*

9. Pupils' attitudes to learning are good and their behaviour is very good. These are similar to the findings of the last inspection. The pupils are friendly and happy in school and show good respect for each other and for adults. In the Reception class, children show by their behaviour that they are secure and confident. Pupils throughout the school are courteous and polite and show good manners to visitors. In lessons, they settle quickly, listen well to teachers and show good interest in their learning. Pupils' behaviour around the school is very good. No incidents of bullying or racist incidents were seen during the inspection and, as the table below shows, no pupils have been excluded from school. They co-operate well with each other in group work and other activities. Pupils are also learning positive attitudes towards living in a multicultural society by learning to respect and celebrate the range of cultures represented in the school community. Most parents are supportive of the school and pleased with the attitudes and values promoted.

### **Exclusions**

There were no fixed term or permanent exclusions in the last school year.

## Relationships

10. The very good relationships between pupils and between adults and pupils are a strength of the school. Pupils are friendly and help one another in lessons and in the playground. They show care for anyone who may be hurt or in trouble. They have good self-esteem and learn to respect the needs of others. The school promotes good relationships through its strong sense of mission to live out the Christian faith.

## Personal development

11. Provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is very good. The Mission Statement and school rules are prominently displayed and understood by all the pupils, helping to promote the school's values. Activities such as assembly, prayers and reflection, singing and music lessons all promote very good spiritual development. Pupils have a good understanding of right and wrong, which is promoted from a very early age. They benefit from the very good role models set by the adults in school. The adults in the Foundation Stage, for example, set particularly good role models for their children by their teamwork in managing the pupils' learning. The school provides good opportunities to enable pupils to develop a good sense of community. For example, older pupils carry out responsibilities such as monitoring the staircase as pupils enter and leave the building and all pupils prepare and tidy away equipment for lessons and assemblies. The school council gives the pupils an appropriate say in decision-making in school.
12. The school provides rich stimulus for cultural development with frequent theatre and museum visits, dance, music and sport. For example, pupils have recently had the opportunity to work with Sadler's Wells Theatre and took part in the Islington Dance Festival. Pupils' understanding of different cultures is promoted across the curriculum whenever there is an appropriate opportunity. For example, music lessons include songs from a wide variety of cultures and after-school activities include African drumming classes. An annual multi-cultural week enables pupils to learn about the food, clothes, customs and traditions of other cultures and celebrates the culture of many pupils from minority ethnic groups represented in school such as Irish, Polish, Black African, Black Caribbean and Chinese. Displays around the school help pupils to be aware of and respect different cultures.

## Attendance

13. Attendance procedures are good. Most pupils have good records of attendance with few taking extended holidays during term-time. Attendance is broadly as good as it is in most other primary schools. Close attention is paid to ensuring entries in registers accurately reflect reasons for absence. Most parents listen when the school tells them that their children must not miss school for reasons that could be avoided. As a result, there are few disruptions to their learning

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

Authorised absence		Unauthorised absence	
School data	6.2	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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The school provides good quality education** for its pupils. **Good teaching** and good levels of support help pupils achieve well but teachers could make better use of assessment in planning future work. The school is inclusive and provides a broad and balanced curriculum. Staff make best

use of unsatisfactory accommodation. There is a good partnership with the parents and the school works closely with the local community.

## Teaching and learning

The quality of teaching and learning is **good** overall. This marks a substantial improvement since the last inspection. Assessment procedures are **satisfactory** but could be better.

### Main strengths and weaknesses

- Teaching in English, science, ICT music and art and design is good.
- Teaching in the Foundation Stage is good.
- Teachers have high expectations of pupils' behaviour and what they can achieve.
- Teachers have very good relationships with their pupils and foster a positive ethos for learning.
- Teaching assistants provide very good support to individuals and small groups during lessons.
- Assessment arrangements are good in the Foundation Stage.
- Assessment procedures In Years 1 to 6 have improved since the last inspection but need further development.

### Commentary

14. The quality of teaching and learning is good. No unsatisfactory lessons were seen and nearly nine out of every ten lessons were at least good. This is a significant improvement since the last inspection. The good teaching is spread across all National Curriculum subjects and across most classes. Teaching is good in English, science, ICT, music and art and design and satisfactory in mathematics. There is insufficient evidence to make judgements on teaching in other subjects.

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	9 (21%)	28 (67%)	5 (12%)	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.*

### Strengths in teaching

15. All teachers work well together and there are many strengths in teaching that have a positive impact on pupils' learning. Teachers have high expectations of good behaviour. In all classes, teachers have very good relationships with their pupils and foster a positive ethos for learning. Teachers are good at praising and encouraging pupils and are sensitive when correcting their answers. Most teachers have high expectations of what pupils can achieve and make these clear to pupils. As a result, pupils know what is expected of them and try hard to achieve it.
16. There is good consistency across the school in planning lessons. Teachers prepare lessons well, taking care there is clear focus to the learning and that the planned activities support the intended learning. There is good emphasis on development of pupils' skills. Teachers' subject knowledge is good and they are successful at linking learning in one subject to that of another to make learning more meaningful. Teachers use a good range of teaching methods, engaging the interest and enthusiasm of the pupils and promoting good learning. There is good engagement with pupils during lessons and teachers use questioning well to involve all pupils. Most lessons proceed at a brisk pace that keeps pupils interested.
17. Teachers generally meet the individual learning needs of pupils well. In most lessons, work is at least reasonably well matched to pupils' prior levels of attainment Teachers and their

support assistants work well in partnership to provide good quality learning for pupils with special educational needs and pupils with English as an additional language. Teaching assistants are used effectively. They are well trained and work closely with teachers to support pupils' learning, often working effectively with small groups in lessons. They are well supported by the special educational needs co-ordinator (Senco). The Senco and additional staff for pupils with English as an additional language also provide good support to groups in the classroom and also by withdrawing pupils when appropriate.

### *Shortcomings in teaching*

18. Shortcomings in lessons generally relate to specific lessons rather than to common features across the school, although too often in science lessons there is insufficient challenge for the higher-attaining pupils, with all pupils doing the same tasks. Occasionally teachers plan too many group activities and find it difficult to keep everyone focused on their work. In a few lessons, too much talking by the teacher limits opportunities for pupils to contribute to the lesson. Sometimes in mathematics lessons, teachers make insufficient use of resources to support pupils' learning, although generally teachers make good use of resources.

### *Assessing pupils' progress*

19. The verbal feedback given by teachers to pupils on their progress during lessons is good. Teachers use appropriate strategies during lessons to assess pupils' grasp of the learning objectives and there are clear whole-school expectations for how teachers record day-to-day planning and assessment. This information is used satisfactorily in English and mathematics in planning the next steps in learning. However, in science, it is still not used enough to plan for individual pupils or groups of different abilities and often there is insufficient challenge for the higher-attaining pupils. In English and mathematics, pupils have individual learning targets which are useful in helping pupils know what they need to learn next. Teachers are conscientious in their marking of pupils' work. In English, when marking work, teachers often offer helpful comments so that pupils know how they can improve. In other subjects, marking does not indicate sufficiently to pupils' ways of improving their work.
20. Assessment in the Foundation Stage is good. Staff know the children very well and good assessment records help the teacher plan for the next step in learning for individuals and groups of different abilities. Assessment procedures in Years 1 to 6 have improved since the last inspection, when they were judged to be unsatisfactory.
21. Assessment arrangements over the long term are satisfactory in English and mathematics. The school has sound systems for tracking pupils' progress against national benchmarks, using optional national tests at the end of each year. However, the school does not have in place effective interim checks on progress in English and mathematics. In other subjects, there are agreed procedures for monitoring and recording the performance of pupils, with teachers undertaking two assessments each term. However, teachers do not assess against nationally-agreed criteria and so the school is unable to give a clear view of how well their pupils are doing, compared with standards nationally. The school makes sound use of test data to, for example, analyse the performance of different groups in English and mathematics but does not undertake effective analysis of pupils' performance in these tests to inform future planning.

## **The curriculum**

**The curriculum provides a good range of opportunities** which contribute well to pupils' learning and achievement. The school is well provided with teachers and learning support assistants to ensure effective support for all pupils. There are some limitations imposed by the site and buildings. However, the staff work hard to overcome these shortcomings and the proposed building programme promises better facilities in the future.

## **Main strengths and weaknesses**

- The school provides a good range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of all pupils.
- This is an inclusive school committed to ensuring individuals and groups have equality of access and opportunity.
- There is good provision for pupils with special educational needs.
- There is a good range of after school activities.
- Teachers make good connections between subjects to make learning relevant and interesting.
- There is a good match of staff to the curriculum but the accommodation is unsatisfactory.

## **Commentary**

### *Planning of Work*

22. The school provides a good curriculum in the Foundation Stage. The curriculum is well planned and is based appropriately on national guidelines. Staff plan a wide range of interesting activities which are well matched to the children's learning needs. However, opportunities for improving the curriculum further are restricted by an inadequate enclosed outside area.
23. The planning of the curriculum for pupils in Years 1 to 6 enables most pupils to achieve well. The curriculum is broad and balanced, meets statutory requirements and provides a rich learning experience that prepares pupils well for the next stage of their education. Provision for music and design and technology was unsatisfactory at the last inspection but is now good for music and satisfactory for design and technology. The curriculum is enhanced by the teaching of French as an additional subject in Years 3 to 6 and a good range of extra-curricular activities. The strong Catholic ethos of the school underpins the good opportunities for pupils' personal development.
24. The school places appropriate emphasis on English and mathematics. Teachers use the national strategies for literacy and numeracy well as the basis for planning their lessons in these subjects. Pupils use their literacy skills well in other subjects and the curriculum provides pupils with purposeful opportunities to develop their skills in reading, writing and speaking and listening. Numeracy skills are developed and employed soundly in other subjects. Planning for other subjects is mostly based on the nationally-recommended guidance and the school has made a good start in tailoring this guidance to meet the needs of the school. A strength of the curriculum is the way teachers plan work to help pupils see connections across subjects. Cross-curricular links are evident in the work of most year groups. For example, there are many examples of good practice in linking art and design with the humanities. Teachers use ICT effectively to support pupils' learning in other subjects. For example, Year 4 pupils' production of a Victorian newspaper brings together their knowledge of history and their skills in English and ICT.
25. The school improvement plan provides a useful long-term strategic plan for curriculum development. There is a good process of curriculum monitoring by subject co-ordinators. However, the impact of this on pupil achievement is not usefully evaluated as most co-ordinators do not monitor standards.

### *Extra-curricular activities*

26. The school provides a good range of after school clubs, including dance, African drumming, computer club, several music clubs and competitive sporting fixtures with neighbouring schools. The school dance club received the Schools Extra award in 2002 and 2003. The annual residential visit for Years 6 and events such as the workshop day with Sadlers Wells Dance Group, Gaelic Football, the Children's Conference at the Albany Theatre, Art Day and the visit of Splat Circus Workshop, along with day trips to places such as Hampton Court and the Museum of Childhood, enrich the curriculum and help to bring it alive.

### *Inclusion*

27. The school's strong commitment to ensuring equality of access and opportunity for all its pupils is achieved by active intervention through good teaching supported by the co-ordinator for special educational needs, other support teachers and learning support assistants. Provision for pupils with special educational needs and with English as an additional language is good. All pupils on the special needs register have individual action plans highlighting their individual needs, which are regularly reviewed. There is good monitoring of the performance of different ethnic groups in national tests. These pupils have access to the same curriculum as their peers.

### *Resources and Accommodation*

28. The match of teachers and learning support staff to the curriculum is good. There are sufficient additional staff to assist class teachers in providing effective support for the pupils' individual learning needs. Resources to meet the needs of the curriculum are at least adequate in all subjects. Resources for literacy, numeracy, science, and design and technology have all been improved significantly since the last inspection. Provision for pupils with special educational needs is well resourced to enable staff to teach these pupils effectively.
29. Accommodation is unsatisfactory. There is no ICT suite or school library and very limited space for group work outside classrooms. There is no outside grassed area for physical education, the playground is too small for mini-games and the enclosed outside area for children in the Foundation Stage is less than satisfactory. The school is in the middle of a protracted building and improvement programme and whilst this eventually may be of great benefit, there will be continued disruption while this three-year plan is implemented. A new environmental area and outdoor classroom are planned for January 2004. However, the staff work hard to make the best use of inadequate facilities. The school tries to overcome the limitations of its site by arranging a good programme of provision for games through sports coaching by outside agencies such as specialists from Millwall Football Club and for Gaelic Football. The use of laptops enables the school to provide effective teaching of specific ICT skills despite the lack of an ICT suite.

### **Care, guidance and support**

**The systems for the care, welfare, health and safety of pupils are very good.** Pupils have good access to well-informed support and guidance. The school pays very good attention to seeking pupils' views and acting on them.

### **Main strengths and weaknesses**

- Child-protection arrangements and health and safety procedures are very good.
- Pastoral care is very good and pupils receive very good support from staff.
- Pupils know their views matter and their contributions are valued.
- Pupils' personal, social and emotional development is good because pupils are given good opportunities to experience a sense of achievement and develop their self-esteem.
- Pupils with special educational needs and English as an additional language are well supported.

## Commentary

### *Pupils' care, welfare, health and safety*

30. The school breaks down many barriers to learning by establishing trusting and caring relationships between adults and pupils. Child protection procedures are consistent and clear. Staff work as one to promote pupils' welfare and to safeguard them from harm. Pupils know that staff always have time to listen and that no adult in school would dismiss or ignore an issue brought to them. Attendance records and incidences of unusual behaviour are closely monitored by staff who are alert to the possibility that a child may be trying to communicate anxiety, distress or concern. Staff know and follow all the correct procedures on all issues related to child protection.
31. Procedures for first aid are very good. A good number of staff are fully trained in the provision of first aid and all are aware of what to do in the event of an emergency. Parents are kept properly informed of all matters related to the health and well-being of their children at school. Entries in the accident and injury book are kept up to date and good account is taken of the number of incidents when assessing potential risks around the school. This is good practice. However, the school lacks adequate facilities for treating pupils in comfort and privacy.
32. The school recognises that all adults in school have a very important role in combating racism and intolerance between individuals and groups of pupils. Positive role models for pupils to emulate are manifested in governors, staff, visitors and the pupils themselves. Pupils are quick to list the visitors in school who have impressed them, highlighting the advice given by a hygienist and the warnings given by a rail safety officer.

### *Involving pupils*

33. The school involve its pupils well in helping shape the future of the school. Pupils from all year groups have a good insight into the principles of democracy. They see their elected school councillors instigate change by taking on board their suggestions for school improvement. The good range of learning opportunities, school trips and after-school clubs successfully deliver the message that school counts and it is a good place to be. Pupils develop a worthy sense of equality and justice in their dealings with the school and with each other, helping them work and play collaboratively.

### *Support and advice*

34. The school capitalises on the pupils' willingness to improve by providing high quality professional mentoring support that successfully helps those who need it to gain confidence in their own abilities. All staff contribute strongly to the care, guidance and support of all pupils, including those with special educational needs and those with English as an additional language, helping them to achieve well. There are good processes in place for identifying pupils' educational needs and this information is then used to target support and ensure that individual needs are met. Individual education plans identify levels of support from the special educational needs co-ordinator (Senco), teachers and learning support assistants. Learning support assistants provide effective support and work in collaboration with, and under the guidance of, the Senco and class teachers. Additional staff work collaboratively with the Senco and class teachers to provide effective support for pupils with English as an additional language. There is also appropriate involvement of outside agencies.

## Partnership with parents, other schools and the community

**Links with parents** and the local community overall are **very good**. Parents have **very positive views of the school** and support well their children's learning at home and school. Links with other schools are **good**.



## Main strengths and weaknesses

- The range of information provided to parents is very good.
- Staff are keen to work in partnership with parents and others to influence pupils' lives outside the school, at home and in the community.
- Staff listen to parents' concerns and are keen to support them.
- Parents are very happy with the school and what it provides for their children.
- Parents make a good contribution to their children's learning at home and at school.
- Links with the local community enrich and strengthen the curriculum.

## Commentary

35. The school has established a very good range of ways to reach out to parents, to inform and to involve them in their children's education. Links with parents start on a secure footing. Staff make home visits and parents find out about the expectations the school has for their children. Children start school relating easily to their teachers and, as a result, parents have trust and confidence in what the school provides. Parents indicate their high levels of satisfaction with the school.
36. Friendly staff provide open and honest opportunities for parents to help their children make better progress in their learning. They promote constructive dialogue by seizing the opportunity to pass on information, answer queries or deal with concerns before they escalate into problems. Effective liaison with parents, particularly those whose children need extra support, underpins the good teaching in school. Parents are appreciative of the work of the school in identifying their child's special educational need and planning and providing support. Teachers make every effort to speak to parents or to catch up with them in the playground, particularly those parents who are not often in school. Reports on the pupils' progress over the year are very good and written in a way that makes it clear to parents and pupils alike what the pupil needs to do to improve. *"Remember that you are responsible for giving homework in on time"* is one such example. Parents appreciate this helpful style of reporting.
37. The dedication of parents towards their children's success is evident in the way they respond positively to the very good opportunities they are given to work in partnership with the school. Many parents involve themselves with their children's learning by encouraging numeracy, reading, spelling and independent research at home. Parents have responded well to the school's firm rules on attendance. They give good support on all occasions that directly involve their children, such as assemblies, concerts and consultation evenings.
38. The school is good at identifying and encouraging people in the local community who have the skills and expertise to add to pupils' learning to visit the school or to contribute to its charitable work. One result of the good links with other schools is the literacy work carried out by Year 2 pupils who exchange letters with their pen-pals in a nearby school. A particularly well-designed website provides detailed and accessible information about the school to the wider community. The school works closely with further education colleges to provide curriculum training for students, who in turn give general assistance in a number of classes.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. **The headteacher provides very good leadership** and there is good teamwork between staff and governors. **The governance of the school is good**. The school is **well managed**, uses its resources well and gives **good value for money**.

## Main strengths and weaknesses

- The headteacher provides very positive leadership to the school community.

- Teamwork is good with all staff working well together for the benefit of the pupils.
- Commitment to inclusion is very good.
- An effective governing body provides good support to the school.
- Provision for pupils with special educational needs and with English as an additional language is well managed.
- Performance management is well established and the school's programme for support and monitoring of teaching and learning is highly effective.
- Strategic planning is good but ways of evaluating how well the school is doing need to be strengthened.
- Resources, including finance, are managed well.
- Co-ordinators manage their subjects at least satisfactorily but in subjects other than English and mathematics do not have a clear view of how well pupils are doing.

## **Commentary**

### *Leadership*

39. The headteacher gives the school a very clear sense of direction. She has high aspirations for pupils in terms of both their personal and academic development. She is a strong and very effective leader and her high expectations are a significant factor in promoting the very positive ethos of the school. Parents and pupils appreciate the family atmosphere, the warm and harmonious relationships and the Christian values and beliefs that pervade all aspects of the life of the school. The school shows good commitment to raising standards and the headteacher embraces national and local initiatives that are believed to benefit the pupils. Development planning is good because it is a good tool for improvement, giving school a clear set of priorities and planned actions. The school systematically implemented its action plan from the last inspection and inspection evidence confirms that it has made good progress in addressing the previous weaknesses.
40. All pupils are equally valued. The headteacher and staff know all the pupils individually and there is clear commitment to supporting and promoting the well-being of all, identifying and supporting the learning needs of different groups and ensuring that the more vulnerable are well looked after. Provision for pupils with special educational needs and with English as an additional language is well led and managed. The performances of different ethnic groups is monitored well.
41. Curriculum leadership has improved since the last inspection. The school provides good support to enable staff to fulfil their subject management responsibilities. The deputy headteacher has overall responsibility for overseeing the curriculum and she monitors teachers' planning effectively. Staff with subject responsibilities are developing their roles but not all with the same degree of effectiveness. The English and ICT co-ordinators provide very good leadership, and management of other subjects is satisfactory. Although there are appropriate procedures for them to monitor provision, most do not have a clear view of how well pupils are doing compared with those nationally.

### *Management*

42. The school is well managed and runs smoothly. Teamwork is good with all staff working well together for the benefit of the pupils. The headteacher delegates responsibilities effectively and this leads to the good development of staff. Staff are also supported by well-established procedures for reviewing the effectiveness of their work. Performance management procedures are well established and conducted in a climate of support and development. In consequence, there is effective management of key areas in the school and the quality of teaching and learning shows substantial improvement since the last inspection.

43. The school has a number of effective procedures to monitor its work but more could be done to evaluate the school's effectiveness and assess standards. Procedures to monitor the performance of teachers are good. There are effective procedures for analysing the school's performance in English and mathematics. While the school has sound procedures to review progress on its development plan, there are insufficient attempts to link this to the impact on provision or standards. There is no formal review of the success or otherwise of action plans to help inform the next stage of development planning. Subject development plans are sound but are not based on any formal review of current levels of provision and in many subjects, co-ordinators' knowledge of standards is not informed by appropriate assessment information.
44. The management of the school's finances is good. Financial decisions are based on clear criteria in keeping with the priorities identified by the school. The school budget is put together through a thorough process of consultation, and expenditure is carefully monitored. The finance committee has a good grasp of the principles of best value and applies them well. The school gives good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	685,709	Balance from previous year	-917
Total expenditure	661,795	Balance carried forward to the next	22,994
Expenditure per pupil	3,325		

## Governance

45. The governing body make an effective contribution to the work of the school because:
- There are many long-serving members of the governing body with a keen interest in the school.
  - Governors have very good relationships with the staff in the school.
  - The work of the governing body is very well directed by the chair of governors.
  - The governing body conducts much of its business efficiently.
  - There are clear procedures to monitor what happens in school and to ensure that statutory responsibilities are met.
46. The chair of governors supports the headteacher very well and provides appropriate levels of challenge. Other governors are very supportive and have a good understanding of the school's strengths and areas for development. They play a purposeful and effective role in shaping the direction of the school, in monitoring its work and in challenging and supporting the management of the school. There is clear evidence of strong and of substantial involvement in the development of the school - in forward planning and decision and policy-making. For example, regular formal visits with established reporting-back arrangements supplement the many informal visits made by governors. Progress on the school improvement plan is monitored by governors but there is no formal evaluation of the impact of this plan to inform the drafting of the next one.

### *The impact of unsatisfactory accommodation on pupils' learning*

47. Teachers make good use of the available space and do their best to compensate for the deficiencies in the accommodation; for example, the lack of a library and ICT suite has not held back pupils from reaching good standards in reading and ICT skills. Good displays make classrooms and corridors attractive but limited spaces in classrooms make some practical aspects of the curriculum more difficult. Limited outdoor facilities hinder the physical

development of the children in Reception and the outdoor aspects of the physical education curriculum for pupils. The governors and headteacher have worked hard to improve the buildings and two further building phases are planned, with the result that the school faces two further periods of disruption.

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

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

**Provision for children in the Reception class is good** as it was at the last inspection. However, there has been good improvement in provision for personal, social and emotional development, which is now very good. **The quality of teaching is good overall.**

The children enter the Reception class in September or January, according to their age. At the time of the inspection, only 16 pupils were attending. The majority of children have attended some form of pre-school provision. Standards on entry are below national averages and because the teaching is good, all children achieve well. Most children are on line to attain national average standards by the end of the Reception year. The curriculum is appropriately planned to provide a wide range of interesting activities, which are well matched to the children's needs. All adults set excellent role models for the children and manage them well. The staff work well together as a team to promote good learning and monitor the children's progress. There is good preparation for transfer to Year 1 near the end of the Reception year.

The resources and indoor accommodation are satisfactory but outside facilities are unsatisfactory due to the cramped designated space for the Reception class. Resources are satisfactory for indoor and outdoor activities, but there is limited storage space. The teachers make the very best use of the space available, with attractive displays and a wide range of activities on offer to promote good learning.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The very good relationships between adults and children help every child to feel secure.
- The organisation and planning of the curriculum help children to develop independence and work and play well together.
- The school's positive ethos helps children from diverse multi-ethnic backgrounds to feel valued and develop high self-esteem.

### **Commentary**

48. Children settle well into school and soon make very good progress because of the good teaching. Most children are on line to attain expected levels by the end of the reception year.
49. The staff know every child very well and take every opportunity to speak and listen to children, offering good affirmation and encouragement. This leads to trusting relationships and helps the children succeed. Well-established routines and consistent expectations from teachers and other adults help the children feel secure, quickly learning the correct way to behave. The excellent teamwork of the adults gives the children superb role models for treating people with courtesy and respect and for a positive attitude to work. Good planning ensures that children have opportunities to work in different ways, sometimes independently and sometimes in groups, with differing levels of adult intervention, so children can take turns and work harmoniously with others. Staff's high expectations encourage children to persevere with difficult tasks, for example, dressing and undressing independently for physical education. The children are friendly with one another and visitors and interact with others well. The diverse multicultural backgrounds of the children is celebrated by teachers, for example, by learning a lively song from Ghana, the children learn to treat the values and cultures of others with respect. The majority of children show interest in what they are doing, concentrate well even

when not directly supervised, and are eager to learn. They take a pride in their work and put up their hands when answering a question and are able to seek help when required.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children are given lots of opportunity throughout the curriculum to develop their vocabulary, listening skills, expression and understanding as well as their reading and writing skills.

### **Commentary**

50. Children demonstrate good achievement within their first term in school. They enter school with standards below national averages but the majority of children are on course to meet the expectations in this area of learning by the end of the year. Most pupils are articulate, listen well, show enjoyment in looking at books and listening to stories and are beginning to read and write.
51. Children make good progress as a result of good teaching and the many opportunities they are given to talk and listen. Staff take every opportunity to develop children's vocabulary through effective questioning and insistence that children listen to the contributions of others. For example, when children were playing in the role-play area, designed as a hospital, the class teacher and teaching assistant took turns in role-playing with the pupils so that they had to think, and choose appropriate words to describe what they were doing. Relationships are very good so children have the confidence to talk and all adults are genuinely interested in what the children have to say. Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the "Bear Hunt " big book, the children listened with rapt attention and had lots of suggestions to offer when invited to predict what would happen next. They were able to identify initial letters and recall the order of events in the story. When given free choice, many children choose to select a book from the book box and settle themselves comfortably on cushions or on the carpet. There are readily available writing materials so that children can spontaneously practise their skills, such as labels and paper in the "hospital" for children to write letters, prescriptions and notes. There is a good emphasis on the recognition of sounds to help children learn to read and write. Good assessment records help the teacher plan for the next step in learning for individuals and groups of different abilities. Good extra support is offered to those pupils who have special educational needs and who have English as a second language. The children have a reading bag and take books home to share with parents.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good, with good directed questioning to challenge children of different abilities.
- The curriculum is well planned with a wide range of activities to help children learn number skills through play and investigations.

### **Commentary**

52. The achievement of children in their first term in school is good because of good teaching and learning. Most children are on line to meet the expectations in this area of learning by the end of the year. Numeracy lessons are well planned with a good variety of interesting activities to help

children gain good understanding in mathematical thinking. For example, a number line and spotted cards were well used to help pupils understand the relationship between the numeral and the amount it represents. Teachers' good questioning challenges the more able children. Staff work well with groups of different abilities, ensuring that all children make good progress. For example, two able pupils were able to use an attractive computer program with minimal adult help, carrying out simple addition and number bonds to ten, whilst a group of less able pupils hunted in the sand tray to find plastic numerals and order them correctly. Rhymes and games are also used to ensure that mathematics is fun. The outdoor space is well used to encourage number and shape recognition. Conkers and other items are well used to encourage counting. Very little written recording is done at this stage, but the more able pupils use a work book in which they form numerals correctly and are beginning to carry out simple addition and subtraction.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good provision for multicultural education helps children celebrate their own and different cultures.
- ICT is well used across the curriculum to support learning.

### **Commentary**

53. Children achieve well and most children are on line to attain the expected level by the end of the year because of good teaching. Good learning takes place through carefully-planned exploration and play as well as through story and instruction. For example, the current class book, "Bear Hunt", also provides the stimulus for children to plan and draw simple routes with crayons and use programmable toys to follow routes. Good questioning enables children to look closely at similarities and differences, patterns and change during their play with sand, water, growing things, and play with construction toys. The school has good photographic evidence of a wide range of activities undertaken over the past year such as children investigating how spiders move in their webs and tasting tropical fruits. Special topics such as the food tasting during the school's multicultural week help children begin to gain an awareness of the cultures and beliefs of others.

## **PHYSICAL DEVELOPMENT**

The provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The restricted space available for a designated outdoor area limits the range of activities, particularly for the development of movement and physical co-ordination.

### **Commentary**

54. The children achieve well in most aspects of this area of learning, despite the limitations of the outdoor facilities, because teaching is good and staff make the best use of the available space. Good planning and teamwork ensure that children have many opportunities to develop skills in movement plus a sense of space and body awareness. For example, the teaching assistant supervised a small group using the large-scale play equipment outside, whilst the class teacher worked with the rest of the children indoors. In this way, children can safely use the climbing apparatus and show increasing control in climbing, scrambling and jumping. In whole class lessons in the playground or hall, the teacher and teaching assistant encourage good

development of ball skills, with good instruction and guidance on how to develop control in rolling and catching. Within the classroom there are good opportunities provided for children to develop a sense of space as they are encouraged to move carefully and show respect for other children's personal space. There are lots of toys and games and simple tools, which help children develop manipulative skills. Most children handle tools, pencils, crayons and small construction toys with good control and are on line to achieve the expected level at the end of the Reception year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Role-play gives children good opportunities to develop their imagination as well as supporting the development of their personal and social skills.
- In music, most children have already attained the expected level for the end of the reception year.

### **Commentary**

55. Pupils achieve well and are in line to reach and in some areas exceed expected standards by the end of the Reception Year. Good teaching and deployment of staff, with good classroom organisation, ensure that children have opportunities to explore different materials such as crayons, paint, sand, water and playdoh' every day, learning about texture and colour and experimenting creatively. A variety of large-and small-scale construction toys enable children to use their imagination as well as developing language skills, for example, when the teaching assistant interacted with a group of children building an ambulance from large-scale construction materials. The good teaching in music ensured that the pupils responded with enjoyment and made good progress in their ability to recognise and explore how sounds can be made and changed. The children were able to repeat sound patterns, sing a number of songs from memory and move rhythmically and with enjoyment. Best use is made of the very cramped outdoor space to enrich the children's creative experiences, although the size and shape of this space limits the number of pupils who can benefit from this area at any time.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision in English is **good**.

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

- Standards in speaking, listening and reading are good.
- Standards in writing for many pupils are good.
- The quality of teaching and learning is good and most pupils achieve well.
- Teachers create a wide range of interesting and relevant opportunities for speaking and listening and writing.
- English is well led and managed.
- Inclusion is given high priority and support for pupils with special educational needs is good.
- The school does not have a library.



## Commentary

56. Standards are above average and are higher than at the time of the last inspection. The achievement of all groups is good. There are no significant differences in the performance of boys and girls or between different ethnic groups.
57. The school has consistently maintained above-average results in national tests because of its continuing high expectations of its pupils, good provision and effective support given to all pupils. The school provides a good range of additional support for those pupils who need it. Teaching assistants play a crucial role in supporting the learning of pupils with special educational needs and in working alongside small groups of less able pupils to keep them focused on tasks. Small groups of pupils also receive additional teaching in booster classes to help them achieve their potential. Additional staff work collaboratively with the special needs co-ordinator and class teachers to provide effective support for pupils with English as an additional language. Class teachers provide extension opportunities to challenge the more able.
58. Pupils' speaking and listening skills are good. Teachers provide well-planned opportunities for pupils to talk to others, for example, when working in pairs or in small groups, and also to speak for a wide range of purposes. Pupils are encouraged through the positive ethos of the school to take turns and listen attentively to one another. They are offered lots of opportunities in English and other subjects to share work with each other, developing their listening and speaking skills as they offer ideas, answer questions and justify opinions.
59. Standards in reading, below average on entry to the Reception, improve as pupils progress through the school so that attainment is good by Year 6. Reading lessons are well planned and structured throughout the school and teachers use a good range of strategies to ensure that pupils of all abilities achieve well in lessons. There is a good mixture of whole-class teaching and group work; this enables the more able pupils to develop independence and progress at a good pace. Teachers ensure that pupils read a good range of material, including play scripts, poetry, novels and information books and articles. Pupils enjoy discussing their reading and many pupils enjoy reading for pleasure in their own time. Pupils in Year 2 read with confidence and enjoyment. By Year 6, pupils of all abilities read well in relation to their standard on entry. The proportion of pupils reading above national expectations is high, and those pupils with special educational needs achieve well compared to prior attainment.
60. Standards in writing at the end of Year 6 exceed national expectations. Observations of pupils' writing in lessons and in their books across the school show that most pupils make good progress in writing. The less able pupils and those with special educational needs, whilst reaching standards that are below national expectations, achieve well in relation to their previous attainment. The proportion of pupils attaining above national expectations in writing is high. Boys and girls of above average ability show enthusiasm and commitment to honing their writing skills and all pupils are aware of their personal targets. Handwriting is taught consistently across the school and sometimes the teaching is very good, for example, in Year 4 in which handwriting and spelling were combined to provide an interesting and stimulating lesson investigating the fact that letter patterns do not always make the same sound. By Year 6, the most able and average pupils attain good standards in handwriting, becoming confident in using a neat legible cursive script and developing a personal style.
61. The quality of teaching and learning is good. The recommendations from the National Literacy Strategy are used throughout the school and are adapted where necessary to support effective learning for pupils with special educational needs. Lessons are well planned with good direct teaching, such as the segmenting of words into phonemes in a Year 2 class, the development of strategies to find the best words and phrases for their own work in a poetry lesson in Year 4 and the writing of diaries in the first person and the development of argument to express an explicit point of view in a Year 6 lesson. In good or very good lessons, teachers ensure that activities engage pupils' attention and insist on high standards of behaviour and effort from

every pupil. They challenge the pupils to better their previous best work, reminding them of their targets and encouraging them to achieve high standards of writing. When marking work, teachers offer helpful comments so that pupils know how they can improve. Assessment has improved since the last inspection and is beginning to be used by teachers to inform the next steps in learning for individuals and groups of pupils. Homework is well used to support the development of writing skills.

62. Leadership and management are very good. The knowledgeable and enthusiastic co-ordinator leads by example and is an inspiring teacher, motivating pupils and staff to work hard and produce good results. The co-ordinator has led staff in understanding the importance of motivating pupils to write for a relevant purpose and fulfil the aim of creating communities of readers and writers. Teachers are beginning to use analysed data about pupils' performance and progress in English to identify priorities for development. At present, there is no school library but in other respects the subject is well resourced.

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

63. Pupils use their literacy skills well in other subjects. The school's broad curriculum provides pupils with purposeful opportunities to develop their skills in reading, writing and speaking and listening. For example, in a Year 6 history lesson, pupils discussed what might have happened at the Tudor Court when the ambassadors met Henry VIII. In a Year 3 lesson, pupils were expressing their views on what it was like in an underground station, sheltering from the Blitz in World War 2. The pupils later used these ideas in a piece of extended writing in the first person. Pupils use their word processing skills to publish work such as poetry and stories or to write book reviews.

### **Modern Foreign Language**

The school provides an opportunity for all pupils in Years 3 to 6 pupils to learn French from a specialist teacher. Although only one lesson was observed, it is evident from her file that the teacher plans the lessons well and that they follow a logical sequence. The lesson immersed the pupils in the language and they enjoyed and benefited from the experience. Sometimes the class teacher stays with the class for these lessons and the behaviour of a small number of distracted pupils improves. From the limited evidence available the teaching is judged to be good with satisfactory learning. Standards are in line with expectations and achievement is satisfactory.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- All teaching is at least satisfactory and often good.
- Results in national tests at Year 6 were above average in the three years to 2002 but fell sharply in 2003.
- The monitoring of teaching and learning is well established.
- Although the school undertakes some effective evaluation of performance data, there has been no analysis or evaluation of individuals' responses in the national tests.

#### **Commentary**

64. Standards are average. The achievement of all groups is satisfactory. There are no significant differences in the performance of boys and girls or between different ethnic groups.
65. Results in the national tests in both Years 2 and 6 fell sharply in 2003 to well below the national averages and well below schools with similar intakes. However, results in the three previous

years were above average in Year 6 and broadly average in Year 2. The school's targets indicate that results in next year's tests are likely to be much better than this year. Inspection findings are that the pupils in the current Years 2 and 6 are working within the expected range for their ages. Pupils have sound numeracy skills. By Year 2, most are developing a sound understanding of place value and are confident with numbers to 100. Year 6 pupils have sound grasp of operations with decimals and fractions. Pupils' understanding of shape and measure are appropriate to their ages. The use of ICT has helped pupils achieve well with data handling. For example, pupils in Year 6 use spreadsheets competently and can present data in a variety of graphical forms.

66. Teaching is satisfactory overall. In all the lessons seen, teaching was at least satisfactory and often good. Teachers take appropriate account of the recommendations of the National Numeracy Strategy. Features which have a positive impact on pupils' learning and common to most lessons include:
- very good relationships that foster a positive ethos for learning;
  - careful planning with specific learning objectives and different activities to meet the learning needs of pupils, including extension activities for the more able;
  - good support for pupils with English as an additional language and effective use of assistants to support pupils' learning, especially those with special educational needs; and
  - good emphasis on the use of correct mathematical vocabulary and on good presentation of work.
67. In addition, in the best lessons, teachers:
- use questions well to check pupils' understanding and give opportunities for pupils to explain their answers;
  - start lessons briskly with an effective oral session to develop pupils' mental arithmetic skills;
  - have high expectations of what pupils can do and keep a brisk pace to their learning; and
  - use appropriate strategies to assess pupils' understanding and progress, reinforce learning points and plan next steps in learning.
68. Shortcomings in teaching include:
- insufficient use of resources to support pupils' learning where they find the work difficult;
  - too much talking by the teacher, limiting opportunities for pupils to explain their own answers;
  - weaknesses in managing pupils' learning during group work; and
  - marking that does not indicate to pupils how they might improve.
69. The subject is soundly led. Curriculum planning is secure and a regular pattern of classroom monitoring is in place. Assessment arrangements are satisfactory. The use of optional national tests at the end of each year enables the school to have sound systems in place for tracking pupils' progress against national benchmarks. In addition, teachers undertake two assessments each term to monitor progress. These are useful but as the assessments are not matched to either National Curriculum levels or the key objectives of the National Numeracy Strategy, they do not provide the necessary interim checks on individual progress.
70. The school makes sound use of test data, for example, to analyse the performance of different groups. However, it has not been able to adequately explain the drastic fall in results in 2003 and no analysis or evaluation of pupils' performance in the tests has so far been carried out, although there is evidence to suggest that the cohorts were less academically strong than in previous years and the effect of mobility on small cohort sizes can be significant. Nevertheless, the same groups of pupils did relatively better in English.

## Mathematics across the curriculum

71. Teachers make satisfactory links with other subjects to promote the development of pupils' skills in mathematics. Particularly effective are the links with ICT and geography.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- There is good emphasis on pupils carrying out investigations and experiments in lessons which leads to good learning of skills and understanding.
- Most pupils achieve well as a result of the generally good teaching, particularly of the older pupils.
- In some classes, teachers do not provide sufficient challenge for the higher-attaining pupils.
- There is a lack of effective assessment to identify the next step in learning for individuals and groups of different abilities or to gain an effective overview of standards.

### Commentary

72. Standards are average. Most pupils achieve well, although higher attaining pupils could do better. No differences were observed between the achievement of boys and girls or between different ethnic groups.
73. The results of national tests in Year 6 over the past few years show a decline in standards and in 2003, results fell sharply to well below the national average. Nevertheless, results in 2003 were better than those at the time of the last inspection, and in the three years prior to 2003, results were at least average. Work seen in lessons and the analysis of work completed prior to the inspection indicate that standards are satisfactory overall and that pupils are making at least satisfactory and often good progress. Pupils achieve well in relation to their prior attainment because most pupils enter school with below average understanding of the world about them. By the time they reach the end of Year 2, they attain the expected levels in science. They have been learning about forces this term through good experimental and practical work. They know that the height of a ramp will affect the distance travelled by a toy car and they know how to complete a circuit to light a bulb. All the Year 2 pupils can correctly label a circuit diagram. The more able pupils knew how to add a switch and a second battery to make the light stronger. Pupils in Years 5 and 6 make particularly good progress in understanding the scientific process, asking the question, "Why?". Pupils in the current Year 6 are in line to achieve the expected standards by the end of the year, as a result of the good teaching. By the time they reach Year 6, pupils record work using appropriate tables, graphs and diagrams and all pupils present their work carefully. For example, pupils were able to record their observations of changes in materials that had been burnt and suggest appropriate reasons for the observed changes.
74. In the lessons seen, teaching was good overall, with very good teaching in Year 6. Work in pupils' books indicates that teaching is mainly good in Years 2, 5 and 6 and satisfactory in Years 3 and 4. Teaching methods are often imaginative, engaging the interest and enthusiasm of the pupils and promoting good learning. For example, in a Year 5 lesson, the teacher made effective use of an interactive white board to help pupils understand the relative size of the sun and planets in the solar system. There is good emphasis in all lessons on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. Practical work is well planned and managed by teachers. Pupils are highly motivated by having the opportunity to carry out simple experiments. In lessons where teachers' subject knowledge is secure and planning shows a clear focus, pupils learn well, show interest and enthusiasm for the subject and cooperate well in group work. When teachers challenge the more able pupils

with extension activities, the teaching is good or better. However, planned activities in some classes do not provide sufficient challenge for the higher-attaining pupils. All pupils do the same tasks and this sometimes restricts opportunities for these pupils to achieve even better. Pupils with special educational needs achieve well because of good support from teachers and teaching assistants. Pupils with English as an additional language achieve as well as other pupils.

75. Homework is often used to relate science to everyday life. For example, in one lesson, Year 3 pupils were encouraged to consider the absorbency of paper towels used at home as an extension of their class experiment. Although teachers assess pupils' work against the learning intention of the lesson, this information is not always used to identify the next step in individual pupils' learning. Teachers' marking affirms good effort from pupils but does not always focus on the scientific learning intention to ensure that all pupils achieve good understanding.
76. Management of the subject is satisfactory. Resources for science are sound. The subject co-ordinator offers appropriate support in planning the programme of studies. Improvement since the last inspection is satisfactory. Improvements include:
- An increase in the amount of practical investigations and simple experiments conducted by the pupils.
  - The variety of ways in which pupils record these.
  - ICT is well used to enhance learning.
77. However, there remain some areas in need of further improvement:
- Teachers' assessment of pupils' work has improved since the last inspection but it is still not used enough to plan appropriately for individual pupils or groups of different abilities, particularly the higher attaining pupils; and
  - The school does not analyse standards of attainment in a way that usefully evaluates how well the school is doing.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve well and attain good standards.
- The quality of teaching and learning is good.
- Teachers make good use of ICT to support pupils' learning in other subjects.
- The use of laptops enables the school to provide effective teaching of specific ICT skills despite the lack of an ICT suite.
- There is very good leadership and management of the subject.
- The school's website provides a good resource for learning.
- Teachers do not assess pupils' attainment against nationally agreed criteria and consequently the school does not have a sufficient overview of standards.

### **Commentary**

78. Pupils in Years 4, 5 and 6 achieve well and their competence in ICT is above average. It is not possible to make judgements on standards in other year groups where insufficient use of ICT was observed during the inspection. To compensate for the lack of an ICT suite, the school has a set of laptops with Internet access for use in one classroom with an interactive whiteboard available for whole-class demonstrations. In addition, there are at least two computers in each class. These arrangements help ensure pupils receive their full entitlement. Analysis of pupils' work indicates that they experience the expected range of opportunities to develop their ICT skills in word-processing, graphics, the Internet, data handling and control and modelling. In lessons seen, the majority of pupils used computers confidently and with real

interest. However, although pupils are confident in using the mouse, many lack proficiency in their keyboard skills due to the limited opportunities to practise.

79. Standards have strengthened since the last inspection. The current Year 6 pupils are preparing multimedia presentations and are confident in the use of tools to create illustrations and enter text. Pupils in Years 5 and 6 can collect information, enter data into spreadsheets and databases and represent their results in a variety of graphical forms. Year 5 pupils confidently search the Internet to obtain information for their science work. They understand the need to develop complex searches to reduce the number of potentially useful websites (in one case from 9 million to 16,000 sites) and can write programs of instructions to control the movement of a model car. In their efforts to produce a newspaper, Year 4 pupils show competent word-processing skills, learning how to set their writing out in columns and creating headers.
80. Teaching and learning are good. Teachers plan work well with a good emphasis on developing pupils' skills. Lessons are effective because they build well upon pupils' prior knowledge and learning takes place within a meaningful context. Teachers provide interesting learning opportunities that pupils respond to with enthusiasm. Year 6 pupils enjoyed combining text and graphics and in some cases, movement for the stories they created for a younger audience. Teachers have good subject knowledge and in lessons show good knowledge of the software and confidence with the hardware. For example, they make good use of the interactive whiteboard to demonstrate software procedures and the workings of the internet. In a very good lesson in Year 5, the teacher combined effective questioning and use of the interactive whiteboard to develop pupils' understanding of how to use search engines effectively. Pupils with special educational needs are well supported and the activities are sufficiently challenging for the more able pupils to make good progress. Pupils with English as an additional language make similar progress to other pupils. Teachers have satisfactory arrangements to monitor the performance of pupils. During lessons, they use appropriate strategies to assess pupils' grasp of the main learning points of the lesson so as to plan next steps in learning. Twice-termly, there is an assessment made against key objectives.
81. The subject is very well led and managed by an enthusiastic and knowledgeable co-ordinator. She has done much to develop the school's provision for ICT. That standards are as good as they are is in no small measure due to her expertise and commitment, particularly in view of the absence of an ICT suite. There is a detailed action plan based on the co-ordinator's good understanding of the strengths and weaknesses in provision. However, because teachers do not assess pupils' attainment against nationally-agreed criteria, she is unable to give a clear view of how well pupils are doing compared with standards nationally.
82. A very good feature of the school's provision is its website. It is well organised and laid out, providing a good 'show-case' of pupils' work from each year group. It is also a valuable resource for learning; in one lesson, the teacher retrieved pupils' illustrations for their current work on writing a Victorian newspaper, much to their delight. Pupils were shown how to access their work to download their drawings into their written articles. The website can be visited at [www.st-marymagdalens.lewisham.sch.uk](http://www.st-marymagdalens.lewisham.sch.uk).

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

83. This aspect is promoted strongly and teachers make good use of ICT to support pupils' learning in other subjects. The school provides a good balance between teaching subject-specific skills and applying these skills in relevant contexts. There are many examples of good practice in the samples of work seen, for example in art and design and in the humanities. Year 4 pupils' knowledge of history and their English and ICT skills are developed in the production of a Victorian newspaper. In history, pupils develop their ICT and mathematical skills when producing and then searching a database on the local cemetery. In many lessons, pupils use computers to consolidate numeracy skills. Pupils use ICT to present their findings in science and geography and to create pictures in the style of different artists.

## HUMANITIES

In humanities, it was only possible to observe one lesson in history and two lessons in geography. However, the evidence from portfolios of work carried out over the year and the work seen in samples of pupils' books show that standards are broadly average as they were during the last inspection. Religious education is covered in a Section 23 report.

Provision in history and geography is **satisfactory**.

### Main strengths and weaknesses

- There is good emphasis on teaching specific skills.
- Teachers make good links with other subjects.
- Co-ordinators do not have a sufficient knowledge of overall standards.

### Commentary

84. In **geography**, pupils gradually develop their mapping skills so that by the end of Year 2 they are able to identify main features, such as the River Thames, Blackheath Common and The Dome on a local map and the higher-attaining pupils can use coordinates to locate features. By the time they reach Year 6, pupils can choose appropriate scale maps for different purposes, for example locating the mouth of the River Thames, which was the focus of a recent river study. Pupils in Year 6 use appropriate geographical vocabulary such as 'meander' and 'tributary' to describe particular features of a river. Pupils of all abilities can draw diagrams to explain river deposition and erosion, following their own first-hand investigations. There are good links with other subjects such as ICT with the use of control technology toys to develop mapping skills in Years 1 and 2. and Citizenship where pupils in Year 4 were encouraged to develop personal responsibility for recycling as part of a geography topic on pollution in the environment.
85. In **history**, teachers encourage pupils to develop historical investigative skills by using evidence such as photos, contemporary writing and artefacts. For example, in a Year 3 lesson on evacuees in World War 2, the teacher included a photo of a black family of refugees, helping the pupils in the class from black ethnic minority groups develop empathy and relate to the evacuation experience.
86. Teachers maintain records of pupils' achievements against the learning intentions but this information is not being used consistently by all teachers to plan the next step for the learning of individual or groups of pupils of different abilities. Subject co-ordinators have started to monitor their subjects through some lesson observation and looking at samples of their work. This has not been rigorous enough to provide sufficient information about standards or to identify ways in which standards might be raised in these subjects.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. A total of seven lessons were observed in this curriculum area: three in art and design, two in music and one each in physical education and design and technology. Further evidence was gained from teachers' records and planning and from discussions with pupils and subject leaders. The analysis of pupils' work in the current year and of photographic and portfolio evidence from the previous years, in addition to work on display in the school, provides additional evidence of standards in design and technology and art and design. Supplementary evidence from assemblies, instrumental teaching, enrichment experiences and out-of-lesson and extra-curricular activities enables a judgement on standards in music to be made. In physical education, there was insufficient evidence to make a judgement on standards.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Pupils achieve well and reach good standards.
- The quality of teaching and learning is good.
- An extensive range of extra-curricular opportunities greatly enhances provision.
- Links to other subjects are not well established.
- The subject is well managed and led.
- There is a need to further develop assessment arrangements.

### Commentary

88. The school has made a good improvement in provision for music since the last inspection and the good standards compare favourably to those reported then. The co-ordinator is new and teaches music to all classes throughout the school. She is already consolidating and building effectively on previous good practice.
89. The scheme of work from Reception to Year 6 is well established and includes opportunities for appraising music, composition, singing and playing musical instruments. Class lessons focus on rhythm, pitch, and dynamics. The co-ordinator provides non-contact time for class teachers during music lessons but some remain in the lesson in a supportive capacity. The co-ordinator's vision is to bring music to the pupils which they can enjoy and use to enhance their lives. Links to other areas of the curriculum, including ICT, are at a developmental stage.
90. Teaching and learning are good and pupils achieve well. Lessons are well planned and structured. The teacher makes effective use of the available resources and, with good opportunities for pupils to practise and improve their skills, this has a positive effect on pupils' achievement. Pupils enjoy their lessons and are enthusiastic and respond well. Pupils build on their skills in assemblies, hymn practice, and in performances and concerts for their parents and in the locality.
91. Younger pupils can clap and play rhythmic patterns accurately. They use tuned and untuned percussion instruments with control and confidence. Older pupils play recorders to a high standard, reading musical notation from a score. Standards in singing in the lessons are good; pupils sing tunefully in unison and in parts with control of pitch and a sense of musical expression. They introduce percussion and other instruments when appropriate, guided by the teacher. In hymn practice, the headteacher supervises the pupils whilst a volunteer adult specialist teaches them by modelling the tune and lyrics and providing accompaniment on the piano. This is very effective and results in a high standard of singing which complements the Catholic ethos of the school.
92. The school gives the subject high priority and a significant strength of its provision is the range and quality of out-of-lesson and extra-curricular opportunities. Peripatetic teachers of music and other musicians are involved in these lessons. There are many opportunities for pupils to learn a range of musical instruments including strings, brass, recorder, drums and piano and a high percentage of pupils benefit from this. Current assessment practices do not provide sufficient information on pupil progress and attainment. Resources are adequate overall but the range of 'child-friendly' instruments for pupils in Years 1 and 2 is inadequate.



## Design and technology

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

### Main strengths and weaknesses

- Pupils' achievement is satisfactory and standards seen are in line with expectations.
- The quality of teaching and learning is good.
- Assessment arrangements are underdeveloped and there is a lack of critical evaluation of standards.

### Commentary

93. Standards of work seen are similar to those normally found. Pupils' skills at designing and making are satisfactory although there is insufficient evidence to judge their skills at evaluating. The school has improved on the unsatisfactory standards reported in the last inspection.
94. The school has improved its provision since the last inspection. The curriculum is better and appropriate assignments are designated for each year group for each term to ensure that pupils now have appropriate experiences of designing and making a range of products. Teachers' planning has improved and is based on the nationally recommended scheme of work. The lesson seen was good; it had a clear focus and stimulating activities. Pupils were well motivated. The teacher and learning support assistant supported all pupils' learning well, enabling them to achieve success in meeting the learning objective of the lesson. The use of ICT applications was good. Pupils are encouraged to focus on the whole design process rather than the outcome and this is a positive development. Now pupils need to be taught how to be more evaluative.
95. The management of the subject has improved and is now sound. The co-ordinator re-assures and advises teachers and support staff in approaches to teaching and this has a positive effect. Design and technology is linked with several other subjects, including art and design, ICT and history. Although this is good, care needs to be taken to ensure that the design and technology process is not lost in a myriad of curriculum links. At present, assessment is informal and procedures for monitoring pupils' progress are not well enough established.

## Art and design

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

### Main strengths and weaknesses

- Pupils achieve well and there are examples of good quality work.
- The quality of teaching and learning is good.
- There are good links with other subjects.
- The subject is well managed and led.
- Resources are good and well organised.
- Assessment is underdeveloped.

### Commentary

96. The school has built upon the sound standards reported in the last inspection in the quality of work produced, the range of assignments and in the way in which the pupils tackle the work. Standards of work are at least in line with expectations and there are examples of good quality work. Pupils have a good understanding of the work of a number of artists. Standards in painting are satisfactory and pupils have a sound understanding of tone, texture and shade and demonstrate this in their sketchbooks.

97. Teaching and learning are good. Pupils experience an appropriate range of media to develop their skills. Teachers make good use of sketchbooks to enable pupils to experiment and practise various techniques and record observations. This is an improvement since the last inspection. Teachers link work in art effectively with other subjects. For example, Year 1 pupils attempt to mix primary colours to match the colours of autumn leaves, linking with their science work. Year 3 pupils experiment with techniques in the style of Henry Moore, linked to their World War 2 project. Year 6 pupils in their Tudor art with reference to Holbein use still life, distortion and collage techniques effectively. Some pupils reproduce their Tudor patterns on the computer with pleasing results.
98. A special 'Art and Design' day held each term, involving the whole school, provides good opportunities for pupils to improve their art techniques, using a range of material and media. Teachers make some use of ICT to support pupils' learning. There are many good displays around the school, including a good representation of pupils' artwork.
99. The subject is managed well. Planning guidance is sound and helps ensure a broad and balanced curriculum. The co-ordinator monitors teaching and provides written and verbal feedback as part of performance management. This is helping to raise teachers' confidence in the subject and this is also an improvement on the previous inspection. Procedures for monitoring pupils' attainment and progress are not sufficiently established. The co-ordinator has put together a useful portfolio of annotated pupils' work but there is a lack of critical evaluation of overall standards.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The school makes good use of outside expertise to support pupils' learning.
- Deficiencies in outdoor facilities limit pupils' progress.

### **Commentary**

100. The school does not have access to grass areas for outdoor games and the size of the available hard surface area is too small. Whilst pupils can practise specific games skills in the playground, their progress in applying these in mini-games situations is hampered because only half a class can participate at any one time. The school works hard to overcome these restrictions. Good use is made of outside providers to give specialist training in football, Gaelic football (very popular with pupils) and dance. There is a good-sized hall suitable for gymnastics and dance. Provision is further enhanced by offering opportunities to participate in competitive sport, extra-curricular activities, swimming in Year 4 and residential trips in Year 6. From viewing planning and from discussions, it is clear that all strands of the subject are regularly taught but that assessment arrangements are underdeveloped.

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

No lessons were seen and so no judgements are made about overall provision.

### **Commentary**

101. Most of the work on personal, social and health education is taught through other subjects such as religious education, science, history and English. All teachers offer regular "Circle Time", enabling pupils to discuss issues relating to personal and social education. The School Council provides pupils with good opportunities to develop first-hand understanding of democracy at work. The school's programme for personal, social and health education helps pupils understand basic rules to remain safe and healthy, for example, by learning about good

dental hygiene and healthy eating. It is well supported by visits from outside agencies such as a nurse for sex education in Year 6, police and anti-drugs teachers. However, it would be helpful to produce a framework to show how all the strands of this complex aspect of the curriculum are integrated into other subjects. This would also help senior staff monitor the provision more rigorously.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
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	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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