

# INSPECTION REPORT

## **ESSENDINE PRIMARY SCHOOL**

Maida Vale

LEA area: Westminster

Unique reference number: 101111

Headteacher: Tanya O'Connor

Lead inspector: Tom Shine

Dates of inspection: 27<sup>th</sup>-29<sup>th</sup> September 2004

Inspection number: 266800

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:            | Community                |
| Age range of pupils:        | 3 - 11                   |
| Gender of pupils:           | Mixed                    |
| Number on roll:             | 470                      |
| School address:             | Essendine Road<br>London |
| Postcode:                   | W9 2LR                   |
| Telephone number:           | (020) 7641 4382          |
| Fax number:                 | (020) 7641 4316          |
| Appropriate authority:      | The governing body       |
| Name of chair of governors: | David Ward               |

Date of previous inspection: 17<sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

With 470 pupils on roll, aged three to 11, Essendine is a two-form-entry primary school situated in an affluent, residential part of West London and is much larger than most other primary schools. It is housed in a well maintained three storey late Victorian building and provides an extended day from 8am to 6pm. The roll includes 75 children in the Nursery, over a third of whom attend full-time. There is a similar number of boys and girls and all are drawn from the Harrow Road ward which, although socially and culturally very mixed, is much less advantaged than the immediate locality where the school is located. Children's attainment varies when they enter the school but generally it is much lower than usual for children's ages. The proportion of pupils known to be entitled to free school meals is well above the national average. The pupils reflect the rich cultural and ethnic diversity of the area from where they are drawn and are from backgrounds as far afield as Morocco, Iraq, Lebanon, Albania and Bengal. Most pupils come from homes where languages other than English are spoken, such as Arabic, Bengali, Albanian and Kosovan, while about 25 per cent of pupils are in the very early stages of learning English. These are mainly newly arrived pupils. Nearly 38 per cent of the school population is from families of refugees and asylum seekers mainly from Iraq and Kosova. The proportion of pupils with special educational needs, including statements, is below the national average, with support mainly targeted on those with specific learning needs. The movement of pupils joining or leaving the school, other than at the normal times, has traditionally been high but has recently reduced significantly. The school is involved in a number of initiatives and is part of a local Education Action Zone and has received a number of achievement awards from the Department for Education and Skills in recent years.



## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                   |                | Subject responsibilities  |
|--------------------------------|-------------------|----------------|---|
| 24254                          | Tom Shine         | Lead inspector | Physical education  |
| 14347                          | Joan Lyndsay      | Lay inspector  |   |
| 18703                          | Christine Canniff | Team inspector | Mathematics<br>Art and design<br>Design and technology<br>Music                         |
| 21171                          | Sally Handford    | Team inspector | English<br>Geography<br>History<br>English as an additional language                    |
| 29378                          | Ken Watson        | Team inspector | Science<br>Special educational needs  |
| 15011                          | Marion Wallace    | Team Inspector | The Foundation Stage<br>Information and communication technology<br>Religious education |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that provides a good standard of education. Under the very good leadership of the headteacher, its effectiveness is increasing. Teaching is good in most of the school and as a result pupils learn well. In Year 6, they are achieving satisfactorily and standards are improving. The school supports pupils with various learning needs very effectively and there are very high levels of care. The school gives good value for money.

#### The school's main strengths and weaknesses are:

- The very clear vision of the headteacher who leads the school very well and, supported well by her senior staff, manages the school effectively.
- By Year 6, pupils are achieving very well in aspects of English such as reading and listening.
- Good teaching overall and some that is very good and outstanding, but there are some weaknesses in mathematics and teachers' marking generally is inconsistent.
- A very good range of additional activities that enhance the good curriculum very effectively.
- Pupils' high achievement and good standards in information and communication technology.
- Pupils' personal development is very good and is reflected in their good attitudes and behaviour.
- Provision for pupils with special educational needs and pupils in the early stages of learning English is very good enabling these groups of pupils to learn effectively.
- Very high levels of care and excellent links with parents that are valued by the school.

The school has made good progress since it was last inspected in May 1999, including addressing the issues that were identified. Provision in the Foundation Stage has improved and all children learn well. The trend in the results of the National Curriculum tests in both key stages has continued to rise and pupils are now achieving very well in information and communication technology (ICT). Teaching is generally better than when last reported although work is not consistently matched to pupils' needs in mathematics. Links with parents and the community have improved significantly.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well when** compared to their standards when they enter the school. Throughout the Foundation Stage children are learning well and are making good progress, although most children are unlikely to attain the goals they are expected to reach by the end of

Reception. Children are achieving well, as the vast majority come to school unable to speak English. Inspection finds that current standards in Year 6 in English, mathematics and science are better than the above results suggest, continuing the upward trend in attainment experienced in the school over the last five years. In English in Year 6, the majority are attaining nationally expected standards with particular strengths in reading and listening, where pupils have good standards. Overall, these pupils are achieving well. In mathematics and science, standards in Year 6 are not as high because fewer pupils than in English are working at higher levels and achievement is satisfactory. In Year 2, pupils demonstrate very good achievement in reading and writing and, as a result, standards are broadly in line with those typical for their ages. In Year 2, pupils achieve well in mathematics and science although standards remain below those expected nationally. Pupils with special educational needs and the majority of pupils who speak English as an additional language make good progress. Standards in ICT throughout the school are above those expected for pupils' ages and in religious education match those expected.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have good attitudes to learning and behave well. Attendance is in line with the national average and punctuality has improved.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good overall** and is very good in English and ICT and good throughout the Foundation Stage and in religious education. In mathematics and science teaching is satisfactory overall. In mathematics, there are some weaknesses in teachers' planning and as a result work is not consistently matched to pupils' needs. Teaching and support for pupils with special educational needs and those in the early stages of learning English is good in the Foundation Stage and very good in the rest of the school. Teachers have good relationships with their pupils and manage their classes very well. Marking, in all areas of the curriculum, is not always helpful in showing pupils how to improve. The curriculum is good and an exceptionally broad range of activities enriches it very effectively, both during and outside the school day. The school provides very high levels of care and there are outstanding links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher leads the school very well. She has a very clear vision that is shared by all staff. As a result, all teachers are committed to raising standards and pupils' achievement. The staff is valued and morale is high. The headteacher manages the school well and her senior staff, particularly her deputy headteacher, support her effectively. The governance of the school is satisfactory and the governors are led well by the chair of governors. Except for some very minor omissions, they ensure the school meets its statutory requirements.

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

Parents think very highly of the school and believe it is very well run. Most pupils like being at the school and say they have to work hard and can get help when stuck.

## **IMPROVEMENTS NEEDED**



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

- Ensure that the information from the good procedures to check on pupils' progress are used consistently in teachers' planning in mathematics, to match the work more closely to the needs of all groups of pupils, and that skills are systematically taught.
- Ensure teachers' marking consistently shows pupils how to improve their work;

**and, to meet statutory requirements:**

ensure the governors' annual report to parents contains the full range of information required.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

Pupils achieve well in relation to the well below average attainment on entry to the school. They get a good start in the Nursery and Reception classes because of the consistently good quality of teaching. This is built on effectively as they move through the school and standards are consistently improving. This is especially so in English and standards in Year 2 broadly match those expected nationally, with pupils achieving very well. In Year 6, standards have improved particularly in reading and listening skills. In writing, mathematics and science standards are not as high because fewer pupils are working at higher levels.

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

- Pupils achieve well in English throughout the school and in mathematics and science in Year 2.
- Children achieve well in the Foundation Stage.
- Pupils' speaking and listening skills are good overall by Year 6, but some of their mathematical skills are not developed enough.
- Pupils who speak English as an additional language and those with special educational needs achieve well.
- Pupils achieve very well in information and communication technology (ICT) and attain standards above those normally expected in Years 2 and 6.

#### **COMMENTARY**

1. The table below shows that pupils in Year 2 in 2003 attain below the performance of pupils in most schools in national tests in reading and well below that in mathematics. In writing, pupils are attaining broadly similar standards to those in most schools. These results are similar to those reported at the last inspection except in writing where now they are better. In mathematics, in particular, not enough pupils are achieving the higher levels in the tests. However, taken together, the trend in the school's performance in reading, writing and mathematics based on the last five years up to 2003 was above the national trend. This upward trend has continued and the present Year 2 are performing very much in line with the national expectation in reading and writing and are achieving very well. In mathematics, pupils continue to achieve well although standards remain below the national expectation. The very good achievement in English is much the result of the school having successfully adapted the National Literacy Strategy to meet the needs of its pupils. In mathematics, the National Numeracy Strategy and teachers' planning, have not been sufficiently adapted to meet the needs of pupils, although some of the strategies introduced are beginning to bear fruit. In science, pupils continue to achieve well despite standards remaining below the nationally expected standard.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 14.9 (14.3)    | 15.7 (15.8)      |
| writing       | 14.7 (13.7)    | 14.6 (14.4)      |

|             |             |             |
|-------------|-------------|-------------|
| mathematics | 15.1 (14.6) | 16.3 (16.5) |
|-------------|-------------|-------------|

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

- The trend in the school's performance over the past five years of pupils in Year 6 is also above the national trend. The table below shows that the results in the National Curriculum tests in Year 6 in 2003 are below those attained nationally in English but there is evidence of improvement in this subject. For example, the unpublished results for 2004 in Year 6 indicate the standards in English are in line with national expectations and that pupils achieve well. Achievement is particularly good in reading and listening skills. In mathematics and science standards are well below the national average but standards continue to improve and are now below average rather than well below and pupils' achievement is satisfactory.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 25.7 (25.3)    | 26.8 (27.0)      |
| mathematics   | 24.9 (25.5)    | 26.8 (26.7)      |
| science       | 27.0 (27.8)    | 28.6 (28.3)      |

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

- Inspection findings are that the majority of pupils' standards in English in Year 6 are broadly in line with those expected for pupils' ages. In reading and listening, standards are now above the national expectation. Pupils' speaking and listening skills are improving. Pupils of all ages respond well to the frequent opportunities to listen to their teachers and to each other and to speak in a variety of arenas. As a result, their listening skills are good and their speaking skills match those expected of pupils of this age, with many being very articulate and speaking very confidently. In reading, pupils benefit from the time the school devotes to the development of these skills. Pupils read with confidence and at levels above those expected in Year 6. In English overall, pupils are achieving well. In mathematics, although standards are below those expected in Year 6, they are improving in some areas such as problem solving, but not enough pupils are attaining higher levels. However in their planning, teachers tend to take insufficient account of pupils' actual knowledge and understanding of certain methods and concepts and as a result tend to expect pupils to tackle certain aspects of work for which they are not ready, such as adding and subtracting in Year 2 when they are not secure with the basics. In science pupils are achieving satisfactorily, although some pupils have less developed skills of scientific enquiry compared to their other skills. In most other subjects there was insufficient evidence to form judgements about standards. In religious education, pupils' standards match the requirements of the locally agreed syllabus in both Years 2 and 6 and pupils are achieving well.
- In ICT pupils have made great strides in their standards since the last inspection. Pupils in Years 2 and 6 are achieving very well because of the strong emphasis on the subject. As a result, they make very good progress as they move through the school. In both these year groups pupils are confident using the technology and have higher than expected skills, as in Year 6, where pupils are designing and creating a multimedia book for younger pupils.
- Children enter the Nursery with very low levels of attainment in all areas of learning and make good progress as a result of the good teaching. Children continue to make good

progress in the Reception classes and the higher attaining children are on course to achieve the early learning goals by the time they are ready to enter Year 1. The majority of children however, over 90 per cent of whom at the time of the inspection were in the early stages of learning English, are unlikely to attain the early learning goals, although their progress is such that they will be approaching the later stages of the goals. All groups of children are achieving well.

6. Children in the Foundation Stage achieve well because the good practice there helps them to develop their English competence and confidence well. A significant factor in the progress pupils make and the standards they achieve throughout the school, is the good understanding that teachers have of the needs of pupils with English as an additional language and the generous level of support staff, a number of whom are bilingual. Pupils with special educational needs, including statements, benefit for the very good additional help from learning support and teaching assistants who enable them to work towards appropriate, achievable targets. The focus for all these groups of pupils is on addressing underachievement.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils have **good** attitudes to school and their behaviour is **good**. Pupils' personal development, including their spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- The school has excellent methods to promote good relationships.
- Pupils have a very high level of spiritual awareness and of the social and moral responsibilities of living in a community.
- The school has been very effective in improving attendance.

### **Commentary**

7. The excellent way the school promotes good relationships, particularly racial harmony within this very culturally diverse community, permeates all aspects of school life. Assembly themes such as 'Love Your Neighbour' highlight how pupils should care for each other regardless of age, colour or religion. As a result racist incidents and other forms of intimidation such as bullying, are very rare and dealt with very swiftly and effectively.
8. Pupils of all ages are eager to come to school and the positive attitudes seen at the last inspection have been maintained. All parents say that their children like coming to school. Even the youngest children who have just started in the Nursery are keen to participate, for example by singing Nursery rhymes and giving solo performances, or listening to stories. Older pupils show a lively interest in their lessons. For example, in a literacy lesson in Year 3 when writing play scripts for a modern Red Riding Hood, they listened very well and were enthusiastic in their responses. Pupils are eager participants in other aspects of school life such as the breakfast club and the very wide range of after school clubs. Pupils with special educational needs have very positive attitudes to their work because they feel confident and valued in the classroom environment.

9. Pupils behave well throughout the school. When behaviour is not up to the very high standard expected by teachers, the school's five-point scale of sanctions is used effectively so that lessons are very rarely disrupted. Teachers use praise and positive examples when counselling pupils who misbehave so they are not belittled, but are shown how they should be acting.
10. Pupils' personal development is very good. Pupils' spiritual awareness is now developed very well through opportunities to look at other faiths in religious education lessons and through the daily act of collective worship. Pupils are encouraged to reflect on wider issues through the school prayer and the practice of selecting a pupil each day to extinguish the assembly candle and of making a wish for the school. Although there is no overt planning for spiritual elements in lessons, pupils are given regular opportunities to appreciate the beauty of art and music. The use of technology such as the interactive whiteboards, brings many subjects, such as science and religious education, to life and occasionally creates gasps of amazement from pupils.
11. The provision for pupils' moral development remains very good. Even the youngest children in the Nursery are aware of the need to share, to take turns and to be polite. Further up the school, pupils are made aware of their rights and responsibilities and moral dilemmas in lessons in personal, social and health education. Adults are very good role models and the consistent use of the school's behaviour policy ensures pupils are treated fairly.
12. The provision for pupils' social development has improved since the last inspection and is now very good. There is a high degree of community within the school, with older pupils taking on responsible roles willingly, such as helping in the dining hall and on the reception desk. Pupils who feel lonely do not have to wait long on the friendship bench before other pupils come to speak to them. The positive interaction of so many adults with pupils has a very beneficial impact on their social awareness. Pupils look after the grounds and buildings very well and their Eco-Committee is involved in recycling and enhancing the environment. Members of the school council are also very aware of their important role in enhancing the school community.
13. Pupils' cultural development is very good. The many faiths and cultures represented in the school are all equally valued and celebrated with regular visits from representatives of different religions. Consequently, pupils have a very highly developed sense of respect for others. Art and music are used to develop pupils' cultural awareness with close links established with, for example, the Serpentine Gallery and the BBC Symphony Orchestra that involved the school in a Gamelan project. A whole day drama workshop for pupils in Year 5 provided an exceptionally stimulating and enjoyable introduction to Shakespeare.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.6 | School data          | 0.2 |
| National data      | 5.4 | National data        | 0.4 |

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

14. The school's attendance levels have improved significantly since the previous inspection due to a concerted effort by staff. The school is required to record absences for religious holidays as authorised absences and this has a consequent impact on the school's

attendance levels. Although some parents still take their children out of school for holidays, the school's discouragement of this practice has led parents to request leave beforehand and to give very explicit reasons for doing so. In addition, the majority of parents contact the school immediately when their child is absent. The school rewards good attendance with class and individual awards and this has also had an impact on attendance. Punctuality has also improved with few pupils now arriving late in the mornings. The improved attendance and punctuality have had a positive impact on pupils' achievement.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

| Categories used in the Annual School Census | Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|--------------------------|-----------------------------------|--------------------------------|
| White – British                             | 14                       | 0                                 | 0                              |
| White – any other White background          | 72                       | 0                                 | 0                              |
| Mixed – White and Black Caribbean           | 5                        | 0                                 | 0                              |
| Mixed – White and Black African             | 5                        | 3                                 | 2                              |
| Mixed – White and Asian                     | 5                        | 0                                 | 0                              |
| Mixed – any other mixed background          | 6                        | 0                                 | 0                              |
| Asian or Asian British – Indian             | 1                        | 0                                 | 0                              |
| Asian or Asian British – Bangladeshi        | 58                       | 0                                 | 0                              |
| Black or Black British – Caribbean          | 17                       | 0                                 | 0                              |
| Black or Black British – African            | 27                       | 0                                 | 0                              |
| Chinese                                     | 1                        | 0                                 | 0                              |
| Any other ethnic group                      | 146                      | 0                                 | 0                              |

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

Despite providing a high level of support for pupils with behaviour difficulties, the school reluctantly had to exclude permanently two pupils, one of whom had previously three fixed period exclusions. These decisions were in spite of the school's best efforts and were taken in the interests of the majority of pupils.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**, overall. The quality of teaching is **good**, enabling pupils to learn well. The curriculum is broad and balanced and is **good**, overall. The school's care for its pupils is **very good** and it gives **high levels** of support and guidance. It has **excellent** links both with parents and the community.

### **Teaching and learning**

Teaching is good overall and has improved since the last inspection. There is now more teaching that is good or better and none that is unsatisfactory. There are good systems to check on and track, the progress of pupils but there are weaknesses in teachers' planning in mathematics and science.

### **Main strengths and weaknesses**

- Teaching is good in the Foundation Stage and is very good in English and ICT throughout the school.
- Support staff are used very effectively to enable pupils to learn well.
- The information from the good systems to check on and track pupils' progress is not used effectively in mathematics, while teachers' marking is not consistently helpful to pupils.
- All teachers have good relationships with their pupils and manage their classes very well.

## COMMENTARY

15. Teaching has improved in the Foundation Stage since the last inspection when some was unsatisfactory. In this inspection no lessons were unsatisfactory and the vast majority were good with over 33 per cent being very good or better. As the table below shows, five outstanding lessons were observed. Teaching has particularly improved in the Reception classes where teaching was described in the previous inspection report as 'variable'. The main features of this good teaching consist of good planning to ensure that the high level of adults work well together to ensure all children make good progress. There are effective procedures to assess children's progress. All children, the majority of whom are in the early stages of learning English and those with special educational needs, are regularly assessed and their attainment and progress is closely monitored. Support is effectively allocated as appropriate.

### *Summary of teaching observed during the inspection in 55 lessons*

| Excellent | Very good  | Good       | Satisfactory | Unsatisfactory | Poor   | Very poor |
|-----------|------------|------------|--------------|----------------|--------|-----------|
| 5 (9.1%)  | 13 (23.6%) | 24 (43.6%) | 13 (23.6%)   | 0 (0%)         | 0 (0%) | 0 (0%)    |

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. In English, teachers have a very good grasp of the recently adapted literacy curriculum and are very confident in planning activities to match individual group's needs. In these lessons, teachers are very well organised and prepared and have high expectations that all groups of pupils will be challenged to do their best. In ICT, the very good teaching marks an improvement on the already good base reported at the last inspection. The co-ordinator is an excellent teacher who has the skills to teach in an inspiring and highly effective way. Her planning is outstanding and reflects her high level of expertise. She challenges pupils to go to their limits and as a result they learn at an outstanding rate. Not all teachers can aspire to this level of excellence. The more confident teachers use the interactive whiteboards very effectively and are exemplary models for other teachers who are less familiar with this new technology.
17. The school is very well staffed with one teaching assistant in each class, in addition to other staff as appropriate, such as learning support assistants for pupils with statements of special educational needs. This generous level of staffing enables adults to monitor pupils' progress well when they work on their own. The support for pupils with special educational needs is highly effective as the co-ordinator ensures that teachers and support staff work closely together and follow planned programmes of work to meet the needs of these pupils identified in their individual education programmes. The systems for early diagnosis, target setting and review are well established and effectively monitored. The co-ordinator has been instrumental in the drive to ensure that all pupils with special needs, including those with statements, are fully included in every aspect of

school life. Support for pupils for whom English is not their first language and who are in the early stages of acquiring it, is equally impressive. Teachers have a good understanding of the needs of these pupils, constantly reinforce new learning and focus on addressing underachievement. These elements are significant factors in their learning, the progress they make and the standards they achieve.

18. The school has good procedures to check on pupils' attainment and progress. Systems are in place to track pupils' progress in English, mathematics and science in each year group and the intention is that the data is analysed to guide teachers' planning, although this practice is not observed consistently. The school is planning to use a commercial computer program to produce termly reports giving records of pupils' attainment and progress in English, mathematics and science. Currently teachers and the subject co-ordinators keep half-termly assessment sheets for record keeping. All pupils are given targets that are discussed with them at the beginning of each term and are reviewed termly. There are weaknesses in the way teachers use information from assessment to plan pupils' work in mathematics and to a lesser extent in science. This results in work not being consistently matched to pupils' needs as it tends to be based on what pupils are expected to know rather than their actual levels of attainment. Although there is a sound marking policy, an analysis of pupils' work reveals that the quality of teachers' marking is inconsistent and generally not rigorous enough. In many instances there is a lack of attention to correcting pupils' work so that repeated errors can be identified and practised to help pupils improve their accuracy and move forward.
19. The good relationships teachers and other staff have with all pupils enable them to feel secure and to work to the best of their ability. The ratio of staff to pupils is very good and adults know their pupils very well. The small group sets with additional adult support in Years 2 and 6 provide effective learning environments that are both informal yet purposeful, although there are instances when higher attaining pupils tend not to have their needs met fully in these mixed ability groups. All staff have very high expectations of standards of behaviour and manage their classes very well. Pupils are generally engaged in lessons, work productively and as a result learn well.

## **The curriculum**

The overall quality of the curriculum is **good**. It is enriched by a wide range of additional activities. The staffing, accommodation and resources are all well matched to the needs of the curriculum.

## **Main strengths and weaknesses**

- The school ensures that all pupils are fully included in a wide range of learning opportunities.
- There is appropriate emphasis on language skills across the curriculum.
- Very good provision for pupils with special educational needs.
- Planning in some subjects needs further adaptation to meet the needs of all pupils.



## **Commentary**

20. The curriculum is broad and balanced and includes all the subjects of the National Curriculum and religious education and fully meets statutory requirements. There is an effective programme for personal, social and health education, including sex education and drug misuse. The National Numeracy and Literacy Strategies are well established and the literacy strategy in particular has been very well adapted to meet the needs of the pupils in this school. The use of language skills permeates the whole curriculum and is particularly well emphasised in aspects such as drama and poetry. An understanding of the needs of pupils with English as an additional language pervades the ethos of the school and can be seen at its best in the way the English curriculum has been adapted to meet the needs of the pupils, so that standards are improving. As a result all pupils have full access to the curriculum. Pupils are given appropriate opportunities to develop their independent learning skills, a weakness identified at the last inspection. In science, the co-ordinators are aware of, and have plans, to provide more opportunities for pupils to develop their investigative skills consistently.
21. The school provides pupils with exceptionally good opportunities to experience a rich variety of activities both inside and outside normal school hours. Extra-curricular clubs for activities such as sport, music, languages and cooking are run by teachers, teaching assistants, volunteers and specialists. Between them they provide a broad range of stimulating experiences to meet the interests and aptitudes of pupils of all ages and backgrounds. The local community is exploited to the full with a regular programme of visits and visitors to stimulate interest and enhance the curriculum. The school provides high quality arts and physical education programmes and this has been recognised through awards such as the Active Mark Gold and Arts Mark Gold awards.
22. Provision for pupils with special educational needs is very good. The school has moved towards a system of meeting the needs of these pupils in the classroom, where high quality support is often given by teaching assistants. This works well because all pupils have full access to the curriculum while having their individual needs met through carefully targeted individual education plans. Parents and pupils are fully involved at all stages including the regular reviews. The good liaison with support services ensures that where pupils receive statements of special need they get the extra support to which they are entitled. Gifted and talented pupils are also identified and have their needs met through specific weekly lessons in such subjects as art, music and information and communication technology. During the inspection, there was insufficient evidence to judge the quality of this provision for these pupils. Bilingual support teachers provided by the local authority to support recently arrived pupils give satisfactory support, where they are available, through working in the pupil's home language. However, the school would like liaison and planning with them to be improved to raise their effectiveness.
23. Accommodation is good with three large halls, a computer suite and specialist rooms for art, music and science. Resources too are generally good and very good in some areas such as English, mathematics and ICT. The school is very well staffed and includes a number of specialist teachers who bring extra qualities to subjects such as art and physical education. The high number of well qualified and skilled support staff is a particularly successful feature of the school's provision.

## **Care, guidance and support**

The steps taken to ensure pupils' care, welfare, health and safety are **very good**. The provision of support, advice and guidance based on monitoring is also **very good**. There is **very good** involvement of pupils through seeking, valuing and acting on their views.

## Main strengths and weaknesses

- The school's procedures for child protection are very good.
- All staff know pupils very well and are sensitive to their needs.
- Pupils trust adults to sort out any problems and they feel fully involved in the school.

## Commentary

24. Since the previous inspection, the school has improved its child protection procedures. Now the formal training received by the designated coordinator, who is the headteacher, is disseminated to all staff and is an important part of the induction of new staff. Child protection issues are regularly discussed with appropriate information passed on. In addition, any pupils who have specific medical needs are well cared for with staff appropriately trained; a good number of adults have first aid training. The school records any accidents and illnesses fully and has recently implemented a system of contacting parents by telephone to inform them of any incident that occurs. Health and safety procedures are now very good. There are regular fire drills and the bursar ensures that risk assessments are carried out appropriately with all the necessary equipment checks implemented at the correct intervals.
25. Very high levels of support are provided for pupils both in relation to their academic achievements and their personal development. Pupils have personal targets that may be related to their behaviour, such as not to call out in class. They also have targets for literacy and numeracy and teachers often refer to these in lessons. Pupils' social development is regularly monitored and any concerns are brought to the attention of the appropriate member of the senior management team. Pupils with specific behaviour problems may be put on report and when this happens, the school works very closely with parents to ensure there is a consistent approach. There are several bilingual members of staff to help support pupils who do not have English as their first language. In addition, the home school liaison officer gives very valuable support to pupils and their families by carrying out home visits if required. As a result of this support, pupils have a great deal of confidence in adults who they trust to resolve any difficulties they may have, sometimes indirectly through the "worry box". This initiative came from pupils, as a result of the regular questionnaires the school uses to ensure pupils are happy at school. Pupils also use their school council representatives to put forward ideas and so feel fully involved in the life of the school as their suggestions are treated seriously and implemented where possible.
26. The induction arrangements for pupils are very good with children starting in the Nursery receiving a home visit from their new teachers. As a result, even those children who have just started in the Nursery, are very happy and settle in quickly. In addition, when older pupils start at school, the home school liaison officer will visit them at home, accompanied by a translator if necessary and give parents all the information they will need, on video-cassette if required. When pupils start, they are assigned a buddy and soon settle into the daily routines of school.

## Partnership with parents, other schools and the community

There are **excellent** links both with parents and the community. There are **good** links with other schools.

## **Main strengths and weaknesses**

- The school has worked extremely hard to improve relationships with parents.
- Parents hold the school in very high regard and receive very high quality information about their children's progress.
- Links with the community have had an extremely positive impact on many aspects of school life.

## **Commentary**

27. Parents in the questionnaire, at their meeting and who were spoken to during the inspection were full of praise for the work of the school. These views are even more positive than at the last inspection. Parents are extremely pleased not only for the way their children are being taught but also for the efforts the school makes to include and support parents in their efforts to help their children. This includes a wide range of classes for parents that the school has either initiated to be run by local adult education tutors or that staff run themselves. Parents are very proud of their own achievements such as in numeracy that result from attending these classes and are much more confident about helping their children at home. Parents are very supportive when meetings are arranged and attend consultation meetings in very high numbers. Regular parent questionnaires are used by the school to gauge parental satisfaction with different aspects of school life, such as how racism is dealt with. Links with parents of pupils with special educational needs are also excellent and include meetings to explain the school's policy and the part parents play in review meetings and agreeing individual education plans.
28. Parents receive very informative written reports each year on their child's progress with an additional report if the pupil has special educational needs. In addition, in response to parents' requests, the school is now sending out brief progress reports each term. This ensures that parents are fully aware of the progress of their child and they have the opportunity to see for themselves during the annual Parents in School Week when they are able to observe teaching at first hand. Parents are very conscientious about supporting their children with homework and listening to them read and are eager to know the best way to help. They are also much more aware of the need to ensure their children attend regularly and as a result the school's attendance figures continue to improve. There is now a Parents', Teachers' and Friends' Association (PTFA) that arranges fundraising and social events. All of this parental support has a positive impact on pupils' learning. Parents receive regular newsletters and information about what their child will be learning. This information is also available in other languages.
29. The headteacher has been particularly successful in creating very valuable links with the local community that permeate all aspects of school life. For example, close ties have been established with the BBC Symphony Orchestra and an art gallery as well as the Wigmore Hall. A local artist works with the school and a member of the local community runs the self-defence club. A successful application for funding has enabled pupils to gain significantly from a drama workshop that not only enhances their knowledge of Shakespeare but also develops their self-confidence very effectively. The local park and library are used very well to enhance pupils' education and experiences. The weekly Friday visit, making the most of the wealth of opportunities in London, ensures that each class has a rich range of experiences to enhance their personal development and reinforce what they have been learning in school.

30. The links that have been established with other schools, especially two local secondary schools, have given pupils the chance to use additional facilities and take part in poetry, dance and science days. Joint training days with other primary schools and links with other pre-schools have been beneficial in the professional development of the staff involved.

## **LEADERSHIP AND MANAGEMENT**

The school is **well led and managed**. The headteacher leads the school very well and has a very clear vision. The headteacher and her senior staff form an effective team. The governance of the school is satisfactory.

### **Main strengths and weaknesses**

- Since her appointment, the headteacher has worked very hard to bring about a number of improvements to the school.
- She has a very clear vision and inspires her staff to share it.
- Teachers with management responsibilities lead their areas well.
- The chair of governors leads the relatively inexperienced governing body well, but some items that should be in the documentation to parents are omitted.

### **Commentary**

31. Since her appointment over four years ago, the headteacher has successfully implemented a raft of positive changes in addition to the issues identified at the last inspection. Of particular note is the steady rise in the trend in the National Curriculum tests in both key stages from 1999 to 2003 – the latest published data available - that reflects her determination to raise standards and pupils' achievement. Performance tables from the Department for Education and Skills for value added measures show that the school is in the top 25 per cent of schools nationally. The school roll has continued to rise and is now fully subscribed, while the number of pupils moving from the school to take up places at other schools when vacancies arise has decreased considerably. The school's ability to retain its staff has also improved significantly and an effective programme of performance management has been successfully introduced and the school is committed to continuing staff development. As a result, during the inspection, staff morale was high and a very caring, calm atmosphere permeated the school. The environment for learning is good; pupils have good attitudes to learning, behave well and as a result of the school's determined efforts, attendance has improved greatly since the last inspection.
32. In the parents' questionnaire and at the meeting, parents reported that they were very happy with how the school is led and managed. Inspection supports this view. The headteacher manages the school well and uses a high degree of self-evaluation and analysis to monitor how well the school is improving. She has a very clear vision, which she defines as 'the provision of a happy, stimulating learning environment where all have the opportunity to reach their full potential'. To this end, she and all her staff are fully committed to ensuring that all groups of pupils are given every opportunity to achieve their best and to ensure the school provides a happy, safe learning environment. Teachers and support staff are focused on improving their own performance. Since her appointment, the headteacher has introduced a rigorous programme of monitoring of teaching to raise pupils' achievement further and she line-manages the support staff and

meets with them on a weekly basis. Staff development is generally linked to the targets in the school improvement plan. This is a very comprehensive document but there are some weaknesses: it is not concise enough and it is not easy to determine what the main priorities are. In addition, many of the success criteria are not amenable to measurement and therefore it is difficult to judge whether some of the targets have been met.

33. The induction arrangements for new staff are very good. In a school that, until recently, has experienced a high turnover of teaching staff, the headteacher has considered these arrangements to be a crucial element in ensuring a smooth handover of responsibilities. There is an induction mentor for newly qualified teachers. During the inspection there were four teachers recently qualified who were in their first appointment. After just three weeks in post, they had all settled in well.
34. There is a large senior management team, the members of which all have subject or area responsibilities. The deputy headteacher works very well with the headteacher and their skills complement each other. The deputy headteacher is very supportive and manages a large number of responsibilities well. In addition to her major role as the special educational needs co-ordinator (SENCO), she is also the literacy co-ordinator for Years 4 to 6 and co-ordinates the literacy intervention programme, including running the breakfast literacy club. Other responsibilities include working with teachers new to the school (usually for a fixed period), monitoring lessons with a specific focus, for example behaviour management or guided reading, co-ordinating provision for gifted and talented pupils and co-ordinating the PTFA.
35. The leadership and management of provision for pupils learning English as an additional language are very good. The co-ordinator has a very good understanding of the needs of the pupils. Based on an analysis of an assessment of their needs, additional support is targeted to pupils who need extra help because they are underachieving. Support teachers and assistants have received training from the local education authority (LEA) in the needs of these pupils. There are very good assessment systems for newly arrived pupils that help provide a profile of their educational and cultural backgrounds. The leadership and management of special educational needs are very good. The co-ordinator is particularly successful in enabling all those involved, including pupils, parents and support staff to work together for the benefit of every pupil on the special needs register. The systems for early diagnosis, target setting and review are well established and effectively monitored. She has been instrumental in the drive to ensure that all pupils with special educational needs, including those with statements, are fully included in every aspect of school life. Most other co-ordinators, where there is sufficient evidence to judge, manage their responsibilities well. Subjects that are very well managed include English, ICT and physical education.
36. The governance of the school is satisfactory, overall. Most of the members of the governing body are fairly inexperienced and are new to the school. For example, there is only one member who was on the governing body at the last inspection. But they are enthusiastic and committed, keen to do well for the school and have a reasonable understanding of its strengths and weaknesses. However, most would benefit from further training in order to make them more effective and to enable them to shape constructively the direction of the school. The chair of governors, although relatively recent in post, is very experienced and is a former chair of governors in another LEA and also has wide professional experience in education. He is in the school on a frequent basis and meets regularly with the headteacher. He leads the governing body well and

has done much to improve its procedures and methods of working since his arrival. For example he commissioned an outside consultant to restructure the governors' committees. There are now three: curriculum and standards; finance and buildings; and personnel. These meet at least once a term and report to the full governing body. The school's prospectus and the governors' annual report to parents are clear and informative documents but the governors' annual report has some minor omissions in relation to the school's actions following the previous inspection and the arrangements for pupils with disabilities.

**Financial information for the year April 2003 to March 2004**

| Income and expenditure (£) |           | Balances (£)                        |        |
|----------------------------|-----------|-------------------------------------|--------|
| Total income               | 1,768,639 | Balance from previous year          | 8,600  |
| Total expenditure          | 1,738,659 | Balance carried forward to the next | 38,637 |
| Expenditure per pupil      | 3629      |                                     |        |

37. The governing body's commitment to raising achievement is reflected in the large amount of money it approves to fund very generous levels of staffing, both teaching and support staff. Although the table above shows a small balance of just over two per cent carried forward to this financial year (barely enough to cover contingencies), what the table does not show is that there is an additional £80,000 held by the LEA as planned savings, some of which has been earmarked for the planned new computer suite. The bursar monitors the budget well on a day-to-day basis. The school has been very successful in obtaining funds from the Education Action Zone that have been used effectively to improve pupils' learning through projects such as the development of ICT and the provision of interactive whiteboards and greatly improved community links resulting in improved provision such as the drama workshops.

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

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

Children achieve consistently well in both the Nursery and Reception classes. This represents good improvement since the last inspection as a result of good teaching. Children enter the Nursery with levels of skills that are much lower than those normally found, with the majority of children coming from homes where English is not the first language spoken. They make good progress during their time in the Nursery but their attainment is still lower than usual when children enter the Reception classes. The school operates a staggered entry system and at the time of the inspection only the older children were in the two Reception classes, 22 in all and 52 were in the Nursery class. The more able of the older children currently in the Reception classes are likely to achieve the expected goals in all the areas of learning by the time they enter Year 1, but the majority of children are unlikely to attain all the goals they are expected to reach.

The quality of teaching is good across the Foundation Stage overall, and some is very good. The quality of teaching and learning in the Nursery has been maintained and the quality of teaching in both Reception classes is now good, whereas it was inconsistent at the last inspection. Good planning ensures all adults work well together and there is a smooth transition from the time children enter the school to Year 1. The co-ordinator ensures there is good communication between all stages of the Foundation Stage - another former weakness that has been eradicated. The good match of adults to children, three qualified teachers in the Nursery, one in each Reception class and also Nursery nurses and teaching assistants and support from the Foundation Stage co-ordinator also contribute to children's effective learning. Systems to check on children's progress and the use of this data to guide planning are good and their achievement is closely monitored. Children with English as an additional language and children with special educational needs make good progress because they are monitored closely and supported well.

The Foundation Stage is well led and this is a significant improvement since the last inspection when it was an area of concern. The resources and accommodation are very good in the Nursery but good overall, as accommodation is less well placed in the Reception. The older children are based on the first floor and consequently immediate access to the outdoor area is limited although the provision for their outdoor activities is good.

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

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

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

- Children achieve well in both the Nursery and Reception classes and they make good progress because the quality of teaching is good.
- Children form very good relationships with adults.

#### **Commentary**



38. Children enter school with immature personal and social development. They settle into the routine of the Nursery well because the school establishes a valuable partnership between children, staff and parents. This very good relationship enables children to make good progress and they soon learn to work alongside other children. Good planning ensures children experience interesting activities that they enjoy and that help them develop their concentration and feel secure. Adults are enthusiastic and constantly challenge children. Children continue to make good progress in the Reception classes because there are clear guidelines and expectations of good behaviour. In the Reception, children make appropriate class promises: 'We will always play nicely together.' There is a fine balance of teacher-directed and child-initiated activities. Although the majority of children make good progress they are likely to be still working towards the later stages of the goals they are expected to reach. Children learn to be aware of healthy food because adults guide them to eat healthily at lunchtime. These sessions make a significant contribution to children's developing social skills. Role-play provides opportunities to be caring, such as looking after babies in the home corner.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Achievement is good and reflects the consistently good teaching.
- All adults work hard to help children develop and extend their speaking skills.

### **Commentary**

39. Children enter school with levels of skills in this area of learning that are well below those expected for their age. The majority of children who enter school speak no English or have limited English and their vocabulary and understanding are very limited. All adults seize every opportunity to talk to all children, to use questions well and to encourage them to communicate and extend their language skills. The majority of children in the current Reception classes are not confident speaking, with the majority of children using one-word answers and lower attaining children often communicating in a non-verbal way. Children are already showing signs of progress in developing their speech because they establish very good relationships with adult helpers and they enjoy the role-play activities.
40. Children develop a positive attitude to books because they are given good opportunities to look at books and to read with adult helpers. Higher attaining children in Reception read simple words and phrases and recognise letters, but some children need adult support to talk about the pictures. Children in the Nursery develop a positive attitude to books and stories and appreciate the attractive books corners that encourage them to curl up with a book. Teachers read stories well and enable children to develop their interest and levels of concentration. Children are encouraged to act out the story and build a bridge for the three Billy Goats Gruff. They are guided to draw the characters and laminate the pictures. Good teaching encourages children to suggest ways to make the bridge and continual reinforcement helps children learn the words 'trip', 'trot' and 'trip'. Teachers use questions well to encourage children to retell the story of Billy Goats Gruff. Good enthusiastic teaching in the Nursery encourages children to develop their levels of concentration. Children are given frequent opportunities to develop their skills in writing

and marking paper in both the Nursery and Reception classes and as a result make good progress.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well and make good progress in their learning.

### **Commentary**

41. The children enter the Nursery with very low mathematical skills and achieve well and make good progress during their time in the Nursery and Reception classes as a result of good teaching. Learning is promoted well in small group sessions in the Nursery. Children are encouraged to identify the different sizes of the Billy Goats Gruff. Some children are able to identify the largest and the smallest goat but lower attaining children need a great deal of adult help with this. Lessons and small group sessions are well planned, but adults in both the Nursery and Reception classes could consider providing more opportunities to reinforce and extend numeracy skills in informal moments. Good teaching in Reception helps children develop their ability to create a repeating pattern and higher attaining children are already able to do this. Good support from teaching assistants enables children to consolidate their knowledge. The outdoor session is used well and children in the Reception are guided well in helping them make a simple graph showing their favourite animals.

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

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

### **Main strengths and weaknesses**

- A stimulating learning environment.
- There are good opportunities to use computers.

### **Commentary**

42. The stimulating learning environment contributes to good achievement in both the Nursery and Reception classes. There are good opportunities for children to develop their knowledge and understanding of the wider world. In the Nursery, growing plants and snails incite children's curiosity about growing things effectively. Photographic evidence shows children investigating objects and materials such as magnets, ice, electrical circuits and tadpoles and during the inspection there were many opportunities for children to touch and feel different objects such as stones, wood and shells and gain knowledge of their world. All resources are clearly labelled in four different languages. Children develop a positive attitude and make good progress learning to use the computer as they are easily available. They use the computer to draw and write simple statements such as, 'b is for banana'. Children use the mouse to dress the teddy and create simple portraits. Lego and construction kits are easily accessible and provide effective opportunities for children to build and create models. Teaching and learning are good.

Reception children were excited as they observed the changing ingredients as they mixed and cooked their wishy, washy, mud cakes. The teacher used questions well and encouraged the children to talk about the changes to the mixture. An examination of data in the school indicates a rich range of trips and visits to support learning such as that to London Zoo.

## **PHYSICAL DEVELOPMENT**

43. There was insufficient evidence to form a judgement about provision in this area of learning. Although children enter the Nursery with levels of skills well below those normally found at that age, available evidence, including a wide range of learning experiences, suggests they make good progress. The outdoor area offers a rich learning environment and children have good opportunities to develop their physical skills when riding, climbing, sliding, balancing and swinging. Nursery children show developing confidence and enjoy climbing over the bridge they have built with their teacher for the goats. All children throughout the Foundation Stage experience a broad range of opportunities to increase their skills in using small tools such as pencils, scissors and brushes and are encouraged to shape and join materials. Children in the Reception class have learnt to grip tools and use them appropriately.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children experience a rich learning environment and benefit from specialist music teaching.

### **Commentary**

44. Children achieve well in this area of learning as a result of the rich assortment of learning experiences and the good quality teaching they receive. The artwork on display suggests there are very good opportunities to use and mix paint in a variety of ways. Good teaching in the Reception classes encouraged children to blow paint with a straw and they were delighted to see the pattern when they placed paper over the bubbles. Children enjoy the well-planned role-play areas and consequently have good opportunities to use their imagination. There is an attractive music area in the Nursery and there are good opportunities throughout the Foundation Stage to play musical instruments. A very good music session was observed in the Nursery, taught by a music specialist. Children made very good progress learning to play the instruments and varying the dynamics between loud and soft and responded to simple green and red signals to start and stop. More able children were able to name their favourite song 'Twinkle, twinkle little star'.

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

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well in English in Year 2 and in reading and listening in Year 6, to reach standards broadly in line with those typical for pupils' ages.
- The quality of teaching is very good and pupils enjoy learning; but not enough attention is paid to marking to help pupils improve their accuracy.
- The subject coordinators' leadership and management are very good and enable pupils' progress to be closely monitored and support targeted well to match need.

### **COMMENTARY**

45. Available evidence strongly suggests that standards are improving across the school. The majority of pupils enter Year 1 with standards in language and literacy that are below average, as they have not fully attained the goals they are expected to reach by the end of the Reception. By the end of Year 2, standards in speaking and listening, reading and writing are broadly in line with those expected for pupils' ages and these pupils are achieving very well. By the end of Year 6, standards remain in line with the national expectation with pupils making very good progress in their reading and listening skills. Achievement in writing and speaking is good.

46. The improving standards are the outcome of the initiatives the English co-ordinators have put in place to make the curriculum more appropriate to the needs of a majority of pupils for whom English is an additional language. Close attention to the monitoring of progress has provided them with reliable information to adapt the National Literacy Strategy to suit the needs of the pupils. The curriculum ensures that over a two-week cycle each element of learning is thoroughly taught, with time built in for teachers to assess whether pupils fully understand what is required of them before moving on. Pupils in Years 2 and 6 are taught in small friendship groups that ensure they receive good quality adult support to help them learn well. Pupils with specific needs; with special learning needs; or in the early stages of acquiring English, receive additional effective support from support teachers and teaching assistants.
47. Pupils in Year 2 have their learning constantly reinforced. In writing about a visit to the park, they draw upon what they have already learnt about time connectives. This helps pupils to sequence the events effectively, using words such as *first*, *next*, *meanwhile*, and *eventually*. Higher attaining pupils begin to include more interesting vocabulary, such as: "Our brilliant trip to the park". The good support from the teaching assistant enables lower attaining pupils to write simple sentences in the right sequence.
48. In Year 6, this same systematic build up of knowledge and skills ensures pupils learn well. Plenty of time is given to a review of what pupils already know about poetry and pupils demonstrate well that they understand the key terms to be studied: alliteration, assonance and rhyme. The example poem is well chosen to illustrate alliteration and to demonstrate how pupils are to highlight the different features in the poems they are given. This approach ensures they learn well. Because it is very clearly explained to them how their knowledge will build up throughout the week to enable them to make a "mind map" of the process of poetry writing and skills needed, pupils have a good understanding of the purpose to their lessons.
49. By the end of Year 6, standards remain in line with the national expectation with pupils making very good progress in their reading and listening skills. Achievement in writing and speaking is good. Listening skills are good; pupils listen carefully to each other and are sensitive to different needs. They understand exactly what is required and respond appropriately. In a drama session in Year 5, pupils followed instructions well and interpreted what they were asked to do imaginatively. Younger pupils listen well and speak confidently and use lively vocabulary; however, the speech of many is still influenced by the structure of their first language. All pupils enjoy reading and are given good quality time with adults to ensure they build up their reading skills and understand what they are reading. There is a good range of reading material for pupils to read at home and at school. All pupils know that they are expected to read regularly to their parents and reading records show that parents support their children well. Pupils in Year 2 are reading at appropriate levels and are reading above these in Year 6.

#### **Example of outstanding good practice**

##### **One of a series of lessons in Year 4 to prepare pupils to write a newspaper report.**

The lesson is fun and there is a buzz of excitement in the class as pupils question a classmate about what she saw when the Big Bad Wolf attacked Red Riding Hood. Questions are excellent, because pupils have already practised using a variety of "wh" questions and the teacher challenges them to ask more and find out more. Having experienced the role of a newspaper reporter questioning an eye witness, pupils then produce a good quotation to add to their newspaper planning sheet: for example, one pupil suggests the wolf's brother says: "He's up to his old tricks again!" Pupils understand well how over a week's lessons they have built up the information on the framework – an outcome of the very clear instructions and regular checking of

understanding. All that is left is to create a headline. Showing a picture of Kelly Holmes holding the union flag, pupils suggest: Kelly Cries! Go Britain! Britain Runs Faster! This helps them to think of how they can create their own lively headlines. The teacher moves at a cracking pace throughout the lesson, but each step is clear, with an excellent focus on aspects that need teaching or reinforcing.

50. The quality of teaching overall is very good. Teachers approach their teaching with conviction. They are highly organised, well prepared and have high expectations of pupils' attitudes and behaviour. The content of lessons is carefully considered so that lessons are relevant and appeal to both girls and boys. For example, the structure of writing and word elements are effectively rehearsed before pupils write. Pupils develop their speaking and listening skills well because teachers have very good questioning skills and they very clearly convey the lesson intentions, so that pupils know what they have to do and why. Assessment is used well to set targets that are shared with pupils. Within lessons, feedback to pupils is very good. The same high standard of feedback is not always present in marking, especially where it would help to identify repeated errors in spelling and grammar which would alert teachers to difficulties preventing pupils moving forward in accuracy. Support teachers and teaching assistants are well briefed and make an important contribution to the good achievement of pupils identified as needing extra support. Some of the effective strategies used to enable pupils with English as an additional language to learn very well include the small group sets in Years 2 and 6; the use of visual resources that are of good quality; good management of classes that ensures they are orderly; and the very good use of assessment to identify these pupils' needs.
51. The joint co-ordinators have implemented the recently adapted curriculum effectively so that teachers are very confident in planning for the different activities. They have created a team of teachers who share a common ambition to ensure pupils achieve to their full ability. The interactive white boards are a very good resource and are used very effectively.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

52. Pupils' standards of literacy ensure they can participate fully in lessons in other subjects. Although opportunities to develop speaking and listening are good through the discussion sessions of lessons, other subjects do not call enough on pupils to practise and extend their research skills and writing. However, there are good links between ICT and literacy, with pupils in Years 1 and 2 learning to add captions to their work and in Year 6 pupils are producing a multimedia storybook for Year 1 pupils. There are regular opportunities for performance. In an outstanding drama session, pupils in Year 5 were preparing for a performance of *The Tempest* and developing their language repertoire effectively when describing character.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in Year 2.
- Standards in Years 2 and 6 are improving.
- Pupils' attitudes to learning are good and they respond well to their teachers.

- The leadership of mathematics is good.
- Information about pupils' achievement is not used well enough to guide planning to consistently match work to the needs of all pupils and teachers' marking is inconsistent in quality.

## Commentary

53. Most pupils achieve well in Year 2 and satisfactorily in Year 6 in relation to their very low mathematical and language skills when they enter the school. The school is working hard to improve the quality of teaching and learning in mathematics and has put in place a wide range of initiatives to improve standards, including the teaching of smaller groups in Years 2 and 6, improving resources and offering additional support for a significant number of pupils. The smaller groups enable pupils to have more focused attention and support in lessons. Although work set is at the expected level for each age group, pupils' basic skills are insecure resulting in below average standards. This is an improvement, however, on the standards attained in 2003, which were well below the national average.
54. In Year 2, work in pupils' books indicates that there is a strong emphasis on number with appropriate coverage of other aspects such as data handling and measurement. In the lessons seen, most pupils were able to count on in multiples of ten within 50, but were not confident in counting on from any given number or in using 100 square. As a result they had difficulty in applying the strategy for adding 11. In the lessons in Year 6, pupils made good gains in their understanding of fractions and knowledge of the associated vocabulary. However, in mental mathematics pupils were slow to recall multiplication facts and this affected their accuracy when solving other problems. The school is placing strong emphasis on developing pupils' problem solving skills and these are showing signs of improving. Nevertheless, pupils need more practice in calculating strategies to improve their' speed and accuracy and to reinforce their understanding.
55. Teaching and learning are satisfactory overall. The quality of lessons seen during the inspection ranged from satisfactory to excellent. Teachers demonstrate secure subject knowledge and pay particular attention to developing pupils' knowledge and use of mathematical vocabulary. Pupils are motivated and demonstrate good attitudes to learning by working hard and by trying to put into practice the vocabulary when talking about mathematics. Lessons have a clear focus, which is shared with pupils so that pupils know what they are to learn. Teachers involve pupils in working examples to develop pupils' understanding of the purpose of the lesson, but do not consistently make use of the good range of practical resources and the mathematics displays to help secure pupils' understanding. In the best lessons, teaching is systematic and proceeds in small, manageable steps so that pupils have the skills they need to be able to move confidently to the next stage of their learning. In these lessons, teachers employ a good range of methods and a more imaginative approach to make the lesson more interesting and relevant. This leads to a positive atmosphere and a buzz of excitement. For example, in a lesson in Year 1, every pupil joined in enthusiastically with the counting songs and hidden number game, because the adults clearly communicated their enjoyment of the subject and the activities were fun. As a result these pupils made very good progress in counting on and in recognising numerals.
56. Learning support assistants and teaching assistants staff provide very good support for pupils with special educational needs and for pupils who are in the early stages of acquiring English. They sit with these children during lessons, clarifying what the teacher

is saying and making good use of practical resources to aid pupils' mathematical understanding. The very good relationships and use of praise motivates pupils and enables them to make similar progress to their peers.

57. The joint co-ordinators lead the subject well and have a clear focus on raising standards. Areas for development have been identified through monitoring of teaching and learning and analysis of test results throughout the school. A comprehensive action plan is in place to address these. However, the improvements, some of which are relatively recent, are yet to have a significant effect on standards in the national tests, although more pupils are working confidently at the expected level for their age.
58. Assessment procedures are good, but currently teachers do not make full use of the information they have gained from assessing pupils' work to plan lessons that help all pupils improve their skills and knowledge. Analysis of tests highlights areas of the curriculum, such as problem solving, that pupils across the school need to improve upon. However, planning for pupils' learning is often based on the expected level of achievement as opposed to what pupils know and can do and does not focus enough attention on securing the basic number skills required to support new learning. As a result, pupils are moved on too quickly and, in some cases more able pupils are not sufficiently challenged. For example, in Year 2, pupils were expected to learn the strategy for subtracting 11, although the basic skills needed to do this were not secure and they had not really understood the strategy for adding ten and 11. The quality of teachers' marking is inconsistent across the school. Not all teachers make reference to pupils' achievement in relation to the aims of the lesson or comment on how they can improve. However, all pupils have termly targets and these are referred to in lessons.

## **MATHEMATICS ACROSS THE CURRICULUM**

59. Opportunities for pupils to use their mathematical skills in other subjects are underdeveloped. Although pupils use ICT to develop their data handling skills, not enough use is made of ICT as a tool for learning in mathematics and insufficient use is made of mathematics in other subjects of the curriculum to improve pupils' mathematical skills and promote higher standards. In physical education it was used well in Year 1, where pupils had to respond to the teacher when he called out a number and the class had to form groups quickly matching that number.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Well-organised curriculum but skills of scientific enquiry are not systematically developed.
- Pupils achieve well in Year 2.

### **Commentary**

60. Although pupils' standards in Year 6 are below those normally expected for pupils in this age group they are better than the results in the national tests for 2003 show, when they were well below average. In Year 2, pupils are achieving well and in Year 6 pupils' achievements are satisfactory. Pupils with special educational needs are given good



support in lessons and this helps them to make satisfactory and sometimes good progress. Overall, standards in science have risen in line with national trends since the last inspection so improvement has been satisfactory.

61. The curriculum is organised well to ensure full coverage of all areas of the National Curriculum. Pupils' knowledge and understanding of aspects such as life processes, properties of materials and physical phenomena such as magnetism and electricity are generally sound. Pupils in Year 2 have a good understanding of why food is necessary to give energy and how the heart pumps blood around the body. They understand that animals have babies and that changes take place as they grow into adults. In Year 6, pupils are learning about food chains and some of the more able have a good understanding of the relationship between predator and prey, or producers and consumers. However, an examination of last year's books suggests that more able pupils are not consistently being taught some of the higher order skills. For example, one of the targets in the back of some Year 2 books was to, 'say if a test is fair' but the work does not indicate that this has been achieved. Pupils in Year 6 are not given enough opportunities to choose their own method of solving a scientific problem.
62. Teaching ranges from satisfactory to good and is satisfactory overall. In a good lesson in Year 6 on life processes and living things, the teacher encouraged the development of scientific language, the learning objectives were clear and most of the class learned well. In a good lesson in Year 2, on healthy living, the teacher used very good questioning techniques that were appropriately challenging. But in some of the lessons observed, teachers failed to inspire or fully motivate the pupils to want to know more, with some pupils learning facts without relating them to their own experiences. For example, the lessons on food chains might have had more relevance if the pupils had suggested the plants and animals chosen to illustrate the principle. In general, the skills of scientific enquiry are not as well taught as other areas of the curriculum. Pupils do carry out investigations but not often enough to develop the confidence and knowledge that will enable them to make good progress. The joint co-ordinators are aware of this and have plans to create a science room where each class will carry out regular investigations. In some lessons work is not matched to pupils' levels of attainment as much as it might be. As a result, some pupils are moved on to the next stage of learning before they have fully absorbed the skills necessary to do so, while higher attaining pupils are ready to tackle more challenging work. Marking in the exercise books is inconsistent. Teachers usually give plenty of encouragement, but only rarely indicate areas for improvement or whether a learning intention has been achieved.
63. The joint co-ordinators, who are both new to the post, have a sound understanding of the subject's strengths and weaknesses and have good plans for improvement. They know that science needs to have a higher profile in the school if standards are to continue to rise.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils achieve very well as they progress through the school.
- The quality of teaching and learning is very good overall.

- Leadership and management are very good.

## **Commentary**

64. Standards at the end of Year 6 and Year 2 are above those expected nationally. All pupils, including those with special educational needs and pupils who speak English as an additional language, achieve very well when compared to their prior attainment. Since the last inspection, the school has successfully addressed all the issues identified in the previous report. Very good gains have been made in standards and achievement. By the time pupils are in Year 2, standards have risen from matching those expected to being above those expected. A similar position exists in Year 6, but here standards were slightly below those expected at the last inspection. The subject continues to benefit from a high focus and the school has successfully improved all aspects since the last inspection. A new and improved state-of-the-art computer suite is due to open in August 2005. All classes benefit from interactive whiteboards and all are timetabled for a weekly lesson in the computer suite.
65. Teaching and learning are very good overall. Teachers' subject knowledge is good because training has been effective and teachers have worked hard to improve their own skills, knowledge and understanding. The more confident teachers use the interactive whiteboards imaginatively and involve pupils in a truly interactive way, while less confident colleagues are still using the technology as an extension of the blackboard. Questions are used well and teachers demonstrate and involve pupils effectively in the practical demonstration. Planning identifies clearly the main learning thrust of the lesson and vocabulary is used well to build on prior knowledge. Pupils in Year 1 are able to confidently log on and off and use the mouse and keyboard to explore computer software programs. By Year 2, pupils build well on this good start, learn to research information about places around the world and use the computer to make their own passports. They create artwork in the style of artists such as Pollock and Mondrian and as a result of the very good teaching and learning, their very good progress continues throughout the school. Excellent teaching from the subject co-ordinator ensures all pupils in Year 6 achieve very well. In the first few weeks of the autumn term, these pupils were planning and creating a multimedia book for Year 1 pupils. A high level of challenge results in pupils learning how to link pages. Higher attaining pupils are adding their own animation to their book 'The Dark Tale', such as a fierce fire and people moving backwards down a stairwell. The majority of pupils are able to design their own way to link pages and add sound effects. Pupils with statements of special educational needs are supported very well and enjoy and develop a positive attitude to the technology.
66. Leadership and management of ICT are very good. The coordinator has excellent subject knowledge and uses her specialist skills effectively to enhance learning throughout the school. There is a very good action plan that identifies areas for development clearly. The co-ordinator has monitored teaching and learning and supports teachers well throughout the school. Resources and accommodation are very good.

## Information and communication technology across the curriculum

67. Overall the use of ICT to enhance learning in other subjects is good. It is used very effectively in English, art and the humanities. Word processing skills are used in most subject areas. In English they are used very effectively in a wide range of storytelling and report writing including the school newspaper. Pupils enhance their data-handling skills in mathematics using spreadsheets, graphs, pictograms and pie charts. ICT is used well in geography and history to research information from the Internet and other resources. The digital camera is widely used throughout the school and enriches many projects. All subject leaders take responsibility for using ICT skills in their subjects, enabling ICT to feature strongly in them.

## HUMANITIES

In geography and history there was insufficient evidence to make an overall judgement on provision. Four lessons were seen in religious education. In addition, pupils' previous work was analysed; the agreed syllabus was examined and a meeting took place with the co-ordinator. In history three lessons were observed and one was seen in geography. A scrutiny of work and planning indicates that the subjects are satisfactorily broad and balanced and meet statutory requirements. In discussion, it is clear that pupils enjoy their history and geography lessons.

68. In **history**, the subject is made meaningful because of the good quality resources and artefacts. In Year 4, pupils enjoyed their introduction to the life of a Victorian schoolchild, particularly as they could relate some of what they learned to their own knowledge of their Victorian school building. They know that there are differences in the equipment used in schools and the forms of teaching of that era compared to the present day. Posters and photographs provide a focus in Year 5 to learning about what life was like in 1940s and help pupils to study the evidence provided to decide what is a primary and what is a secondary source. They can begin to explain and justify their decisions, although they are less sure about how long ago this was.
69. In the one **geography** lesson in Year 6, pupils were beginning to understand the effects of waves on the coastline and the effects of erosion through viewing two very effective video clips projected through the interactive whiteboard. Pupils use their literacy skills to make effective notes, choosing their own forms of recording, so that they can record what they have found out.
70. Teachers are confident to teach the subjects and choose resources carefully to help improve pupils' understanding. There is a move to choose history and geography topics that can be linked to the locality, so that pupils who come from a variety of different cultural backgrounds can relate to the content. An analysis of pupils' past work indicates that these two subjects provide limited opportunities for pupils to practise their literacy and numeracy skills.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Achievement is good throughout the school.
- Leadership and management are good.

## COMMENTARY

71. Pupils achieve well and are meeting the requirements of the locally agreed syllabus. Pupils with special educational needs and the many pupils who speak English as an additional language are well supported and achieve well. Since the last inspection standards have been maintained in Year 2 and have improved from below average to in line in Year 6. Pupils progress well as they move through the school. An analysis of pupils' work shows there is an appropriate balance of learning about Christianity and other major faiths. A strength in teaching is the continual links teachers make between different religions, identifying similarities and differences well. Pupils demonstrate mature understanding and sensitivity to different religious beliefs and they show considerable respect for other people's religions. All pupils have clear learning targets in their books and they are involved in the assessment of their work.
72. Teaching was good in three of the four lessons observed, while the other was satisfactory. Good teaching in Year 2 ensures that pupils develop sound knowledge and understanding about Christianity and other religions. Pupils extend their knowledge of Islam effectively through a teaching assistant with good subject knowledge working well with the class teacher. They learn why Muslims wash before reading the Qu'an and remove their shoes before entering the mosque. The teacher uses the interactive whiteboard well to show depictions of people washing their feet before entering the Mosque.
73. Pupils in Year 6 demonstrate sound knowledge of different religions because teaching is good. In a good lesson, pupils began to understand the term 'rites of passage' and can explain the importance and significance of rituals. One pupil attaining satisfactory standards stated, 'it is important that we learn about different religions so that we can treat people of different religions with respect and we can understand things that are important to them, such as what they can eat and drink'. Pupils in Year 6 are able to discuss the differences in places of worship, festivals, food and prayer. Lower attaining pupils have sound knowledge of the life of Jesus Christ and remember certain facts about the Crucifixion.
74. Leadership and management are good. The co-ordinator has good subject knowledge, has worked hard to improve the range of resources and artefacts since the last inspection and is keen to develop the subject further. There are currently no visits to local places of worship. The school is aware of this and has identified this as an area for development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence to make an overall judgement on provision in the subjects in this area of learning or to make judgements on pupils' standards or their achievements. One lesson was observed in both art and design and design and technology. Three lessons were observed in music and two were seen in physical education.

75. In **art and design**, a specialist teaches all classes. She is knowledgeable and enthusiastic. Pupils are highly motivated by the interesting projects and work hard to

develop their skills and to achieve high standards in the work observed. Pupils' artwork is celebrated all around the school and the examples seen indicate that pupils achieve well and many show standards that are above expectations for pupils' ages, such as the vibrant displays of computer generated pictures of mobile phones in Year 5, inspired by the work of the artist Andy Warhol. The art curriculum is well planned and gives pupils very good experiences of working with a wide range of materials and very effective opportunities to learn about the works and techniques of well-known artists, such as Van Gogh and Escher. In the lesson seen, the quality of teaching and learning was very good. The activities built well on previous learning. The teacher made very good use of visual resources to develop pupils' understanding of the style and techniques required to create self-portraits in the style of Escher. Pupils in Year 6 were highly impressed with the artist's work, learning was very good and the lesson contributed significantly to pupils' spiritual and cultural development. The curriculum is significantly enriched by opportunities for pupils to work with local artists and the school has very good links with the Serpentine Gallery.

76. Planning for **design and technology** is based on the national guidance. The work seen indicates that pupils have opportunities to develop an appropriate range of skills and design and make their own products. Pupils explore products to extend their knowledge of design and produce labelled drawings to show their designs and evaluate the finished article. However, evidence indicates they are not given enough opportunities to develop a plan showing the sequence of processes required to make the product. In a satisfactory lesson in Year 3 pupils' attention was focused on the need to consider the purpose of their product and its potential consumers. Pupils enjoyed evaluating a range of sandwiches provided by the teacher and some pupils were motivated by the idea of designing sandwiches for a party in Year 1. The school consults pupils on improvements to the school and this enhances the curriculum and their understanding of the relevance of the subject in everyday life. For example, pupils in Year 6 were involved in creating designs for a new computer suite that have been subsequently incorporated into the architect's final designs.
77. **Music** has a high profile in the school. A specialist, who also teaches violin in the school, teaches class music. Planning ensures an appropriate balance of opportunities to develop pupils' key musical skills. However, the time allocated to each lesson is not sufficiently long for pupils to cover the work in enough depth to raise standards further. Teaching was satisfactory in two lessons and good in one. Activities were suitably matched to pupils' needs, although limited in range. The good emphasis on the teaching and learning of musical terminology contributes well to the development of pupils' language skills as well as their ability to discuss their work. The teacher's enthusiasm and knowledge motivates the pupils well, who enjoy the practical activities. The curriculum is enhanced by many interesting opportunities to see and work with professional performers such as the BBC Symphony Orchestra, although the music of other cultures is not well represented. Many pupils extend their skills by learning a musical instrument or joining a music club, such as the choir and pupils are successful in violin examinations due to the high level of interest and commitment generated by the teacher.
78. In **physical education** two lessons were observed in games in the playground; teaching was good in one and very good in the other. The co-ordinator, a specialist, with exceptionally good subject knowledge, teaches the subject. In both lessons standards were above those typically expected for pupils' ages. In a class from Year 1, the teacher worked very well with a knowledgeable teaching assistant and enabled all the class to

make good progress in developing their skills in tapping and stopping a ball and in practising their dribbling skills with a bat or hand. Pupils responded well to the good teaching, enjoyed the lesson and achieved well. In a very well planned lesson in Year 3, the co-ordinator worked very well with both the class teacher and the teaching assistant and introduced effectively some of the basic techniques of basketball. All groups of pupils were fully involved in this session, responded very well to its snappy pace and the stimulating learning environment created. As a result all pupils rose to the realistic but challenging tasks and made significant gains in their understanding and skill levels of performing chest and bounce passes and of working in teams. In this lesson, they made very good progress and achieved very well.

79. Although all classes have only one lesson each week, the curriculum is enhanced very effectively by very good provision for sport outside the school day and significant numbers of pupils attend a variety of clubs managed by both teachers and teaching assistants. Outside specialists also provide valued expertise, for example for table tennis and football. The co-ordinator manages the subject very well and the receipt of the Active Mark Gold for physical education is a tribute to his knowledge and commitment.

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

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

80. There is a very effective personal, social and health education programme that has a high profile within the school. Each class has a specific time set aside each week to look at various topics such as personal responsibilities and moral dilemmas. Older pupils have appropriate guidance in drugs, alcohol and sex and relationships education with a wide range of visitors helping to deliver these sensitive topics. Healthy eating has been a whole school focus with younger pupils receiving fruit each day and large colourful displays in the dining hall reminding pupils of what is good for them. Assembly themes and the whole respectful and caring ethos of the school are further emphasised through the personal, social and health education programme, resulting in pupils being kind, caring and confident individuals.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>3</b> |
| Pupils' achievement               | 3        |

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

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>3</b> |
| The quality of teaching  | 3        |
| How well pupils learn  | 3        |
| The quality of assessment  | 3        |
| How well the curriculum meets pupils' needs                      | 3        |
| Enrichment of the curriculum, including out-of-school activities | 2        |
| Accommodation and resources                                      | 3        |
| Pupils' care, welfare, health and safety                         | 2        |
| Support, advice and guidance for pupils                          | 2        |
| How well the school seeks and acts on pupils' views              | 2        |
| The effectiveness of the school's links with parents             | 1        |
| The quality of the school's links with the community             | 1        |
| The school's links with other schools and colleges               | 3        |

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

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