

INSPECTION REPORT

ST MATTHEW'S SCHOOL

Westminster

LEA area: Westminster

Unique reference number: 101138

Acting Headteacher: Mr R Sherwood

Lead inspector: Mrs A Johns

Dates of inspection: 15 - 17 March 2004

Inspection number: 260609

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	172
School address:	16-18 Old Pye Street London
Postcode:	SW1P 2DG
Telephone number:	020 7641 5110
Fax number:	020 7641 5116
Appropriate authority:	Governing body
Name of chair of governors:	Father Philip Chester
Date of previous inspection:	24 April 1999

CHARACTERISTICS OF THE SCHOOL

The school, which is a Church of England Aided school, is smaller than most primary schools and is situated in the centre of London, near Parliament Square. Most pupils live in the local community but some are from further afield. The school intake is very varied and pupils attend from a wide range of ethnic backgrounds. The predominant religion is Christianity, but there is a range of other religions. The percentage of pupils whose first language is believed not to be English is very high at 55 per cent. The school has 42 pupils for whom English is not their first language and who are at an early stage of English language acquisition. They receive additional support from two part-time teachers. The percentage of pupils with special educational needs is about average and includes pupils with specific learning disabilities, moderate learning disabilities, social, emotional and behavioural difficulties and speech and communication problems. The percentage of pupils with a Statement of Special Educational Need is above average. The percentage of pupils entitled to free school meals is above the national average. Children join the nursery at three and a half years of age on a part-time basis for the first term. They are admitted to reception in September or January, depending on when their fifth birthday falls. Attainment on entry to the nursery varies but overall is below that usually expected for the age. The percentage of pupils leaving or joining the school other than at the usual time is high; in the current Year 6, only 53 per cent of pupils started at St Matthew's.

The acting headteacher usually shares the leadership, on a part-time basis, with another headteacher who is currently on maternity leave. He has been acting headteacher for almost a year. Since the last inspection many improvements have been made to the two-storey, Victorian building and these are ongoing. Space has been at a premium as classes and resources have had to be moved around. The school is part of the Excellence in Cities initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19322	Ms J Bedawi	Lay inspector	
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The acting headteacher and acting deputy headteacher work together well with the committed team of staff and governors to ensure the pupils achieve well and that all pupils are involved in the life of the school. The good quality of teaching ensures that pupils make good progress. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because teaching is good overall, with very good teaching in Years 3 to 6.
- There is a very positive ethos with a high level of pastoral care and very good overall provision for spiritual, moral, social and cultural development.
- The work of the learning mentor and home and school liaison officer is excellent and has a very positive impact on pupils' achievement.
- The provision in the nursery is unsatisfactory.
- Standards in music are above expectations by Year 6. The pupils' singing is outstanding.
- Links with the local community and local schools are very strong.
- The leadership by some subject co-ordinators is underdeveloped.

The school has made satisfactory improvement since the last inspection. There have been substantial building improvements, which have greatly enhanced the learning environment. Attendance has improved; pupils are keen to attend school. Standards in information and communication technology (ICT) have improved and are now broadly average.

STANDARDS ACHIEVED

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

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

Most pupils achieve well because of the effective teaching. The cohort size is small which means there is year-to-year variation in national test results. There is a high level of pupil mobility and an above average percentage of pupils with special educational needs. The percentage of pupils who speak English as an additional language is high. Standards on entry to the nursery vary, but overall they are below average, with a wide spread of ability. In the nursery children make limited progress with their learning. In reception their progress is often good; consequently, a significant number of children are in line to achieve the goals they are expected to reach by the end of reception. However, the lack of sufficient support in the nursery and reception for children who speak English as an additional language, limits their progress. In the 2003 national tests in Year 2, standards were above average in reading and average in writing. In mathematics, results were well below average, because fewer pupils achieved the higher levels. When compared with similar schools, standards in reading and writing were well above average and in mathematics they were average. Current standards in Year 2 are broadly average in reading, writing, mathematics and science. In the 2003 national tests in Year 6, standards were above average in English, average in mathematics and below average in science. When compared with similar schools in relation to pupils' prior attainment at seven, they were well above average in English, average in mathematics, but below average in science. The current cohort in Year 6 includes an above average of pupils with special educational needs. Standards in writing, mathematics and science are below average, but in reading they are above average. Standards in music are above expectations by Year 6.

The pupils' personal development is good. It is fostered very well by the very good provision for their spiritual, moral, social and cultural development. The pupils have positive attitudes to learning. The behaviour in and around the school is generally good. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a good education. The teaching is mainly good with a significant amount of very good teaching in Years 3 to 6, with some excellent teaching in music. Most pupils learn well and their achievement is good. The teaching in the nursery is unsatisfactory because there is insufficient balance between teacher-directed and independent learning. In reception the teaching is at least satisfactory with a significant amount of good teaching and as a result the children often make good progress. In Years 1 and 2 the teaching is mainly satisfactory with some very good teaching in Year 2. In Years 3 to 6 most teaching is at least good, with some very good teaching, and consequently pupils achieve well. Teaching in music and singing is very good; the singing makes an outstanding contribution to the school life and ethos. The good provision in Years 1 to 6 for pupils who speak English as an additional language enables the pupils to achieve well. Good support for pupils with special educational needs ensures that pupils make good progress. The excellent educational support programme has a significant positive impact on pupils' achievement. Their learning is enriched by the extra-curricular activities and the close community links.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The acting headteacher and deputy headteacher have provided clear, purposeful leadership during a period of significant upheaval, with many building improvements taking place. The role of some co-ordinators is underdeveloped; they are not sufficiently involved in monitoring the teaching and learning in the school. Management procedures are satisfactory, overall. The work of the governing body is good. The governors have worked hard to raise substantial funds to enable building improvements to take place. They have a thorough understanding of how well the school is doing and what else it needs to do to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the school. They are particularly pleased with the teaching and their children's progress. Some parents would like more written information and have some concerns about behaviour. There are some omissions in the Governors' Annual report to Parents, otherwise information to parents is similar to that found in most schools. The pupils' behaviour is mainly good but there is a small minority of boys whose behaviour sometimes has a negative impact on others. Some children in the nursery have behavioural difficulties and there are not enough staff to give adequate support for their individual needs. Pupils particularly enjoy singing and they are delighted with the new ICT suite.

IMPROVEMENTS NEEDED

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

- Improve the provision, teaching and the children's achievement in the nursery and ensure that there is sufficient staff to provide enough individual support where needed.
- Improve the ways that co-ordinators lead, monitor and evaluate their areas of responsibility;

and, to meet statutory requirements:

- Ensure that all required information is included in the Governors' Annual Report to Parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is good. Achievement in the nursery is unsatisfactory because the teaching is unsatisfactory overall. In reception, children's achievement is at least satisfactory and children achieve well because the teaching is good. Achievement in Year 2 is at least satisfactory and it is good by Year 6.

Main strengths and weaknesses

- Standards in English, mathematics and science in the current Year 6 are below average. This cohort has had many changes and also includes a high level of pupils with special educational needs. The pupils achieve well because the teaching in Years 3 to 6 is at least good.
- In the nursery, children do not achieve as well as they could because there is not a clear balance in the activities on offer. A minority of children misbehave, which has a negative impact on the progress of others.
- Standards in music are above expectations by Year 6. The quality of singing in the school is outstanding.
- The standards in ICT have improved and are broadly average by Year 6. The new ICT suite is used effectively to promote learning.
- Support for pupils who speak English as an additional language in Years 1 to 6 is good and has a positive impact on standards. However, there is no extra support for children who speak English as an additional language in the nursery or reception, which hampers their progress.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
Reading	16.4 (14.7)	15.7 (15.8)
Writing	14.8 (14.0)	14.6 (14.4)
Mathematics	15.0 (16.0)	16.3 (16.5)

There were 25 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	28.0 (26.8)	26.8 (27.0)
Mathematics	27.0 (26.0)	26.8 (26.7)
Science	27.9 (28.7)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year

1. Attainment on entry to the school is wide-ranging and differs with the cohort for each year. Overall, it is below expectations for the age group. By the end of reception, many children are in line to achieve the expected goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. It was not possible to make a judgement on standards in creative or physical development during the inspection. In the

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools each year. The expected average points score at the age of seven is 15.5 and at the age of eleven is 27. Tables are adjusted to reflect the national average before grading. The grades are shown in the summary.

nursery, children do not make the expected amount of progress. There is insufficient structure to the planning and not enough balance between self-chosen and teacher directed activities. The procedures for tracking pupils' achievement have not been sufficiently developed to provide clear guidance for future planning. This limits the progress and attainment of the children.

2. There is variation in the standards achieved by each cohort. In the national tests in 2003 for Year 2, based on average points, standards were above the national average in reading, in line with the national average in writing and well below the national average in mathematics. In relation to similar schools they were well above average in reading and writing and in line in mathematics. In science, standards were below nationally and also in relation to similar schools.
3. In the national tests in 2003 for 11 year olds, based on average points, standards in English were above average, in mathematics they were average and in science they were below average. In comparison with similar schools in relation to the pupils' prior attainment at seven, Year 6 results in the national tests were well above average in English, average in mathematics and below in science. Overall, the relative progress made by pupils between Year 2 and Year 6 was well above the national average and well above that of similar schools.
4. The data from the national tests in 2003 indicates that girls performed significantly better than boys in each core subject. Girls exceeded the national average but boys fell below. The school has identified that these results are skewed owing to the low number of boys taking the tests. During the inspection there was no evidence to indicate that there was any difference in the standards achieved by boys and girls in any subject.
5. Pupils with special educational needs achieve well because of the effective support, which they receive. This ensures that the standard of work which they produce is commensurate with their abilities.
6. Pupils who speak English as an additional language make good progress and achieve well in lessons where they receive specialist support. Effective planning and support enables pupils to learn as well as other pupils. In a mainstream lesson, guidance on how to structure a fable effectively developed pupils' vocabulary and writing of a fable. A focused withdrawal lesson was effective in developing pupils' reading with expression and improving reading skills by using meaning, syntax and visual cues. Early learners of English also make good progress in lessons that have an enhanced focus on language; for example, of terms 'greater than', 'bigger than', 'smaller than' and 'less than', in a mathematics lesson. The very supportive ethos of the school provides a secure environment for the pupils to acquire and use English. However, in the nursery where over 50 per cent of the children speak English as an additional language, there is no additional support, which has a negative impact on their progress and achievement.
7. Standards in music are above expectations throughout the school. Music is exciting, lively and a vibrant part of the school curriculum. The quality of the pupils' singing is exceptional.
8. Standards have improved in ICT since the previous inspection and are now in line with expectations by Year 6. The ICT suite is well used and staff have increased their confidence and expertise in teaching the subject.

The following tables compare attainment now with that at the time of the previous inspection and include comments on the reason for any change in addition to comments on achievement.

Attainment at the end of the reception year²

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior attainment	Comments
Personal, social and emotional	In line with expectations.	In line with expectations by the end of reception.	Achievement is satisfactory by the end of reception.	In the nursery children do not all have a clear enough understanding of acceptable/unacceptable behaviour.
Communication, language and literacy	In line with expectations.	Standards are in line with expectations by the end of reception.	Achievement is satisfactory by the end of reception.	There is not enough support for children who speak English as an additional language, which limits the progress they make.
Mathematical development	In line with expectations.	Skills are in line with expectations at the end of reception year.	Children achieve satisfactorily in relation to children of a similar age.	There are appropriate practical opportunities to develop mathematical skills.
Knowledge and understanding of the world	Below expectations due to insufficient opportunities for the children to explore the world around them.	Children develop a range of knowledge through the interesting activities in reception. In line with expectations.	Children achieve satisfactorily in relation others of a similar age.	This area has been developed well. Good use is made of the natural world to develop the children's knowledge and interest.
Creative development	In line with expectations.	Not possible to make a firm judgement.	Insufficient activities were observed to make a sound judgement.	Work on display indicates an appropriate range of activities and experiences.
Physical development	Below in some aspects due to unstructured outdoor play.	Insufficient evidence.	Insufficient evidence.	One outdoor session, which was observed with nursery children, indicates that outdoor play still lacks sufficient structure.

² In the previous inspection standards were judged by the age of five.

Attainment at age seven

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior attainment	Comments
Reading	Average but with girls performing better than boys.	Average	Pupils achieve well.	Phonic awareness is underdeveloped.
Writing	Average	Average	Pupils achieve well in relation to their prior attainment.	Pupils do not always have enough confidence to try and spell new words on their own.
Mathematics	Average	Standards are average.	All pupils achieve well.	Good teaching ensures that pupils make good progress in lessons.
Science	Average	Average	All pupils achieve well.	There is a balanced curriculum ensuring that all aspects are covered. Pupils work hard and enjoy science.
ICT	Below average	Below expectations	Pupils' achievement is satisfactory.	The new computer suite is being used well to help pupils catch up.

Attainment at age 11

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior attainment	Comments
English	In line with expectations.	Standards are below average in writing but above average in reading and speaking and listening.	Pupils' achievement is good.	Good teaching and additional support ensure that pupils make good progress. Basic skills in writing are not firmly established in the current Year 6.
Mathematics	Above expectations	Standards are below expectations.	Pupils achieve well.	Good teaching and positive attitudes help to ensure that pupils make good progress.
Science	Above expectations	Standards are below expectations.	Pupils achieve well because they have a good range of hands-on experiences.	Pupils' investigation skills are developed well.
ICT	Below expectations	Pupils achieve standards which are in line with those expected by Year 6.	Pupils achieve well because there are frequent well-planned opportunities to develop their skills.	The good resources, including the ICT suite, support the learning very well.

9. Standards in speaking and listening are above average in Year 2 and Year 6 because of the importance given to developing these skills. Teachers ensure that pupils have enough time to provide a full answer to their questions and that others listen.
10. The quality of teaching has a significant impact on pupils' achievement. Where teaching is very good, particularly for pupils in Years 3 to 6 and in music, pupils achieve very well. Although the overall trend of improvement in standards over five years is below the national trend, this may be related to the varying cohort each year. Over the past two years there has been an overall upward trend and targets have been met or surpassed despite the building upheaval.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, overall. Their attendance and punctuality is satisfactory. Spiritual, moral, social and cultural education has a very good impact on pupil's personal development. There is very good social and racial harmony.

Main strengths and weaknesses

- Pupils' learning attitudes and their behaviour in lessons and at play are good.
- The spiritual, moral, social and cultural aspects of school life impact most positively on pupil awareness so that social and racial harmony is very good.
- There are good procedures for monitoring attendance and tackling punctuality, which is a significant improvement since the last inspection.

Commentary

11. Pupils like school and have good work attitudes. They participate well in discussions and are interested in new topics. Older pupils enjoy working independently, concentrating well so that they make good progress in learning. They generally work together productively in groups or as a class. The youngest children have satisfactory attitudes to their work and play, but are still learning to develop social skills like listening to others, or sharing toys. In the nursery, many have limited concentration and do not remain involved with self-selected activities for any length of time. The majority of pupils know that they are expected to learn and behave well in lessons. However, there are a significant minority of boys who show little interest in learning, and do not want to participate, particularly in more academic work like writing. They distract those who work hard. Class behaviour strategies that usually work well, do not always succeed with the more challenging pupils. At playtimes behaviour is good. The staggered playtimes are effective and pupils behave sensibly. Pupils play happily with alert adult supervision. No unkindness or bullying was noted. The school uses clear strategies to deal with any incidents and parents are informed. Some parents raised concerns about bullying, but this was not found to be justified. In the last academic year the use of fixed-term exclusion declined.
12. The very good way that pupils are encouraged to think of others, to be tolerant, to question and consider other views is embedded in the life-blood of the school ethos. There is a strong Christian element, but the inclusive nature of the school enables pupils from other faiths, beliefs and cultures to be equally involved in the strong spirituality. This spiritually is greatly enhanced by the provision and vibrancy of music in pupils' lives; it is joyous, exciting and eagerly anticipated. Moral expectations are good and made clear to pupils, who know the difference between right and wrong and usually make the right choices. Pupils care about each other and their social development is very good; older pupils look out for younger ones, who look up to the positive examples they set. Pupils representing many different nationalities, faiths and social backgrounds are comfortable with each other, respecting and valuing their individuality, combining into a community that has very good social and racial harmony. Cultural development is very good, particularly in the arts and the way that pupils' own heritages are reflected and celebrated in lessons and displays throughout the school. All opportunities are used to ensure that pupils benefit from the rich cultural and multicultural opportunities that flourish nearby. Pupils are well prepared for living in the diverse society that is around them.

13. Attendance is satisfactory and in line with other primary schools nationally. This is a significant improvement since the last report, when it was unsatisfactory. Unauthorised absence is higher than normal due to the strong stance to prevent holidays in term time; no holidays are authorised at all. Monitoring procedures are good; they are carefully analysed, with strategies like first day calling. Punctuality is also improving and parents are made well aware of the impact of non-attendance and lateness on their children's education.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7%	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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	47	1	0
White – any other White background	23	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	4	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	22	0	0
Black or Black British – any other Black background	6	0	0
Chinese	2	0	0
Any other ethnic group	32	0	0
No ethnic group recorded	9	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching and learning is good. The curriculum is satisfactory. The care, support and guidance of pupils are very good. The links with parents, the community and other schools are very good.

Teaching and learning

14. The overall quality of teaching and learning is good. This ensures that pupils make good progress through the school. In the nursery the teaching is unsatisfactory, overall. In reception it is mainly good. In Years 1 and 2 it is good, overall, and is very good in Years 3 to 6. The teaching for pupils with special educational needs is good so that they make good progress. Pupils who speak English as an additional language in Years 1 to 6 are taught and supported well. Equality of opportunity is good, because the school ensures that all individuals are included and fully valued.

Main strengths and weaknesses

- The good and very good teaching results in good levels of achievement in lessons and overall.
- Unsatisfactory teaching in the nursery means that children do not achieve as well as they could.
- The work of the learning mentor and home-school liaison officer has an excellent impact on pupils' learning.
- The very good and excellent teaching in music ensures that standards are above expectations by Year 6.
- There is a strong staff team, who are dedicated to providing the best quality education for their pupils. There is effective use of classroom support staff who provide good quality support.
- The teaching of ICT has improved since the last inspection.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	5 (11 %)	23 (54 %)	10 (23 %)	3 (7%)	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.

15. The school has maintained the good quality of teaching identified at the time of the last inspection. In Years 3 to 6 the teaching is very good overall, with most teaching at least good. In the most successful lessons there is very effective class management and teachers have high expectations. This ensures that all pupils are challenged and that they achieve well. Lessons have a brisk pace, teachers are confident and pupils are enthusiastic.
16. Teaching in Years 1 and 2 is good overall, with a very small amount of unsatisfactory teaching and also some very good teaching. When teaching is not so successful, the class management is less effective and pupils are not challenged sufficiently, which hampers their progress. Most teaching is good, with informative planning and effective evaluations of the lesson. In most lessons pupils are clear about what they have to do and so they work well. Although there has been some monitoring of teaching and learning, with helpful and informative feedback, this has not been on a regular basis. There have been some missed opportunities to share good practice and to improve teaching.
17. Teaching in the nursery is unsatisfactory because there is insufficient structure in the day to ensure that the children make enough progress. There is not enough balance between self-chosen activities and direct teaching. Too much is left to chance. The children are unsure about acceptable boundaries of behaviour; the unsatisfactory behaviour of a small minority impedes the progress which others make. There is insufficient well-planned, purposeful play; consequently, too many children do not get the full benefit from the resources. The teaching in reception is at least satisfactory and often good; the children achieve well and many are in line with the expected goals by the end of the reception year.

18. The teaching of pupils with special educational needs is good with effective and sensitive support from learning support staff. Teaching for pupils who speak English as an additional language is effective and enables pupils to make similar progress to their peers. There is a very good level of inclusion, which is promoted very well by all staff. The learning mentor and home-school liaison officer work extremely well with pupils to provide very high quality support, which supports the learning very well.
19. Teachers and classroom support staff work very well together. There is effective liaison and the support staff are fully aware of what the pupils need to do. This ensures that the needs of all pupils are met and has a positive impact on pupils' achievement. The staff team is a strong and enthusiastic one. Teachers and support staff enjoy working in the school. The pupils appreciate this and value the staff. They enjoy most of the lessons and are keen to learn. Parents appreciate the quality of teaching and the positive impact this has on their child's education.
20. The teaching of music by a specialist teacher is very good and is a strength of the school. Music is an area which all members of the school community enjoy and of which they are justly proud. The lessons are exciting and lively, with a range of strategies and plenty of practical experiences. There is a high level of pupil involvement; consequently pupils make very good progress with their musical skills and many achieve very well. The lack of good quality instruments means pupils have to wait longer for a turn, but they do this with patience and good humour.
21. Major improvements to the building mean that the environment is much more conducive to learning. The ICT suite is used well and is already having a positive impact in raising ICT standards as pupils have more hands-on experience. The teaching and standards in ICT have improved significantly since the previous inspection. The teaching of writing has also improved and is now consistently good in Years 3 to 6, which has a positive impact on pupils' achievement.
22. The assessment of pupils' work is satisfactory with some good features. The level of improvement since the last inspection has been satisfactory. Current features of assessment include the following:
 - Individual teachers often assess the extent of pupils' knowledge and understanding in lessons through questioning.
 - Space is now included on planning sheets for teachers to evaluate and record the outcomes of lessons. This practice is well established on a day-to-day basis.
 - Constructive marking in English, especially in writing, is shared with pupils and provides clear indicators on how they can improve.
 - Teachers keep informative assessment files. Test information is beginning to be analysed to identify areas of strength and weakness.
 - The assessment team, key stage co-ordinators and the acting headteacher track pupil's progress across their stages and across the school.
 - Regular termly assessments in writing and mathematics provide evidence of progress.
 - In Years 1 and 2 there is clear evidence of teacher annotation to support National Curriculum levels.
23. To support more sharply focused assessment, staff have focused on the finer detail of National Curriculum levels, particularly for English and mathematics, so that they can monitor pupils' progress. This approach has resulted in the setting of individual targets for pupils in literacy, mathematics, special educational needs and English as an additional language in addition for those on the Learning Mentor programme. Pupils know their targets and there is clear evidence of evaluation and development on to further targets.
24. An agreed rate of expected pupil progress has not been agreed so that teachers, over time, can judge what has or has not been achieved or whether the rate of progress has been enough. Assessment practices in nursery and reception are also underdeveloped. The national profile is newly introduced, and teachers do not yet have effective systems for judging children's progress

from the time when they first join the school in the nursery. The daily assessment of planning is helpful in guiding further teaching and planning. Assessment for pupils with special educational needs is good. Targets on individual education plans are clearly matched to pupil's needs. Assessment of language development for pupils who speak English as an additional language is satisfactory. The school applies five-stage language criteria effectively. However, the pupils have not yet benefited from the national guidance on assessment.

The curriculum

The overall quality of the curriculum is satisfactory. The provision for extra-curricular activities is good.

Main strengths and weaknesses

- Provision for personal, social and health education is good and has led to a major improvement in pupils' attitudes and behaviour.
- Provision for pupils with special educational needs is good, and pupils are well supported by effective teaching assistants.
- Provision for pupils with English as an additional language is good in Years 1 to 6.
- There is a good match of teachers and support staff to the curriculum, except in the nursery.
- The school adopts a very inclusive approach towards promoting pupils' learning.
- The use of ICT across the curriculum is improving.
- No field and a small playground makes sport difficult. However, the school does well to provide a balanced physical education curriculum.
- Good use is made of ICT support to curriculum planning.
- The work of the Learning Mentor, Home School Liaison, and support teams for pupils who speak English as an additional language or have special educational needs, provide a very positive contribution to the curriculum.
- The leadership of subject co-ordinators is underdeveloped.

Commentary

25. There has been a satisfactory improvement in the provision of the curriculum since the last inspection. The school has taken effective steps to ensure that in addition to the statutory curriculum, which is in place, there are real opportunities for enrichment. The good range of school clubs and visiting groups and organisations, like the steel band workshops and the integrated topics, have given the pupils a wide range of first-hand experiences. The residential visit for Year 6 not only enriches their curriculum, but gives very good opportunities to help their personal development. The outstanding contribution of music and singing further enhances the curriculum, and is a recognised strength of the school.
26. Although the school reviews individual pupil's progress on a termly basis, and successfully targets pupils who have learning difficulties through the excellent work of the learning mentor, it does not yet effectively monitor and evaluate its curriculum or timetable balance provided for subjects. The over emphasis on literacy, and especially the writing focus, has led to significantly over long periods of time devoted to this subject, while other subjects, particularly non-core subjects, lack depth. The contribution of extended writing is underdeveloped in history and geography, for example.
27. The curriculum in the Foundation Stage is satisfactory. It is based on the national guidelines and provides all six areas of learning in addition to religious education in reception. In the nursery there are insufficient opportunities for children to learn through purposeful play.
28. Provision for personal, social and health education is good. Pupils have a planned curriculum that includes circle time, teaches drug and sex education, and further provision is planned for them to participate in a school council. The teachers plan many opportunities for pupils to take on responsibilities; for instance, pupils set up and run the audio equipment in the hall for

assemblies, and partner new pupils as they start school. The 'Girl's Club', specifically set up to target a group of older pupils, had a substantial effect on the pupils' attitudes, behaviour and their learning.

29. The school ensures that all pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities it provides. Teachers and teaching assistants are vigilant in ensuring that all individuals have every opportunity to participate in activities. In particular, staff are very skilled in boosting pupils' confidence and creating an atmosphere in the classrooms where all individuals feel comfortable to join in.
30. Pupils with special educational needs are well supported by teachers and teaching assistants. They are regularly assessed using the Westminster agreed structure to ensure progress. The teachers take on responsibility for individual pupil programmes. The effective support for pupils with moderate learning difficulties and behaviour difficulties enables full inclusion within the classroom, and these pupils make good progress.
31. The quality of long and medium-term planning is satisfactory. The school has developed curriculum maps, however, the use of national guidance, which has not been adapted to the needs of the pupils limits the systematic development of pupil's knowledge skills and understanding. However, learning objectives are central to planning, and these are always shared with the pupils, which has a positive impact on their learning.
32. The provision for pupils with English as an additional language is good, overall. There is insufficient support in the nursery and reception, but in Years 1 to 6 support is good. Targeted support from the team enables pupils to progress in line with their peers. The team effectively plans alongside class teachers, sets clear targets for individual pupils and carefully monitors progress.

Accommodation is satisfactory.

Main strengths and weaknesses

- The significantly improved accommodation has a positive impact on subject teaching and pupils' learning and achievement.
- Funding for disabled access and the next phase of building is a major governor concern, and is delaying further planned work.

Commentary

33. The redevelopment of the old Victorian building provides good quality internal space for the children in nursery and reception and for specialist areas like the well-equipped computer suite. The new library is almost ready to use. This is starting to have a positive impact on subject teaching and pupils' progress in developing their computer skills. There is now water in most classrooms, which supports learning well in science.
34. The governors have been instrumental in successfully seeing through the major school redevelopment. They have raised in excess of £260,000 to pay for work so far, to ensure that pupils have the best accommodation to enhance their education. However, escalating costs mean that further funding is needed to complete the next phase. Governors are acutely aware that this includes provision for disability access soon to be a legal requirement.

Resources are just about satisfactory for the current number of pupils on roll.

Main strengths and weaknesses

- Information and communication technology resources are good and used well.

- In all other subjects, resources are just about adequate, except in music where there are insufficient good quality instruments.
- Very good use is made of the local area as a learning resource.

Commentary

35. Pupils and staff make good use of the new computer suite, considerably enhancing pupils' skills and the teachers' understanding of up to date technology. Whole-class teaching takes place using the interactive whiteboard. A good range of software supports work across different subjects, so that pupils' research skills are developing well. Parents are consulted about permission for Internet access, with their views known to staff. Pupils are enthusiastic about the new suite and think it is one of the best things in their school.
36. In all other subjects resources are just about adequate in quality, sufficiency or suitability to meet the needs of pupils and the curriculum, except in music where there are not enough non-tuned percussion instruments for every child in the class. Some resources are worn, broken and not replaced.
37. The school makes very good use of the local area and is involved in events such as the Dickens Festival, organised by the Westminster Archive Centre to enhance and enrich topics and subjects taught in lessons.

Care, guidance and support

The overarching care, support and welfare that pupils receive is very good. Monitoring of pupils' academic and personal development is good. Pupil opinions are given good consideration. Induction arrangements are very good. Procedures and practices related to health, safety and child protection are good.

Main strengths and weaknesses

- The excellent teamwork of the home school liaison officer and the learning mentor.
- Staff always put their pupils' needs first and pay good regard to their opinions.
- Arrangements for helping new pupils to feel at home are very good.
- Monitoring of academic attainment, achievement and personal development is good, overall.
- There is good understanding of child protection and health and safety matters.

Commentary

38. The staff ensure that care, welfare and pastoral support has a very high priority so that pupils are able to concentrate on their learning. Close attention is given to supporting individuals by the skilled school staff, who understand and know their children very well. This enables quick identification of any areas where particular care or pastoral guidance is needed, so that individual pupils get support that impacts positively on successful learning. Parents are very positive about the care extended to their children.

Example of outstanding practice

The teamwork of the home school liaison officer and the learning mentor has an excellent impact on pupils' progress and achievements.

The service offered by the externally funded home school liaison worker and the learning mentor, an impressive duo, is simply outstanding. It significantly improves the outcomes for pupils with a huge range of needs; for those with home languages other than English, for personal or behavioural problems, for giving pupils confidence to learn, and improving attendance. The list is endless! Other staff liaise very closely with the 'team' who take on much of the ongoing support, leaving teachers more time to teach. These two delightful, lively and thorough professionals have introduced many great initiatives that really work. For example, a Year 5 'girls friendship club' aimed at resolving unproductive relationships was so successful that other girls joined and relationships blossomed. Nominated pupils have their homework checked with feedback on how to improve, using the computer suite to kindle interest in independent learning. The introduction of a school magazine entirely edited, written and produced by pupils, to develop interest and skills in creative writing has been a great success. There are attendance rewards and support with home visits to help families having difficulties and effective support for families with little English who need to contact outside agencies. The team provide a ready 'ear' to listen to parents. Pupil targets are shared with families. The 'team' has excellent action plans, regularly reviewed and revisited, that tie in with the school's development plan, with their work monitored by external line managers. The 'wrap around' care extends to excellent links with the adjacent youth club, providing pupils with a far wider social curriculum and access to weekend and holiday activities. There is a massive bank of agencies and groups used to get the best possible outcome for each child. New ideas are seized and made to work; nothing is ever too difficult. Batman and Robin pale into insignificance when compared with the achievements and successes of this dynamic duo!

39. There are very good procedures and practices to help pupils settle into school. Visits to families of children due to start school are undertaken by the home school liaison worker, which paves the way by building relationships and providing a smooth introduction to school life. Children and their parents also visit the nursery, getting to know the staff and their surroundings. Pupils who arrive in other years are also very well supported, provided with a friend to show the ropes and very quickly get immersed in the friendly school community.
40. Arrangements for child protection and for health and safety are good. The designated person is well aware of procedures and practices related to child protection. There are good relationships with extended services and the quality of feedback received is good. The school keeps its own records of any initial concerns. It is recognised that whole-school training is due for updating. Matters relating to health and safety are given good attention. The governing body and school staff are well aware of the importance of health and safety.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community are good. The school has a good partnership with its parents and carers. Community links are very good. Links with other schools and colleges are very good.

Main strengths and weaknesses

- The educational support programme is highly effective in supporting pupils' achievement and developing community links.
- Parents like the way the school educates their children.
- There are very productive community links including those with other schools and colleges.
- Parents would like the parents association to be re-established.

Commentary

41. Parents have a good partnership with the school and are warmly welcomed when they visit. There are good opportunities to chat to staff in the early morning or in the 'drop in sessions'. Parents are pleased with the education their children receive, the sense of community and strong family ethos. They feel that their children get a lot out of the school and are pleased with

the way the school works. The school provides regular, relevant information for parents about their children's progress and achievement, although some statutory requirements about information in the Governor's Annual Report to Parents are not met. Reports for children in the nursery or in reception mention curriculum subjects such as 'mathematics', rather than areas of learning and there are no overall targets to support the 'next step of learning'. Much information is included in the school magazine and staff are always willing to meet parents and discuss any concerns. The school seeks the views of parents and responds appropriately to them.

42. The educational support programme is highly effective in supporting pupils' achievements and establishing links with parents and the community. The links with the community, other schools and colleges are very good. There are positive church links and pupils go to services in Westminster Abbey, from time to time. There are links with a home for retired community members and with activities on the local Peabody Trust estate. The involvement and use of the Youth Club by young pupils is extremely positive and greatly appreciated by the school and pupils have access to many activities like music, karate and computers. The school welcomes students from local colleges and access to the local schools cluster group to share training, pupil events and good practice.
43. There is a positive swell of opinion that parents would like to re-introduce the parents association, lapsed in recent years, as a '*Friends Association*', to encourage and develop community involvement. The acting headteacher and governors are supportive of this interest.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory. The acting headteacher and acting deputy headteacher provide good leadership, supported by well-informed governors. The leadership of subject co-ordinators and senior management team is satisfactory, overall, but the monitoring of teaching and learning are underdeveloped. Staff are very keen to develop their role. Management is satisfactory.

Main strengths and weaknesses

- The headteacher, staff and governors are committed to including all individuals in the life of the school.
- The acting headteacher and governors have done a very good job in managing the major school building refurbishment with minimum disruption to teaching and learning.
- Governors keep a careful eye on the school and know what the school needs to do to improve.
- There is a clear vision and purpose but the school development plan does not show what needs to be done in enough detail and how to check if actions have been successful. It only covers one year.
- The role of some subject co-ordinators and the senior management team is not sufficiently developed.

Commentary

44. The acting headteacher and acting deputy have been successful in maintaining a strong, supportive staff team throughout a period of disruption to the building. Targets have been met or exceeded, most teaching is good and pupils achieve well. The acting headteacher is also the co-ordinator for special educational needs and provides good leadership in this role to ensure consistent provision and the regular review of the pupils' needs. He provides a very good role model, as do all staff, in ensuring that each individual is valued and that their achievements are celebrated.
45. Management procedures are satisfactory. There is a clear vision of where the school is going and a high level of support and encouragement for staff. However, the current school development plan only covers one year and does not give sufficient guidance about what exactly needs to be done and how to check progress. This makes it more difficult for staff to tell if the

actions they are taking are working effectively and for governors to know if their spending decisions were the right ones. The school realises this and plans to develop a more detailed document for the future.

46. Currently, the acting headteacher and acting deputy headteacher undertake most of the direct observation of teaching and learning in lessons. Observations include helpful areas for development. The role of some subject co-ordinators is underdeveloped. They have not had sufficient time to lead, monitor and evaluate their areas of responsibility. The lack of monitoring means that they do not all have a clear enough view of what needs to be done to raise achievement in their subjects. The formation of the senior management team is relatively recent and their role is developing. Leadership of the provision for pupils who speak English as an additional language is good. The school's monitoring of achievement of these pupils is satisfactory. It shows no pattern of underachievement. The support is managed well and the funding is used effectively for its intended purpose.
47. The governance of the school is good. The governors have worked tirelessly to raise funds for the building improvements. They have raised donations of over £260,542 during the past few years. The building is now much more spacious and conducive to learning. Governors make sure that they have accurate and reliable information about the school from analysis of test results, regular reports from the acting headteacher and increasing contact with co-ordinators. The governors have close links with the school and a thorough knowledge of day-to-day life. They question and challenge the school. The school has a deficit budget and funds are very tight. The school administrative officer manages the school funds very carefully and consequently the school is on track to meet the budget set for the current year. Extremely informative budget summary information is regularly prepared for the governors, which enables them to keep a close track on where the budget stands.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	629,576	Balance from previous year	-11,554
Total expenditure	632,627	Balance carried forward to the next	-3051
Expenditure per pupil	3,365		

48. Staff feel very much part of the team and enjoy working in the school. They are valued and are encouraged to develop professionally. New staff, students and visitors are quickly welcomed into the school. Support staff work closely with the teachers to provide effective support, which has a positive impact on the pupils' achievement. The school administrator, site-manager and pastoral assistant ensure that day-to-day organisation and procedures run very smoothly and efficiently. The 'Excellence in Cities' initiative is used to full effect by the excellent involvement of the learning mentor and home-school liaison officer. This has a very positive impact on pupils' achievement and self-esteem. Performance management procedures are seen as important in helping staff to examine their teaching and discuss how to improve.
49. The school is aware of the principles of best value. Governors ensure that they get best value when making spending decisions and consider a variety of options. Procedures for checking the results of expenditure on standards, such as the new computer suite, are currently being developed. Aids to raising achievement are the positive attitudes of the staff and governors, with a clear commitment to further improvement and the improved building. The school strives to minimise the impact of the tight budget by raising additional funds from a range of sources. Taking into account the cost per pupils, the standards, achievement and quality of teaching the school provides satisfactory value for money. Overall, satisfactory improvement has been made with regard to leadership and management since the previous inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage of learning (nursery and reception classes) is unsatisfactory, overall. It is satisfactory in reception.

50. At the time of the last inspection provision was unsatisfactory. There have been some improvements; in reception the provision is satisfactory overall, with some good aspects; the accommodation has much improved with an attractive mezzanine area for the reception children and a spacious ground floor area for nursery children. The courtyard area has been covered over to provide a very useful and attractive area. At the time of the inspection this was a very recent development and staff and children were still getting used to the new space. There are plans to develop the use of this area so that it is used as a natural extension to what happens in class. Strengths include the way in which all staff work well together. The teachers, nursery nurse and the classroom assistant have detailed knowledge of the children. Daily planning is evaluated with useful individual comments about children's progress.
51. Provision in the nursery is unsatisfactory because there is not a good balance between self-chosen activities and more structured taught group or class sessions. The planning is not clear enough about what exactly the children are to do, and some activities, such as outdoor play have no planning. Consequently, the children are often unclear about what is expected and some of them misbehave, which has a negative impact on the progress of others. There is a high percentage of children in the nursery and reception who speak English as an additional language, but they receive no extra support to help ensure that they have a good start. There is insufficient staff to provide the level of individual attention and support, which is currently required. The difficult situation in the nursery has been recognised and the local education authority is providing additional support. The teaching in the nursery is unsatisfactory, because the children do not have enough challenge and there is not enough structure to the day. The children do not settle for long enough at one activity and are given too much choice. Play is not always purposeful and the children do not always show enough respect to resources.
52. Provision in reception is satisfactory overall, with some good aspects. Most of the group teaching observed was good and in these sessions the children make good progress with their learning. Afternoon sessions when reception joins with the nursery are less successful, because the range of activities to choose from overwhelms some children. Consequently, their attention and concentration is more limited. Staff in the nursery and reception classes ask skilled questions and listen well to the children, valuing their replies. Although day-to-day assessment is informative, there is no systematic method of keeping track of the children's progress. Attractive and informative books of the children's work are being compiled to show the range of work covered.
53. Children start in the nursery on a part-time basis when they are three and a half and then join reception twice yearly, following their fifth birthday. Although the cohort differs each year, currently there is a wide age-range in the nursery with a high percentage of children with behavioural difficulties and special educational needs. Children join the nursery at a level below that usually expected for the age, although there is a wide range of ability. In nursery the current progress is slow, but in reception many children make good progress, so that by Year 1 they are in line with the goals expected.
54. The inspection focused on children's personal, social and emotional development, communication, language and literacy skills, mathematical development and knowledge and understanding of the world. In other areas of learning, there was insufficient evidence to form an overall judgement on provision. The leadership is underdeveloped and there is no policy to guide the practice or setting out clearly agreed aims, objectives and priorities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- The teachers and support staff value each child's efforts and effectively boost their self-esteem by providing a good level of praise and encouragement.
- In the nursery a minority of children sometimes misbehave and there is insufficient staff to provide enough individual support.
- Procedures in reception encourage the children to be independent. They are clear about accepted codes of behaviour in their class.

Commentary

55. Praise and encouragement are used well to help develop the children's social skills. Children are valued and helped to develop self-esteem; their work is celebrated in the attractive displays. In reception, the teaching focuses on establishing routines and there are appropriate expectations of independence.

56. In reception, the children are interested and motivated to learn through interesting topics and activities. They talk enthusiastically and confidently about what they are doing. Quieter children are encouraged to join in through the staff's reassurance and careful questioning. Most children take turns well; they know the routine and what is expected. They tidy away without a fuss. This is less so in the nursery, where some children are more demanding. There is less structure and the children often quickly lose interest and so they interfere in what others do, sometimes upsetting them. In an excellent music lesson with a specialist music teacher the children in reception handled the instruments very carefully and sensibly. Their behaviour was excellent. In reception, children move sensibly around the school, for example, when visiting the ICT suite. In the ICT suite they work very well with their 'computer buddies' and their behaviour is excellent. They have quiet times when they reflect on things that matter to them, such as their families and friends. A range of cultures are celebrated in display and through planned activities.

57. The teaching is satisfactory overall and in reception many children make good progress and are in line to achieve the goals expected by Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is unsatisfactory, overall, although it is satisfactory in reception.

Main strengths and weaknesses

- Children at an early stage of learning English do not receive any additional support.
- Most children enjoy sharing stories. They take books home regularly.
- In nursery there are missed opportunities to develop early language skills through well-planned purposeful play.
- All staff are skilled at developing pupils' language skills through individual discussion.

Commentary

58. In the nursery some children find it difficult to listen. There are missed opportunities to develop language skills and also to support those learning English. Activities are planned appropriately, for example, story telling, but it is left to the children to decide whether they participate and too often, they do not. There is too much free play, which does not extend the children's language and communication skills. Reception children listen well and often provide sensible answers to

questions. They are beginning to recognise letter sounds and to write their name and simple captions. They share stories and suggest what may happen next. The more able children are already reading and have a range of strategies to help them recognise new words. Children talk enthusiastically about the books which they take home.

59. There are many children at an early stage of learning English. They do not receive any additional support. This has a negative impact on their progress, especially in the nursery where several children currently need more individual attention.

60. Teaching is satisfactory, overall. In reception, varied and appropriately planned activities encourage children to share their thoughts and feelings and there are good opportunities to share books and develop writing skills. Adults develop the children's speaking and listening skills, through chatting to them and asking them to explain what they are doing. Staff take care to ensure that all children, including those with special educational needs are fully involved. Children make at least satisfactory progress with their language and communication skills in reception and many are in line to meet the goals expected by Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is unsatisfactory, overall. It is satisfactory in reception.

Main strengths and weaknesses

- Children enjoy mathematical activities.
- In reception children make good progress in counting and recognising numbers.
- There is insufficient use of purposeful play in the nursery to support early numeracy skills.

Commentary

61. The teaching of mathematics is firmly based on practical activities which means children learn in a meaningful way. They enjoy learning to recognise and count numbers whilst singing action songs and rhymes. The children in nursery play games and begin to use number games correctly. In reception, most children can count to ten and more able children can count to 20 and beyond. They recognise shapes and when baking scones they can say which shapes fit more easily together onto the dough. Staff pay good attention to using mathematical language and encourage the children to use words such as 'more than' and 'less than'. This promotes their learning well. In reception children make at least satisfactory progress so that by Year 1 they are in line to meet the goals expected.

62. In the nursery there are some missed opportunities to extend early number skills through purposeful play, for example, in the home corner. The children are not clear enough about accepted routines and rules. This hampers the quality of learning; for example, when too many children try to work in the new water tray, quality play does not take place.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- There is some good teaching in reception.
- The children's interest and curiosity is aroused through first-hand experiences.
- Good improvement has been made in providing more practical experiences for the children.

Commentary

63. Many opportunities are used to develop pupils' **knowledge and understanding of the world**. They enjoy learning and investigating about ants, worms and frog spawn and make careful drawings of them. They notice how the ants and worms move and comment on any changes in the frog spawn. During the year they grow plants from seeds and realise what is needed to make them grow. They show interest and curiosity in the world around them. In reception, children are confident at using an art programme. They know how to use the computer mouse and some can save their work. When baking scones the children in reception vigorously mix and discuss the ingredients and learn that the mixture changes when heated. Good teaching including the use of skilled questions pitched well at the age and ability of the children, promotes their learning well.

PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

64. Classroom activities develop co-ordination through experiences such as building or model making to help their **physical development**. Opportunities to use large apparatus and wheeled toys are limited. In an outdoor play session, nursery children threw balls with reasonable accuracy and showed good catching skills for their age. The lesson had no clear planning and so opportunities to develop the children's physical skills were missed.

65. Appropriate and practical activities are provided to foster **creative development**. The classrooms are bright with colourful displays, showing that the children's work is valued and appreciated. The children paint carefully and observe closely as for example in their self-portraits. Very little role-play was observed during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The school's provision in English is good overall, with some weaknesses.

Main strengths and weaknesses

- Teaching in Years 1 to 6 is good and has many strengths.
- Leadership and management of the subject are underdeveloped.
- Standards are below average in the current Year 6 but pupils achieve well.
- There are insufficient opportunities for pupils to write at length in literacy. Lack of time in some foundation subjects does not allow pupils to develop their literacy skills effectively.
- Information and communication technology is developing well in supporting the subject.

Commentary

66. In the national tests in 2003, standards by Year 2 were well above average in reading and above average in writing. Pupils in Year 2 are currently achieving standards that are in line with national expectations in reading and writing. Speaking and listening skills are well developed. This difference reflects the overall lower abilities of the current cohort compared with last year, but they have made significantly good progress.

67. Results of the national tests for Year 6 in 2003 showed pupils' attainments to be above the national average. Currently, pupils are reaching lower standards than this with their attainment below the national average. This reflects a weaker cohort with 28 per cent of pupils with identified special educational needs. There is a marked gender imbalance; there are significantly more boys than girls in a small cohort, which has also been affected by mobility. During the inspection there was no evidence of any difference in achievement between girls and boys.

68. Standards in Years 3 to 5 are at least in line. This reflects the good and very good teaching seen within the subject, and positive impact of the extra support provided for the pupils. Pupils in Year 6 achieve well in comparison to their attainment on entry, and are making good progress in reading and speaking and listening. Pupils enter the school with below average attainment in language, so that overall their achievement is good.
69. By Year 2, pupil's speaking and listening skills are well developed. They listen attentively to their teachers and each other in discussions. Many pupils use whole sentences to express what they mean, often displaying a good general knowledge and a growing vocabulary. By Year 6, pupils' speaking and listening skills are very well developed. Their explanations and imaginative ideas are expressed confidently using a vocabulary not seen in written work. All teachers use a rich and expressive vocabulary, including the correct terminology. They give pupils enough time to answer questions in detail and develop their language skills and confidence in speaking. A feature of all lessons was the encouragement of pupils to articulate their ideas before writing.
70. In Year 2, pupils' attainment in writing is in line with the national average and they are generally able to convey their meaning in a variety of different settings, for example writing simple poems, instructions or stories. Their spelling of familiar words is usually accurate and most sentences are correctly punctuated. Although wordbooks are used, pupils are not encouraged to 'have a go', waiting for the teacher to write words for them. Both in spelling and reading, phonic awareness is underdeveloped. More able pupils are beginning to use more adventurous punctuation, such as speech and exclamation marks.
71. Improvements in teaching of handwriting are helping pupils to improve their presentation, however there are some inconsistencies in the expectations of their writing so that presentation suffers.
72. By Year 6 pupils' attainment in writing is below average. This reflects the difficulties these pupils have had building on their early experiences, and their weakness in basic skills, which for a majority of pupils are not firmly established. For example, many pupils are inconsistent in their use of punctuation and capital letters, and often misspell common words. Pupils lack confidence in recording their excellent spoken ideas and their presentation is poor. However, the consistently good teaching is bringing a richness and variety of writing and genre to pupils, and standards are higher in Years 3 to 5.
73. In Year 2, pupils' reading is in line with national expectations. Pupils read accurately, mostly using text or picture clues but their knowledge of sounds when meeting unfamiliar words is not so well developed. The more able use expression well and take note of punctuation used. These pupils confidently discuss plot and character, and are able to predict what may happen next. Reading is well managed and supported by consistent progress through National Curriculum levels. Pupils' reading records show that there are regular reading times, and that pupils read for pleasure. Guided reading sessions are well planned and support good progress.
74. In contrast to writing, reading in Year 6 is above expectations. This reflects the quality and consistency of teaching in Years 3 to 6. The impact of appropriate guided reading sessions, the regular reading times and the support both professionally and voluntary that pupils receive.
75. The standard of teaching is good overall. Good teaching is characterised by the taking of every opportunity to reinforce the lesson objectives, making good use of what pupils say, backed up by an enthusiasm for the subject from all teachers. Teachers provide a variety of activities to keep concentration and interest high; for example, in a successful Year 2 lesson pupils were encouraged to role-play in pairs a discussion between the tiger and the jackal. They were constantly reminded about how to use different sorts of punctuation. Good use was made of their own writing and the modelling of 'answers'. In a Year 5 class an in depth study of the poem 'The Listeners' complemented the ongoing enjoyment of poetry reflected in performance reading by pupils and invited visitors. Challenging questions encouraged pupils to dig deeper and make inferences from the text. The teacher successfully extended pupils' understanding whilst maintaining enjoyment and enthusiasm. In all lessons teachers' questions are well put, so that

pupils are required to think more deeply, with their responses used well to help others understand the points being made. The quality of teachers' planning varies throughout the school but is consistently evaluated and is generally good. In all lessons tasks were well matched to the different ranges of ability.

76. Pupils with special educational needs or who speak English as a second language are well supported, especially through the skill of the learning support assistants, and the quality of the Learning Mentor and the EAL (English as an additional language) team. The teacher's adaptation of the task to meet individual needs also provides good support to these pupils.
77. Some integrated topics, using first hand visits and input from authors and sport stars, significantly enriches the curriculum, notably the 'Billy the Kid' project with Chelsea Football Club, Michael Morpurgo and the Chelsea Pensioners for pupils to develop their writing in other curriculum areas. The use of ICT to encourage pupils to develop their skills is improving and is well supported by the development of the excellent school magazine.
78. The leadership and management of the subject are underdeveloped. The co-ordinator has been in post for 18 months. Although she has undertaken some monitoring of planning, she has not had the opportunity to observe lessons or, through scrutiny of pupils' work, effectively identify needs to set specific targets for development in the curriculum. This is particularly related to the balance of time and the use of the whole curriculum to develop literacy skills. The impact of this has not been evaluated and the development of writing skills has been left to individual interpretation. The strength of teaching across the school means that with strengthened co-ordination and management the school is well placed to further raise pupils' attainment.

Language and Literacy across the Curriculum

79. All classes incorporate time for pupils to discuss and explore ideas in order to help pupils think round problems. This has a positive impact on the children's technical vocabulary in subjects such as science and ICT. The production of the school magazine enables pupils to develop their literacy skills in an imaginative and interesting way. There is a waiting list of pupils who want to be involved in this project. In some classes, good use of texts support learning in history and geography, this was particularly so in Years 2 and 3, however these are isolated opportunities, and insufficient use of the whole curriculum is taken to develop literacy skills.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils' achievement is good.
- Teaching and learning are good, overall.
- Assessment procedures are well developed.
- The monitoring of teaching and learning in classes is underdeveloped.
- Lack of budget allocation constrains resources.

Commentary

80. National test results of 2003 for seven year olds were well below the national average, but average in relation to similar schools. The results for 11 year olds were average and show a significant improvement from the previous two years when the results were below average.
81. The performance of 11 year olds compared with similar schools in the national tests was well above average. Taking into account factors such as high mobility; the high number of pupils with English as an additional language; twice as many pupils as the national average on free school meals, pupils' achievement was good. Girls performed significantly better than boys did. In the lessons observed,

the teachers provided similar learning opportunities to both boys and girls and there was no difference in achievement.

82. Standards seen during the inspection in Year 2 broadly match the national expectations. The pupils' knowledge and understanding across various areas of the subject are similar. Standards including those in mental arithmetic seen in Year 6 are below the national expectations. Their knowledge and understanding across the subject is similar.
83. Teaching and learning are good, overall. Teaching is strong on developing strategies, for example, for solving problems on ratio and proportion. Teachers use illustrations effectively, and provide work that matches the needs of different groups of pupils well. The management of pupils is often good and teachers use resources effectively. Most lessons progress at brisk pace. Questioning is used effectively requiring pupils to explain their thinking to clarify their ideas. In a very successful Year 3 lesson, very effective questioning made pupils think of different ways of doing calculations, for example, "2 x 4 is double 4", "I did flashing fives," (using fingers to multiply five by four). Another pupil said, "I multiplied five by two and then doubled it". The pupils found the work highly stimulating and engaging. All pupils developed good skills for calculations. The pupils have good attitudes to learning and they work together productively in most lessons which has a good impact on their achievement.
84. Leadership and management of the subject are satisfactory. Informal structures support satisfactory developments. The monitoring of teaching and learning in the subject is less developed, but the co-ordinator is keen to develop this aspect. Assessment procedures are well developed and used effectively for monitoring progress. The budget for the subject is not clearly defined, which constrains spending, for example on day-to-day resources. Improvement since the last inspection is satisfactory.

Mathematics across the curriculum

85. Development of mathematics across the curriculum is satisfactory; for example, the use of the spreadsheet for calculations, measurements in design and technology and tabulating information in science.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Pupils achieve well as they learn new scientific knowledge and skills. Their investigation skills are developed well.
- Pupils enjoy science and they have positive attitudes to their work.
- The co-ordinator has not monitored the teaching and learning in classes.
- The presentation of some work is not always good enough.

Commentary

86. Standards in Year 2 are around the national average, which is an improvement on last year. The pupils enjoy science and find practical activities interesting. They are encouraged to think independently and can explain their ideas. For example, they can predict and explain whether the height of a ramp will make a difference to how far a car will travel.
87. Standards in Year 6 are slightly below the national average, which is similar to last year. This is because there are few pupils working at the higher levels. However, pupils achieve well as they gain skills, including those of scientific enquiry as they move through the school. At the time of the last inspection standards were judged to be above average. The cohort of pupils differs each year and this year there is a higher percentage of pupils with special educational needs.

Most pupils understand how to conduct experiments systematically. They describe the main features of a fair test and explain why only one variable should be changed at a time. Overall, pupils have a sound foundation of scientific knowledge and skills. They talk enthusiastically of their recent work about healthy eating, using appropriate vocabulary.

88. Teachers and support staff work well together to support pupils with special educational needs and those who speak English as an additional language. Good discussions and well thought out explanations help individuals to focus on what is important.
89. The teaching and learning was mostly good which has a positive impact on pupils' achievement. In the best lessons teachers used lively and imaginative methods to provide first-hand experiences, which interest the pupils and help their understanding. In a very good lesson in Year 5, the teacher was confident in teaching systematic scientific enquiry. Pupils developed confidence and expertise in measuring their pulse and relating this to their heartbeat. In the best lessons teachers have high expectations of pupils and encourage them to draw conclusions and to question their observations.
90. Leadership and management are not sufficiently developed. Little time has been available to develop teaching and learning in science and the co-ordinator has not spent time in other classes to develop first-hand knowledge about standards throughout the school. This means that good practice has not been disseminated with a view to further improvements and that areas for improvement such as the presentation of work are not identified quickly enough.
91. Resources are just about satisfactory for the current number of pupils. They are well organised for easy access. Most classrooms now have running water, which is a good improvement. Overall, there has been satisfactory improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is good.

Main strengths and weaknesses

- Most pupils achieve well.
- The use of sensors and data logging is weaker.
- The computer suite is well equipped for teaching and learning and is having a positive impact on standards as pupils get more ICT experience.
- Teaching and learning are good.
- Leadership and management are good.
- Use of ICT across the curriculum is unsatisfactory, but there are some good examples and it is developing well.

Commentary

92. Pupils achieve well as they progress through the school. By the end of Year 2, standards are below expectations but they are in line with expectations by the end of Year 6.
93. By the end of Year 2, pupils have secure skills in logging on and off and to save and retrieve saved information. They show growing competence in the use of ICT for writing poems, learning punctuation, using spreadsheet for completing charts and drawing block graphs, for example of favourite fruit and for art. Pupils' use of software to learn mathematics and of the Internet for learning history, for example; 'The Great Fire of London' is satisfactory. The use of control and database is below average.
94. By the end of Year 6, the pupils have expected standards in the use of the spreadsheet, for example, entering formula for adding money. They write stories and several pupils contribute writing to the school magazine. The use of control and database is satisfactory. Skills in power

point presentation are developing rapidly. The use of sensors and data logging is still relatively weak.

95. Teaching and learning are good, overall, and lead to good achievement. The establishment of the computer suite is having a significant positive impact on pupils' learning and achievement. Pupils now have much more 'hands-on experience'. Teachers are enthusiastic and majority have secure knowledge and understanding of the subject. They use their subject expertise effectively for demonstrations, for example, how to add sound to PowerPoint frames. Girls and boys show similar interest, engage productively and make similar progress. Pupils, who speak English as an additional language, receive support when needed, as do pupils with special educational needs. This enables them to make similar progress to their peers. Productivity is sometimes compromised when teachers do not set a time limit for finishing work. Pupils are enthusiastic about ICT and very proud of the new facilities. The effective leadership and management ensures that good progress is being made in the provision of ICT in the school.

Information and communication technology across the curriculum

96. The school recognises that this is currently unsatisfactory. Although there is insufficient use of ICT across the curriculum, it is developing well with the recent opening of the ICT suite. Examples of work using new technologies were seen in mathematics, art, science and English. Teachers make increasingly good use of the interactive whiteboards to support pupils' learning. The school magazine is a very good example of the way in which ICT is being used to support a range of interesting activities.

HUMANITIES

HISTORY

Provision is satisfactory.

Main strengths and weaknesses

- Standards are in line with those expected by Year 6.
- Coverage of the history curriculum is satisfactory. The subject is constrained by time and consequently some work lacks depth.
- The use of the local environment, visits and visitors enhances the provision.
- Standards of written presentation are not good enough.

Commentary

97. Two lessons were observed and a sample of work was analysed from across the school, alongside discussions with pupils in Years 2 and 6.
98. Pupils learn effectively through discussion. Younger pupils in Year 1 and 2 cover an appropriate curriculum and learn about a range of famous people and make comparisons with their counterparts today. For example, when learning about Samuel Pepys, they reinforce their knowledge about 'The Great Fire of London'. They show good understanding of time, refer to their own timelines for chronology and clearly relate to roles of eyewitnesses at the event. Discussions are lively and based on good subject knowledge. The teaching painted a language picture. The quality of presentation was not of a high enough quality; some work appeared rushed and untidy. All pupils record diary entries in phrases and sentences. Younger pupils in Year 3 use a variety of challenging texts to study Ancient Egypt and as a consequence their work was above average. In Years 4, 5 and 6 there was little written or recorded evidence of coverage of the subject, indicating a lack of depth in the subject. However, there was some good work done in the cross-curricular topic 'Billy the Kid' and the Dickens project. Older pupils discuss beliefs and training in Sparta and Athens. They have a good understanding of empathy

and feelings for others, and clearly understand bias. Teaching in Years 2 and 6 was satisfactory.

Geography

99. No lessons were observed in geography so it is not possible to form an overall judgement about provision. Evidence on display and discussion with pupils indicates that the school makes sure that pupils have as much first-hand experience as possible. Topics are based on national guidance, which helps to ensure that pupils' skills, knowledge and understanding develop progressively as they move through the school. Pupils use a range of geographical skills such as asking questions and finding answers from a range of sources. Older pupils talk enthusiastically about their interesting outdoor experiences during the residential visit. Leadership and management are underdeveloped.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

100. As only one lesson was observed, it is not possible to give an overall judgement on the school's provision for art, however the teaching in the lesson was good. The focus of the lesson was developing skills, and an understanding of composition using watercolours as part of a block of work on 'Buildings'. Good use was made of ICT by using the interactive whiteboard to demonstrate artists' work. The lesson objectives were clearly explained so that everyone understood the task. The pupils responded well to extending photographs, and clear links were made to previous work on perspective and the locality of the school. Pupils experimented with blending and mixing colours using a wash. Work showed good achievement in relation to prior attainment, however sketch books only contained a few pieces of work. The standards of art displayed around the school, mostly painting or printing, suggest that standards are generally in line with expectations in the subject. The school clearly works to a curriculum overview, which includes work on individual artists, buildings, objects, textiles and containers.

Design and technology

101. No lessons were seen in design and technology as most work took place during the previous term. Work on display was broadly as expected for the age and maturity of the pupils. The school has identified that this is an area for development in the summer term and that they require further resources. Leadership and management are underdeveloped.

Music

Provision in music is very good.

Main strengths and weaknesses

- The quality of pupils' singing is exceptional.
- The teaching of music is very good.
- Standards in music are above average by Year 6.
- Pupils thoroughly enjoy music and achieve very well.
- Good use is made of the new music room.
- There are not enough good quality resources.

Commentary

102. The pupils sing with enormous enthusiasm and excellent clarity. They know a very wide repertoire of songs, which they sing in assembly and at concerts. The school choir meets weekly and is extremely popular.

Example of outstanding practice

The singing in this school is of an exceptional standard, is enjoyed by all in the school and many in the local community

That singing was something very special in the school was evident on the first visit. When talking with a group of Year 5 and 6 pupils, they enthusiastically volunteered to sing to the inspector! "We all love to sing at St Matthew's!", they exclaimed. During the weekly service of Mass, pupils sang with such exceptional depth of feeling and great sincerity that it made our spirits soar. The wonderful singing inspires a great feeling of unity, underpins the school's ethos and proclaims its importance in the life of the school. The teacher's expertise, high expectations, infectious encouragement, and excellent relationships ensure that the quality of singing is outstanding. In their singing, the pupils rejoice and celebrate the world around them. They are proud of their singing; it makes them feel good and the pupils love to share it with others, which they do on many special occasions.

103. The specialist music teacher taught all the lessons observed. All elements of the programme of study are included, including composition. As at the time of the last inspection the quality of teaching was very good, with some excellent teaching. Teaching and learning are very good in all areas of this subject. Many pupils make very good progress in their musical ability and understanding.
104. A wide range of music is introduced at the beginning and end of assemblies, including music from a range of cultures. Pupils speak knowledgeably about different types of music. The school has developed the use of music from a range of cultural backgrounds, since the last inspection. They show great enjoyment of the subject.
105. Very good behaviour enabled lessons to develop at a challenging and well-ordered pace. The music teacher ensures that all pupils experience a rich music curriculum. The subject contributes very strongly to pupils' spiritual, social and cultural development and is greatly enhanced by contributions made by visitors to the school; for example, the steel band. Links with neighbouring schools also support the high standards, for example, teachers from a local school spent several sessions in school developing three-part singing with Year 6 pupils.
106. The pupils enjoy performing and they perform confidently in assemblies, in church and concerts. In Year 2, pupils learn to play the recorder and recognise basic notation. Throughout the school, pupils evaluate what they have achieved and they practise and improve their performance. They listen very well to music, reflect upon it and interpret it in a meaningful way. They compose music to accompany horror stories, which they have written, and by Year 6 they compose and play their own music based on Holst's 'The Planets' Suite', using a range of notations. The new music room is used well by all classes, which makes organisation easier. There are insufficient good quality instruments to support the high quality of teaching and learning. Although pupils wait patiently and politely for their turn to play, it limits the time they spend playing an instrument.

Physical education

The provision for physical education is good.

Main strengths and weaknesses

- The well planned series of lessons leading to skill development.
- There is a good range of support ideas provided for teachers.
- The co-ordinator uses good support from outside agencies and 'Westminster Sports Units' to improve role and subject.
- There is a clear curriculum overview with schemes of work being adapted into year group plans.
- There is good use of limited space.

Commentary

107. Although only three lessons were observed during the inspection, the provision for physical education, despite the difficulties of no field, a small playground and cramped hall space is good. The lessons in Years 3 and 4 were good, with outstanding practice in behaviour management. The standards achieved by the pupils in athletics were in line with expectations for their ages. The pupils worked well individually and in small teams. Teaching included good demonstration, clear instructions and partnership between teachers and pupils. Both teachers were really enthusiastic about the subject. The lessons were well planned and used a variety of small skill development activities, which built into a team shuttle relay. There was a clear emphasis on performance rather than a race. 'You're a winner if you have style'. Good use was made of pupil observers to make assessments of good performance, and they made excellent choices. All lessons had clear warm up activities, well developed skill sessions, team activities or paired work in gymnastics and effective cool down sessions.
108. The subject has a curriculum overview, which covers all areas of the subject. It is clearly being followed well. The co-ordinator's file is an 'exemplar' for all co-ordinators, and he is well placed to improve standards in the subject.
109. Observation of pupils at play using small apparatus contributes to the judgement of standards in line. They played enthusiastically using tennis racquets, bats, balls and skipping ropes. They showed skill and care for others in the small playground space available.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

110. As no lessons were seen, no judgements can be made about overall provision. Teachers see this area as making an important contribution to the overall work of the school. The school uses the Qualifications and Curriculum Authority (QCA) scheme of work and this is clearly developed through the curriculum overview in Years 1 to 6. It includes all the appropriate elements of work for the age group. A sex education policy is in place, and one for drugs awareness. The co-ordinator has also drawn up an action plan for the subject, although as with all subjects it does not have an allocated budget to use for realising the plan's objectives. A good range of topics on citizenship and children's rights was displayed around the school including work on ethnic history.
111. The topics are interesting and relevant to the pupils. In discussion, pupils said they were given opportunities to discuss and explore issues for themselves. Teachers asked questions that made pupils think about important issues such as gender stereotypes. Although the subject was taught as a discrete area, there is no assessment procedure in place, and limited monitoring to judge how effectively the subject is taught.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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