

INSPECTION REPORT

ST PAUL'S WHITECHAPEL C OF E PRIMARY SCHOOL

London

LEA area: Tower Hamlets

Unique reference number: 100959

Headteacher: Mr Terry Bennett

Lead inspector: Mr J Donnelly

Dates of inspection: 13th – 15th October 2003

Inspection number: 257925

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Wellclose Square London
Postcode:	E1 8HY
Telephone number:	(0207) 480 6581
Fax number:	(0207) 702 3426
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Cattell
Date of previous inspection:	10 th December 2001

CHARACTERISTICS OF THE SCHOOL

St Paul's Church of England School caters for pupils aged three to 11. It is situated in Whitechapel, London, close to Tower Bridge. The area is one of unfavourable social and economic conditions. This is a one form entry school and with 200 pupils on roll and is close to the average sized primary school nationally. The school has similar numbers of boys and girls on roll. Attainment on entry to Year 1 is below the national average. There are 122 pupils with English as an additional language, 86 are at the early stage of English language acquisition which is very high in comparison with all schools nationally. The main languages spoken at home are Sylhetti and Urdu. The majority of pupils come from Asian or Asian British heritage with small proportions from other ethnic backgrounds, including European, African and Indian. The number of pupils eligible for free school meals is very high. The number of pupils entering and leaving the school other than at the normal times is high. There are many pupils (27 per cent) with special educational needs; this figure is above national averages. The 2003 English national test papers for Year 6 pupils were lost due to an administrative error and no fault of the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Mathematics History Information and communication technology Physical education
9173	S McDermott	Lay inspector	
20560	P Adams	Team inspector	English Geography
8440	S Beaumont	Team inspector	Art and design Design and technology Provision for pupils with special educational needs
3574	K Singh	Team inspector	Science Music Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Paul's is an effective school. All pupils achieve **well** as a result of good teaching and learning. Standards are average overall. The leadership and management of the school are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils' achievement in English, mathematics and science is good.
- Standards in physical education are above average overall. Pupils with special educational needs and those with English as an additional language achieve well as a result of good teaching.
- Provision in the Nursery and Reception classes is good.
- Teaching and learning are good overall and very good in Years 4, 5 and 6.
- Pupils' social, moral and personal development overall are good.
- The relationship between staff and pupils is very good.
- Pupils are not always sufficiently involved in taking responsibility for their learning.
- Planning in subjects such as geography lacks rigour as does the homework set.
- Pupils' attendance is too low.
- Gifted and talented pupils are not yet fully identified.

How the school has changed since its last inspection

Since the previous inspection in November 2001, the school has made **good progress**. The provision for English, mathematics and science has improved from unsatisfactory to good, as has the provision for English as an additional language. The headteacher and key staff have successfully addressed the weaknesses and issues identified in the previous report.

STANDARDS ACHIEVED

The achievement of pupils during their time at school is good. The overall provision for children in the Nursery and Reception classes is good and has improved since the last inspection. By the end of the Reception year, children's standards are in line with the expected levels from a low starting point and they achieve well in all areas of learning. This current group of children is not typical of recent groups entering Year 1.

By the end of Year 2 achievement is satisfactory and this is built upon until the end of Year 6. Achievement is good overall as a result of effective teaching in Years 4, 5 and 6.

Standards attained at the end of Year 2 and Year 6 in the 2002 national tests were below the national average but above those for similar schools. Standards overall in the 2003 unpublished national tests are better. This is an improving picture. Standards in the pupils' work and in lessons are also average. Of the 2003 Year 6 cohort only 40 per cent of pupils were in the school four years earlier, in Year 2. This is very high mobility. Those pupils who join the school during Years 2 to 6 are often pupils with little spoken English at home. These pupils achieve well from a low baseline.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	A	D	A
mathematics	D	E	D	B
science	E	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' attendance and punctuality are unsatisfactory. The pupils behave well and have good attitudes to their learning. Their spiritual, moral and social and cultural development are good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching is good, and as a result pupils learn well. The teaching in Years 3 to 6 is better than it is in Years 1 to 2, with more good and very good teaching. The best teaching is in the core subjects of English, mathematics and science, and in physical education. Teaching in the Nursery and Reception classes is good. Because of this, children enjoy learning and start to acquire basic skills of literacy, numeracy and personal and social development effectively.

The quality of care and guidance given to pupils is good. The curriculum provided is satisfactory. The school makes good provision for the welfare, health and safety of pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are good. The leadership of the headteacher is very good.

The governors, senior managers and subject leaders have a good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching even further. Teamwork and collaboration between staff are at a high level.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school's partnership with parents is good. Parents feel the pupils are very well prepared for the next stage of their learning.

The pupils have very positive views of the school. They are particularly enthusiastic about the clubs before, during and after school.

IMPROVEMENTS NEEDED

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

- Involve pupils more in their evaluation of their learning.
- Improve the quality of planning for subjects other than English, mathematics and science.
- Develop a clear strategy for gifted and talented pupils, so they can contribute more fully.
- Improve pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement throughout the school is good.

Main strengths and weaknesses

- Pupil achievement is good; pupils of all abilities, gender and ethnicity and those learning English as an additional language achieve well in English, mathematics and science by the end of Year 6.
- Standards in the national tests at the end of Year 6 in English and mathematics have improved over the past two years and in 2002 were just below the national average. Results in the unpublished 2003 tests were higher.
- Current standards of work in Year 6 are close to those normally expected in English, mathematics and science. Challenging targets are set.
- In Years 1 and 2, pupils achieve well in reading, writing, and mathematics, but many do not attain the average standard in the national tests.
- In the Nursery and Reception classes all children achieve well given their very low levels of attainment on entry.

Commentary

1. Achievement is good in the Nursery, Reception and Years 1 and 2; it is very good in Years 3 to 6. Standards in the core subjects of English, mathematics and science were below the national average at the end of Year 2 in 2002 and below the national average at the end of Year 6. There is no consistent difference between the test results of boys and girls. Pupils learning English as an additional language achieve well and in tests many attain the national average. The achievement of Bangladeshi pupils has improved in recent years and is now good. Pupils with learning disabilities achieve well in relation to their targets. Test results at the end of Year 6 in English, mathematics and science have improved over the past two years. These results are shown in the table below. The school's results have been improving at a faster rate than the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.3 (27.0)	27.0 (27.0)
mathematics	26.1 (24.9)	26.7 (26.6)
science	28.6 (26.3)	28.3 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. These results compare very favourably with those from similar schools: they were well above average. In relation to their prior attainment in the unpublished 2003 national test results, pupils had made rapid progress.
3. The 2003 unpublished results are higher than those gained in 2002 although there are as yet no confirmed national figures against which to compare them. Standards in English and mathematics have improved since the last inspection, when they were all judged to be below the national average. The improvements since then and the improvements noted between 2002 and 2003 are due largely to the positive leadership and management of the school. The headteacher has insisted upon very high standards of teaching and used observation time effectively to help raise the quality of teaching and to smooth the disruption caused by staff changes. In the unpublished 2003 national tests all Year 6 pupils gained the expected levels for

their age in science, and nearly all gained the expected level in mathematics. In English, teacher assessments indicate pupils gained the expected levels. Pupils with learning disabilities make good progress in these subjects because of the very good support they receive.

4. At the higher Level 5, the unpublished 2003 results show a consolidation of last year's improvements in mathematics and science. The higher performance of the more able pupils is due to the school's good assessment procedures, especially in English and mathematics and the many intervention programmes aimed at boosting pupils' learning. This is coupled with teachers' high expectations and detailed planning that identifies the needs of pupils of different abilities and because many pupils who have English as an additional language find the demands of the higher Level 5 work too demanding. However, to have gained the average level, when their prior attainment had been so low, demonstrates very good achievement. Over time, there is no significant difference between the achievement of boys and girls, although it does vary some years.
5. The standards currently being attained by pupils in Year 6, including those with learning disabilities and those with English as an additional language, are better than those achieved in the 2002 tests indicate. There is no noticeable difference between the performance of boys and girls.
6. By the end of Year 2 standards are below average but most pupils achieve well. Those pupils with learning disabilities make good progress because of the attention given to their specific needs. Pupils learning English as an additional language make good progress because of the skills that many teachers have to teach them. In the unpublished 2003 tests in reading and writing improvements have been made. Given the low levels of attainment on entry to the school the 2002 results compared very favourably with those of similar schools. Standards were above average in writing, reading and mathematics. On the basis of teacher assessments science results in 2002 were below the national average, but above the average for similar schools. The percentage of pupils achieving the higher Level 3 was below the average for similar schools in reading and writing because the language requirements of this more demanding level is often beyond their current linguistic ability. The 2002 results for Year 2 show very little difference between the attainment of boys and girls.
7. Standards in Years 1 to 2 are not as high as in Years 3 to 6, because the overall quality of teaching is not as good and many pupils are still acquiring the basics of the English language. This slows their learning in other subjects. Another reason for this lower rate of learning is that levels of attendance are lower in Years 1 and 2 so the younger pupils have a more disrupted education.
8. Pupils' literacy and mathematical skills by the end of Year 6 are good. Their literacy skills are used appropriately in most subjects, but their numeracy skills are not. This is because the lack of a whole-school curriculum framework has, until now, not identified when these skills could be used.
9. In the past the school had noted that Bangladeshi pupils did not do as well as other ethnic groups at the school. The most recent data shows that in the unpublished 2003 national tests in Year 2 and in Year 6 they achieved broadly the same as other groups. Their performance is better than that of pupils of Bangladeshi heritage in other local schools. The improvement in the performance of this group of pupils is attributed to the school's vision of getting the best from all pupils.
10. Attainment on entry to the Nursery is well below the expected level. It is very low in language and mathematical development. Records indicate that last year many children failed to meet the expected levels by the end of the Reception year. However, given their prior attainment they achieved well. The picture is likely to be similar this year. They achieve well because of the high quality of leadership and the number of adults who work there who provide a good

curriculum that is focused on developing the basic skills of English and mathematics. The rate of learning is not as good in all areas of learning. Pupils' physical development is only satisfactory because of the inadequacies of the outdoor environment.

11. A high proportion of pupils with special educational needs have specific learning difficulties. Pupils with special educational needs make good progress. Their needs are quickly assessed, targets are carefully set for them, and their progress is regularly checked.
12. Pupils who speak English as an additional language attain standards that are similar to their peers whose mother tongue is English. Pupils' achievement from Year 1 to Year 6 is good. The Year 6 statutory test results are similar to their English-speaking peers in English, mathematics and science.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.7 (14.6)	15.8 (15.7)
writing	13.8 (12.0)	14.4 (14.3)
mathematics	15.8 (15.3)	16.5 (16.2)

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

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to school and they behave well. There have been no exclusions. The school gives the pupils a good grounding in personal development. The attendance and punctuality of pupils are unsatisfactory.

Main strengths and weaknesses

- Pupils like coming to school and they are very enthusiastic about the activities and clubs provided.
- Behaviour is much improved due to the consistent use of praise.
- The moral and social development of the pupils are particularly good.
- The unsatisfactory attendance of a significant number of pupils prevents them from getting the best out of school.
- Too many pupils are late for the start of the school day.

Commentary

13. Pupils are proud of their school and chatter enthusiastically about the many trips and clubs in which they are involved. The questionnaires completed by the pupils for the inspection were very positive and several pupils mentioned that they thought the school was getting better. Behaviour management systems have improved since the last inspection. All staff are consistent in emphasising the positive by handing out stickers for good work and behaviour. Pupils behave well in lessons because teachers make these interesting and the pupils enjoy finding out more. Outside the school building the pupils are lively and animated, although sometimes the cramped and uninspiring playground is at the root of over-boisterous behaviour from some boys.
14. The school is still finding it difficult to raise attendance levels to the normal expected of primary schools. Last year there was a slight increase in unauthorised absence. Poor attendance is down to a few families who have domestic problems or who give insufficient importance to regular attendance. As this is a small school a few persistent absentees have a disproportionate effect on the overall figures. However, there have been dramatic

improvements in the first half of this term with many classes reaching the target of 95 per cent attendance. The school has very well organised systems to track and analyse attendance trends and is quick to pick up families who are having trouble getting their children to attend regularly. The headteacher works very effectively with the Education Welfare Service and is currently concentrating on the Reception and Year 1 classes that have the most worrying levels of absence. The message to parents is extremely clear: that children cannot achieve if they do not attend regularly enough. Unauthorised absence has risen because the school is much more rigorous in only authorising absence for proper reasons.

15. Punctuality in the morning is still unsatisfactory, although it is improving as the parents realise that 9.00am for the start of the school day really means 9.00am. The playground gate is locked promptly and latecomers need to come through the main entrance to be marked late. A significant number arrive between 9.00am and 9.10am. Not only is this disruptive to the staff, but it also means that the latecomers are often flustered and not in the right state of mind to make a calm start to their learning.
16. The school is working very well to promote social and moral development. Personal, social and health education lessons during the inspection week were used consistently well across the school to emphasise the need to listen properly. This starts the new academic year off well and is particularly helpful to the many pupils who have English as an additional language. The class and school councils are introducing the pupils well to the basics of citizenship. Lunchtimes are pleasant and sociable times, because midday meals supervisors organise the hall well into small mixed tables of boys and girls and encourage courtesy and table manners.
17. The school promotes cultural development well by methodically planning references to other countries and ways of life into lessons. The promotion of spiritual development is very evident in the way the school teaches that all are equal in the eyes of God. However teachers do not always give sufficient forethought about how they can add a spiritual dimension to subject teaching and take the pupils beyond the material and obvious.
18. Social and personal development are helped by a learning mentor, who works with groups and individuals who have social or behavioural problems, This has a positive effect on their behaviour coupled with the school's effective anti-racism and positive behaviour policies.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	1.2
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

The quality of teaching is good, and as a result pupils learn well. In Years 3 to 6 there is more good and very good teaching than in Years 1 and 2. The best teaching is in the core subjects of English, mathematics and science and physical education. Teaching in the Nursery and Reception classes is good. Because of this, children enjoy learning and start to acquire the basic skills.

Main strengths and weaknesses

- Improving results and pupils' good achievement in English, mathematics and science are due to the good and sometimes very good, teaching in these subjects.
- A wide variety of teaching styles is used which engages the pupils' interest and secures their full attention in lessons.
- Teachers' questioning skills are good; they involve all pupils and extend and develop their understanding very well.
- The consistently good teaching in the Nursery and Reception classes contributes to the good start children receive to their education.
- Teaching focuses on meeting the needs of individual pupils, especially those learning English as an additional language. This means that all make good progress in their learning.
- The teaching of pupils with learning disabilities is good and they make good progress.

Commentary

19. The good quality of teaching is a significant strength of the school and makes a major contribution to the good achievement of all pupils. The quality of teaching has improved since the last inspection, when it was satisfactory.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (10%)	25 (50%)	20 (40%)	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.

20. There are examples of good teaching throughout the school. The teaching has improved since the last inspection owing to the use of the school's procedures for improving the observations of teachers in order to show them how to get better. The headteacher has raised teachers' expectations so that they are no longer happy with being judged satisfactory. The quality of teaching and learning in English is particularly good, because the co-ordinator has been able to give it a very high profile and provide a lot of training.
21. Most teachers have good subject knowledge and professional expertise. This includes the teachers and support staff in the Nursery and Reception classes and is particularly evident in the teaching of the basic skills. Lessons are planned extremely thoroughly using the guidance of the national strategies for Literacy and Numeracy well. Very careful attention is paid to ensuring that the wide range of needs of pupils in the mixed-age classes is met. The focus at all times is ensuring that pupils make the best progress. Work builds well on prior learning and the teachers' high expectations are evident in the degree of challenge provided, especially in Years 4 to 6. A wide variety of teaching strategies and tasks is used which successfully engages pupils. Learning is often made to be fun either by the pace of lessons or because of well-chosen activities.
22. A strength of the teaching is the skilful questioning used to involve all pupils in discussion and help them to develop a deeper understanding. In the best lessons, one-word answers are met with 'Tell me more' or 'Explain what you mean'. This was evident in an exemplary end to a Year 6 mathematics lesson. The teacher repeatedly returned to the lesson's objective and questioned pupils relentlessly so that by the end of the session each one understood. Teachers have a positive attitude towards all pupils, irrespective of their ethnicity. This helps the pupils to learn in a stress-free environment and as teachers value all their efforts, pupils from each ethnic group achieve equally well.

23. The quality of teaching for pupils who are learning English as an additional language is good. Teachers use very successful strategies such as repeating key subject vocabulary, presenting work with a strong visual content, and providing many opportunities for oral work. This was evident in a good mathematical activity in Reception, when the teacher used three pairs of ears in various sizes to ensure that the children understood “big”, “medium” and “small” in the story of the Three Bears.
24. Teamwork is strong, especially in Years 4 to 6 and the learning assistants supporting the younger pupils make a particularly valuable contribution to their learning. In two mathematics lessons, support assistants provided excellent support for pupils with learning difficulties. Their ability to take the initiative and provide resources and activities, as in the Year 3 lesson on money, meant that the particular needs of each pupil were met. Each pupil achieved well and was included in all parts of the lesson.
25. The individual targets for pupils with learning difficulties are well written. Teachers and support assistants know these targets well so that they are continually referred to in their planning and in the work that they do. Because of this these pupils achieve well. All statutory requirements for pupils with Statements of Special Educational Needs are very well met.
26. Compared to the good teaching in Years 3 to 6, teaching is satisfactory overall in Years 1 and 2. In Years 1 and 2 the teaching methods are not always appropriate and the pupils sometimes sit on the carpet listening to the teacher for too long. Pupils therefore can become inattentive. Questions do not always challenge pupils, particularly the more able and the acceptance of one-word answers does not encourage them to use their oracy skills. On a few occasions teaching assistants, although deployed well, do not take the opportunity to sit and work with groups of pupils. These pupils therefore are not as involved as they could be.
27. Teachers assess pupils well in most lessons, in many cases making notes of how pupils are progressing and noting strengths and weaknesses in their knowledge, skills or understanding. Teachers use this to inform their teaching. In lessons more challenging questions are asked of high-attaining pupils and future work is carefully planned on the basis of these observations, so pupils acquire new skills and deepen their knowledge and understanding.
28. The progress of all pupils, including those learning English as an additional language, is tracked very well in English and mathematics. The information gained is used very effectively. Prompt action is taken to provide extra support through a very wide range of intervention strategies. The teachers mark pupils’ work regularly in English and provide good information for pupils about how they can improve. In mathematics marking and the use of targets are not as informative and pupils do not always know how to improve. In science, although the assessment procedures are robust, teachers are not confident in assessing pupils’ work against the levels described in the National Curriculum. The school has not extended its very established assessment procedures to other foundation subjects.

The curriculum

Overall curriculum provision is good; this shows very good improvement since the last inspection.

Main strengths and weaknesses

- The school provides well for pupils of different abilities, ethnic groups, and those learning English as an additional language. Consequently, they are fully included in all aspects of school life and achieve well.
- The implementation of the national strategies and guidance on the teaching of literacy and numeracy is good and has a significant impact on raising pupils’ achievement in these subjects.

- There is good extra-curricular provision in sports, information and communication technology (ICT) and art and design; this enriches pupils' learning experiences.
- The innovative practice of 'reading partners' from a local business working with pupils in school is a boost to pupils' confidence and supports their progress in reading.
- Medium-term planning for science and the foundation subjects needs to take greater account of the school's cultural diversity and also the gifted and talented pupils.
- Some restrictions in accommodation have a negative impact on the curriculum; these relate to ICT provision and outdoor play for the Reception class.

Commentary

29. The school provides a broad range of worthwhile curricular opportunities and all statutory requirements are met. The adoption of a detailed curriculum framework now assures appropriate progression and continuity in the development of knowledge and skills in all subjects of the National Curriculum, including religious education. The school has policies on sex education and on raising awareness of the dangers of drugs misuse, but their implementation is limited and needs review.
30. The school has developed good curriculum overviews. These have evolved with the improved confidence and awareness of subject co-ordinators; they include references to English as an additional language, cross-curricular links and the use of resources. The medium-term planning is beginning to reflect the cultural diversity of the school but the good provision for higher attaining pupils in mathematics and English has not been extended to gifted and talented pupils in science and other subjects.
31. The national strategies for literacy and numeracy have been implemented effectively because of a commitment by the school, with local education authority support, to increase staff knowledge and understanding. Along with the additional support offered through a good range of intervention programmes and booster classes, they reflect the school's priorities and have had a significant impact on raising pupils' achievement.
32. The school provides very good opportunities for all pupils to have equal access across all aspects of its work and to achieve their best. The provision for pupils learning English as an additional language is very good. All teachers are fully aware of the strategies needed to teach these pupils. Good additional support is provided to casual admissions, who often arrive with poor English language skills.
33. Teachers regularly prepare lessons in English and mathematics for pupils of different abilities. This coupled with good additional support, results in pupils with special educational needs making good progress and being involved in all aspects of school life. The school currently does not work sufficiently closely with parents to provide more consistent opportunities for homework.
34. The curriculum is enriched through extra-curricular provision in sports, ICT and art and design; these opportunities for learning outside the classroom are good. Swimming is a strength and the school does well in local swimming galas. The school's proximity to central London enables some use of local resources. However, the number of visits to the locality and number of visitors coming to school could be developed to further enrich the curriculum. An innovation promoting community links is 'reading partners', which is when adults from a local legal firm, who have weekly contact with pupils outside the daily timetable, come into school and hear pupils read.
35. The quantity and quality of teachers and support staff is well matched to the school's needs. The recruitment of permanent and qualified teaching staff, as well as specialist subject teachers, has created stability and improved standards in teaching and learning. All teachers are qualified and have good subject knowledge in English, mathematics and science. The use of specialist teachers in dance, gymnastics, ICT and music has supported areas of weakness

in teacher expertise and confidence. The school needs to review the cost-effectiveness of this specialist provision and consider whether substantive staff might now be better placed to make this provision. The number of support staff is also favourable and most support the curriculum well, making a valuable contribution to pupils' learning, particularly in supporting inclusion practices.

36. The school makes the best use of the accommodation, making it a welcoming and stimulating environment that adds positively to pupils' desire to learn. Overall accommodation is satisfactory, but there are some deficiencies, such as the small size of the ICT suite and music room. The outdoor area for the Reception classes is limited and this hinders some learning. Resources are sufficient to meet the needs of the curriculum and subject co-ordinators consistently review needs and make appropriate purchases. Resources for children with special educational needs are satisfactory, but there are not enough computer programs specifically for them.

Care, guidance and support

Pupils are well looked after in school. The school has good pastoral systems to support the pupils as they grow up. The pupils are satisfactorily involved in the work and development of their school.

Main strengths and weaknesses

- Pupils have very good and trusting relationships with adults in the school.
- The school has very positive procedures to help pupils with individual problems.
- The Year 6 pupils are not given sufficiently organised responsibilities to recognise their place at the top of the school.

Commentary

37. Parents and pupils feel that the school is a supportive place that helps children to become mature and well-rounded individuals. Often families look to the school for guidance beyond the purely educational and they find the staff helpful and welcoming. Pupils feel at ease in confiding in adults in the school, as one pupil stated "The teachers listen to you when you get personal problems". Many pupils specifically mention the headteacher as the one they would turn to. One pupil even said in his questionnaire "The headteacher is the best one I've heard of". A few parents are concerned about bullying in the school, but pupils did not substantiate this during conversations in the inspection week or in their questionnaires. The school has recently done much good work in sharing the behaviour policy with parents, but realises that it will have to make sure all parents and particularly those with little English understand the meaning of bullying and how it is effectively dealt with in the school. Support and guidance have improved well since the last inspection.
38. The school knows all its pupils well. Staff quickly find out all they can about newcomers so they can give the best possible support for effective learning. The school has good systems to find out how each pupil is doing in lessons and these form the basis of well-informed personal guidance. Any particular problems, whether academic, language based or pastoral, are picked up quickly. The learning mentor is used well to help those pupils who lack self-esteem or who find it difficult to conform. She also holds a Talk Time for Year 5 and 6 pupils to discuss any worries or concerns and steers them well towards secondary transfer. Pupils who misbehave are monitored carefully and the school works very closely with the pupils and their parents to bring about improvement. One boy has the target "To play nicely in the playground and park" so that he is reminded that proper behaviour is expected at school and at home.
39. Pupils in Years 5 and 6 carry out a range of jobs, but there is no formal structure of privileges and responsibilities to recognise the important position these pupils have risen to in the school. Many Year 6 pupils say that they enjoy helping in the office and it is evident that they take on the

duty of clearing up the assembly hall seriously. They talk proudly of their plans for the new playground. However, there are no positions such as prefects or monitors and no regular helping with the younger pupils. The school council is a good forum for pupils of all ages to put across their views and circle times also gives pupils a voice. Pupils know their targets for improvement in English and mathematics so are starting to take charge of their own learning. Surveys of the pupils are still not sufficiently established although there has been a good start with an ICT questionnaire. Overall, pupils have a good chance to be involved in the running of the school and build up independence in learning, but there is still scope for the older pupils to grow in maturity and responsibility.

40. The school has a supportive learning environment and ensures pupils who speak English as an additional language receive suitable opportunities to develop their understanding of English. They are well integrated in school life and are well cared for by the school. Mutual respect and tolerance of others' feelings and values underpin good relationships within the school.

Partnership with parents, other schools and the community

Links with parents are good and have improved. Good links with the community enliven pupils' experiences. Links with other schools are good.

Main strengths and weaknesses

- Parents feel very welcome in the school and are happy with how their children are getting on.
- The school has strong links with City businesses to promote the pupils' learning.

Commentary

41. The school values parents and the staff make positive moves to welcome parents and include them in their children's school. The headteacher is visible and approachable, often greeting parents as they arrive in the morning. The Nursery and Reception staff are particularly supportive and welcoming, doing very good groundwork in setting up strong home-school relationships for good later learning. The school provided a useful Family Learning Course in the summer term for parents to be better involved in supporting their children's literacy learning. Translation is always provided if necessary. Consequently links are improving with the Bangladeshi community and the Bangladeshi parents feel an important part of St Paul's. Parents have been asked for their views on the behaviour policy and the redesign of the playground. Those who attended the governors' annual meeting were given an overview on the teaching of mathematics and some parents have had a tour of the ICT suite. However, there is not enough consistent and regular information on what is being covered in lessons (e.g. a termly curriculum overview) and how certain subjects are taught to enable parents to talk about the school day knowledgeably with their children. Most parents are happy with the amount of homework, but to be entirely clear the school should ensure that the statement in the prospectus that there is no formal homework is amended to reflect actual practice.
42. Positioned as it is on the peripheries of the City of London, the school is particularly proactive in setting up and making the most of links with businesses. A well-established link with a firm of City solicitors provides regular reading partners for the pupils as well as a welcome sponsored series of outings. In return pupils have contributed to several Christmas services and concerts in the City. Pupils often visit places of local interest and experience the rich cultural heritage of the City and Tower of London areas. A trip to see David Blaine isolated in his hanging glass box provided an interesting subject for discussion on moral issues. These outings provide valuable personal development for those pupils who do not know London well or have few chances for excursions. However there is still work to be done in ensuring that trips are planned into the curriculum and more directly linked to learning. The headteacher is keen to raise the school's profile and is always open to interesting suggestions, such as the use of the school buildings for filming or the recording of pupils on CD. Although the school is

tucked away in a quiet corner, it is outward looking and determined to make the most of its valuable City position for the good of the pupils.

43. Parents and carers with children with special educational needs are fully involved in setting targets, working alongside their children, and in reviewing their progress.
44. The school makes every effort to involve the parents of pupils who speak English as an additional language in all school activities. The staff and parents who can speak more than one language help in interpretations. The school has good links with other local schools including secondary schools, which facilitates Year 6 transfer.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The leadership of the headteacher is very good. The management of the school is good and that for governance is good.

Main strengths and weaknesses

- The very strong leadership offered by the headteacher is pivotal to the school's success.
- The senior management team and governing body provide very good support for the headteacher and school improvement.
- There is a shared vision based on a very strong commitment to raising the achievements of all pupils that provides a clear direction for the school.
- There is an absolute commitment to continual improvement, practice is regularly and rigorously monitored and evaluated and support given.
- A well-written school improvement plan is very appropriately focused on raising standards in the basic skills.
- The target setting of all staff has been fine tuned to speed up school improvement.
- The school uses the resources available to it well to further its educational aims.

Commentary

45. The headteacher's commitment and relentless drive to raise achievement and improve the quality of education at the school inspire the whole community. From being an improving school at the time of its last inspection, this is now a good school which both parents and pupils appreciate. The headteacher's vision of meeting the needs of all pupils whatever their capability, gender, ethnicity or linguistic background is well fulfilled. The successful communication of this in a well-written school improvement plan has heightened the expectations of all concerned, providing a clear direction for the work of the school and helping to escalate the rate of improvement. This is why in the 23 months since the last inspection there has been very good improvement in key areas of the school that now account for the rapid progress that many pupils make and the good education they receive.
46. Key staff share the headteacher's passion and are both supportive and innovative, often being encouraged to take responsibility for areas of school development; for example, the provision for the youngest children, or improving the links with parents. In a school where a frequent barrier to raising achievement is the retention and recruitment of staff, they provide continuity and stability, as well as very good support and role models.
47. The headteacher and senior management team work hard to raise achievement at the school and to overcome the difficulties of attracting and keeping staff. The continued improvements in test results at the end of Year 6 are testimony to how effective they have been in a context where in the last two years over half of the teaching staff has left. This problem applies to all schools in this part of London. The good induction systems and the detailed staff handbook are of great help in ensuring the continuous provision of a good quality of education, especially in literacy and numeracy. The disruption caused by changes in staff is more apparent in the co-ordination of some of the other subjects including ICT. The co-ordinators in many of these

subjects change frequently and many of those currently in post have only been so for a couple of weeks. The lack of continuity has reduced the profile of many of these subjects.

48. The management of the school is effective in most other areas. A very significant element in the school's success is the commitment to continual improvement. This is embodied in the school improvement plan, which is focused almost exclusively on addressing the school's most important priorities: raising achievement in English, mathematics and science. This is an effective management tool, being instrumental in the development of the many good practices that exist within the school. The headteacher and staff recognise that the school has been successful. They appreciate that the pupils now have the skills to access the whole curriculum and the school is now poised, with its new curriculum framework, to develop into an even better school. The senior staff have the skills and capacity to do this. Professional development and staff training are used well to support school priorities, but have to be frequently repeated due to the high turnover of staff. Current practice is carefully and rigorously evaluated through analysing pupil progress and monitoring the quality of teaching and learning. The support for weaker teachers is greater than typically seen. All staff, even those on supply or temporary contracts, are observed teaching and, following discussion, individual objectives are given on a termly basis. This highly responsive approach is a key factor in the improvements noted in the quality of teaching since the last inspection.
49. The governing body is effective in supporting the school in its work. It is efficient and well organised. All statutory responsibilities have been fulfilled. There is a trusting relationship between the school and the governors, built on mutual respect and willingness on behalf of the governors to question the school's decisions. They have a good understanding of the school's current strengths and a reasonable comprehension of its weaknesses. Through regular meetings, reports and visits to the school they are very aware of the school's recent successes and some of the areas of development. They consequently have an adequate awareness of how the school needs to develop next.
50. The school has used the resources available to it well to further its educational aims. The potential impact on pupils is at the centre of all financial decisions and the school seeks best value for money in its spending. It provides good value for money. The large balance carried forward from March 2003 into the current financial year was specifically to improve the school accommodation.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,294,404	Balance from previous year	50,000
Total expenditure	1,317,554	Balance carried forward to the next year	26,850
Expenditure per pupil	2,403		

51. The special educational needs co-ordinator gives good leadership. All statutory requirements are met. There has been very good improvement in the provision given to children with special educational needs since the last inspection.
52. The leadership and management of the English as an additional language (EAL) service is good. The procedures to monitor and track the progress of pupils who speak English as an additional language are good. The information gained is used very well to provide additional support. The staff are given guidance and support on how to support learning and as a result these pupils achieve well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision is good.

In both Nursery and Reception children from different groups achieve well. Attainment on entry to the school is well below average in communication, language and literacy, and below average in all other areas of learning. Given their starting points, children achieve well in all areas and very well in communication, language and literacy. Accommodation and resources are good and are well used to enrich the curriculum. There is no co-ordinator for the Foundation Stage but the experienced Nursery teacher provides effective leadership and manages it well. Teachers and teaching assistants work well as a team and contribute equally to good provision and quality of learning. Teaching is well planned and assessment is used to determine next steps in learning. Teachers explain subject related vocabulary and concepts very well and question children to ensure that they have understood. This supports learning for children whose mother tongue is not English. Information for parents is good. Overall the strengths in the provision have been maintained since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well and are keen to learn.
- Staff are good role models for developing good relationships and a love of learning.
- Resources are used well to make learning interesting.
- The routines and the encouragement children receive help them feel secure and confident.

Commentary

53. The quality of teaching and learning is good and children achieve well. As a result of good entry procedures, children quickly settle into school. There are clear routines in both the Nursery and Reception classes that help children feel secure and to be independent. There are appropriate expectations for children to choose on their own and take part in adult led activities. They learn to be active and explore when they role-play and go to the moon in their rockets and sit and listen to stories and sing songs. Consequently, they develop a good understanding of appropriate behaviour. Children are on track to meet the levels expected by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching of key skills is very good and consequently children's speaking and listening, writing and reading skills develop very well.

Commentary

54. The quality of teaching and learning is very good and children achieve very well. Teachers' planning addresses the needs of different capabilities very well and children enjoy the activities offered to them. Careful attention is given to modelling language, using props and explaining

vocabulary to ensure that children understand the tasks and activities. For example when making biscuits, the teacher ensured that children knew the names of ingredients. This supports children who are learning English as an additional language. Children develop a good knowledge of letter names and their sounds and are beginning to link initial letter sounds to whole words. More able children are beginning to recognise some familiar words and use picture clues to read. Most children are beginning to copy their names and the more able can write from memory. Children need more adult support to develop their communication skills through the use of role-play areas. Most children are likely to meet the levels expected at the end of Reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities support children's mathematical development well.

Commentary

55. The quality of teaching and learning is good and children achieve well. Children learn a number of rhymes and songs that extends their knowledge of numbers. For example, children in the Nursery sing a song of 'Five little monkeys' and count and learn to recognise digits from one to five. Many children in the Reception can count to 20 and some can recognise numbers to five. Cooking activities allow children to apply concepts of measuring weight and volume. Most children in Reception classes can name simple two-dimensional shapes. Children who speak English as an additional language are also well supported by a teaching assistant who supports children through their mother tongue. Staff assess the children's progress well and use the information to plan next steps in learning. Most children are likely to attain the levels expected by the end of Reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Resources are used well to engage children's interest in their learning.

Commentary

56. The quality of teaching and learning is good and children's achievement is good. Children learn about a variety of materials when using construction toys, sand, water, clay and play-dough. Children learn to cook, and to improve their scientific knowledge about the changes that occur when ingredients are mixed. They observe leaves and note the changes in the colours. They understand that conkers and acorns grow into trees. There is a range of activities and children are encouraged to select tools, techniques and resources and adapt work and develop their personal opinions about the environment. In assemblies and through song children learn about the cultures of others. Most children know that switches on machines make things happen. They operate the cassette player to listen to a story. When using the computer they confidently use the mouse to click and drag objects. They learn about the past through talking and looking at the pictures of themselves when they were young. Most children are on course to meet the levels expected by the end of Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move with control and confidence.

Commentary

57. The quality of teaching and learning is good overall and children's achievement is good. In the Nursery children use the large apparatus for climbing and wheel toys with confidence negotiating space safely. In Reception children learn to use the space appropriately in their jumping, hopping and running activities. Children talk about warming up and cooling down. However, they do not discuss the effect of exercise on their heart rate. Children in Nursery learn to master a good range of tools, for example, paintbrushes, sticky tape dispensers, dough cutters, and scissors and felt tips. In Reception most hold these correctly and are beginning to learn to write accurately with a pencil. Children are likely to meet the levels expected by the end of Reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The curriculum provides a wide variety of opportunities to use a range of materials and media with increasing control.

Commentary

58. The quality of teaching and learning is good overall and children's achievement is good. Children are introduced to a range of media in the Nursery and Reception for example painting, song, dance and singing. Children play musical instruments, make their own instruments and develop their appreciation of different sounds. They sing songs and rhymes. Children play in their home area and set tables for meals. Children's vocabulary is extended consistently well and their opinions are sought. This enables them to communicate their ideas, thoughts and feelings very well. Overall, children are on track to meet the levels expected by the end of Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English throughout the school have risen since the last inspection.
- Higher attaining pupils by the end of Year 6 are achieving well. There is good provision for pupils with English as an additional language.
- Teaching is good overall and very good in Years 4, 5 and 6.
- There is good use of literacy across the curriculum.
- The co-ordinator provides good leadership and manages the subject very well.

Commentary

59. At the time of the last inspection standards were below average, since then pupils' standards in literacy have risen consistently. At the end of Year 2 standards are average with special educational needs and English as an additional language pupils progressing well. Higher attaining pupils do not achieve expected Level 3s because they have not had sufficient time in school. Provisional results for 2003 show continued progress.
60. Pupils' standards of work in the current Year 6 are above national expectations in reading, writing and speaking and listening and there are no significant differences between the performance of boys and girls. Pupils with special educational needs, English as an additional language and those who are higher attainers make good progress. The national test papers for English in 2003 were lost, due to an administrative error through no fault of the school. However, teacher assessments indicate, and the inspection team agrees, that standards at the end of Year 6 are above average.
61. The standards of attainment of current Year 2 pupils are average in reading and writing but below average in speaking and listening. This is because for most pupils, English is not their mother tongue and they are still at the early stages of acquiring fluency. As they progress through the school they develop their English language skills because of good teaching and achieve very well. There is no under-achievement of pupils in respect of ethnicity, ability, gender or competency in the English language. Pupils are given opportunities to discuss work in pairs and answer questions in lessons. However, most pupils reply in single words, as they have not yet developed skills in sentence construction. During Years 3 to 6, pupils start to develop confidence and sufficient language skills, and by the time they reach Year 6 they attain and often exceed the expected level for their age. For example in discussing 'Romeo and Juliet' pupils were able to reflect on Romeo's character, using some powerful language, such as 'devastated', 'betrayed' and 'heartbroken'.
62. In reading, pupils make satisfactory progress and their standards are in line with the expected level by the end of Year 2. Pupils have a good knowledge of sounds and letters to help them work out new words. They enjoy regular group reading sessions and try hard to answer simple questions from the teacher or teaching assistant. By the time they reach the end of Year 6 pupils have made good progress in reading and they attain above the expected standard for their age. They read fluently and understand the text well. Most pupils skim and scan the text and make meaningful notes and retrieve information. In a reading session with Year 6 pupils, higher and average attaining pupils interpreted the text well. Pupils have good opportunities to read daily both individually and in guided reading groups. These activities, and the regular teaching of phonics, enable pupils to achieve well.
63. By the end of Year 2, pupils are writing with different purposes and audiences in mind. Stories have a beginning and an end. Instructional writing such as, 'How to make a healthy sandwich' follows a clear sequence, using appropriate vocabulary, such as 'first', 'next' and 'finally'. Pupils' attainment in writing is above the expected level in Year 6 and their achievements are good. Pupils write for a range of purposes using, for example, narrative and descriptive writing. In a very good lesson in Year 5 pupils wrote play scripts with appropriate tenses, a range of punctuation and good spelling. Pupils' handwriting skills are good and most write neatly and legibly in a joined script.
64. Teaching and learning are satisfactory in Years 1 and 2 and there are frequent examples of very good teaching in Years 4, 5 and 6. These teachers have high expectations of what pupils will achieve and pupils gain confidence from being successful. In particular, challenging higher attaining pupils accounts for the significant increase in the percentage of pupils achieving the higher Level 5 in the national tests. Teachers have a good knowledge and understanding of the curriculum and they plan lessons well. They make sure pupils know what they are expected to learn and how this links to their previous learning and check at the end of the lesson what pupils think they have achieved.

65. The National Literacy Strategy has been very well implemented. Through this, teachers provide many opportunities for pupils to learn how to write for a variety of purposes and audiences. Good emphasis is given to developing phonic knowledge. All teachers and teaching assistants, give good support to pupils who have learning difficulties. Teachers explain the vocabulary and the tasks well and this supports those pupils who speak English as an additional language.
66. The marking of pupils' work is good. Constructive comments give suitable guidance to pupils on how to improve their work. The very good assessment procedures mean that teachers know their pupils well and set appropriate targets. Targets are made clear to pupils, they are appropriate and relevant and well known to older pupils.
67. The subject is led and managed well by the co-ordinator. Since the last inspection there has been a drive to improve the teaching of literacy. As a result teaching and learning are monitored and good support is provided, when required. Teachers have a much better understanding and awareness of the literacy strategy and have improved their planning. The subject co-ordinator has developed detailed tracking systems, which link to intervention programmes and target setting. This very effective assessment is used in the formation of groups and to identify areas for improvement. This has had a significant impact on improving standards and the quality of teaching and learning. This good subject leadership and management has addressed all the issues raised at the last inspection and consequently, improvement has been very good.

Language and literacy across the curriculum

The provision for literacy across the curriculum is good. In particular speaking and listening skills are promoted effectively, because in many lessons teachers provide opportunities for pupils to discuss as a class, in groups or in pairs. In a very good mathematics lesson, Year 6 pupils conferred to solve problems relating to geometry. Opportunities for reading and writing are evident across the curriculum because staff plan systematically to develop pupils' skills in language and literacy in all curriculum areas. For example, pupils explain and write their scientific investigations and findings. In Year 3 in design and technology they write accounts of their planning and comment upon any improvements they would make to their work. The same class has linked spelling and learning about alphabetical order to words within their history work on the Tudors. Pupils write about their visits and what they have learned from them, and offer opinions about places. ICT is used thoughtfully to support learning in some literacy lessons, for example in Year 4, pupils used a publishing program to present their own newspaper headlines and reports.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The standards that pupils reach by the end of Year 6 are about average.
- All pupils, irrespective of ability, ethnicity, gender or linguistic ability, achieve well.
- Good teaching, especially in Years 4 to 6, contributes to good achievement by the end of Year 6.
- Thorough assessment procedures are used well to plan work for pupils of different abilities and identify those who need specific support.
- Robust management systems ensure that improvements are closely monitored and supported.
- Teachers' marking is not always informative and pupils do not always know how to improve or what their targets are.

Commentary

68. Standards in the 2002 national tests at the end of Year 6 were below average, yet in comparison to similar schools were above average; it was a similar picture at the end of Year 2. Results of the unpublished 2003 national tests indicate an improvement. Teaching and learning are good. Teaching is slightly better in Years 4 to 6 than in Years 1 and 2 as it is more consistently good and sometimes very good in the classes for older pupils. Teachers have a very good knowledge of the subject and how to teach it and use the National Numeracy Strategy well. In many lessons teaching assistants are used well and occasionally they provide excellent support, especially in the classes for older pupils. Because of the assistants' expertise, as well as the guidance provided by the teacher, the support offered to the groups of pupils they work with, often those with learning difficulties or low-attaining pupils is very good. They enable these pupils to be fully included in all aspects of a lesson and to achieve well. This is because they, just like the class teachers, question pupils very skilfully.
69. In a superb Year 6 mathematics lesson the teacher gave all pupils, irrespective of their gender, ability or ethnicity, the chance to explain their work. Through his careful assessment he continually reinforced their understanding by repeatedly returning to the lesson's objectives and the paper and pencil methods they had used to solve their sums. As a consequence all pupils appreciated the importance of place value in their work. A significant proportion multiplied large numbers by two and three-digit numbers using a paper-and-pencil method. Higher-attaining pupils used the same method to multiply decimals by one and two-digit numbers.
70. Current standards in Year 2 are below those normally expected for their age. Pupils are not confident with their number facts. A few possess them up to ten; the majority has a good recall of most facts to nine, but nearly a quarter of the class struggle with number facts to five. However, given their low level of prior attainment, these pupils have achieved well. They do not achieve the higher than expected levels because many of them are at an early stage of acquiring English and this limits their chance of working at the more demanding level. A few sessions in Year 1 also have a tendency to be too long and rely too heavily on instruction from the teacher rather than engaging the pupils in discussion. As a consequence pupils, especially when there is a predominance of boys, as there is in Year 1, become restless and their learning slows.
71. The assessment of pupils' attainment is undertaken systematically and their progress carefully monitored. Pupils who are not making sufficient progress are therefore quickly identified. There is a very well structured intervention programme, so pupils get the most appropriate support so that they can achieve their best. This includes those who have been identified as gifted and talented. The school policy is for pupils to have targets. However, in discussion, few pupils knew what they were learning.
72. In the last year the very clear vision provided by the headteacher, supported by the senior management team, has kept the school focused on raising achievement. This has provided a continuity of co-ordination and the school's robust systems of monitoring and evaluation have been maintained. The senior management team has therefore been able to respond quickly and effectively to issues as they arise.

Mathematics across the curriculum

In the last few years the school has appropriately focused on raising pupil achievement in English and mathematics. It has done so very successfully, but at the expense of many of the other subjects of the curriculum. There have, therefore, been few opportunities, either planned or incidental, for pupils to use their mathematical skills and knowledge across other subjects taught at the school. This has been addressed in the new curriculum framework, but due to its very recent introduction its impact cannot be measured.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards attained across the school are in line with national expectations.
- The quality of teaching is good and pupils achieve well in Years 3 to 6.
- Investigative work receives good emphasis.
- Pupils use their literacy and numeracy skills well across the curriculum.
- Provision for pupils who have learning difficulties and those who are learning English as an additional language, is good.
- Leadership is effective and previously identified weaknesses have been addressed.

Commentary

73. Standards in the 2002 national tests for Year 6 pupils were well below average. Results of the unpublished tests for 2003 are better. Teacher assessments for Year 2 indicate that pupils attain below average standards. However the proportion of pupils achieving the higher levels in both Years 2 and 6 is low. Current Year 6 and Year 2 pupils are on line to attain average standards but the proportion of pupils attaining the higher levels is likely to be below the national average because of the large number of pupils with EAL and high mobility between Year 2 and Year 6.
74. Pupils' achievement is good in years 3 to 6. Pupils across the school are able to hypothesise well and adopt a scientific approach in their work. Year 6 pupils have a sound knowledge and understanding of the topics they have covered. They are able to classify a group of animals from observing features such as vertebrate or not, number of legs, body has segments or shells. They used a tree diagram to record findings. In Year 3, pupils were finding out the absorbent qualities of different papers. They planned and carried out investigations making sure that the test was fair and conclusions were recorded accurately. Pupils use their literacy and numeracy skills well. They write about their investigations such as how to improve the health of a plant and the effect of exercise on the pulse rate. They use tables and graphs to record. Boys and girls achieve similar standards.
75. The quality of teaching is good. Teachers set clear learning objectives and pupils are aware of what is expected of them. They understand how the present lesson is linked to previous work. However, all pupils are given the same task and while pupils who have special educational needs are well supported, those who are more able do not receive an appropriately difficult level of work. The test results also show that only a few attain the higher Level 5. Teachers explain new scientific vocabulary and concepts well, continually reinforcing them in lessons. This benefits all pupils including those whose mother tongue is not English. Pupils are managed well, and their interest and motivation are maintained by careful questioning. As a result of good teaching and learning pupils achieve well during their time at school.
76. The leadership and management of the subject are good. The co-ordinator has a good view of the working of the subject across the school and has an appropriate plan for improvement. Test results are analysed and information is used well for further improvements. Since the last inspection, good progress has been made, standards, teaching and learning and achievement have been improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average.
- The co-ordinator's teaching and subject leadership are very good.
- Good range of hardware and software.
- High confidence and interest in using computers amongst pupils.

Commentary

77. The pupils achieve satisfactorily. Standards at the end of Year 2 and Year 6 are in line with the national average. This is an improvement since the last inspection, where standards at the end of Year 6 were below average. The reason for this is the improved coverage of National Curriculum requirements, which has been made possible by the improved range of ICT equipment. For example, older pupils now use heat sensors to investigate temperature changes. They also know and understand how to use the Internet safely. They have used email to exchange letters with a school in another country.
78. Teaching and learning are satisfactory. Very good teaching by the co-ordinator was observed in a Year 4 class, where he used prepared enlarged visuals of program icons and tools to help pupils make rapid progress in learning, for example, when using the Find and Replace function in a word processing program. He used "I wonder why?" questions very well to spur pupils to give explanations of how to use the tools and so help classmates who were less confident. He carefully checked that the pupils understood what to do next. Pupils are very keen to learn and they work very well in pairs in the school's new and well-equipped ICT suite.
79. Leadership and management are very good. The new co-ordinator has a very clear understanding of how to continue and build on previous improvements. The co-ordinator is taking effective action in helping less confident colleagues further develop their skills by teaching alongside them. Good training has been provided for teaching assistants, who play an effective role in working with groups and pupils with special needs. The new ICT suite is well equipped, but lacks a digital projector and software to control all pupils' screens from the teacher's workstation and is only suitable for half classes.

Information and communication technology across the curriculum

The use of ICT across the curriculum is satisfactory but, as yet, it is not as well developed as it can be, largely due to the lack of both hardware and software. This is now improving due to the opening of a new ICT suite and the school is aware that it is a priority for development.

HUMANITIES

Geography and History

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

80. Insufficient lessons were observed during the inspection so no overall judgements about the standards of work, the quality of teaching and learning, or improvement since the last inspection can be made. There is little evidence of current standards due to the inspection being so early in the new academic year.
81. The evidence from books, as well as discussion with pupils, showed pupils' achieving satisfactory standards. Pupils in Year 2 can identify physical and human geographical features

associated with the seaside and give an opinion on why they prefer one place to another. They can talk about different toys they have learnt about in the past. They show an understanding of the order in which things happened. Pupils in Year 6 are aware that symbols are representations on maps and are grouped in a key and many know about famous black people. They have a satisfactory knowledge of key dates, periods and events in British history.

82. Discussions with pupils revealed some misconceptions in geographical skills and knowledge and understanding. These are less developed than might have been because of the recent emphasis on core subjects and previous weaknesses in teaching and learning.
83. The curriculum plan developed since the last inspection has provided a basis to support improved consistency and progression, but it lacks rigour.
84. The new co-ordinator team has made a good start in reviewing the subjects and setting issues into a realistic action plan. They can build on the good monitoring procedures already in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

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

Main strengths and weaknesses

- All teachers give specific time to teaching these areas, and they have high expectations.
- There is good achievement in observational artwork, and in designing and making.
- There is good leadership, which is driving standards up.

Commentary

85. **Art and design** is taught for specific periods in one half term of each term, and **design and technology** in the other. A design and technology week was arranged this term in which all teachers spent each afternoon on well-prepared projects. A feature of these was that they linked year groups for example, Year 3 designing packaging for Year 5's biscuits, and also used pupils' mathematical and English skills in exciting ways. Samples of work seen on display in the school and from last year's work show a wide variety of materials being used and all the required skills being taught.
86. There are examples of notably good observational drawings from last year's Year 2 and Year 5. Teachers are careful to show the work of great artists, but only after pupils have made their own creations. All teachers give clear instructions and guidance, but pupils have to design, make, and then see how their work can be improved, for themselves. This has a very positive effect on the quality of learning. The co-ordinator is giving good leadership. She has a very clear vision as to what these subjects can offer, good artistic knowledge, and enthusiasm. This means that other teachers are happy to accept her guidance. Her leadership has been a positive factor in the very good improvements made since the last inspection.

Music

87. Overall judgements on provision, quality of teaching and learning and standards cannot be made.
88. Only one lesson in a Year 6 class was seen. The three visiting specialist instrumentalists took the lesson. Sixteen pupils have been learning to play the violin since they were in Year 4. Because of budget restrictions, violin teaching now has been stopped for Years 4 and 5. The current Year 6 is the only cohort that received teaching from Year 4 onwards. The standards of

singing, reading music and playing the violin are well above the expected levels. Three pupils who have joined the school recently and were not able to play at a high level were withdrawn and were given tuition separately. Some singing was also heard in, for example, a Year 6 assembly. The standard of singing is good. No work on composing was seen.

89. The school has employed a specialist music teacher to teach Years 2 to 5. However, no teaching was seen in these year groups during the inspection. The co-ordinator for the subject was absent and discussion with the headteacher indicates that these arrangements are new and the impact on standards is yet to be evaluated.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching.
- Older pupils attain high standards in dance because of the good teaching.
- The quality of leadership is good and provides a clear vision for the subject.
- Pupils' skills of performance and their evaluation of each other's work are good.
- There are no significant weaknesses.

Commentary

90. All pupils achieve well. Standards are above average at the end of both Year 2 and Year 6. By the end of Year 2 pupils have good spatial awareness and use the available floor space well to travel on different parts of their bodies. They are keen to show their balances to their peers. By the end of Year 6, pupils' practical skills are well developed. Most pupils show confidence in team games, learn new techniques quickly and apply them in team games. The range of extra-curricular clubs and experiences offered to pupils is very good.
91. Teaching and learning are consistently good. Pupils benefit from knowledgeable teachers. Lessons are planned well, and the pace of lessons is often brisk. A good warm up at the beginning and cool down at the end of the lessons develop good habits early. Pupils are very skilled at moving gymnastic equipment around the hall safely. The good pace of the work combined with the enthusiasm of the teachers, captures the interest and involvement of pupils of all levels of attainment, including those with special educational needs, who progress at the same rate as the others.
92. The subject leader provides clear vision and direction. Good progress has been made since the previous inspection. Standards are higher and the quality of teaching is much improved. Physical education is a strong feature of the school's provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).

