

INSPECTION REPORT

ST STEPHEN'S C OF E PRIMARY SCHOOL

London

LEA area: Westminster

Unique reference number: 101142

Headteacher: Miss B J Morrison

Lead inspector: Mr J Donnelly

Dates of inspection: 11th – 13th November 2003

Inspection number: 257961

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;	224
School address:	91 Westbourne Park Road London
Postcode:	W2 5QH
Telephone number:	(0207) 641 4488
Fax number:	(0207) 641 4487
Appropriate authority:	The governing body
Name of chair of governors:	Rev K Persaud
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

St Stephen's Church of England Primary School caters for pupils aged three to 11. It is situated in London, close to Notting Hill. The area is one of unfavourable social and economic conditions for a significant number of pupils. This is a one-form entry school and with 224 pupils on roll, 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 well below the national average. There are 169 pupils with English as an additional language, and 107 pupils are at the early stage of English language acquisition, which is a very high number in comparison with all schools nationally. The main languages spoken at home are Bengali, Arabic and Albanian. There are 39 countries of origin represented in the school. The majority of pupils come from Bangladeshi backgrounds with significant proportions from other ethnic backgrounds, including Black British, African and Caribbean. There are small proportions from other ethnic backgrounds. There are 56 pupils who are refugees and asylum seekers. 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. There are a few pupils with statements of special educational need. The local education action zone provides a variety of resources to support the school's work.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Science History Physical education
9219	A Ferguson	Lay inspector	
	A McClean	Team inspector	English Art and design
21899	G Lawson	Team inspector	Mathematics Information and communication technology Art and design Design and technology
3574	K Singh	Team inspector	Areas of learning for children in the foundation stage Geography Music Provision for pupils with English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

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

The school's main strengths and weaknesses are:

- Pupil's achievements are very good; pupils of all abilities, gender and ethnicity and those learning English as an additional language achieve very well in English, mathematics and science by the end of Year 6.
- Pupils with special educational needs achieve very well as a result of good teaching.
- Pupils' relationships with each other are excellent and they demonstrate excellent levels of confidence and self esteem.
- Teaching and learning are very good and always very good or better in Year 6.
- Pupils' social and moral development is excellent.
- The relationship between staff and pupils is very good.
- The commitment of staff and very high level of teamwork is a strength of the school.
- The school's promotion of racial harmony is exemplary.
- The impact of the Education Action Zone in terms of additional provision has made a very good contribution to the standards pupils achieve.

Since the previous inspection in February 1999, the school has made **good** progress. The one key issue required the governing body to improve its role, which was unsatisfactory. The inspection team judges this aspect of the work of the school now to be very good. The headteacher and key staff have successfully addressed the minor weaknesses and issues identified in the previous report.

STANDARDS ACHIEVED

The achievement of pupils during their time at school is very 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 well below the expected levels from an even lower starting point when they enter the Nursery; they achieve well in all areas of learning.

By the end of Year 2 achievement is good and this is built upon successfully until the end of Year 6. Achievement is very good overall, as a result of very effective teaching in Years 3-6.

Standards attained at the end of Year 2 in the 2003 national tests were well below the national average in reading and mathematics, but above average in writing. In comparison to similar schools, standards are above average in reading and mathematics and well above average in writing. Standards in the pupils' work and in lessons are also below national average. However, standards attained at the end of Year 6 in the 2003 national tests were above average in mathematics, average in English and below average in science. In comparison to similar schools, standards are well above average. Of the pupils in Year 6 in 2003, only 60 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 2-6 are often pupils with little spoken English at home. These pupils achieve very well from a very low starting point. Standards in music and art and design are very good, good in physical education and satisfactory in all other subjects.

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

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

Pupil's attendance and punctuality are satisfactory. The pupils behave very well and have very good attitudes to their learning. Their spiritual, moral, social and cultural development are very good overall.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching is very good, and as a result, pupils learn very well. The teaching in Years 3-6 is better than it is in Years 1-2, with more very good and excellent teaching. The best teaching is in the core subjects of English and mathematics. 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 very good. The curriculum provided is very good. The school makes very good provision for the welfare, health and safety of pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are very good. The leadership of the headteacher is excellent and she is ably supported by the deputy headteacher.

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

IMPROVEMENTS NEEDED

There are no major weaknesses in the school. The school development plan gives a very clear steer to the improvements needed.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement throughout the school is very good.

Main strengths and weaknesses

- Pupils' achievements are very good; pupils of all abilities, gender and ethnicity and those learning English as an additional language achieve very 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 been maintained over the past four years and, in 2003, were in line with the national average.
- Current standards of work in Year 6 are 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 except in writing, which is a current school focus.
- In the Nursery and Reception classes all children achieve well, given their very low levels of attainment on entry, but overall they are not on track to reach the expected standards by the start of Year 1.
- The provision that the school makes for pupils who speak English as an additional language is very good.

Commentary

1. Achievement is very good overall. At the end of Year 6 in the national tests 2003 standards in mathematics were above average, in line in English and below average in science. There is no consistent difference between the test results of boys and girls. Pupils learning English as an additional language achieve very well and in tests many attain the national average. Pupils, who join during the school year, having no previous schooling in this country and knowing little or no English, make very good progress. Pupils with learning difficulties achieve very well in relation to their targets. National 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 similar rate to the national trend. Standards in the core subjects of English, mathematics and science were below the national average at the end of Year 2 in 2003, except in writing, which was above average. Achievement is good in the Nursery, Reception and Year 1 and 2. It is very good in Years 3-6.

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

Standards in:	School results	National results
English	26.7 (26.6)	26.8 (27.0)
mathematics	27.5 (27.0)	26.8 (26.7)
science	28.3 (29.1)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

2. In comparison to similar schools, standards are well above average. Of the 2003 Year 6 cohort only 60 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 2-6 are often pupils with little spoken English at home. These pupils achieve very well from a very low baseline.

3. Pupils who speak English as an additional language, and have attended the school since the Nursery, become fairly fluent and attain standards that are similar to their English-speaking peers. Pupils' achievement is always good and it improves to very good by the end of Year 6. Pupils new to English make very good progress and attain very well from their prior attainment. 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.
4. The 2003 national test results in Year 6 are better in English and mathematics than those in 2002. Although standards in English and mathematics are not as high as at the last inspection, when they were all judged to be well above the national average, pupils entering the school generally have a greater variety of learning needs, often from a much lower starting point. 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 high level of pupil mobility. In the 2003 national tests most Year 6 pupils gained the expected levels for their age in English, mathematics and science. Nevertheless, this demonstrates very good achievement. Pupils with learning difficulties make very good progress in these subjects because of the very good support they receive.
5. At the higher Level 5, the national test 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 very 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. Some 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.
6. The standards currently being attained by pupils in Year 6, including those with learning difficulties and those with English as an additional language, are better than those achieved in the 2003 tests.
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. In addition, 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 very good. Standards in music and art and design are very good, good in physical education and satisfactory in all other subjects.
9. Attainment on entry to the Nursery is very well below the expected level, particularly in language and mathematical development. Records indicate that last year most 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 provide a good curriculum that is focused on developing the basic skills of English and mathematics.

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

Standards in:	School results	National results
reading	14.3 (14.7)	15.8 (15.80)
writing	15.2 (13.8)	14.5 (14.40)
mathematics	14.9 (15.8)	16.3 (16.5)

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

Pupils' attitudes, values and other personal qualities

Pupils demonstrate very good attitudes and behaviour. Attendance and punctuality are satisfactory. There have been no recent exclusions.

Main strengths and weaknesses

- Attitudes are very good.
- Pupils love school and show great enthusiasm for all areas of learning.
- Behaviour in assemblies is excellent.
- Pupils are polite to all adults and care for each other; this is as a result of the respect and dignity shown to them by all members of staff, who know their pupils and do everything in their power to help them succeed.

Commentary

- Many opportunities are given to enable pupils to take responsibility; examples of this include the school council, talking partners and monitors in every class as well as older pupils being designated as reading buddies to younger pupils. Children achieve well in personal and social development in the Nursery and Reception classes and are likely to meet the expected levels for children of their age.
- From the earliest stages of their time in school, pupils are treated with respect, understanding and dignity. This is a major contributory factor to the racial harmony and happiness seen in school.
- The school is a harmonious and mutually respectful community, which is proud to celebrate its rich cultural diversity. All pupils feel they have a contribution to make. Pupils are known and valued as members of the school community, free from racism, harassment and bullying.
- Spiritual, moral, social and cultural development are very good overall. Pupils' social and moral development is excellent. Pupils show respect for each other's faiths and cultures. They have a clear idea of what is right and wrong, with adults acting as excellent role models in their relationships with each other and with pupils. Pupils with behavioural difficulties are supported very effectively. The school treats them with maturity and they respond in kind.
- Appreciation of the multicultural backgrounds of many pupils in such aspects as art and design, drama and music, ensures they receive a very good grounding in how to live in a modern, multicultural society.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.4
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 very good.

Teaching and learning

Teaching and learning are very good and have improved since the last inspection. Assessment is good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge and, as a result, pupils learn well.
- Enthusiastic teaching at a good pace keeps pupils engaged in their tasks.
- Pupils are keen to learn and respond well to the challenges the teachers provide.
- Expectations are high of what pupils can do and so they try very hard to meet this standard.
- Very well prepared materials capture the pupils' interest and stimulate discussion.
- The teaching in Years 3-6 is better than it is in Years 1-2, with more very good and excellent teaching. Teaching and learning is always very good or better in Year 6.
- The best teaching is in the core subjects of English and mathematics.

Commentary

15. Teaching and learning are very good. This is mainly responsible for the standards pupils achieve and their very good progress. The teaching in Years 3-6 is better than it is in Years 1-2, with more very good and excellent teaching. 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. Pupils' work illustrates their very good achievement. Teaching seen was of very good quality overall and none was unsatisfactory. Senior staff monitor teaching throughout the school to ensure that teachers' practice reflects the overall guidance and support given to them. This process has been very effective in developing a common understanding of what makes effective teaching. Most teachers have consistently high expectations, which promote very effective learning and greatly influence the pupils' high levels of performance.
16. The teaching of English and literacy skills is very good being frequently excellent in Years 3-6. The teaching of mathematics, especially numeracy skills, is of a similar very high quality. When teaching other subjects, teachers effectively develop the pupils' literacy skills. Teachers in Years 1 and 2 give particular attention to early reading and writing skills. Teachers show enjoyment in and enthusiasm for their work, and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of literacy to pupils with special educational needs and those for whom English is an additional language is very good, and ensures that some achieve nationally expected levels of performance. The school is effective in meeting the needs of all pupils.
17. Teachers plan their teaching to a common format, which includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. The teachers' very clear explanations ensure pupils are equally clear about not only what they have to do, but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning objectives ensure that effective learning takes place. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than a thoughtful and considered response. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do. Teaching assistants are effective and make a positive contribution to the pupils' good achievements. Homework, particularly for older pupils, is given

regularly and makes a good contribution to the high standards attained. Individual targets for learning in literacy and numeracy are made known to the pupils but not the parents and the school recognises this as an area for development.

18. The teaching of information and communication technology (ICT) is good and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose built suite. Teaching and learning are very good in art and design and good in physical education.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (14%)	12 (34%)	17 (49%)	1 (3%)	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.

19. Teaching and learning for pupils with special educational needs are very good. Teachers know the pupils' learning needs well and brief the class or specialist support staff effectively so that they give the help the pupils need. They often provide modified versions of the tasks set which are right for the pupils' needs. They take care to involve the pupils in answering questions and demonstrating in the lessons so that they enjoy playing an important role in their classmates' learning. The school's part-time specialist teacher for special educational needs also provides very good, targeted English lessons for Year 6 pupils who need support in developing reading and writing.
20. The quality of teaching received by pupils who have English as an additional language is very good overall, and similar to their peers. Those who are in the early stages of learning English are given very good support within classes by the additional staff. The class teachers are well aware of the needs of their pupils who speak English as an additional language and explain the key subject vocabulary well. They present work with a strong visual content and this results in pupils' good achievement. Teachers have a positive attitude to the diversity of languages presented in the school and this adds significantly to bilingual pupils' ease, and as a result, pupils are willing to learn and participate in lessons and express their ideas confidently. Teachers assess their pupils' progress and attainment very well and use the information to plan next steps in learning.
21. Teachers assess pupils well in most lessons, in many cases making very detailed 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.

The curriculum

The school provides a **very good** quality and range of learning opportunities through its curriculum and a **very good** range of extra-curricular provision. Overall, the school's accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There is very good, strategic planning in English and mathematics and this has a strong impact on teaching and pupils' standards.
- The national literacy and numeracy strategies are embedded and used very well.

- There is very good provision to ensure equality of access and opportunity for all pupils. Provision for pupils with English as an additional language and those with special educational needs is very good.
- The school offers a very good range of extra-curricular activities. It makes very effective use of Education Action Zone facilities and other outside funding to enhance the learning opportunities of all pupils.
- The playground is too small for some sports activities and cramped for the number of pupils who use them.

Commentary

22. The curriculum for pupils in Years 1 to 6 is very good. This represents a good improvement since the last inspection. The curriculum is broad and balanced. The pupils experience the full range of the National Curriculum, together with religious education and personal and social education. Now there is an even stronger focus in the curriculum on speaking and listening which is highly relevant for the pupils, many of whom speak English as an additional language and a large minority of whom are early language learners. There is very good, strategic planning in English and mathematics and this has a strong impact on teaching and pupils' standards. Teachers implement the national literacy and numeracy strategies very well and these are fully embedded in the curriculum. There has been an appropriate emphasis placed on the development of ICT. A comprehensive policy and detailed scheme of work ensures coverage of the National Curriculum and provides a useful framework for teaching. All subjects have schemes of work to guide teachers in their planning. Teachers devise good lesson plans and target lessons to meet the individual needs of the pupils. This has a positive impact on standards. In subject areas, teachers plan carefully and record pupils' progress systematically to ensure that pupils build on their learning. In some subjects, for example design and technology, detailed planning ensures the full range of coverage but more training is needed to ensure a consistency of approach to teaching the subject.
23. Drugs awareness, citizenship, sex and relationships education are being addressed effectively through a well thought out personal and social development programme. The school regards the personal, social and health education programme as a vital element in nurturing the pupils' social and personal development and their self-esteem. The provision for personal, social and health education within the curriculum is good. The school council meets fortnightly and enables pupils to have a real voice in their school and elected members from each class to take on responsibility. By the time they reach Year 6, pupils have grown in confidence and maturity.
24. Pupils have equal access to the curriculum. The establishment of skilled and very effective support for pupils with English as an additional language, together with experienced teaching assistants in classrooms, has enabled genuinely inclusive learning. The provision for pupils with special educational needs is very good overall. Pupils have full access to the National Curriculum and are fully integrated in classes. The overall provision for pupils who learn English as an additional language is very good. Strengths in provision include the quality of the specific support provided by specialist staff, effective induction procedures and links with parents. The school makes good use of opportunities to reflect, build on and promote the very rich cultural heritage of pupils attending the school, for example through curriculum enhancement and extra-curricular activities. Pupils who speak English as an additional language receive a broad and balanced curriculum and take full part in all school activities. They get very good opportunities to gain confidence about their culture, through assemblies, music, history, geography, art and design and celebrations such as Black History Month. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
25. The school uses the local Education Action Zone very well to widen and enhance its curriculum and teaching approach. Outside artists, actors, writers, composers and musicians

work with teachers and pupils over a set period to develop their creative skills. A very good example of this was seen during the inspection when an artist and a musician worked with various years throughout the day developing their performance skills. Year 4 pupils were developing the ending of an improvised music and drama piece based on Orpheus in the Underworld. They developed music and drama skills as well as spatial awareness and appreciation of the work of others. This work with Education Action Zone has resulted in significantly improved learning, both pupils and staff being inspired and enthused by the activities to develop still further their creative skills.

26. The very good range of extra activities, including trips and visits as well as visitors to the school, enhances and broadens the curriculum still further. Examples of these are seen in visits to concerts and performances and visiting theatre companies. The school has hosted poets and artists in residence and this has inspired high quality work from pupils in art and design and story writing in English. Full advantage is taken of the locality to offer outdoor education to pupils through sports fixtures and field trips and visiting local environmental areas. The school has good links with Queens Park Rangers Football Club who coaches both boys and girls in football skills. Boys and girls, in mixed teams, play a range of sports including netball, and take part enthusiastically in dance. The school runs a successful breakfast club with booster lessons in mathematics and English, which is appreciated by parents and pupils alike.
27. The match of teachers and support staff to meet the demands of the curriculum is good. The teachers are suitably qualified and well balanced in their total experience and are deployed effectively. The number of teaching assistants has increased and they work well with support staff for pupils with English as an additional language and classroom teachers in efficient teaching teams. They provide skilled and effective support for pupils. Staff have a very good knowledge of the pupils, which helps with the effective management of pupils throughout the school day. The accommodation is satisfactory overall. Most of the building is well cared for and displays provide an attractive learning environment. However, the playground is too small for some sports activities and cramped for the number of pupils who use them. The school is investigating the possibility of building a roof garden to provide extra space. The level of resources is satisfactory and is improving particularly in the area of ICT where resources are now good.

Care, guidance and support

The school is a safe and supportive community, which embraces the diversity of pupils, values their views and enables them to develop their personal and academic skills with confidence and a high level of individual achievement.

Main strengths and weaknesses

- Excellent relationships between staff and pupils.
- Very good support and guidance for pupils, including analysis, monitoring and promoting achievement for different groups, including attendance.
- Effective induction arrangements for pupils, including those joining throughout the year.
- Secure procedures for child protection.
- Effective consolidation and documentation of past good practice in health and safety, in particular risk assessment.

Commentary

28. The school is sensitive to the diverse needs of pupils and cares very much that pupils, who may come with limited English, should feel happy and secure and able to find someone to talk to. This includes ensuring 'buddies' operate between years, and within classes, when new pupils start, the 'Friendship stop' in the playground and the high quality relationships between staff and pupils.

29. There is detailed planning, target-setting and monitoring of individual pupils' personal and academic development and pupils are encouraged to evaluate their own performance, for example in plenary sessions to lessons. The quality of pupil reports is satisfactory overall. The importance of regular attendance is promoted through the school-home liaison officer, in school publications and in the valuing of high attendance in assemblies. The quality of individual education plans for those pupils with special educational needs is very good.
30. There is a secure understanding of child protection procedures. The school is clear on the safety implications of a Victorian school building close to a busy road and is consolidating good practice in health and safety, including documented risk assessments and an independent safety audit.
31. There are appropriate procedures for helping young children settle into the Nursery and an individual and sensitive approach is taken to ease in the many pupils who start at school at different times during the school year. These include good relations built up with other schools to get pupil records rapidly, calling in translators if necessary to assist with parent interviews and providing, for example, temporary uniforms so pupils blend in and belong.
32. The school has a supportive learning environment and ensures suitable opportunities for all pupils to develop their English language skills. Pupils who are learning English as an additional language are very well integrated in to school life and mutual respect and tolerance of others' values underpin the strong relationships within the school.

Partnership with parents, other schools and the community

Very good community links and a strong, developing partnership with parents has a positive impact on the quality of the school environment and pupils' achievement.

Main strengths and weaknesses

- Parents are highly satisfied with the school.
- Pupils both enjoy and are proud to attend the school.
- Links developed with a range of agencies have a very strong positive impact on the quality of the environment and educational provision.
- Increasing engagement of parents through activities of the school-home liaison officer and the recently reformed parent school association.
- Although the school itself prepares pupils for transfer, there are no established links with secondary schools.
- Pupil reports are less accessible for someone with difficulty reading English.

Commentary

33. Parents are highly satisfied with the school and pupils both enjoy and are proud to attend, exemplified by the school chant conceived and performed by the cheerleader group.
34. The Educational Action Zone partnership is having a significant beneficial impact on the achievement of pupils, for example the inclusive work on the theme of 'journeys' undertaken with the refugee teacher, and the curriculum workshops all day Wednesday give a huge spark to pupils learning in the performing arts.
35. Other links are also providing very positive benefits for the school, arising from the partnership with the Paddington Regeneration Area and playground enhancement work funded by the EAZ. Pupils' awareness of their local community is also developed through walks to the park and library.

36. The disparate background of families provides a significant challenge to fully engaging all parents and carers but productive initiatives are underway, for example the highly valued coffee mornings and English language classes organised by the school-home liaison officer. The recently formed, parent –school association arose from parents’ successful participation in school fundraising earlier in the year. Parent helpers now assist on outings and provide targeted help with reading for pupils, who would otherwise have limited opportunities to read. This is resulting in significant improvements in reading ability.
37. The school makes every effort to involve the parents of pupils who speak English as an additional language in all school activities. They are supported through the curriculum meetings and literacy club. Some important letters are translated in home languages. The staff, pupils and parents who can speak more than one language help in interpretations if and when required. There are good induction procedures when new pupils join the school. Parents are invited into school to support in cooking, singing and to discuss their experiences for example in ‘Refugee Week’. This enriches pupils’ learning. Parents of children who have special educational needs are very well involved in attending annual reviews, setting and reviewing individual targets and are kept fully informed of pupils’ achievements.
38. The school provides good support and information on choosing a secondary school but has no established links.

LEADERSHIP AND MANAGEMENT

The headteacher, ably supported by her deputy headteacher, provides excellent leadership. Leadership and management are very good at all levels. Aims and values of the school are exemplified in her rigorous yet supportive approach, which focuses on ensuring a high quality education for all pupils. The senior management team and subject leaders provide very effective support and make a positive contribution to all aspects of pupils’ learning throughout the school. **The governance of the school is very good.**

Main strengths and weaknesses

- Very clear vision by the headteacher.
- Leadership and management at all levels are very good.
- The governing body is very effective.

Commentary

39. The headteacher’s leadership and vision for the school’s continuing success is based on a thorough knowledge of its strengths and weaknesses, and how these can be built on. She is very clearly focused on providing effective learning and maintaining high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school’s own identified priorities, leading to improved provision.
40. The headteacher is particularly effective in managing the staff, developing a strong sense of teamwork and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group. The senior management team and key subject leaders are very effective. They are forward looking and have a good knowledge and understanding of what works well and what needs developing.
41. The governors provide very good support for the school, and fulfil their statutory responsibilities very well. Established systems of communication ensure that they have an appropriately up-to-date overview of the school’s work and achievements. This information, together with their developing employment of the principles of best value, enables them to make good informed decisions on the school’s behalf. Within the governing body, there is a good breadth of

expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, her flair for leadership and strong management ability. They recognise that she and the staff are crucial in raising the school's performance and its achievements.

42. This is a school that knows its strengths and weaknesses well. It has very effective arrangements for getting a detailed and accurate picture of its performance, and for analysing the information. Challenging, but realistic, targets for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
43. The school has focused on developing whole-school procedures for the analysis of its performance data and the regular scrutiny of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. The school makes good use of statutory and optional national tests to inform these assessments. The scrutiny of pupils' work in other subjects, carried out effectively by subject leaders, provides similarly focused evidence of standards across the curriculum. In this way, the school is beginning to seek best value for money when it undertakes its spending; the school relates this well to the impact on learning and management, ensuring effective, all-round evaluation.
44. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record keeping procedures. The headteacher and subject leaders ensure that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This regular observation, identifying areas for improvement, which are successfully addressed, ensures that good improvement takes place. This open climate reflects mutual professional respect and confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.
45. There is a clear sense of purpose in the school: teachers, pupils, non-teaching staff, governors and most parents take pride in the school. Although results in national tests compare very favourably with other schools, staff are not complacent and there is a clear commitment to continued development. There is a strong ethos and shared commitment to work together to implement the school improvement plan. Performance management procedures are fully in place based on effective professional development.
46. The special educational needs co-ordinator has created an effective team of special teaching and support staff for pupils with special educational needs. She also works well in liaising with teaching staff and external support agencies. The school's documentation for the pupils is clear, concise and kept up-to-date. The school spends the funds it is allocated for pupils with special educational needs well. It supplements these funds effectively from the main school budget to ensure that all classes have enough support staff in almost all lessons to ensure that pupils with special educational needs are almost always directly supported.
47. The school receives funds through the Ethnic Minority Achievement Grant and also adds from its own budget to appoint 1.6 full-time equivalent teachers who provide additional support within classes to about 100 pupils. The money is spent wisely for the benefit of the pupils. All pupils are assessed and their stages of language acquisition are determined and recorded. The assessment data are used very well to monitor and track pupils' progress. The leadership and management of the service are very good. All test results are analysed according to ethnicity and pupils' progress is monitored rigorously. The information gained is used very well to provide additional support. There is no under-achievement in any of the ethnic groups. The staff has received in-service training on how to support pupils who speak English as an additional language.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	807,928
Total expenditure	807,928
Expenditure per pupil	3,500.00

Balances (£)	
Balance from previous year	992
Balance carried forward to the next	0

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision is **good**.

In both Nursery and Reception, all children achieve well. Attainment on entry to the school is very low in communication, language and literacy, mathematical development, knowledge and understanding of the world, and well below in creative development and below in personal, social and emotional development, and physical development. All children achieve well in all areas. Resources are good and are well used to enrich the curriculum. Accommodation is only satisfactory, as there is no outdoor area for the Reception class to extend and enrich the curriculum. The co-ordinator provides effective leadership and manages the provision well. Teachers and teaching assistants work very well as a team and contribute equally to good provision and quality of learning. The quality of teaching in all areas is good. Teaching is well planned and assessment is used very well to determine next steps in learning. Teachers explain subject-related vocabulary and concepts well and question children to ensure that they have understood. This supports learning for the majority of 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 very well and are keen to learn.
- The routines and the praise children receive help them feel secure and confident.
- Resources are used well to make learning interesting.
- There is no designated outdoor area for the children in Reception class to extend their learning.

Commentary

48. Most children are likely to meet the expected levels by the end of the Reception year. Teaching is good and children make good progress. They are encouraged to be independent and are regularly given opportunities to select their own activities. The children are encouraged to share resources and discuss their ideas. They respond well to the very good adult role models who promote their moral and social development. This area of development is emphasised consistently throughout all the children's learning and is well planned for. The quality of provision and standards achieved have been maintained since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching of key skills is good.

Commentary

49. The quality of teaching and learning is good and children achieve well. Teachers' planning addresses the needs of different capabilities well. Attention is given to modelling language, using props and explaining vocabulary to ensure that children understand the tasks and activities. For example, when making cakes, the teacher ensured that children knew the

names of ingredients. This supports children who are learning English as an additional language. However, this is not consistently practised. When children join the Nursery, they have very low vocabulary skills. There is need for more emphasis on asking children to repeat vocabulary and use words and phrases to answer and not to always accept gestures and nods. More able children in Reception classes are developing a good knowledge of letter names and their sounds. They are beginning to read from memory but have not got the vocabulary to use picture clues to tell the story or link initial letter sounds to whole words. However, the majority are still at the early stages of developing phonic skills. 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. In 'Buddy Reading time', Reception children read with Year 4: this supports the development of their reading skills. Most children are well below the levels expected for their age and unlikely to reach the expected levels.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities support children's mathematical development effectively.

Commentary

50. The quality of teaching and learning is good and children achieve well. Children learn a number of rhymes and songs that extend their knowledge of numbers. For example, children in the Nursery sing a song of 'Five little ducks' and count and learn to recognise digits from one to five. Many children in Reception can count to ten and some can recognise numbers to five. Cooking activities allow children to apply concepts of measuring weight and volume. Most children in the Reception class can name simple two-dimensional shapes. Children who speak English as an additional language are also very well supported by the additional teacher and teaching assistants. Staff assess children's progress very well and use the information to plan next steps in learning. Most children are well below the levels expected for their age and are unlikely to reach the expected levels.

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 in knowledge and understanding of the world.

Commentary

51. The quality of teaching and learning is good and as a result, 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 improve their scientific knowledge as to the changes that occur when ingredients are mixed. However, because of a lack of vocabulary skills, children are not yet able to express what they have learnt. They understand that animals need water and food when they look after the class guinea pigs. There is a range of activities and children are encouraged to select tools, techniques and resources. In assemblies and through song, children learn about the cultures of others. Children 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 well below the levels expected for their age and they are unlikely to reach the expected levels.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move with control, and confidence.
- There is limited outdoor space.

Commentary

52. The quality of teaching and learning are good overall and children's achievement is good. In Nursery, children use the climbing apparatus and wheeled toys with confidence, negotiating space safely. They enjoyed stopping, starting, walking and dancing in the 'Let's Move' music and movement session. However, the teacher had to stop and start the tape many times to explain the instructions and demonstrate the lesson for children to move accordingly. In Reception, children learn to use the space appropriately in their jumping, hopping and running activities. They ride the wheeled toys confidently. However, children do not have opportunities to talk about 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, 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 attain the levels expected for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

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

Commentary

53. The quality of teaching and learning is good overall and children's achievement is good. Children are introduced to a range of media in Nursery and Reception, for example painting, dance and singing. Children play musical 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 well below the levels expected for their age and this hinders the development of role-play. Most children's attainment is below the levels expected for their age and is unlikely to reach the expected levels.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Planning across the school is very good.
- The subject makes a major contribution to inclusion, particularly of pupils with English as an additional language and pupils with special educational needs.

- The literacy hour has been well implemented and extended.
- Teachers' subject knowledge is very good.
- Pupils of all abilities are challenged through differentiated work.
- The use of talking partners extends effective speaking and listening skills.
- The quality of teaching and learning in Years 3-6 is excellent.
- Leadership and management of the subject are excellent.
- There is insufficient use of ICT to support research skills in literacy.

Commentary

54. Standards in the subject are in line with national expectations by the end of Year 6. The level of improvement since the last inspection has been good. Pupils' achievement is good in Years 1 and 2 and very good in Years 3-6.
55. The school gives the necessary emphasis to the early identification of pupils needing extra support due to having English as an additional language. Early reading skills, such as learning letter sounds are well taught. With the majority of pupils acquiring English, concentration upon the teaching of basic skills is very good. Pupil response, due to teachers' emphasis upon the oral rehearsal for writing, is very good. In a Year 2 lesson, pupils are asked to suggest words that contain "ar" sounds in preparation for writing; examples given include 'tsar', which pupils had experienced in a recent story. Within Years 3 to 6, as a result of very good preparation and careful questioning to all abilities, pupils make good progress and reach national averages by the end of Year 6.
56. Standards of English for pupils by the end of Year 6 are in line with national averages. Progress at earlier stages is built upon with excellent planning and inspirational teaching of difficult areas. In a Year 3 class, pupils discuss a play script about an alien coming to Earth and meeting a dinosaur; pupils suggest which type it may be and produce Brontosaurus and Pterodactyl as examples. In an excellent Year 6 lesson, pupils write letters in the role of Malvolio, from Twelfth Night in Shakespearian language. This is as a result of extended questioning and preparation by the class teacher.
57. Handwriting is good, with pupils taking care with presentation, spelling and punctuation. Pupils in all years show great confidence in speaking and listening due to the priority this is given from the earliest stages of education. Teachers are very positive in their questioning, particularly to pupils with English as an additional language and those with special educational needs. Pupils often reply in imaginative extended sentences and are given ample time to think before they answer.
58. Adult reading partners and time spent by older pupils acting as reading buddies to younger pupils pays dividends in developing reading confidence, particularly in Years 1 and 2. There is very good support for pupils with English as an additional language and those with special educational needs, from both teaching and support staff in giving focused support, which results in greater pupil confidence to participate in lessons and very good achievement.
59. The quality of teaching and learning in Years 1 and 2 is good and in Years 3 to 6, excellent. This is due to very detailed planning and discussion of teaching strategies by all staff, very good subject knowledge, extended discussion of activities and a concentration by teachers upon enthusing pupils' interest. Whole-school training has concentrated upon pupils' speaking and listening skills; this is then translated very effectively into their written work.
60. Leadership and management of the subject are excellent from an inspirational and professionally reflective co-ordinator. Lesson observations with positive feedback are well embedded. A constructive dialogue about the subject is led by the co-ordinator and the school's good resources are well used. Information and communication technology (ICT) is insufficiently used to support further research in literacy.

Language and literacy across the curriculum

61. Oral rehearsal for writing is a particularly strong feature throughout the school. Extended time spent in talking about what pupils need to write, rather than an early commitment to writing in lessons, produces far greater maturity and construction in pupils' writing. The school has not only successfully implemented the Literacy Hour, but has also extended it. This is a result of the whole school dialogue on the teaching of English and how to plan and assess it as well. Literacy across the curriculum is well used, particularly in discussion about what pupils are going to write or produce; one such example is a Year 3 art and design lesson, where pupils discuss and evaluate each others' designs for Roman mosaics.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils' standards have risen and pupils meet and surpass their targets in mathematics.
- Teaching is very good for older pupils and, as a result, achievement is very good.
- Teaching and learning is never less than good throughout the school.
- The National Numeracy strategy is well embedded.
- Assessment is very helpful to pupils – they understand exactly what they have to do to improve and their performance is carefully tracked.

Commentary

62. Overall, pupils' achievement is very good. Their standards in mathematics have risen and National Curriculum test results have improved over time. At the last inspection they were higher, but the cohort is more challenging now. The number of pupils in Year 6 gaining level 4 and 5 was above the national average in 2003 in comparison with all schools nationally, reflecting very good teaching and appropriate challenge for higher attaining pupils. In lessons and work seen during the inspection, pupils' attainment was in line with that generally expected from those of a similar age. Achievement is very good throughout Years 3, 4 and 5. Pupils who have attended school since the outset make rapid progress based on the solid mathematics and language foundations established in Years 1 and 2. From a low starting point, pupils in Year 2 achieve well. However, although teaching and pupils' progress in these years is good, there is insufficient time to overcome the low baseline. The high pupil mobility rate and the significant numbers of pupils who are at an early stage of learning English language compound this difficulty. Year 2 national test results in 2003 were just below the national average.
63. Pupils' learning and achievement, including those with special educational needs and English as an additional language, are very good throughout the school. Pupils with special educational needs and those with English as an additional language achieve very well and make significant progress towards targets in their individual education plans because of structured support and careful planning to meet individual needs. There are no significant differences in learning between girls and boys.
64. The school has worked hard to boost Year 6 pupils' achievement and improve standards. The careful analysis of mathematical data in 2002-2003 has enabled teachers to identify strengths and weaknesses in pupils' mathematical skills, knowledge and understanding, and develop strategies to work with them. The current Year 6 standards show improvements on those achieved last year and the very good quality of teaching supports this progress. Average and higher attaining pupils have a good grasp of place value and of the four number operations. The excellent teaching ensured pupils used both 12 hour and 24 hour clocks and the teacher's very secure subject knowledge and skilled differentiation enabled all pupils, including those with special educational needs to make very good progress. A very good mental starter demonstrated pupils' understanding and ability to order mixed decimals. Pupils' skills in mental

calculations are a strong aspect of their attainment because of the emphasis on oral language work in each lesson and the skilled questioning techniques of the teachers. Through careful analysis of pupils' results and work in lessons, teachers recognise that a weaker aspect of pupils' learning is in problem solving, particularly word problems, and have made this a main priority in the current planning.

65. Pupils make good progress in mental arithmetic in Year 2, as well as in developing a clear understanding of number. This is good achievement.
66. Teaching is never less than good and is very good overall. In one lesson seen in Year 6, the teaching seen was excellent, expectations were very high and pupils' learning and achievement was highly successful. Teachers' planning is thorough and well thought out. They explain tasks and new concepts well and keep a good overview of pupils' learning throughout the lesson, often by using skilled questioning. The mental mathematics sessions are a strong aspect of the overall teaching. Work is very well organised to meet pupils' needs and is based on rigorous assessment of the appropriateness of the work to pupils' prior attainment and capabilities. Learning objectives are clearly outlined and pupils record these in their books. All pupils have learning targets, they know what they are and how to reach them. The National Numeracy Strategy is well embedded in the curriculum and, together with the school planning, provides consistency in the context of very high pupil mobility. Teachers' planning is informed by the content of the scheme of work together with the assessment of pupils' previous work and any difficulties they may have experienced. This ensures that during lessons, teachers' attention is focused on adapting their teaching in the light of pupils' difficulties or emerging strengths in their prior knowledge.
67. The subject is managed very effectively and there has been good improvement in all areas of the subject since the last inspection. The co-ordinator has a clear vision for the development of mathematics and has put in place good strategic planning. The careful evaluation of planning and pupils' work is evident in the greater emphasis and attention paid to problem-solving in lessons. Good, systematic monitoring has improved the quality and consistency of teaching and learning and is raising standards. Very good assessment procedures that monitor pupils' progress throughout the school are used to set end of year targets. They are used well to identify groups of differing levels of attainment and ethnicity within years and classes and enable ability grouping. Further support is provided through initiatives such as Springboard and Booster Groups and targets in individual education plans. The co-ordinator carefully analyses the results of national testing for strengths and weaknesses, and this informs her development planning.

Mathematics across the curriculum

68. Pupils have good opportunities to apply their numeracy skills across the curriculum. For example, they use them in science when handling data, in design and technology to measure and design, in their work in geography to search for information on the Internet, and in art and design to aid composition and develop design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall. Pupils achieve very well in Years 3 to 6 as a result of very good teaching.
- 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 very good.

- Leadership is effective and identified weaknesses are being fully addressed.

Commentary

69. Standards in the 2003 national tests for Year 6 pupils were below average. Teacher assessments for Year 2 indicate that pupils attain well below average standards. In addition, 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 close to 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 English as an additional language and high mobility between Year 2 and Year 6.
70. Pupils' achievement is very 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 whether they are vertebrate or not, number of legs, and whether they have body segments or shells. They use a variety of methods to record their findings. In Year 3, pupils were finding out the absorbent qualities of different materials. 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 pulse rate. They use tables and graphs to record data. Boys and girls achieve similar standards.
71. The quality of teaching is good. It is very good in a few lessons observed in Years 3-6. 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. 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.
72. 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: teaching and learning and achievement have all been improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have been maintained and are in line with national expectations at both key stages.
- Improved development in planning and organisation has enabled teachers to develop the full breadth of pupils' ICT skills and understanding.
- Achievement is good overall.
- Good teaching, new equipment and improved facilities have enhanced the overall development of ICT.
- The use of ICT in subject areas is developing well but there remains some inconsistency.
- Some teachers have had insufficient training in ICT, particularly in the use of new software to support subject areas.

Commentary

73. Standards of attainment of pupils throughout the school are in line with national averages, as they were at the last inspection. However, there has been an improvement in the provision since the last inspection. The good management and organisation of the subject has improved the provision and ensured support and guidance has been given to colleagues to enable them to gain confidence and improve their skills.
74. A good policy and scheme of work addresses the National Curriculum requirements and provides a good framework for teachers to work from. A portfolio showing levels of pupils' work and sample lessons at different National Curriculum levels is proving a valuable support to teaching and assessment. The new computer suite has been extended and is now used well. Interactive whiteboards have been ordered and extra staff training has been planned. In addition, each classroom is equipped with a relatively new PC and a range of relevant software.
75. Pupils' learning and achievement are good throughout the school. Pupils with special educational needs and those with English as an additional language achieve well and make good progress towards targets in their individual education plans because of structured support and careful planning to meet individual needs.
76. Only one lesson was seen in Years 1 and 2 but from pupils' work, teachers' planning, reports of pupils' work and discussion with pupils and teachers it is clear that younger pupils learn effectively and build up their skills well in ICT and make good progress.
77. Pupils in Year 2 use a paint program to support their work in literacy. Their mouse skills are good and higher attaining pupils use the keyboard to write sentences about their work. Teaching encourages discussion and pair work so that pupils are able to explain clearly the functions of different parts of the program and their advantages. Pupils' work shows they can use simple editing techniques in word-processing programs, for example cut and paste, and they use the mouse skilfully to put words in the right order and to assemble sentences. Higher attaining pupils produce simple, beautifully presented stories, making very good use of different fonts, sizes and colours.
78. At the end of Year 6, pupils have developed and extended their learning and achievement is good overall. They have a good understanding about which everyday items incorporate a microchip and about how ICT can be used to improve our everyday lives. Year 5 pupils interrogate databases using search and sort facilities and they recognise the powerful advantages of using ICT to find, select and organise information quickly and accurately. All pupils enjoy ICT and older pupils are enthusiastic users of the Internet and websites to support their work.
79. Teaching is generally good. Lessons are well planned. They build securely on what pupils already know and the learning objectives are shared with pupils. As a result, pupils are well motivated and keen to learn and their behaviour is good. Lessons in the computer suite are generally well organised and managed and, consequently, resources are well used. There is a well-planned curriculum and, therefore, pupils are being progressively taught skills.
80. The co-ordinator manages the subject effectively and is aware of the areas of strength and weakness in the subject. The development plan for ICT is clear and highly appropriate. The computer suite is attractive, well organised with interesting displays of pupil's work and informative and useful posters. It is well resourced. The co-ordinator leads training sessions for all members' of staff. The quality and number of computers in the school is now good. The range of software available to support work across the curriculum is satisfactory and developing. Monitoring of teachers' plans and pupils' work in ICT in lessons is thorough. There are systematic assessment and recording procedures in place. The school is aware that more training is needed in ICT for staff, particularly as new resources become available, for example the interactive whiteboards and broadband.

Information and communication technology across the curriculum

81. The use of ICT in subject areas is developing well and teachers use ICT to support their learning in mathematics, for example in databases and producing graphs, in art and design in the exploration of art packages, in design and technology in simple modelling and designing sandwiches and in English in the presentation of work. The school recognises that more needs to be done in mapping ICT across the curriculum, developing cross curricular links and in developing teachers' website knowledge. The new interactive whiteboards, once training has been completed, will be a very useful resource to the development of ICT across the curriculum.

HUMANITIES

Geography and History

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

Commentary

82. Only a few lessons were observed overall. Teaching and learning were good in those lessons. No overall judgements can be made about teaching and learning. Scrutiny of pupils' work and discussion with teachers indicates that the standards for Year 2 and Year 6 are in line with the expected levels nationally and pupils' achievement is good. Standards have been maintained since the last inspection.
83. In Year 2, pupils in their study of two contrasting localities are able to write about the geographical features of a city and those of the countryside, and learn about the different weathers when they pack a suitcase for a holiday in the autumn. Pupils can talk about different toys they have learnt about in the past. Year 6 learn about the deforestation of the Rain Forest and can argue a case for either development or preserving the status quo. Pupils know about many famous people from a wide range of cultures and relate key dates, periods and events in British history well.
84. The co-ordinators provide good leadership and manage the subject well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Leadership and management of art and design are good.
- The very good quality and variety of displays in classes and school.
- The good use of art and design to enhance all curricular areas.
- Multicultural influences of art and design in school are good.
- Teachers' enthusiasm and subject knowledge for art and design.
- Pupils achieve well.

Commentary

85. Standards by the end of Year 6 are above national averages. Improvement since the last inspection has been good. Leadership and management of art and design are good; the subject co-ordinator shows wide subject knowledge and a clear idea of the subject's current strengths and areas for development, such as a Year 6 project on collage work.
86. The quality of teaching seen was very good, with detailed planning and challenge given to pupils of all abilities. Pupils discuss their work and evaluate that of others, as in a Year 3 lesson on Roman mosaics where pupils work in pairs to produce designs that are then made from coloured egg shells.
87. From scrutiny of work displayed in school, a wide variety of artwork is produced to a high standard. Year 1 pupils working with local artist Josie Warshaw produce leaf prints, which are transformed into wall tiles. Year 3 pupils paint and make three-dimensional dinosaur habitat boxes, linked with design and technology. Year 5 pupils use colour mixing to produce effective geometric shapes and Year 6 paint portraits of Tudor figures in the style of Holbein.
88. The use of art and design enhances celebration of the multicultural and multi-faith make-up of the school, such as pupils making Mehndi patterns and mosaics of Christian symbols in Year 4. Pupils enjoy their art and design and teachers ensure that their work is celebrated with pride.

Design and technology

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

89. No lessons were seen during the inspection. Work pupils had completed in the subject, teachers' planning and notes and reports of pupils' work were scrutinised and discussions were held with pupils. Design and technology was also discussed with the subject co-ordinator.
90. Since the last inspection there has been satisfactory improvement. There is now a stronger emphasis on planning and organisation. There is a sound policy document and scheme of work in place, which ensures full coverage of the National Curriculum programmes of study. This provides a useful framework for teaching and planning lessons. Teachers adapt the curriculum to reflect the needs, backgrounds and interests of pupils but there is still some work to do. The co-ordinator recognises that present teaching strongly supports the production and skills elements of design and technology and there is less emphasis on the design of products and the evaluation of work. She has produced photographs of different lessons showing both the process and the product to encourage teachers to focus on specific areas. Discussion with some pupils showed that evaluating products, modifying and improving them was a prominent part of their enjoyment of the subject but others were unsure of the process involved.
91. There were several photographs and well-finished items available for inspectors to examine during the inspection period: however, the evidence of pupils' planning and evaluation was limited. Pupils in Years 1 and 2 have designed and made simple sock puppets using joining skills, model playgrounds and picture frames. Younger pupils evaluated ready-made sandwiches. Pupils in Years 4 to 6 designed and made masks, shelters, moving toys and models, musical instruments, bridges and controllable vehicles.
92. The co-ordinator has a sound vision for the future of the subject and has a satisfactory development plan. She looks at teachers' planning and intends to monitor work in the classroom on a regular basis now that she has release time. She is aware of the areas for development in teaching and learning in the subject and there is a strong focus on training to improve confidence, subject knowledge and understanding. A design and technology day is planned for the end of the month to raise the profile of the subject in the school and enable

teachers to share good practice. An after school club is to be organised for the summer term involving staff, parents and pupils.

Music

The specialist teacher funded by the Education Action Zone project for ten weeks taught all three lessons observed during the inspection. No other teaching was observed so no secure judgements can be made about teaching and learning overall. The standards observed support the view that provision for music is **very good**.

Main strengths and weaknesses

- Very good teaching by the Education Action Zone project teacher.
- High level of pupils' motivation and enjoyment.
- High attainment and achievement throughout the school.
- Very good emphasis on writing, composing and singing.

Commentary

93. The standards of Year 2 and Year 6 pupils are well above the national averages. In the assemblies, pupils' singing is of a high standard. In the lessons observed, the teacher demonstrated very good subject knowledge and motivated pupils very well. Pupils of all abilities and ethnic backgrounds were fully involved and they were very keen and enjoyed the lessons very much. Year 2 pupils chanted their own compositions, written within the lesson, about the 'Journey of a crab down the sea'. They worked very well in groups and produced very good quality of compositions keeping rhythm, pitch and tempo. In an excellent lesson in Year 5, pupils were rehearsing for a performance in opera singing. They wrote the words and composed and sang a song about Victorian schools. They improvised words and actions and sang solo as a whole class. They have had many opportunities of playing percussion instruments and have written melodies.
94. The co-ordinator provides good leadership and manages the subject well. Songs and music from different cultures are effectively used to enrich the curriculum. For example, Year 2 sang a song from Zimbabwe and pupils had learnt the words of the song in the language foreign to the majority. They sang confidently and enjoyed the experience. Good links have been established across other subjects such as history, literacy and numeracy, drama and ICT. However, the use of the computer is still developing. The school has improved standards to well above national averages since the previous inspection when they were judged to be above national averages in Year 6 and in line with the national average in Year 2.

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.
- 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.
- Not all pupils have learnt to swim 25 metres as recommended in statutory guidelines.

Commentary

95. All pupils achieve well. Standards are 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 perform as a robot. This develops well and pupils work in pairs and perform the actions of a large machine, building on each other's movements. They are keen to demonstrate their work 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. Standards have been maintained since the last inspection.
96. Teaching and learning are consistently good. Pupils benefit from knowledgeable teachers and well planned lessons. 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 brisk 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. The subject leader provides clear vision and direction.

Personal, social and health education

Provision is **very good**.

Main strengths and weaknesses

- Very good leadership by key staff.
- Very high levels of confidence and self-esteem displayed by pupils.

Commentary

97. Drugs awareness and sex and relationships education are being addressed effectively through a well thought out personal and social development programme. The school regards the personal, social and health education programme as a vital element in nurturing the pupils' social and personal development and their self-esteem. The provision for citizenship, personal, social and health education within the curriculum is good. The school council meets fortnightly and enables pupils to have a real voice in their school and elected members from each class to take on responsibility. By the time they reach Year 6, pupils have grown in confidence and maturity.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
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	2

Overall standards achieved	2
Pupils' achievement	2

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

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	2

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