

# **INSPECTION REPORT**

## **ST JUDE'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Herne Hill, London

LEA area: Lambeth

Unique reference number: 100616

Headteacher: Florence Wilson

Lead inspector: Margaret Coussins

Dates of inspection: 19 - 22 January 2004

Inspection number: 260536

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:	5 – 11 years
Gender of pupils:	Mixed
Number on roll:	208

School address:	Regent Road Herne Hill London
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Postcode:	SE24 OEL
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Telephone number:	0207 274 2883
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Fax number:	0207 733 0966
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Appropriate authority:	Governing Body
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Name of chair of governors:	Roy Heslop
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Date of previous inspection:	13 September 1999
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## CHARACTERISTICS OF THE SCHOOL

St Jude's is an average size primary school with 208 pupils. Children come from mainly low socio-economic backgrounds and the majority are black British pupils of Caribbean or African origin. The number who have special educational needs and the number who have English as an additional language is higher than average. The proportion who are eligible for free school meals is average. When they enter school children's skills and knowledge are below average for their age. The school has Investor's in People Status, an Artsmark award and received Achievement awards in 2001, 2002 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	English History Geography Special educational needs
14324	Michael Hudson	Lay inspector	
22577	Margaret Hart	Team inspector	Foundation Stage Science Physical education Music Information and communication technology
3574	Kanwaljit Singh	Team inspector	Mathematics Design and technology Art English as an additional language

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

St Jude's is a **very good** school that provides very good value for money. Standards at the end of Years 2 and 6 are above average and all pupils achieve well. Teaching and learning are good. The opening of the new Creative Arts Centre, currently under construction, will greatly improve facilities for the pupils. The leadership and management of the school are very good and parents and pupils are confident that the school is doing a good job.

The school's main strengths and weaknesses are:

- pupils achieve very good standards overall; English, mathematics and science are above national expectations;
- the leadership of the headteacher is excellent and this promotes high achievement for all pupils;
- teaching and learning are good throughout the school and pupils achieve very well;
- all staff have high expectations of standards and behaviour, they work well as a team to provide an excellent climate for learning;
- the school provides a rich, varied, broad and exciting curriculum for all its pupils;
- the accommodation is used well, however, the lack of space restricts activities and developments in some curriculum areas;
- procedures for health and safety are not always rigorously applied.

The school has made **very good** improvement since the last inspection and all the issues have been tackled successfully. Standards in literacy, science and mathematics have improved and pupils achieve well. Assessment procedures are very good and promote good standards. The provision for pupils with special educational needs is now very good. The quality of teaching is good which is significantly better than last reported. Overall standards are very good.

## STANDARDS ACHIEVED

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

Achievement is **very good** overall. When they join the school, children's skills and knowledge are below average. Most reach the goals expected for children at the end of the reception year and some exceed them. They achieve very well and so by the time they reach the end of Year 2 their overall standards in reading, writing and mathematics are average or better. They continue to achieve well throughout Years 3 to 6 and so by the end of Year 6, standards in English, mathematics and science are high. Pupils with special educational needs are supported effectively, they make very good progress and as a result achieve very well.

The provision that the school makes for pupils who speak English as an additional language is **very good**. Most pupils achieve well and attain standards that are similar to their peer group. Younger pupils who join knowing little or no English, make good progress and achieve well. There are 20 pupils on the early stages of language acquisition and appropriate support is given to these pupils and their achievement is good.

Pupils' personal qualities and their attitudes and behaviour are **very good**, they are willing to learn and enjoy coming to school. Attendance is **very good** and punctuality is **good**. Unauthorised absence is higher than the national average and the school is working with parents to reduce this. The provision for pupils' spiritual, moral, social and cultural development is **very good** and this has a very positive impact on their attitudes to learning.

## QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The curriculum provision is **very good** because the school provides a very wide range of purposeful curricular opportunities that caters for the needs, aptitudes and interests of all the pupils. A wide variety of school visits and visitors, and a very good range of extra-curricular activities enrich pupils' experiences and motivates them as learners.

Teaching and learning are **good** and assessment is **very good** because it lets pupils know what they are aiming for and how they can improve. Teachers have very good subject knowledge and very high expectations of standards and behaviour. Their planning is very effective and ensures that different groups of pupils have equal opportunities to achieve well and the achievement of pupils of Caribbean heritage is a good example of this. Teachers have excellent relationships with their pupils and this motivates pupils to work hard. Teaching assistants play a crucial role in helping pupils participate fully in lessons and making sure they do as well as they can.

Pupils receive **very good** support, advice and guidance. They are encouraged to be involved in the school's work and their views are valued. The school has developed strong links with parents, the local and wider community and this contributes to the very good standards that pupils achieve. The links with secondary schools are **excellent** and pupils are supported extremely well as they go on to their next schools.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**, and the leadership of the headteacher is **excellent**. The headteacher, senior management team and the governors share a vision and create an ethos in which expectations are very high. Key staff play a vital role in leading subjects and this team approach has contributed to pupils' very good achievement.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very supportive of the school and feel it is doing the best for their children. Links are good and the school's efforts to involve parents in school life are **very good**. Parents' contribution to pupils' learning is satisfactory. Pupils enjoy school and are proud to be part of the school community. They like being involved in the daily routines of school life and the responsibilities they are given.

## IMPROVEMENTS NEEDED

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

- to ensure that the comprehensive health and safety policy is put into practice by all staff at all times and carefully monitored;
- to fully implement the recommendations of the recent health and safety audit;
- to ensure pupils' opportunities are not restricted by the limitations of accommodation.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards in the school are **well above average**. Standards for pupils in Years 1 and 2 are above average for English and science and average in mathematics. Standards in Years 3 to 6 are well above average in English and above in mathematics and science. Girls do better than boys and their achievement is very good. Achievement in all year groups is good in mathematics and science and in English it is good for pupils in Years 1 and 2 and very good for those in Years 3 to 6. Standards in information and communication technology (ICT) are good.

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

- All pupils achieve well although boys did not do as well as girls in reading and writing in the 2003 test results;
- Many pupils reach higher than average levels of attainment in English, mathematics and science;
- Girls and Caribbean heritage pupils do very well;
- Standards in ICT are good across the school.

#### **Commentary**

1. When children join the school in the reception class their skills and knowledge are below average. They achieve very well and so by the time they reach the end of Year 2, their overall standards are in line with national expectations. They continue to achieve well and make very good progress throughout Years 3 to 6 and so by the end of Year 6, standards are well above average. This is a result of good teaching and excellent leadership that has focused upon improving standards. The provision of extra support for all pupils as part of the school curriculum and very good assessment procedures have had a positive impact on the standards achieved.
2. The drive to improve standards has included all pupils whatever their ability and so pupils with special educational needs, pupils with English as an additional language, those from different ethnic backgrounds and gifted and talented pupils have all achieved very well.
3. Pupils who speak English as an additional language and are fluent attain standards that are similar to their English-speaking peers. Pupils' achievement from across the school is good. Pupils new to English make good progress and attain well from their prior attainment.
4. At the end of Year 6, standards have remained consistently high over the last few years with significant improvement in the number of pupils attaining higher levels in English, mathematics and science which is now above the national average. Although the 2003 test results show that girls outperformed boys in all areas, this was not the case in the lessons seen during the inspection. The school has identified this gap between boys and girls and the teaching includes strategies to motivate boys and encourage their learning.
5. In subjects other than English, mathematics and science, pupils reach standards that are in line with those expected and achieve satisfactorily. In ICT standards are above average and pupils achieve well. The school has invested well in ICT resources and training for teachers and teaching assistants and their expertise has resulted in the good standards seen.



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

Standards in:	School results	National results
reading	15.7 (15.5)	15.7 (15.8)
writing	14.6 (15.1)	14.6 (14.4)
mathematics	15.4 (16.2)	16.3 (16.5)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	28.9 (29.4)	26.8 (27.0)
mathematics	28.7 (28.8)	26.8 (26.7)
science	30.1 (31.2)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

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

The school promotes pupils' personal development **very well**. This results in **very good** attitudes and behaviour. Attendance is **very good**, and punctuality is **good**, but unauthorised absence is higher than the national average.

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

- Attendance is very good and punctuality is good;
- Unauthorised absence is higher than the national average;
- Pupils' attitudes are very good;
- Relationships between pupils are very good;
- Behaviour is very good;
- The provision for pupils' spiritual, moral, social and cultural development is very good.

#### **Commentary**

6. Pupils enjoy school and are eager to learn. Most pupils attend regularly and arrive on time which means lessons begin on time and no time is wasted throughout the day. A few families, however, do not explain their children's absences and as a result, unauthorised absence is higher than the national average.
7. Pupils settle quickly into lessons and work hard. They respond eagerly to challenges, concentrate well and take a lively interest in their lessons. Pupils are very well motivated, and show a high degree of commitment. This is a result of good or very good teaching and well planned, interesting lessons. They enjoy learning and work very effectively both on their own and in group activities. Pupils take pride in their efforts and are very keen to share their pleasure in achievement. They offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative. Pupils' very good attitudes help them to learn effectively and make good progress.
8. Pupils' very good moral development is a result of high expectations for their behaviour from all staff who provide very good role models. The school's aims, values and rules are known by the pupils and this makes them think positively and recognise the difference between right and wrong and their behaviour is very good. Pupils know that unacceptable behaviour will be dealt with firmly and any incidents are managed well by teachers and other staff. There was one exclusion last year.
9. The atmosphere within the school is calm, orderly and purposeful and pupils use corridors and activity areas responsibly. Relationships between pupils are very good. Friendships are strong and interactions very harmonious. Pupils are very caring and considerate and during lessons and play times boys and girls from all age groups cooperate happily.

10. The school's values and high expectations help pupils to develop respect for themselves and others. Their confidence, self-esteem and developing maturity and self-discipline are a result of the school's very good provision for their social development. Pupils are well mannered, friendly, and pleasantly inquisitive with visitors, opening doors for them and offering help. They are involved in the daily routines of the school and their responsibilities increase as they get older. They feel proud to be part of the school and wider community. The school council provides good opportunities for personal development. Discussions of issues like bullying and bereavement broaden pupils' social awareness. Social development is further strengthened by community links, after-school clubs, residential visits and fund raising for charitable causes.
11. Pupils' spiritual and cultural development is very good. Spiritual development reflects the school's very strong Christian ethos. Collective worship makes a very valuable contribution to pupils' personal development. The services have simple spiritual themes that enhance pupils' self-esteem and prepare them for contemporary life. Friendship, care and mutual respect are guiding principles. Opportunities are taken to stimulate pupils' imagination and sense of wonder. The school's love of music reinforces spiritual development. Pupils have a very clear understanding of their own Christian faith and a broad awareness of non-Christian beliefs and values. Pupils gain a very good knowledge of national and local cultures through topic work, educational visits and community events. Displays and visits by guest speakers from different religious and ethnic backgrounds ensure pupils fully appreciate the diversity and richness of multi-cultural Britain today.

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

Authorised absence		Unauthorised absence	
School data	3.4%	School data	1.1%
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 **good** and assessment is **very good** as it helps pupils know what to do to improve their work.

**Main strengths and weaknesses**

- Teachers have good subject knowledge;
- Planning is very effective and ensures that different groups of pupils have equal opportunities to achieve well;
- Teachers have high expectations of standards and behaviour;
- Teachers' enthusiasm and excellent relationships motivate pupils to work hard and learn well;
- Teaching assistants have a crucial role in helping pupils participate fully in lessons and this helps pupils achieve good standards;
- Assessment is very good.

**Commentary**

12. Teaching across the school is good overall with a large percentage of very good teaching which was seen across all year groups. Lessons are well planned so that work is very well matched to pupils' abilities and all pupils can be fully included and achieve well. Teachers' subject knowledge is good and the school ensures that teachers new to the school receive appropriate training. Teachers work in challenging circumstances due to the cramped

classrooms but are able to create exciting, stimulating learning environments in spite of the lack of space.

13. The teaching of children in the Foundation Stage is very good in most of the areas of learning and good in the knowledge and understanding of the world and creative development. Across the school teaching is often very good in English, mathematics, science and information and communication technology which leads to good standards and achievement.
14. Teaching assistants work very well with pupils so that they can make good progress and achieve well. They have good relationships with pupils and support them very effectively in class and in extra support sessions. Teachers and teaching assistants have excellent expectations of pupils' work and behaviour and pupils respond positively to this by working hard and concentrating in lessons. The encouragement and opportunities given to all pupils are excellent and result in standards which are well above average. Homework is used well to reinforce and extend learning from lessons and pupils often bring work in from home to contribute to work in school.
15. Assessment information is used very well to make decisions on the provision of extra support for groups of pupils. The procedures enable pupils' strengths and weaknesses to be recorded and individual performance to be tracked. Pupils are clear about what teachers expect and how they can improve their work.
16. The quality of teaching received by pupils who have English as an additional language is good. Teachers explain key subject vocabulary well and ensure that pupils have understood tasks. Teachers have a positive attitude to the diversity of languages presented in the school and this raises the self esteem of bilingual pupils. As a result, they are willing to learn and participate in lessons and express their ideas confidently.

#### **Summary of teaching observed during the inspection in 43 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	19 (44%)	20 (47%)	3 (7%)	1 (2%)	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.*

#### **The curriculum**

The curriculum provision is **very good**. The school provides a very wide range of purposeful curricular opportunities. A wide variety of school visits and visitors, and a very good range of extra-curricular activities further enhance learning. The links with secondary school are excellent and so are the school's arrangements for equality of opportunity. The accommodation is very restricted and limits opportunities in some curriculum areas.

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

- The implementation of the national strategies and guidance on the teaching of literacy and numeracy are good and these make a significant contribution to raising pupils' achievement in English and mathematics;
- The school provides excellent opportunities for pupils who have special educational needs, those who are gifted and talented and those learning English as an additional language;
- The school's arrangements for transfer to secondary schools are excellent;
- The range of extra-curricular activities is very good and enriches pupils' learning experiences;
- There is a good match of trained teachers and teaching assistants to the needs of the pupils and the curriculum;

- Pupils use their literacy skills very well in other subjects and information and communication technology is used well;
- The accommodation is unsatisfactory and has a negative impact on learning for children in reception and in learning in art and design and design and technology for pupils in Years 1 to 6.

## Commentary

17. The school provides a curriculum that is well planned, broad and balanced and meets the needs of all pupils very well. Statutory requirements relating to the National Curriculum are fully met. The National Strategies for Literacy and Numeracy have been implemented rigorously. These reflect the school's priorities and have a significant impact on raising pupils' achievement in English and mathematics. Provision in the Foundation Stage is very good overall. Planning covers the different strands of each of the six areas of learning.
18. The school works hard and achieves excellent results in ensuring that all pupils, regardless of ability, gender or ethnicity, have equal access to all aspects of its work and achieve their best. Provision for special educational needs is very good. Individual Education Plans are detailed, targets are based on pupils' needs and are monitored and reviewed very effectively which results in good achievement.
19. Pupils who speak English as an additional language receive a broad and balanced curriculum and take full part in all school activities. The school's curriculum reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence about their culture through assemblies, music, dance, geography, art and celebration such as Black History Month. However, there are not many notices, labels and books in other languages to reinforce the school's philosophy.
20. Teachers prepare lessons that challenge pupils of all abilities. Provision for raising the achievement of Black Caribbean heritage pupils is very good and as a result, pupils attain good standards.
21. The school provides for a very good range of extra-curricular opportunities, particularly for older pupils. During the inspection week, clubs included football, dance, homework, steel bands and computers and other activities available include multi-sports, netball, choir, drama, chess and board games. Class visits are organised twice a term which support work in curriculum areas very well.
22. The match of teachers and support staff to the demands of curriculum is good. The teachers are secure in their knowledge of the curriculum and make important contributions to the standards pupils reach. Support staff are well trained and well briefed and provide good quality help to pupils of all abilities.
23. The curriculum is reviewed regularly and the school has effective links between subjects. Pupils apply the skills they have learned in information and communication technology imaginatively in other subjects and literacy is used very well across subjects. The use of numeracy is satisfactory and the school is looking into developing this across all subjects.
24. The accommodation is unsatisfactory. There is no outdoor area for children in the reception class. In the rest of the school, many classrooms are too small for the number of pupils and this has an adverse effect on their ability to engage in practical work, particularly in art and design and design and technology. However, the available accommodation is used very well and there are many engaging displays of pictures, artefacts and pupils' work. The stimulating environment adds positively to pupils' desire to learn.

25. The range of resources to support learning is satisfactory in all subjects. These are well organised and easily accessible, however, because of lack of space, resources are not well developed, particularly in design and technology and art and design.

### Care, guidance and support

26. The care, guidance and support for pupils are **good** and support pupils' learning. Health and safety procedures are **satisfactory** overall with some unsatisfactory aspects. The provision of support, advice and guidance for pupils is **very good** and their involvement in the school's work is **good**.

### Main strengths and weaknesses

- Child-protection and medical arrangements are good;
- Health and safety procedures are satisfactory overall;
- Some aspects of health and safety are unsatisfactory;
- Pastoral care and relationships between pupils and staff are very good;
- Pupils receive very good support and guidance from staff;
- Induction arrangements for pupils are very good;
- Involvement of pupils in the school's work is good and their views are valued.

### Commentary

27. Child protection procedures are clear and known to staff. The child protection officer is diligent and good links have been established with outside agencies. Arrangements for accidents, illness and medicines are good. Sufficient staff have up-to-date first aid qualifications. Health and safety procedures are satisfactory overall, but some aspects are unsatisfactory. Risk assessments are unstructured, equipment inspections are out-of-date and emergency arrangements need updating.
28. Relationships between pupils and staff are very good and pupils are very well monitored and supported. Staff know pupils very well and pastoral care has a very high priority. Pupils feel nurtured and secure. Pupils trust and have affinity with their teachers and readily confide in them when they are worried or upset. Older pupils support younger pupils in work and play.
29. Induction arrangements for new pupils are very well managed. The school works very closely with the local nursery and regular staff visits take place across the year. Nursery children attend school concerts and sports days. New parents are given a very helpful introductory booklet and are made very welcome in school.
30. Pupils are closely involved in the school's work and development. Their views are sought through assemblies, suggestion letters, class discussions and the school council. Pupils' views are valued and where appropriate acted upon, improved play area facilities being an example.
31. The school has a very 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 the 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

Parental links and the school's efforts to involve parents in school life are **very good**. Parents' contribution to pupils' learning is **satisfactory**. Community links are **good**. Links with other schools and colleges are **good** and transfer arrangements for pupils to secondary schools are **excellent**.

## Main strengths and weaknesses

- Information given to parents including that on pupils' progress is very good;
- The school consults parents and their views are highly valued;
- Parents make a satisfactory contribution to pupils' learning;
- Parental complaints are dealt with effectively;
- The school is well integrated into the local community;
- Transfer arrangements are excellent and educational links are good.

## Commentary

32. The quality of information the school provides for parents is very good. As well as planned meetings teachers are always readily available to speak to parents. School reports are very good and include clear targets for improvement. Regular newsletters are issued. The prospectus and governors' annual report to parents are well-structured and helpful and meet statutory requirements.
33. The school seeks parents' views through telephone calls and discussions with parent governors and helpers. Parents are pleased with the school's provision for their children. Concerns and complaints are dealt with quickly and appropriately.
34. The contribution parents make to pupils' learning is satisfactory. The school greatly values the part parents play in pupils' education and encourages their interest in all aspects of school life. Many parents respond and some help in school and with educational visits. Some parents do not meet their undertaking in the home-school agreement about unauthorised absence. Few parents use homework diaries effectively. Although the school has no parent/teacher association, fund raising events are held to improve school resources.
35. Community links are good and local people are supportive of the school. Pupils attend church services and are involved in local events such as music festivals. Pupils donate to local appeals and national charities. The school competes in various sporting competitions. Educational visits into the community and guest speakers to the school broaden pupils' understanding and enrich the curriculum.
36. Links with other schools and colleges are good. There are links with schools in the United States and Ghana and college students undertake school placements. The transfer arrangements for pupils to secondary schools are excellent. As well as academic records, visits take place across the year and pupils attend secondary school concerts and sports days. The school advises parents about their choice of secondary school and helps them in preparing work samples. The transfer arrangements ensure good continuity in pupils' education.
37. The school makes every effort to involve the parents of pupils who speak English as an additional language in all school activities. Staff, pupils and parents who speak more than one language support parents in translations and interpretations when required.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**, and the leadership of the headteacher is **excellent**.

## Main strengths and weaknesses

- The headteacher, senior management team and the governors share a vision and create an ethos in which expectations are very high;
- Governors and managers of the school are outward looking and use the very good links and partnerships to enhance the quality of education for the pupils;
- Strategic planning is very strong;

- Day to day management is very effective;
- There are very good systems for tracking and monitoring performance and progress, and excellent systems of intervention which help raise the achievement of all pupils;
- There is very good development of staff in general, and in particular, of staff taking posts of responsibility;
- The difficulties of retaining staff in inner London make great demands on senior staff in respect of support and monitoring;
- The school's financial resources are very well used and additional resources secured through bids and partnerships.

## Commentary

38. A culture of high standards of attainment, effort and behaviour permeates the whole school, and comes from the excellent leadership of the headteacher with very strong support from senior staff. The governors, who are highly committed and well aware of the school's strengths and difficulties, are very effective in their role as critical friend to the school. Governors and managers look outward to ensure that they aim for the highest standards and forge links with all other institutions which might be able to contribute some benefit to the school community.
39. Strategic planning is extremely strong and is founded on well-integrated systems of auditing needs, monitoring, intervention and evaluation. A strength of the planning is the involvement and understanding of all staff of the school's priorities and aims. Developments which drive forward the curriculum are discussed and evolved in the regular staff meetings, rather than imposed from above. The day-to-day management of the school is smooth and the contribution of the deputy headteacher in this is very strong. Unexpected events are coped with and staff and pupils supported throughout the school day.
40. The school's systems for assessing the achievement of pupils and monitoring their progress are very effective, and the school uses them to plan interventions to raise the achievement of every pupil. Systems for assessing staff training needs, supporting them and monitoring their performance are very good. The professional development of staff, and of subject leaders in particular, is very good. Much is demanded of subject leaders and they respond very well, leading in-service training, writing policies and schemes of work and supporting colleagues with advice and materials. They are given responsibility and management experience, including management of a budget. The school's policies are of good quality and are working documents, well understood and acted on by staff.
41. As in all schools in inner London, there are difficulties in recruiting and retaining staff. The senior management members carry heavy loads in terms of supporting newly qualified or overseas-qualified teachers. Responsibilities for subject areas are delegated to subject co-ordinators but always monitored by the senior management team in case of staff changes.
42. The school manages its finances very well. Office systems are effective and comply with financial regulations. Principles of best value are followed in making new purchases; extensive research is done to avoid wasting money. Staff who attend training courses are required to evaluate the course and feed back to colleagues. The school compares its performance with that of other schools and continues to challenge its already high standards. It is hoped to develop further ways of consulting with parents once the new Arts building is completed and able to accommodate the planned community functions. The school secures substantial additional funding through voluntary contributions and bids for additional government funding.
43. The school carried over a larger amount than usual from 2003 to 2004, approximately 15 per cent of its budget. However, the under-spend arose largely from the non-completion of the new Arts building for which large sums for equipment, furnishing and utility budgets had been earmarked. These sums will be appropriately applied once the building is finished.

44. The management and leadership of the school have achieved good improvement since the last inspection, especially in raising standards in teaching and attainment, improving assessment and the monitoring of progress. The information derived from these is used to plan future developments.
45. Leadership and management for pupils with English as an additional language are very good. All pupils are assessed and their stages of language acquisition are determined and recorded. Those who are on the early stages of learning English are given intensive support in classes or withdrawal groups. The assessment data is used rigorously to monitor and track pupils' progress and information is used effectively to set targets and provide additional support.
46. Overall, the school provides very good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	669241	Balance from previous year	63563
Total expenditure	732804	Balance carried forward to the next	104614
Expenditure per pupil	3523		



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

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

47. Provision for children in the Foundation Stage is **very good**. The school has improved the quality of teaching and assessment since the last inspection. There are good arrangements for admission, including visits to the school by children and parents, and parent interviews two weeks after admission. Children are admitted at two points in the year, so younger children have two terms in the reception class, while children born earlier in the year have three. The accommodation is cramped and outside space is limited. The hard work and imaginative approach of the staff do much to overcome the deficiencies of the accommodation. Children's skills and experience on admission are generally well below those expected nationally.

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

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

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

- Children quickly learn the rules and routines of the reception class;
- Staff understand the importance of this area of learning and spend time discussing and explaining to children how they should treat each other;
- The staff create an atmosphere in which children can develop confidence and independence.

#### **Commentary**

48. The school day in the reception class has a very clear structure which ensures that all the children experience the full range of activities, while still having time for personal choice and free play. The balance of directed and free choice activities is very well judged and helps even the least mature children settle quickly. The teacher uses whole class activities, such as the first morning session or the story session, as a time when children can talk and listen to each other. Her patience and welcoming of pupils' comments and questions have a very positive effect on children's ability to express ideas and listen to others. The very good teaching in this area of learning leads to very good progress and achievement. Children who enter the class with poor communication become surprisingly articulate and confident, very quickly. Patience is also the key to children's very good progress in self-care skills. Teachers allow the children the time that they need to dress and undress for physical education. This means that they develop the skills they need and feel proud of their achievement. Most children will reach the early learning goals in this area by the end of the school year.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The teacher creates many good opportunities for speaking and listening;
- Children enjoy the rhymes and word games that form part of the daily routine;
- Children have the opportunity to become familiar with the well-chosen storybooks and enjoy joining in;
- There are good opportunities to practise skills needed for writing.

#### **Commentary**

49. Teaching is very good in this area of learning and children achieve very well. There is a very good focus on the spoken word. Everything the children say is attended to carefully and

valued by the staff. Staff provide good models of clarity and courtesy in listening and this becomes part of the children's behaviour. They feel that what they want to say is important. They quickly learn to project their voices so that the whole group can hear. Most will achieve the learning goals in speaking and listening.

50. The teacher takes every opportunity to make activities concerned with sounds and rhymes fun for the children and their ability to play with sounds helps them develop reading and spelling skills. Storybooks are read sufficiently often to let children learn the repeated parts of the text. They are also used in creative activities. While children were making a tissue paper collage of 'Brown Bear' the book was on display and children could be heard chanting parts of the text as they worked, sometimes getting up and turning pages to get to the next bit of the familiar story. Many children will reach the early learning goals concerned with reading skills, although the least mature children will need more time.
51. Children's drawing and writing skills are undeveloped on entry to school. Staff ensure that there are many opportunities for mark making, copying, tracing and tracking with the pencil. These activities are closely supported by the teacher and nursery nurse who make sure that the appropriate pencil grip is used and that letter formation is correct. Children achieve well but many will not reach the expected standard by the end of the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- The teacher gives children plenty of 'hands on' experience in mathematical activities;
- Children are encouraged to think and work out patterns and relationships by themselves;
- Number work is fun.

### **Commentary**

52. Teaching is very good in this area and children achieve very well. In a very good lesson on solid and flat shapes, the teacher first arranged some shapes in two hoops and then invited children to 'work out what I have done'. Labels were added to the groups and there was good discussion, reaching the conclusion that there were flat shapes in one ring and solid shapes in the other. Two children recognised that the labels said 'solid' and 'flat'. There followed good oral work reinforcing the names and characteristics of the shapes, and children were invited to build things one by one out of the available shapes; the others guessed what the object was. The whole activity very strongly reinforced children's concepts of shape and their mathematical vocabulary. It was also very good for children's language development and listening skills.
53. Number work is made fun, not only through the use of songs and rhymes, but also by asking children to count in whispers or in shouts. Songs are very much enjoyed and several children offered imaginative explanations for the disappearance of the ducks in the song 'Five little Ducks'. This shows that the activity is developing real understanding of number, not just practising rote counting. Some children are already achieving early learning goals for mathematical development and most are likely to reach them by the end of the reception year.

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

Provision for the development of children's knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The teacher prepares good materials to teach concepts of time, growth and change;
- Teaching methods encourage independent thought and good use of spoken language.

## **Commentary**

54. Teaching in this area is good and children achieve well. Good teaching techniques are used. For example, when presenting photographs to the class in a lesson about life cycles, the teacher leaves it to the children to decide whether the photos are all of the same person and which one came first. They ask questions and become active learners. This is reinforced by the teacher who relates the discussion to their own lives, for example, getting them to talk about their pets.
55. Children who have three terms in the class are likely to achieve the early learning goals in this area, while younger children are likely to need more time to reach them.

## **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **good**.

### **Main strengths and weaknesses**

- The cramped accommodation and lack of a satisfactory outdoor play area tend to restrict children's opportunities for physical activity;
- Staff use the accommodation and facilities extremely well and to a large extent make up for the deficiencies of accommodation;
- Children are given plenty of time and opportunity to develop physical skills.

## **Commentary**

56. Teaching in this area is very good and children achieve well despite the unsatisfactory accommodation. The classroom area is too small for the number of children already attending and when the class is complete it will be even more cramped. The outdoor space is pleasant but small, and part of the general play space for the school. The school hall has to be used for many activities and for all classes and this limits access to it by reception class children for physical activities and to learn to use and share space.
57. Staff do their best to provide appropriate experiences. In fine weather the playground is used for balancing and climbing activities. Staff made very good use of an occasion when the reception class came to the hall but had to wait for older children to vacate the space. Reception children were taught the routines of removing shoes and watched as the older pupils went through their routine of collecting shoes and returning to the classroom. Warm up and cool down routines are very well explained so children develop an understanding of how to care for their bodies. Children are allowed adequate time to get dressed and develop the co-ordination needed to cope with clothes and shoes independently. Most are likely to achieve early learning goals in physical development.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Staff set up good opportunities for imaginative play in the classroom;
- Children enjoy their singing and painting activities;
- Staff encourage children's imaginative use of language.

## **Commentary**

58. Teaching in this area is good and children achieve well. Staff make good use of the role play area, currently set up as a vet's surgery, with telephones for the receptionist, uniform for the

nurse and a stethoscope for the vet. This encourages role play and imagined telephone conversations. Furry animals act as the patients.

59. Children have opportunities for painting and making collages. The cramped accommodation makes it difficult for them to work on a large scale or to have work displayed. They have daily opportunities to sing and move to music, and they experience music, such as the steel pan music, which is an important part of the life of the school.
60. Throughout the school day reception class staff encourage imaginative thinking, and allow children the space and time for unplanned activities, for example, to tell a story related to the counting song or other activity. Most children will reach the early learning goals in this area.

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

### **ENGLISH**

Provision in English is **very good**.

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

- Standards at the end of Year 6 are above the national average;
- The use of ICT is very effective;
- Higher attaining pupils achieve well across the school;
- The subject is very well led by the co-ordinator;
- The development of literacy skills is planned for and used well in other subjects;
- Handwriting and presentation are very good;
- Speaking and listening skills are well developed;
- The quality of teaching is good and pupils learn well;
- In some classes, the book areas are not as exciting and stimulating as in others;
- Classroom displays are used very well to help pupils learn.

#### **Commentary**

61. At the end of Year 6, the results of the national tests are very high in comparison with similar schools and well above the national average. The percentage of pupils who attain the higher level than expected for their age is higher than the national figure. This is due to the high expectations, good teaching and the extra support provided by teachers and teaching assistants in lessons and before and after school. At the end of Year 2, results are in line with the national average for reading and writing but above when compared to similar schools. The results show that girls do better than boys although during the inspection this was not evident.
62. Pupils speak clearly and expressively and know that their responses to teachers' questions will be valued which gives them confidence. They listen attentively both to their teachers and each other and do not interrupt when others are speaking because they are taught to respect everyone's viewpoints. Opportunities to develop their speaking and listening skills are planned in all curriculum areas, for example, in a Year 2 history lesson, pupils worked with 'talk partners' to share their views. Role play activities helped to develop their understanding and empathy when learning about the life of a famous person.
63. Pupils read very well, with confidence and good expression and older pupils have developed skills which allow them to read and enjoy novels and non-fiction books with a good level of understanding. They enjoy writing and write for many different reasons, in many different styles, but always with a clear purpose which helps them achieve well. In a Year 6 lesson, pupils wrote the 'for' and 'against' views on the issue of homework. They had very good knowledge of language features to produce an effective piece of persuasive writing and the quality of their writing was very good. The presentation of pupils' work is always attractive and

neat and their handwriting is very good. This is due to a rigorous, consistent approach and the example set by teachers in classrooms and around the school. Spelling is good.

64. Teaching and learning are good overall. Teachers have high expectations of pupils and plan their lessons well with an appropriate range of strategies to ensure good achievement by all pupils including those with special educational needs and gifted and talented pupils. Information and communication technology is used well in English lessons to support learning and develop skills. Targets are set for pupils which means they know what they are aiming for. Teachers mark work regularly and let pupils know how they can improve their work, however, this is better and more consistent in some classes than in others. Teaching assistants are managed very well by teachers and the quality of their support in English lessons and extra support sessions has a very positive impact on pupils' achievement.
65. The school's resources for English are good, in particular the quality and range of books. Some classrooms have attractive, stimulating book areas which motivate pupils' enthusiasm for reading, but the quality of these is not consistent throughout the school. The lack of space in the school means that the library area is almost constantly used for other activities which makes it difficult for the school to develop pupils' library skills. The displays of key words, special vocabulary, prompts for writing and reminders of targets which are in all classrooms provide a very good resource and promote pupils' independence as learners.
66. The subject is very well led and managed by the subject co-ordinator. Teachers new to the school have opportunities to observe good teaching in the co-ordinator's class. There is a clear understanding of the priorities for the subject and monitoring, target setting and tracking of progress has led to the improvement in standards. There has been very good improvement since the last inspection.

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

67. The use of pupils' language and literacy skills across the curriculum is very good and has a positive impact on learning and standards in other curriculum areas. Opportunities to apply knowledge are planned and assessed effectively.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are good by the end of Year 6 and as expected by end of Year 2;
- Quality of teaching is good and as a result, pupils enjoy mathematics lessons;
- Provision for equality of opportunity is excellent and pupils of all abilities and ethnic backgrounds achieve well. Boys and girls achieve similar standards;
- Assessment is rigorous and information is used very well to provide additional support;
- The leadership and management are very effective.

### **Commentary**

68. The test results for Year 6 in 2003 were well above the national and similar schools' average. Standards of the current Year 6 are also above with a high number of pupils attaining the higher level. The proportion of Year 2 pupils meeting the expected standards in 2003 was below the national average. Current Year 2 pupils' standards are in line with the national average.
69. The quality of teaching in Years 1 to 6 is good and, as a result, pupils achieve well. Teachers' expectations of pupils' work and behaviour are excellent and this combined with excellent praise and encouragement motivates pupils and they work hard. Pupils of all abilities and

ethnic backgrounds are given appropriate support and as a result, pupils enjoy lessons. Pupils with special educational needs or English as an additional language, and gifted and talented are catered for very well. Teachers plan challenging work for different abilities and teaching assistants provide very effective support for pupils who need it. All teachers organise the lessons well. They explain and use mathematical language effectively, keeping a good pace to lessons.

70. Teachers have good subject knowledge and understanding of the approaches to learning that lead to the higher standards being attained. The strategies, such as booster classes for under-achieving pupils and intensive support given to gifted and talented pupils within classes and in withdrawal groups, raise the attainment of all pupils. Pupils develop good thinking skills as well as increasing their knowledge and understanding of mathematical concepts.
71. Assessment is very good. Procedures enable pupils' attainment to be recorded and individual performance to be tracked. Teachers are able to access these results to use in future planning and for target setting. Assessment is used rigorously for identifying gaps in learning in the various aspects of mathematics. As a result, more work is being done in tackling word problems, understanding and converting fractions into decimals and percentages. Most pupils present their work carefully and it is well marked by teachers. However, pointers for development are not recorded for future reference.
72. The subject is currently very well led and managed by the headteacher. Standards have improved significantly since the last inspection. The quality of teaching has improved by high expectations of work and behaviour, rigorous monitoring of achievement, and providing very good additional support for pupils. This ensures that all pupils achieve well, including those with special educational needs, those for whom English is an additional language and those who are gifted and talented.

### **Mathematics across the curriculum**

73. Pupils use numeracy satisfactorily in other subjects, although a clear plan is needed if pupils are to derive full benefit. In science, pupils apply mathematical skills in measuring accurately and in recording data collected in the course of investigations. In art and design, pupils make references to shapes when they design and paint pictures or learn to embroider patterns using cross-stitch. Opportunities to apply mathematical skills in data handling and to practise basic skills in number are extended through the use of information and communication technology. However, there are missed opportunities for pupils to apply numeracy skills across the curriculum in subjects such as design and technology, history and geography.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are high;
- Teaching and learning are good;
- Additional classes help all pupils achieve well;
- There is a useful focus on investigative science;
- There is not enough written work and its quality needs improvement;
- The subject is very well led by the co-ordinator.

#### **Commentary**

74. Pupils' attainment in tests at the end of Year 2 and Year 6 is higher than that expected nationally and this represents good achievement by all groups of pupils. Almost all pupils reach the expected levels and many exceed them. Standards seen during the inspection are

broadly in line with national expectations, but given the school's planned programmes of revision and additional teaching, pupils are on course for results above national expectations at the end of the current year.

75. Teaching throughout the school is good, with some very good lessons that allow even the youngest pupils to develop their independent skills in investigation. Lessons are always carefully planned and prepared and work is well adapted and supported, so as to meet the learning needs of all groups of pupils. This helps pupils develop confidence, build on their learning, and achieve well. Teachers use information and communication technology very well to support pupils' learning, for example, showing 'virtual' experiments on interactive whiteboards; and they make good use of writing frames and key words, linking science and literacy skills. There are appropriate links with mathematics such as pupils using tables, graphs and charts to record results and interpret them.
76. The school offers all pupils the chance to attend extra classes before school to raise attainment. These classes are very well attended by pupils of all abilities, including gifted and talented pupils and pupils with special educational needs. Clubs and visits add to the richness of learning, and increase motivation and achievement. Year 6 pupils, for example, had an exciting and unforgettable overnight stay at the science museum.
77. The school is deliberately focusing on practical investigation in science; this is appropriate and helps pupils learn through experience and develop their ability to question, predict and test out theories. However, in pursuing this course, teachers have allowed the quality and quantity of pupils' written work to suffer and this now needs to be remedied, as detailed in the school's science development plan. Teachers' style of marking does not currently show pupils how they can improve written work and this needs to be developed.
78. The highly committed subject co-ordinator has very good knowledge and supports other teachers very well through team teaching and providing advice and materials. She makes careful analysis of pupils' attainment, and plans and carries out appropriate interventions to improve standards.
79. There has been very good improvement since the last inspection; teaching, standards, the challenge of lessons and pupils' motivation have all improved. Assessment has been developed and there is now very good tracking and analysis of pupils' performance. The quality and quantity of written work needs further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve good standards throughout the school;
- The oldest pupils are less secure in some aspects of ICT than in others;
- Teaching assistants make a very good contribution to the teaching of ICT;
- Pupils enjoy using ICT and take pride in the work they produce;
- ICT is very well used as a tool for teaching and individualised learning;
- The subject is very well led and managed.

### **Commentary**

80. Pupils in the infant classes show skills and abilities in ICT above those expected for their age. Many work independently, logging on, loading programs, using menus and tools with little adult input. They use the keyboard and mouse accurately and understand many symbols on the keyboard. Older pupils show very good skills in using word processing and desktop publishing programs, and the Internet for research or email. However, they are much less

secure in control and modelling aspects of the subject. This is likely to be remedied as the recently revised scheme of work becomes fully embedded.

81. Teaching is good overall; teachers have the skills to use the equipment and software confidently, and teaching assistants are fully competent to take groups and supervise them in the computer suite. They make a very valuable contribution, as splitting the class allows each pupil to work alone at a computer.
82. All pupils show enthusiasm for using ICT and take great pride in the quality of the work they can record and print. Behaviour in the computer suite is very good and the room can safely be left unlocked as pupils respect the equipment. Interactive whiteboards enhance teaching and learning with still or moving images that can be manipulated or added to by teachers or pupils. In 'Webplay' the school has subscribed to a service that allows pupils to exchange experiences and ideas with children in American schools as they write their own plays. This is a very valuable and exciting opportunity.
83. The school has invested well in computerised learning programs and these are very well used. Pupils are able to gain access to an individualised learning program that will help develop skills and knowledge and give practice in areas such as mathematics and spelling. These programs are highly motivating for the pupils and promote good achievement.
84. The co-ordinator is well informed and enthusiastic and leads the subject very well. She monitors the quality of teaching and learning very closely and takes action to remedy any weaknesses. The school has begun to compile records of pupils' work in ICT. These are rather thin at present and more recorded work needs to be collected to guide teaching and ensure progress.
85. The school has maintained good standards since the last inspection and has shown good improvement in curriculum development and resources.

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

86. While there is very good use of ICT to support the curriculum in some subjects, such as literacy, numeracy and science, there is still scope to plan further opportunities for computer use in other subjects. Competence in ICT is good across the whole school.

### **HUMANITIES**

87. During the inspection one history lesson and two geography lessons were seen. On the evidence of work sampled, work displayed around the school and talking to pupils, provision in both subjects is good. In Years 1 and 2, pupils learn about the local area and the school, how they travel to school, and could talk about features of the area with confidence and interest. Pupils in Year 3 were studying the geography of London and in Year 5, they were learning about Ghana and making good links with schools in the country. In a Year 6 lesson on pollution, pupils were identifying different kinds of pollution and the affects on wildlife, habitats and health. The teaching was good as the teacher's knowledge of the subject was good and she had high expectations for all the pupils which meant they all contributed to discussions and learnt well. In history, Year 2 pupils were learning about the life of Florence Nightingale. The teaching was good due to the use of drama, opportunities for pupils to talk to each other to think about what they were learning and the teacher's confidence. The pupils learnt well and enjoyed the lesson. Year 4 pupils were learning about the Tudors and had produced attractive, stimulating displays in the classroom and around the school. A strength in both history and geography is the use and application of literacy skills. This is planned very carefully by teachers and pupils' abilities in English help them learn well in these subjects. Many links across the curriculum are made, for example, geography and art combined to produce a map of the underground in the study of London.



## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Music

88. Inspectors were only able to sample one lesson given by the visiting specialist music teacher and a session taught by the visiting specialist tutor for steel pans. While no detailed judgements can be made, it is clear from the very high quality of both these sessions, from recorded material in school, and from discussion with the creative arts co-ordinator, that the school offers its pupils a very good and varied musical experience. The observed infant class sang very well, with very good pitch and rhythm and they were able to learn and perform complex rhythm patterns with great enjoyment. The steel pans were played with enthusiasm by Year 6 pupils who worked hard and made good progress in the lesson.
89. The school holds a silver 'Artsmark' award and has created a post of responsibility for promoting and maintaining links with the Arts. These include links with the Royal Festival Hall and the Philharmonic Orchestra and pupils have many opportunities to enjoy and perform music in school and in a wide variety of settings. A visiting composer has worked with the pupils and created music using their voices. Music is very important to the school's vision of high achievement in a rich and varied curriculum.

### Physical Education

90. No detailed judgements can be made from the two lessons sampled during the inspection. However, it is clear that the school makes very good use of specialist instructors and coaches. A very good swimming lesson was seen, taught by a specialist instructor; and a very good dance session, led by a teacher and following on from a previous lesson taught by a specialist dance instructor. These lessons, together with informal brief observations and school records, indicate that the school offers a high quality experience to its pupils with a commendable variety of activities, given the limitations of the school's premises and facilities. Space is limited both indoors and out and the hall has many other calls on its use throughout the day. Pupils have opportunities to enjoy physical education activities outside school hours at the different clubs on offer, a dance session during the inspection was well attended by both girls and boys. Some of the school's sports equipment is out of date and in need of replacement.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education

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

91. The school has a strong, well planned personal, social and health education programme, supported by a variety of visits and visitors. Pupils understand the need to consider others within a community, and they learn to be good citizens. Lessons are planned to include discussion times which help develop pupils' awareness of the feelings and needs of others. They participate enthusiastically in class councils, confidently making their voice heard while learning about the processes of democratic decision making. The specific requirements in relation to health education, sex and drugs are met and teachers also respond well to personal and social issues as they arise. The excellent ethos of the school helps pupils to become mature and responsible and to show respect for others. The participation in the healthy schools partnership helps pupils learn about healthy eating and the consequences of poor eating habits.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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