

# INSPECTION REPORT

## **GATEWAY PRIMARY SCHOOL**

Marylebone, London

LEA area: Westminster

Unique reference number: 101112

Headteacher: Mr K Duggan

Lead inspector: Mr J Bald

Dates of inspection: 16<sup>th</sup> to 18<sup>th</sup> May 2005

Inspection number: 266863

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 to 11
Gender of pupils:	Mixed
Number on roll:	525
School address:	Capland Street London
Postcode:	NW8 8LN
Telephone number:	020 7641 4160
Fax number:	020 7641 5466
Appropriate authority:	The governing body
Name of chair of governors:	Ms Pupil Inman
Date of previous inspection:	May 1999

## CHARACTERISTICS OF THE SCHOOL

The school is much larger than most primary schools. It has grown significantly since its last inspection in 1999, and is set to expand further. The school site is now very cramped for the number of pupils, and is to be rebuilt. The school holds the healthy schools award and an award for ICT provision. It has won three schools achievement awards since it was last inspected. Over nine-tenths of pupils come from minority ethnic backgrounds, and almost all speak English as an additional language. Most of these pupils join the school with very little English, and over a quarter are refugees or asylum seekers. Most pupils have limited opportunities to use English outside school. While the school population is increasingly stable, a high proportion of pupils in some classes started their education in other schools. The proportion of pupils with special educational needs, including those with Statements of special educational needs, is broadly average, and includes a wide range of learning difficulties. Most pupils join the school with well below average standards for their age, and the school's social and economic circumstances are also well below average.

## INFORMATION ABOUT THE INSPECTION TEAM .

Members of the inspection team			Subject responsibilities
17932	John Bald	Lead inspector	
32690	Julian Webb	Lay inspector	
16760	Dorothy Latham	Team inspector	English, geography, history
17995	Roger Purdom	Team inspector	Mathematics, science, physical education
32442	Richard Blackmore	Team inspector	Information and communication technology (ICT), Art and design, design and technology
17826	June Punnett	Team inspector	Foundation stage, English as an additional language
8139	Barbara Johnstone	Team inspector	Music, religious education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is excellent.** Most pupils join with very little knowledge and experience of English, and reach above average standards by Year 6. This is excellent achievement, and is matched by excellent provision for pupils' personal development. Teaching and learning are very good overall, and excellent in English and in Years 5 and 6. Excellent leadership and management ensure consistency in teaching and learning despite problems with staff turnover. Value for money is excellent.

### Main strengths and weaknesses

- Standards in Year 6 are above average, and were well above average in national tests in 2004.
- Teaching and the curriculum are very well adapted to the needs of all pupils, especially in English.
- The headteacher and deputy headteacher provide excellent direction to the school and guidance to staff.
- Excellent provision for pupils' personal development leads to a happy and harmonious atmosphere.
- Pupils have excellent attitudes to work and school, support each other and behave very well.
- All groups of pupils receive excellent care, guidance and personal support.
- The school's cramped site restricts some aspects of its work, particularly in physical education.
- Parents support the school strongly, but some do not ensure that their children are on time in the morning.

The school has made excellent improvements since it was last inspected, in May 1999. The quality of education at that time was very good, and it is now excellent, with strong improvements in standards, teaching, learning, and provision for pupils' personal development. The curriculum, the use of information and communication technology (ICT), and provision for English as an additional language have shown particularly strong improvements. Provision for special educational needs was good and is now excellent. The scope of leadership and management, and the work of the governors, have all been very effectively extended.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	B	A
mathematics	A	A	A	A*
science	A	B	A*	A*

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

**Achievement is excellent.** The grades A\* place the school in the top five per cent of schools in these categories. These results, and the standard of work seen in Year 6, represent excellent achievement, as many pupils join with little English, and have limited experience of English outside school. Achievement is very good in Year 2, and good, with very good features, in the nursery and reception classes. Pupils' achievement in practical subjects is very good, with outstanding features,

throughout the school. Achievement in physical education is limited by the cramped school site, but pupils achieve very well in swimming.

**Pupils' personal qualities, including their spiritual, social, moral and cultural development, are excellent.** The school's very careful attention to personal development and relationships enables pupils to develop excellent attitudes to work and to the school community. They behave very well overall, with much excellent behaviour, and the school deals very effectively with any lapses. Attendance is broadly average, but too many pupils are late in the morning. Pupils are very willing to accept and share responsibility.

## **QUALITY OF EDUCATION**

**The quality of education is excellent. The quality of teaching is very good.** Teaching is excellent in Years 5 and 6, and in English, including English as an additional language. There are frequent examples of excellent teaching in other subjects. Teachers make outstanding use of ICT to present work and engage pupils, ensure that all groups learn very effectively, and track progress very closely. Teaching in the nursery and reception classes is good, and has some very good features. No unsatisfactory teaching was seen.

The curriculum provides an excellent range of learning opportunities, within and beyond lessons. The school has good resources for learning, apart from the library, which is too small. The school site is barely adequate for the number of pupils, and is soon to be rebuilt. The school has sufficient qualified staff, though it has had a high turnover in some areas. Provision of support, guidance and care to all groups of pupils is excellent, and careful management ensures very good provision for their health and safety. Pupils are very well involved in the school's work, and the school has excellent links with parents. It has a very good relationship with the community and excellent partnerships with other schools and with teacher training institutions.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are excellent.** The headteacher and deputy headteacher provide excellent strategic direction, backed by outstanding day-to-day management. The overall quality of management by other staff is also excellent. The professional development of staff, including the most talented staff, is excellent. The work of the governors is very good. They are very well organised and contribute fully to the direction of the school. They meet all statutory requirements except that collective worship does not take place each day.

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

Parents and pupils are very highly satisfied with their school, with the learning opportunities it provides, with standards, achievement and the work of the teachers. One pupil said, "They make sure we understand".

## **IMPROVEMENTS NEEDED**

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

- Take further action, with the co-operation of parents, to improve punctuality in the morning.

and, to meet statutory requirements:

- Provide an act of collective worship each day.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards rise from well below average among children joining the nursery to above average in Year 6, with higher standards in some year groups. Overall, achievement is excellent; it is good in the nursery and reception classes, very good at the end of Year 2, and excellent in Year 6. There are no significant variations in the achievement of different groups of pupils, or of boys and girls.

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

- Year 6 national test results were well above average in 2004, and very high for similar schools.
- Achievement by Year 6 is excellent in English, mathematics and science.
- The achievement of pupils with English as an additional language is excellent.
- The achievement of pupils with learning and behavioural difficulties is excellent.
- Standards in Year 2 are below average, but represent very good achievement.
- Achievement in creative subjects is very good, with excellent features.
- Achievement in the nursery and reception classes is good, and very good in communication, language and literacy.

#### **Commentary**

1. Standards among children joining the school are well below average for their age, particularly in communication, language and literacy, and in their personal development. Almost all join with very little knowledge of English, and many continue to have very limited experience of hearing and using English outside school. A significant number have started their primary education in other schools, although the school population is becoming more stable. The pattern of achievement reflects these circumstances. Pupils take longer than in most schools to master and consolidate the basic stages of learning in all subjects, and then make accelerated progress to reach above average standards in Year 6. They are able to do this because of the school's excellent provision for English, in literacy lessons and in all other subjects, and because of the sustained excellence of teaching in Years 5 and 6, that provides an outstanding preparation for secondary school. Parents and pupils frequently told inspectors how pleased they were with standards and achievement, and the inspection team agreed with them.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	13.1 (13.7)	15.8 (15.7)
writing	13.0 (14.2)	14.6 (14.6)
mathematics	14.3 (15.9)	16.2 (16.3)

*There were 90 pupils in the year group. Figures in brackets are for the previous year*

2. Children in the nursery and reception classes make good progress overall, and very good progress in communication, language and literacy, particularly in speaking and listening, and their personal development. Their overall achievement is good, and they are well prepared for the National Curriculum. Results in national tests in Year 2 have been broadly in line with national trends over recent years. They are well below national average levels, but broadly average overall for schools with similar proportions of pupils entitled to free school meals. The standard of work seen during the inspection was below average overall, but showed very good achievement. Pupils did particularly well in reading, where they read confidently to inspectors,



and used their knowledge of letters and sounds very well to work out new words. They reached above average standards in their use of ICT, in art and design and in design and technology.

### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.8 (27.1)	26.9 (26.8)
mathematics	29.2 (28.7)	27.0 (26.8)
science	31.8 (29.7)	28.6 (28.6)

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

- National test results in Year 6 have been improving at an above average rate. The proportion of pupils reaching the nationally expected standard is well above average in English, and very high in mathematics and science. The proportion reaching above average standards is average in English, above average in mathematics and very high in science, where four-fifths of pupils exceeded the nationally expected standard in 2004. The overall standard of work seen during the inspection was above average, and well above average in mathematics and science. It was above average in most other subjects, and broadly average in religious education. Overall, the standard of Year 6 work seen during the inspection and the results of national tests represent excellent achievement from pupils' starting points, and outstanding improvement since the last inspection. The school's targets for improvement are very ambitious, but also realistic, and it exceeded them in 2004.

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

Pupils have excellent attitudes and behave very well. Attendance is average, but there is too much lateness in the morning. Pupils' spiritual, moral, social, and cultural development is excellent.

### **Main strengths and weaknesses**

- Pupils' excellent attitudes to learning make a key contribution to achievement.
- Pupils from all ethnic backgrounds work and play together in close harmony.
- Behaviour is very good with very few lapses. It is often excellent in lessons.
- Pupils are very happy to accept responsibility, and to take part in activities beyond their lessons.
- There has been a significant improvement in attendance, particularly in unauthorised attendance.
- Most pupils arrive on time in the morning, but too many are late.
- Provision for all aspects of pupils' personal development is carefully planned and highly effective.
- Pupils learn to understand and appreciate each other's values and cultures.

### **Commentary**

- Pupils speak very positively about the school. The older pupils are aware of how well they are achieving and are proud to be part of a successful learning partnership. The school's promotion of harmonious relationships enables pupils of all backgrounds to thrive in a friendly and caring environment. Pupils are keen to take responsibility and contribute to the smooth running of the school, fulfilling their duties as monitors responsibly. Almost all pupils take part in learning and sporting activities outside lessons.
- The school has very high expectations of behaviour and most pupils meet them, especially in the classroom, where behaviour is often excellent. There are occasional lapses during break and at lunchtime, with minor bullying which partly supports the concerns expressed by some

parents. Such incidents are logged and promptly resolved. Despite the very cramped site pupils move around in an orderly manner and without undue disturbance. As a result of highly effective management, and additional support to pupils with behavioural difficulties, there have been no fixed period or permanent exclusions for many years.

- The school has worked hard at improving attendance from the unsatisfactory position at the last inspection. Over the last three years there has been a steady improvement, largely due to the close work undertaken with parents in reducing the extended holidays taken in term time. The school is not afraid of implementing the ultimate sanction of removal from the school role to ensure that no places are wasted, but a minority of parents still do not do all they could to ensure consistent attendance. Most pupils are punctual in the mornings but too many are late, and some parents do not take enough notice of the school's reminders of the importance of a prompt start. Registers are completed satisfactorily, but criteria for noting lateness and targeting pupils who are frequently late need to be made more clear.

### **Attendance in the latest complete reporting year 2003/04 (%)**

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.2
National data	5.1	National data	0.4

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

### **Personal development**

- The school develops pupils' awareness of the world around them very carefully. Teachers provide frequent opportunities for pupils to share their own beliefs and understand the beliefs of others through assemblies, visitors, school visits and lessons. Pupils develop very clear understanding of fairness and value and respect each other's beliefs. This aspect of the school's work builds very effectively on the values and beliefs pupils bring from home.
- Pupils have a high level of understanding the difference between right and wrong. They have a very well developed knowledge and sense of morality from a personal and school perspective. They are able and willing to express their views on a variety of ethical issues. For example, they take a very full part in using drama, in the form of small plays, to act out situations they might find themselves in, and evaluate their actions. The school's expectations in this aspect are explicit and followed up very consistently by all staff.
- By Year 6, pupils have highly developed social skills. They share, cooperate and work together excellently. This is fostered by many strategies that the school employs. One example is the effective and frequent use of 'talk groups', which was often seen during the inspection. In small groups pupils develop understanding of the curriculum through frequent and regular discussion with other pupils on thoughts and questions posed by the teacher. The pupils have a keen sense of respect for individuals and the environment and opportunities to encourage and develop this are well planned.
- The development of pupils' cultural understanding is at the centre of the school and the curriculum. Pupils firmly understand their own cultures and how cultures can be different. Teachers use opportunities very well to explore and support the gaining of knowledge of other cultures, often through first hand experience. The school understands the cultures within its community and uses them excellently as a resource for learning.

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

The overall quality of education is excellent. Teaching is very good, and excellent in all aspects of English, which is the key barrier to learning among the pupils. The curriculum is excellent; it is very well adapted to the needs of all pupils, and has excellent provision for learning outside lessons.

Resources for learning are good, but accommodation is barely satisfactory. Despite this, provision for welfare, health and safety is good, and support and guidance for all groups of pupils is excellent. Pupils are very effectively involved in the school's work. The school has built up a very good relationship with all groups of parents and the community. Its links with other schools and with the London Institute of Education are excellent.

## Teaching and learning

Teaching and learning are very good, and are excellent in key aspects of the school's work. Teachers' use of assessment is very good, with excellent assessment in English and in provision for pupils' additional learning needs.

### Main strengths and weaknesses

- Teachers have high levels of professional skill and understanding in all subjects.
- Teachers adapt their work very effectively to meet the needs of all pupils, particularly in English.
- Teaching is excellent in Years 5 and 6 and in English throughout the school.
- Teaching assistants are well informed, enthusiastic and effective.
- Teachers make excellent use of interactive whiteboards in presenting lessons.
- Pupils' progress is closely and effectively tracked, and they know how to improve their work.
- The assessment of pupils' additional learning needs is excellent.
- Teaching benefits from the school's excellent leadership, management and subject co-ordination.
- Teaching and learning in physical education are hampered by the school site.

### Commentary

#### **Summary of teaching observed during the inspection in 50 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18 (36%)	14 (28%)	13 (26%)	5 (10%)	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.*

11. The high quality of its teaching is the school's most important strength. Teachers have very clear understanding of the range of learning needs among the pupils, and plan work in great detail to ensure that all are fully engaged and interested in their work. They know their subjects very well, and have excellent knowledge of subjects they co-ordinate. Teachers and assistants create a welcoming and encouraging atmosphere throughout the school, so that pupils enjoy their work, feel they can succeed, and try very hard. The headteacher's emphasis on training teachers to use interactive whiteboards to a high standard ensures that teachers make excellent use of them in presenting work in all subjects. Lessons are pacy, without putting pupils under undue pressure, and homework and marking are regular and effective.
12. The adaptation of work to meet additional learning needs is excellent. It ensures that pupils with learning difficulties learn consistently and develop effective relationships and social skills. Teachers' planning is particularly strong in all aspects of English, both in literacy lessons and in all other subjects. This is combined with exceptionally clear thinking, thoughtful grouping of pupils, and highly effective monitoring, so that the teaching of English is excellent throughout the main school. The concentration of teaching skills and experience in classes in Years 5 and

6 leads to teaching of exceptional quality, and is a major factor in pupils' achievement by Year 6.

#### Example of outstanding practice

#### **Excellent planning, organisation and relationships, led to outstanding achievement in writing in a Year 5 class composed almost entirely of pupils with English as an additional language.**

The class included some pupils in the early stages of learning English and others working at a level above that expected for pupils a year older. The lesson began with a lively question and answer session centred on a pupil playing the character of Cinderella's stepmother. This had been carefully planned to consolidate and extend speaking and listening skills, by having pupils prepare a range of questions and consider their effects. The teacher then used her close analysis of pupils' progress to divide the class into six groups. Each group had a writing task specifically designed to provide the right balance of challenge and support for their needs. The teacher's guidance on the writing was focused on the effect of choosing one kind of linking word rather than another on the tone conveyed by a piece of writing, and she made excellent use of an interactive whiteboard to illustrate points of detail. Her presentation also included very effective use of advanced vocabulary, and subtle introduction of idiomatic expressions in English, which built up pupils' understanding of everyday expressions that they were unlikely to meet out of school. With the help of teaching assistants, pupils worked with great interest and concentration on their writing, and then discussed the outcome in a final session involving the whole class, guided by the teacher. The quality of discussion in this final session was very high. All pupils were involved, some with support, and higher-attaining pupils showed exceptionally clear understanding of the potential impact on writing of the choice of conjunctions with positive or negative connotations. While some pupils were still working at a basic level in their writing, the overall standard was above that expected for Year 5, and showed excellent achievement in all aspects of English.

13. Teaching in the nursery and reception classes is good, and very good in communication, language and literacy and in social development. When the school was last inspected, teaching in this area was very good, but the school has recently experienced a very high turnover of staff due to maternity leave. Excellent leadership and management, particularly in the induction of new and temporary staff, have enabled the school to sustain good teaching in these classes. No unsatisfactory teaching was observed in any part of the school during the inspection. Very occasionally, activities for pupils did not work as well as teachers intended, usually because they required an additional skill with which all pupils were not confident, and some learning in physical education was limited by the very cramped site, which made it difficult for teachers to meet all pupils' needs.
14. The school's assessment systems, and teachers' use of them to track progress and plan work, are very good, and have excellent features. Very close assessment of each pupil's learning needs, which sometimes vary in different aspects of the same subject, enables teachers to tune their planning very closely to the needs of groups and individuals. The assessment of additional learning needs is excellent. The *Blew Box* system for identifying special educational needs and extent of English as an additional language needs in the nursery and reception classes is highly practical and effective, and is to be published by the local education authority. Individual education plans for pupils with special educational needs have clear and suitable targets, and very effective use of ICT enables the co-ordinator to check progress towards targets each day.
15. When the school was last inspected, teaching was good overall with very good features. The school has made very good overall improvements on this position, and excellent improvements in the teaching of all aspects of English, including literacy, speaking and listening, and provision for pupils with English as an additional language. The excellent features in teaching are recognised extensively beyond the school, and the school's work as a centre of excellence has led to frequent contributions to training in higher education and at other schools. Excellent provision for the professional development of all staff have put the school in a very strong position to develop its teaching further.

## The curriculum

The curriculum makes an excellent contribution to learning and to pupils' personal development. It has been planned with great care to meet the needs of all pupils, and to ensure equality of access and opportunity. There is an excellent range of learning and other enrichment activities. Resources for learning are satisfactory overall, but the school site places significant restrictions on its activities.

### Main strengths and weaknesses

- Excellent provision for English and English as an additional language enables all pupils to learn effectively.
- The curriculum is adapted to meet all additional learning needs among the pupils.
- Provision in each subject is very well co-ordinated and contributes to meeting the overall aims of the school.
- Investment in training has led to very effective use of interactive whiteboards.
- Learning activities beyond lessons are very well planned and focused on specific needs.
- The school site provides barely adequate accommodation, and restricts some learning activities.
- Some assemblies do not meet the requirement for a daily act of collective worship.
- The library is too small and has too few books.

### Commentary

16. The curriculum has been planned with great care to meet the specific needs of the pupils, and in particular to ensure that they develop the language and communication skills needed for high achievement by Year 6. Each area of the National Curriculum has been carefully considered and is effectively co-ordinated to ensure both effective learning in the subject and effective development of pupils' key skills. Particularly close attention to the needs of pupils with English as an additional language, from the nursery onwards, ensures that all pupils understand their work, and several told inspectors how much they appreciated this. All other additional learning needs, including those of gifted and talented pupils as well as learning and behavioural difficulties, are given similarly high levels of consideration. Provision for all aspects of pupils' personal development, including sex education and education against the misuse of drugs, has been very effectively reviewed and extended since the last inspection. Its overall quality is excellent, and it makes very effective use of the range of cultures among the pupils. The quality and range of the curriculum have shown excellent improvement since the last inspection.

### Example of outstanding practice

#### **Exceptionally detailed planning and provision for English, including English as an additional language, makes a key contribution to effective learning in all subjects.**

The school has a range of policies, action planning and guidance which are based on specific analysis of its own pupils' needs and progress, and which are backed by support by the co-ordinator while another teacher takes her class for mathematics. Policies have a very clear balance between speaking, listening, reading and writing skills, each of which is considered in detail, both in terms of its own development and for its contribution to the overall development of language and literacy. They include all provisions of the national literacy strategy, with three or four additional lessons each week devoted to aspects of literacy – such as handwriting, hearing children read, and the use of literacy in other subjects, that the school sees as needing attention beyond the normal literacy hour. The main policy is supported by detailed policies for speaking and listening and learning, handwriting, and assessment of writing. The policies are followed by teachers across all subjects. Guidance on grouping pupils flexibly for particular purposes makes a key contribution to learning by ensuring that work is matched to individual needs, and that pupils' work throughout the day equips them with the English skills they need to succeed in

secondary school. The policy for the assessment has very effective arrangements for setting targets for groups and classes, and for involving pupils, so that they have a clear view of their own targets and progress. Policies and guidance are based on extensive knowledge of all areas of the subject. The policies demonstrate have a very clear vision of effective structures for planning and teaching, couched in an economical and understandable way for teachers to follow. They pervade the whole school and are a key factor in its success.

17. With the exception of the requirement for a daily act of collective worship, which is met in some, but not all, assemblies, all statutory requirements are met, and pupils are very well prepared for secondary school. There is a wide range of extra classes, clubs, activities and enrichment events, as well as sport and the arts, while the school makes good use of local amenities such as music at the Albert Hall, theatre at the Barbican, visits to art galleries, and cricket facilities at Lords' cricket ground. Teachers plan these enrichment activities, particularly those focused on study support, in great detail. Parents and pupils appreciate this work, and attendance at additional classes and homework clubs is very high.
18. The headteacher and governors have given high priority to retaining and promoting skilled teachers and assistants, and to the induction and professional development of all staff. The match of teaching and support staff to the needs of the pupils is very good, and the school's investment in training has resulted in particularly high levels of skill in using interactive whiteboards in all classes. Resources for learning have been carefully built up and are good overall, though the library does not have enough books and space to play a full part in promoting reading and study across the school. The number of pupils has risen by over a quarter since the last inspection, but the school site has not been extended to cope with this. Accommodation is currently just adequate, but cramped, particularly for physical education and for outdoor play in the main school. A rebuilding programme was being finalised at the time of the inspection.

### **Care, guidance and support**

Arrangements to ensure pupils' welfare, health and safety are very good. Support, advice and guidance to pupils are excellent, with some exceptional features. The school ensures there are very good opportunities for pupils' to contribute to its work.

### **Main strengths and weaknesses**

- Excellent relationships ensure pupils have great confidence in the care and guidance offered.
- Pupils in care and those with special educational needs benefit from exceptionally close support.
- The cramped site poses health and safety risks to pupils and staff. The school tackles these very well.
- The School Council provides a very effective forum for pupils to help shape the school.
- Arrangements for the induction of new pupils are very good.
- Pupils receive very effective guidance on their transfer to secondary school.

## **Commentary**

19. The school takes great care to gather and analyse information on all new pupils. This ensures that any appropriate needs are identified, especially for those whose first language is not English, and that pupils settle into school life very quickly. In questionnaires and in discussions, pupils enthusiastically reported their confidence in approaching adults for guidance. There is a close and trusting bond between them, which is nurtured throughout the school. Additional support for pupils in care or with special educational needs is especially effective with exceptional attention paid to monitoring. Targets for these pupils are reviewed daily, and often teaching staff will quickly convene a meeting with parents to ensure early dialogue before problems escalate. The personal, social and health education programme is very well organised and underpins much of the school's work to ensure the broad personal development of all pupils. Monitoring systems are very well organised, and make excellent use of ICT.
20. The school is fully aware of the risks created by its cramped site, particularly during the process of rebuilding, and all arrangements for pupils' welfare, health and safety that are within its power are very good. Arrangements for child protection comply with local authority requirements, and teachers and assistants provide very effective additional support where it is needed. The headteacher and governors have responded to complaints by parents about the quality of school lunches, which have been affected by circumstances beyond the school's control, and are taking active steps to improve them. The quality of lunches provided during the inspection was satisfactory.
21. The excellent relationships fostered by all adults ensure that pupils' views are taken into account informally as well as formally, and pupils were very keen to tell inspectors how much they appreciated this. Pupils are enthusiastic about the School Council, which has been used to good effect in seeking and acting upon the opinions of the pupils about the development of the school. Wide-ranging issues are discussed including the allocation of funds for purchasing equipment and the continuing work as a Healthy School.

## **Partnership with parents, other schools and the community**

The school has an excellent relationship with parents and very good partnerships with the local community. Links with other schools and colleges are excellent and there is good provision of extended service and educational support programmes.

## **Main strengths and weaknesses**

- Parents strongly support the work of the school and are very pleased with it.
- Parental concerns are promptly and effectively addressed.
- The school excels at assisting parents promote learning at home.
- Teachers contribute frequently to the professional development of colleagues in other schools.
- The school has excellent links with the University of London Institute of Education.
- The school communicates very well with all parents, including those whose first language is not English.

## **Commentary**

22. Parents have very positive views of the school. The very well attended Parents' Meeting and the large response to the questionnaire revealed high levels of satisfaction with all aspects of its work, and very few concerns. Parents were particularly happy with the quality of teaching, in and beyond lessons, with their children's achievements and with provision for their planned. A very high proportion of parents said that their children were happy in school, and this was confirmed by the very pleasant atmosphere when parents met the headteacher and teachers at the beginning and end of the school day. A minority expressed concerns about behaviour, school dinners and the possible impact of future building work. Inspection evidence showed

that there was a small amount of bullying during breaks, but overall behaviour was found to be very good. There was an adequate supply of a wide range of hot and cold healthy lunch options both at the beginning and the end of the lunchtime and pupils confirmed that the school dinners sampled during the inspection were typical of those normally served. The rebuilding of the boundary wall has already adversely impacted on the life of the school by significantly reducing the available car park and hard play areas.

23. Parents receive clear and informative weekly newsletters. There are regular meetings and very frequent personal contacts with teaching staff. The school is quick to convene meetings to discuss relevant topical issues before they become the subject of rumour, such as the proposed plans for expansion. These meetings are well attended and the Parent Governors go to significant lengths to provide translators on such occasions and also for written communications when required. The home school agreement is clear, concise and informative though the Annual Report to Parents and Prospectus, whilst very detailed, do not benefit from the same clarity and can be intimidating for those whose command of English is not good.
24. The school works well with the Adult Education Service to provide good assistance in improving the standards of ICT and English for the local adult population. With the help of local businesses and the Education Action Zone, over one hundred computers have been supplied to pupils' homes, and joint classes in ICT for parents and their children have been provided. This excellent assistance in helping learning at home makes a significant contribution to the achievement of the pupils. Partnerships with other local schools and colleges greatly enhance the quality of the learning. Many staff visit other schools and the London Institute of Education to lecture, advise and work with professional colleagues on a range of topics, particularly English as an additional language, special educational needs, ICT and the use of interactive whiteboards. Very good arrangements are in place for the transfer of pupils at the end of Year 6.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are excellent. The headteacher and deputy headteacher provide excellent leadership and management, and the outstanding leadership of other key staff makes an important contribution to education within and beyond the school. Governance is very good. All statutory requirements are met apart from that for a daily act of collective worship, which is met in some assemblies but not in all.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher have an excellent working partnership.
- Leadership and management of English, English as an additional language, mathematics, ICT, science, personal, social and health education, and special educational needs, are excellent.
- The leadership team is well organised and makes the best possible use of teachers' talents.
- The governors contribute very clearly to the school's strategic direction.
- Leadership and management are equally effective in raising standards and in involving all pupils.
- Arrangements for the professional development of teachers and other staff are excellent.
- Leadership and management in each subject are very well thought out and effective.
- Financial decisions are taken with a very clear view of their impact on teaching and learning.

### **Commentary**

25. The headteacher had been confirmed in his post only some weeks before the inspection. As acting headteacher, he had worked with the deputy headteacher to remodel the senior leadership team, and to ensure that middle management was consistently effective. He and the deputy headteacher understand all aspects of the school's work in great detail. They have a very clear vision for the school and commitment to the highest possible standards for all pupils. Development planning is of high quality, and with the full support of the governors,



senior management pays particular attention to the quality of teaching and learning. This leads to a high level of consistency in teaching and learning and achievement, and to excellent relationships among pupils and between them and all adults who contribute to their education. All new and temporary staff have very clear guidance and induction time, so that they can teach to a good or even better standard from the outset. Training is closely matched both to the priorities of the school, as in the extensive investment in training in the use of ICT, and to the individual needs of staff, including those whose work is already excellent. Six teachers are either working towards or have completed advanced degrees at the London Institute of Education, and several contribute to its work as guest lecturers.

26. Excellent professional development for all staff ensures that they are well prepared to take on responsibilities, and promotions are carefully considered to reward excellence and build on the school's key values. As a result, the overall effectiveness of management is excellent. The inspection found particular strengths in the management of English and English as an additional language, and in the management of special educational needs. Leadership and management in all other areas were consistently very good with excellent features, even when young teachers were taking on management responsibilities for the first time. Leadership and management have built very well on the strengths identified at the last inspection, and their overall improvement has been excellent.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	1,939,934
Total expenditure	1,963,381
Expenditure per pupil	3,805

Balances (£)	
Balance from previous year	193,834
Balance carried forward to the next	170,387

27. The governors are very well organised, know the school very well and contribute very effectively to its work and direction. They monitor closely all aspects of standards, the curriculum and provision for pupils' personal development, and take financial decisions on the basis of clear understanding of best value principles, particularly in the importance of investing in teachers of the highest quality. All sections of the community are represented on the governing body, and governors pay particular attention to developing and maintaining good relationships with all groups of parents. Governors do not ensure that there is a daily act of collective worship for all pupils. However, the assemblies seen that did not meet statutory requirements made an effective contribution to pupils' personal development by rewarding good work. The governors understand and value the strengths of the school's leadership, particularly those of the headteacher and deputy headteacher, and make very good use of their guidance.

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

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

28. Children join the nursery with well below average knowledge, skills and understanding for their age, particularly in communication, language and literacy, where many have very little knowledge of English. Good teaching and learning enable them to make good overall progress from this starting point, even though few children reach the nationally recommended learning goals for their age in each area of learning by the time they move on to Year 1. Children make particularly good progress in speaking and listening in English, and the happy and purposeful atmosphere in the nursery and reception classes helps them grow in confidence. There are very good systems for assessing their progress. Although the quality of teaching is not of the very high standard seen during the last inspection, this is chiefly due to staff turnover and a high level of maternity leave. Very effective leadership and management, particularly in introducing teachers new to the school, have played a key part in sustaining good provision despite this difficulty. Overall, improvement since the last inspection has been good, with significant improvements in the provision for English as an additional language, assessment, the involvement of all pupils, and the quality of the outside play areas for the reception classes.

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

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

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

- Clear induction procedures mean that children are happy to come to school
- Children are encouraged to choose activities for themselves
- Children learn to behave very well and to form good relationships.
- Children receive high levels of bilingual support when they need it.
- Provision across the nursery and reception classes is very consistent.

#### **Commentary**

29. Before they start school children and parents have the opportunity to visit, and the teaching staff make sure they are welcomed. Excellent provision of bilingual staff means that whatever their cultural or linguistic background a very good understanding of school procedures is conveyed to the newcomers. This means that when they join the school children are familiar with their surroundings and settle quickly and happily to school routines. As a result of staff encouraging children to choose their own activities, children become increasingly independent and work well together. Behaviour is very good because all staff consistently apply the school's expected standards, so that children receive clear and consistent messages from all staff. The happy yet carefully structured and well-organised working atmosphere in the nursery and reception classes builds children's confidence, and prepares them well for the National Curriculum. Teaching, learning and achievement are very good, and most children either reach or are close to the early learning goals in this area.

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

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

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

- Speaking and listening skills are taught well by all teachers and teaching assistants.
- Children learning English as an additional language make very good progress.
- Children's achievement is very good as a result of the emphasis on language development

- Children in the reception classes have too few opportunities to practise their writing skills.

### **Commentary**

30. Teaching, learning and achievement are good overall, and very good in speaking and listening. All teachers and assistants adapt their spoken language very effectively to children's needs, speaking clearly and enabling all to understand. As a result, children new to English quickly learn common words and phrases that help them understand the purpose of each session, and all children respond well during group discussions, which are often humorous. Children enjoy the role-play areas. They learn the names and sounds of the alphabet, and by the end of the reception year a few children can link sounds to words when reading books and are beginning to read simple words confidently. A few of the children can write their names, but there are too few regular opportunities for them to learn formal writing structures so that progress in writing is slower than expected for this age. Despite their good achievement, most children are some way behind the learning goals in this area.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There are many opportunities for children to explore mathematical ideas.
- Children have good opportunities to explore practical aspects of mathematics.
- The school's focus on language development leads to good achievement.

### **Commentary**

31. Every opportunity is taken to encourage the children to count confidently and correctly. As a result, children learn to add and subtract using everyday situations, such as how many children are present and how many are away. Staff focus on the development of mathematical language: by using well-planned activities the children explore mathematical ideas such as bigger and smaller, especially when measuring pieces of string. When playing in the sand and water the children learn about capacity and begin to compare how much different containers hold. Effective encouragement of speaking and listening helps children explore ideas. However, their starting point is low, and most do not achieve the learning goals in this area.

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

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

### **Main strengths and weaknesses**

- Children's understanding of their growing world is enriched by visitors to the school.
- Provision makes good use of the range of cultures among children and their parents.
- Children achieve well especially in their use of computers.

### **Commentary**

32. Many planned activities give children an increasing understanding of their growing world and the local environment. Visitors to the school enrich the learning. When the reception classes introduced Bangladesh as a country of focus, Bangladeshi parents talked to the children about their country and customs. This celebration of culture raises the self-esteem of Bangladeshi children in the school and strongly contributes to their achievement. There are good opportunities for the children to practise their designing skills and many make thoughtful models from recycled materials. Children become confident when using the computer, and many nursery children control the mouse well, using a variety of programs. Teaching, learning

and achievement are good, but children begin with very limited knowledge and understanding in this area, and most children do not reach the learning goals by the time they leave the reception classes.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children learn to use a variety of tools safely
- The outside areas are used well to encourage large muscle development
- Not all children developed sufficiently their spatial awareness in large spaces.

### **Commentary**

33. Teaching, learning and achievement are good. Through well-planned activities, children develop cutting skills, and learn to use them safely, with increasing control. Many hold pencils and pens correctly by the end of the reception year. The outside areas in both the nursery and reception are very well used so that children have many opportunities to run and play, using a variety of toys to help them develop co-ordination skills. When working in the main hall or school playground a few children find the large space difficult to manage. Nevertheless, encouraged by staff they move around, under and over apparatus with enjoyment. Most children, however, are not fully meeting the learning goals in this area by the end of the reception year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Activities are well planned and cover all aspects of creative development
- Children's achievement is good; they are interested and enjoy the activities.

### **Commentary**

34. Teaching, learning and achievement are good. There is a good range of activities for the children, and they enjoy their work. During the inspection, they became absorbed in making Bengali wedding necklaces and clay pinch pots. Children mostly play well together although some of the youngest children in the Nursery still play by themselves. They respond appropriately to music and enjoy making up their own dance to Bengali music. When cutting and sticking the children make interesting models and use equipment safely. They are proud of their achievements and are keen to show these to their friends and visitors. Most children's skills are, however, below the level expected in the learning goals for their age.

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

### **ENGLISH**

Provision in English is **excellent**.

## Main strengths and weaknesses

- Pupils begin with little knowledge of English, and reach above average standards by Year 6.
- Teachers, particularly the co-ordinator, have excellent knowledge and understanding of the subject.
- Planning is exceptionally clear, and based on detailed understanding of patterns in pupils' progress.
- Assessment procedures, their analysis and use, sharply inform planning
- All adults provide pupils with an excellent model of spoken and written English.
- Strong and carefully planned links with other subjects greatly enhance learning
- Excellent leadership and management give the subject a leading role in the work of the school.

## Commentary

35. Pupils begin with standards significantly below those expected for their age, and many in Year 1 are still in the initial stages of learning English. Most pupils continue to have limited experience of English outside the school day, and therefore need more time to consolidate basic skills than in most schools. Standards in Year 2 represent very good achievement, even though they are below average. By Year 6, standards in national tests and in pupils' work are above average, and represent excellent achievement. Girls do a little better than boys in writing in Year 2, but there are no significant differences in girls' and boys' achievements by Year 6. The long-term achievement of pupils with special educational needs is excellent. Achievement follows a similar pattern in all aspects of the subject, and the contribution of English to pupils' language and literacy skills is a key factor in achievement in all other subjects.
36. This achievement is the result of excellent teaching. Teachers throughout the school make very effective use of all the guidance provided by the subject co-ordinator to plan work that is closely adapted to the needs of all pupils, that stimulates thinking and reasoning, and that promotes language use and vocabulary. Assessment procedures are highly detailed and perceptive, and information from them is stringently analysed to group pupils according to their learning needs – often with flexible grouping within the class for different aspects of the subject – and to plan work that is very closely focused on what pupils need to learn next. Having another teacher teach the co-ordinator's class for mathematics frees time for close observation of colleagues, and the arrangement is very well used.
37. Teachers ensure that the programme for each class has a highly effective balance of reading, writing, speaking and listening activities, and that each contributes to the whole. They pay close attention to teaching the links between sounds and letters and to other reading strategies, so that pupils by Year 2 become confident in working out unfamiliar words and making sense of text. Teaching of advanced features of language to older pupils is excellent, and enables them to weigh up the effect of words and sentence structures with skill and confidence. All teachers provide pupils with an excellent model of spoken and written English, combining day-to-day phrases and expressions that might be new to them with very clear explanations of technical vocabulary. Pupils learn to concentrate well, collaborate well, and evaluate and celebrate their own and each others' successes; they are responsive and eager to learn.

### Example of outstanding practice

**Excellent planning, animated presentation and very effective support for pupils in the early stages of learning English led to excellent learning and achievement in reading in two Year 1 classes.**

Both classes had a very high **proportion** of pupils in the early stages of learning English, and the excellence of the lessons was founded on teachers' very clear understanding of pupils' learning needs and the way in which they adapted teaching to meet these needs. Teachers and assistants presented sounds and their links to letters in a highly animated way, supported by actions and very well designed tasks. They made very effective use of interactive whiteboards to allow pupils to apply the sounds they had just learned to new words, matching the level of challenge very well to individual needs. Assistants observed and noted each pupil's progress and behaviour, quickly catching the eye of any whose attention wandered, and helping them to focus once again on the lesson. Tasks for group work presented an excellent balance of challenge and support for each group of pupils, so that all could complete their work to high standard. Approaching words and sounds from a variety of angles during the lesson held pupils' interest and ensured that they understood the words as well as being able to read them. The long-term effects of this excellent teaching were seen in the confident reading of children in Year 2, including their effective use of links between sounds and letters when working out unfamiliar words.

### Example of outstanding practice

**Excellent teaching in Year 6 enabled a class to identify successful features in an advertisement for the London Eye, and to use them in designing their own radio advertisement for London zoo.**

During the initial exploratory talk with the teacher, both open and targeted questions were used to focus pupils on the persuasive character of the task. As well as finding alliteration, similes, rhetorical questions, emotive language, double adjectives and puns, they noticed the cadences and stress points in the spoken language. The teacher modelled expressive speech in a lively way, explaining about stressing the key words, also demonstrating this in writing, using the interactive whiteboard. Pupils then planned and drafted their own texts to the given criteria, using the features discovered, discussed them with their partners before improving them, and finally in the plenary evaluated one another's work. Presented orally, the features with most impact were identified amidst fun and laughter. All pupils worked quickly and achieved the criteria, generating some exciting and innovative expressions. Previous solid learning, clear structure to work to for all ability groups, collaborative modes of work, and excellent integration of speaking and listening with a writing task made this an excellent lesson.

38. The English co-ordinator has an informed and insightful vision for developing her subject, and its management is excellently embedded throughout the whole school. The excellent structures she has established pervade all teaching, not only in English but in other subjects. Documentation is excellent, and guides all teachers and assistants admirably in their understanding. The promotion of speaking and listening is of exceptional quality across all subjects. Resources are excellent, with exceptionally effective use of ICT, to present, demonstrate and explain issues in detail and with outstanding clarity. Provision for learning beyond lessons, including targeted extra classes, the drama club, and enrichment events is excellent. Improvement since the last inspection has been excellent.

### Language and literacy across the curriculum

39. Provision is excellent. The English co-ordinator, in co-operation with co-ordinators for other subjects, ensures that all teachers have full understanding of the potential contribution of their subject to literacy skills, and that activities are consistently planned so that Learning is enhanced by the links made between subjects. Writing tasks give excellent scope for pupils to

apply the skills they learn in the literacy hour to work in history, geography and science, and extensive retelling of stories in subjects such as religious education builds pupils' fluency and confidence. Pupils are constantly asked to reason, to explore, and think, often using books, the Internet and other ICT resources for research, although the scope of the work would benefit from further development of the library. Teachers' understanding of speaking and listening skills and provision for them across all subjects are major strengths, both in question and answer sessions at the beginning and end of lessons, and in group tasks, which make very effective use of the school's guidance, and have clear ground rules for pupils. This work is a key factor in pupils' long-term achievement and in parents' satisfaction with the school.



## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Excellent teaching in Years 5 and 6 leads to well above average standards and excellent achievement.
- Teachers' planning is very good, and classroom management is very well organised to involve all pupils.
- Pupils work very hard, both independently and in pairs or small groups.
- Assessment has some outstanding features, but some marking could give pupils more guidance.
- The use of the interactive white boards is excellent but more use could be made of ICT in some lessons.
- Excellent leadership and management ensure consistent learning and high achievement by Year 6.

### Commentary

40. Pupils begin with below average standards in mathematics, and have additional problems in understanding mathematical language. While standards are still below average in Year 2, they represent good achievement from this starting point. The well above average standards in Year 6 represent very good achievement, with accelerated progress in Years 5 and 6 as a result of excellent teaching. The achievement of pupils in the initial stages of learning English, and of those with additional learning needs, is excellent as a result of teaching that is very closely matched to their needs and very effective support from support teachers and teaching assistants. Year 6 national test results have risen steadily over recent years, and were well above average in 2004. By Year 6 pupils have developed a very wide range of mathematical skills, which they use confidently in solving problems. The emphasis on reasoning in the subject makes a strong contribution to their language and literacy skills.
41. The overall quality of teaching, and its impact on learning and achievement, are very good. Teaching and learning in Years 5 and 6 are excellent, and lead to a shared commitment between teachers and pupils to achieve the highest possible standards.

### Example of outstanding practice

**Excellent teaching in Year 5 introduced pupils to predicting an outcome using the language of probability and made an outstanding contribution to their literacy and communication skills.**

The lesson began with pupils using six number cards to find out the probability of turning over each number in forty turns. Each pair then picked two extra cards that gave them two repeated numbers in their original six. Pupils recorded their results and then drew line graphs and interpreted their data. They could look at the line graphs of other pairs and say which were the two extra numbers, giving reasons for their choices. From the outset, the class and support teacher worked closely together, ensuring that pupils understood the tasks, helping them develop their reasoning, and checking that they were recording their work accurately. Teachers had shared planning, and their high levels of professional understanding ensured consistency in all of the guidance given to pupils, as well as fostering excellent relationships and pace. Pupils contributed to the quality of learning by their maturity and enthusiasm in tackling the work. By the end of the lesson, all were using correct terminology and had made excellent progress in their speaking and listening skills as well as in mathematics. Pupils' understanding of probability was at a level well above that expected for their age.

### Example of outstanding practice

#### **Excellent teaching in Year 6 enabled pupils to work out patterns in terms of algebraic equations.**

There are two people and each shakes hands with the other – so there is one handshake. A third person joins them, so there are now three handshakes between them. With six people there are fifteen handshakes. With ten people there are – how many handshakes?

Pupils were set the challenge to work out a pattern and express it in an algebraic formula so that the answer as to ‘how many handshakes?’ could be worked out.

The challenge was demanding but realistic because this group comprised the higher achieving pupils. The level of work was very high for their age. The teacher had excellent classroom management. She went round, giving helpful hints and clues as appropriate. Every pupil was actively, and at times frustratingly, engaged in the challenge. The teacher gave them wonderful encouragement and relationships across the class were excellent. Pupils’ interest, motivation and effort could not have been more intense. Their achievement was excellent, Even though the time factor beat them before they had all worked out the formula, many were so close to the solution. This was a lesson of high involvement, passion, commitment, fun and achievement.

The answer is  $(n^2 - n) \div 2$ , where ‘n’ is the number of people.

42. The quality of teaching and learning in other year groups ranges from satisfactory, with good features, to good. Lessons are planned in appropriate detail, and teachers communicate very well with pupils learning English as an additional language, so that they understand their work. Teachers’ skills in using interactive whiteboards engage pupils, and help maintain good pace. Support teachers, class teachers and teaching assistants work very well together. All pupils receive high levels of encouragement, and they respond with hard work and enthusiasm. Most lessons begin with good starter activities, but some lack a clear focus at the beginning of the lesson. Occasionally, practical activities do not match the aims of lessons clearly enough, sometimes because they have hidden requirements in terms of knowledge and understanding that make them more difficult than the teacher intended. The overall quality of marking and assessment is good. The most effective marking takes learning forward by showing pupils what they need to do next, and the best assessment, in Years 5 and 6, shows excellent dialogue between teachers and pupils. Marking in other year groups is less consistent, however, and there are some gaps in marking. Homework is used effectively to support learning, and teachers provide very extensive additional teaching and guidance to pupils beyond lesson time.
43. Leadership and management are excellent. The co-ordinator is very experienced and has a clear vision for the subject. She has very good arrangements for monitoring pupils’ work, planning, teaching and learning. This has contributed significantly to the very high standards in Year 6. Resources are very good and well used. They are kept up to date. There has been very good improvement since the last inspection. Pupils make good progress by Year 2, and very high standards have been maintained by Year 6, despite the very wide range of learning needs among the pupils.

#### **Mathematics across the curriculum**

Provision is very good. Pupils use their numeracy skills whenever they can contribute to learning in other subjects. For example, in science, they use data to draw graphs. In art and design they use shapes to design and create pictures. In design and technology they use their skills to measure when planning and making a range of objects.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Four-fifths of pupils exceeded the nationally expected standard in Year 6 tests in 2004.
- Teaching and learning are very good, with excellent teaching in Years 5 and 6.
- A good range of investigative science activities are planned.
- Pupils are very enthusiastic and behave very well.
- Leadership and management are excellent.
- The quality of marking needs to be more consistent to help pupils in their next stage of learning.
- Pupils in some lessons would benefit from more opportunities to use ICT.

### Commentary

44. Standards are below average in Year 2, and well above average by Year 6. National test results in Year 6 were exceptionally high in 2004, when all pupils reached the nationally expected standard and four-fifths exceeded it. The standard of Year 6 work seen during the inspection was well above average. In view of pupils' starting points, and particularly their limited experience of English outside school, these standards represent good achievement in Year 2, and excellent achievement in Year 6. Progress in Years 5 and 6 is excellent. There are no significant differences in the achievements and progress of boys and girls, or of different groups of pupils.
45. Teaching and learning are very good, and excellent in Years 5 and 6. Teachers know the subject very well and their planning is of very high quality. They engage pupils in discussions of the topic being taught and pupils are fully aware of what they are learning. Teachers take care to teach, and reinforce, scientific vocabulary and they encourage pupils to use it. This is particularly supportive to those with English as an additional language and this promotes literacy across the curriculum. Teachers have very good relationships with pupils. There is very good teamwork between them and the teaching assistants. Their management of pupils is very good. They expect all pupils to work hard and they have very high expectations of good behaviour. They make very effective use of time and resources. Their use of the interactive white boards through the lessons is excellent, though pupils in some lessons would benefit from more opportunities to use ICT. There is an exciting learning atmosphere and a very good pace of work, with high levels of mutual support and co-operation from pupils. Teachers promote speaking and listening very well through very good use of questions and answers. Pupils' progress is closely tracked, but day-to-day marking in some classes could usefully give more guidance on ways of improving work.

### Example of outstanding practice

#### **Excellent teaching in Year 5, showed pupils why and how seeds are dispersed, and enabled them to investigate how seeds are adapted for the process.**

As the teacher led pupils through a 'recap' of the life cycle of flowering plants, it soon became clear that they had a very good understanding of the whole process. The teacher linked this very well with literacy as she stopped at certain words to ensure that all pupils had understood their meaning. "What does a seed need for germination?" The pupils responded, "WOWS – water, oxygen, warmth and space." Class relationships were excellent. A second teacher was quietly but very effectively supporting the less able pupils – no pupil was left out. Pupils clearly enjoyed this learning experience. The focus of the lesson kept changing, from teacher input to discussions, from looking at pictures of seeds, or actual seeds, to looking at seeds through the microscope linked to the white board. The pace of the lesson was excellent, as were the planning and thorough preparation. There was a high-level challenge throughout. This is work at a much higher level than expected for 11 year olds as they distinguish between processes related to flowering plants and how seeds are dispersed by environmental factors. Pupils became science detectives. Teaching and learning of excellent quality was maintained throughout and every pupil was included in this exceptionally stimulating

lesson.

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### Example of outstanding practice

#### **Excellent teaching in Year 6 enabled pupils to move rapidly from constructing simple to complex electrical circuits.**

Challenge 1 – construct a series circuit with two bulbs, adding a switch.

Main challenge – construct a parallel circuit where one bulb can remain permanently on and the other could be switched on and off.

All pupils accepted these challenges with enthusiasm and success. The teacher was as excited as they were on completing the challenges.

Now for the big challenge – the Bathroom challenge. There are two lights in the bathroom, which need to be turned on and off. One light is above the mirror. The other light has a fan attached to it. The challenge is to draw the circuit and then set it up. So to another round of enthusiastic success as these 11 year olds rise to the challenge of work that is of a much higher standard than expected for them for their age. Having successfully completed that challenge, the teacher then gives them a series of increasingly difficult challenges on parallel circuits, using the white board. All pupils are included in this very well planned, paced and excellently resourced lesson. The teacher expresses her delight as pupils respond to, and successfully complete, the challenges. Pupils could show and talk about how different components of a circuit would, or would not, work. Teaching and learning were excellent. Pupils' attitudes and behaviour were excellent. Achievement was excellent. This was scientific investigative work of the highest order.

46. Leadership and management are excellent. The co-ordinator provides high quality motivation and support for teachers and pupils across the school. She monitors planning, teaching and learning, and pupils' work. She has a very clear vision for the subject across the school and has a very effective commitment to helping all pupils to reach their potential. There are clear assessment procedures, monitoring the achievement of each pupil. Resources are very good and are well used. Overall, improvement since the last inspection has been very good.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **very good**.

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

- Standards are above average in Years 2 and 6, and overall achievement is very good.
- Co-ordination is very effective, and ICT is used very well in other subjects.
- Teaching is very good, and the best teaching is excellent.
- Resources are used effectively and well matched to pupils' abilities and learning needs.
- Teachers provide very good models by using ICT confidently, widely and effectively in lessons.

#### **Commentary**

47. Standards are above average in Years 2 and 6. By the end of Year 2, pupils can enter, save and retrieve work and a significant number can present and amend ideas confidently using on screen prompts. By Year 6, pupils can explore the effects of changing variables, use multimedia presentations effectively, and evaluate their use of ICT. These standards represent very good achievement among all groups of pupils.
48. Teaching and learning are very good, and the best teaching is excellent. Teachers use the ICT suite and computers in the classrooms very well. They demonstrate skills clearly and precisely articulate the skills to be learnt. A high emphasis is placed on the correct use and understanding of ICT vocabulary and language. To support progress, teachers use a range of

prompt sheets to remind pupils of procedures when working independently. Teachers and pupils have very secure relationships and this encourages questions and an atmosphere in which pupils grow in confidence and misconceptions can be learnt from. Standards and progress are tracked in very good detail, with very effective involvement of pupils.

#### Example of outstanding practice

#### **Excellent teaching in Year 3 enabled pupils to organise and present moving images based on other subjects, and to reach above average standards for their age.**

Pupils had come from a lesson in design and technology in which they had created an imaginative range of sandwiches. In this lesson, they used multimedia software to create moving images of fruits and vegetables they had used as ingredients in their sandwiches. The lesson was exceptionally well thought out. There were two teachers working in tandem and in very deliberate way with their own group of pupils. One group focussed on the application of their knowledge of how to create images on a computer screen while the other group consolidated how they would use their knowledge in practice. This organisation allowed work to be carefully matched to all pupils' learning needs, and was supported by highly effective use of speaking and listening. By careful questioning and responses to questions from pupils, teachers kept probing and encouraging the pupils to achieve and succeed in creating and improving the images and pictures. The pupils' awareness of where they were making mistakes was excellent, and very well used to find out where most progress could be made. The support given throughout the lesson to all pupils was outstanding. By the end of the lesson, all had consolidated and applied their knowledge and understanding of the computer's control systems and created one or more moving images to a standard above that expected for Year 3.

49. Leadership and management are excellent. The co-ordinator has recently taken over from the headteacher, and knows the school's strengths and weaknesses well. He directs the areas of study for each year group, and manages assessment very effectively to ensure that all pupils are learning as well as possible. The training he provides is focussed and supports teaching and learning excellently. He has constructed an excellent plan to move the subject forward. Technical support for all teachers is very well organised, and there are particularly good arrangements to back work up so that lessons are not threatened by equipment failure. Provision at the last inspection was good, and the school has made excellent improvements on that position.

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

50. The overall quality of ICT provision in the curriculum is very good. It varies in individual subjects from good to excellent, and there is excellent use of interactive whiteboards, both to present work and to engage pupils in learning. For example, pupils created their own pointillism images in an art lesson using the computer, use digital images to represent models in design and technology, and make digital recordings of papyrus making in history. Very effective use of handheld computers in art and design helps collate pupils' views and enables them to evaluate data. Teachers' skilled confident use of computers gives pupils an excellent model, and prepares them very well for the use of ICT in secondary school.

#### **HUMANITIES**

51. Religious education and history were inspected fully. Geography was sampled by observing lessons in Years 2 and 4, analysing pupils' work and discussing it with the co-ordinator. The quality of work sampled in **geography** was very good. Teaching was well adapted to the needs of the pupils, and topics were chosen to contribute to cultural development. Teachers made particularly good use of the school's guidance on all aspects of language development.

## History

Provision in history is **very good**.

### Main strengths and weaknesses

- Highly effective teaching encourages pupils to think and reason for themselves.
- History makes an excellent contribution to language and literacy skills.
- Good attention is paid to chronology, to the use of sources and to visits to historical sites.
- The use of interactive whiteboards allows use of first class illustrations for class viewing
- Topics are chosen well to link with other subjects and to contribute to cultural development.

### Commentary

52. Standards are below average in Year 2, reflecting limitations in pupils' understanding caused by their weak English skills, but rise to above average in Years 5 and 6. Achievement throughout the school is very good, and the subject makes an excellent contribution to pupils' language and literacy skills.
53. Teaching and learning are very good, and at times excellent. Pupils are focused very well on thinking out the reasons for peoples' actions, events and changes; they are encouraged to go beyond the surface of the facts, and to see how an event may be reported from different points of view, for instance by taking different sides in a battle. Timelines are used for dates, to develop a sense of chronology, while pupils learn the difference between primary and secondary sources, handling texts, illustrations and artefacts. The interactive whiteboards allow the screening of first class reproductions of texts, of paintings, such as well-known portraits of historical characters, and other illustrations, bringing images vividly to pupils on a large scale that has great impact on learning. These images also help to support the understanding of ideas as well as stimulating language development. Other aspects of ICT are also very well used, including CD ROMs for research, and the use of computers for word-processing and editing.

### Example of outstanding practice

#### **An excellent lesson in Year 5 enabled pupils to develop very clear understanding of events leading to the foundation of the Anglican church.**

Pupils showed excellent understanding and recall of their earlier learning about Tudors in the starter session. Well-known portraits of the main characters were then enlarged on the interactive whiteboard, described, and their roles discussed. In exploratory talk, using key questions, the teacher focused attention on these characters, and asked pupils for a) the feelings, and b) persuasive arguments, stemming from them, relating to Catherine of Aragon and Henry VIII. These were recorded on illustrated prints from the interactive whiteboard, then discussed. She then modelled the process to be worked on using another character. In groups of three, pupils worked collaboratively as reader, recorder and reporter, using sources, making notes, and reporting back to class for evaluation. Their grids showed an excellent grasp of how personal feelings led to national events. The teaching was lively and informed throughout, enthusing pupils with a zest for knowledge. In the final session, the teacher summed up, outlining later events, culminating with the situation of the monarchy in Britain today, appointing bishops on the advice of the Prime Minister. The very high quality of written work and presentation in this lesson was reflected in very attractive classroom displays of work in history and geography.

54. Leadership and management are very good. The subject leader has recently updated the documentation of the subject and the schemes of work, works alongside other teachers discussing and noting how planning succeeds, and assessing pupils' learning. He also assesses the outcomes of teaching and learning through monitoring displays and pupils' work.

Topics are chosen to appeal to both boys and girls, and to celebrate cultural diversity. Very good improvement has taken place since the last inspection, particularly in teaching and learning.

## Religious education.

Provision in religious education is **good**.

### Main strengths and weaknesses

- Teaching is good, and lessons are very well planned.
- Excellent use is made of interactive whiteboards to extend pupils' understanding.
- Pupils have very good attitudes and take a keen interest in their work.
- Good provision is made for developing pupils' literacy skills.
- The subject makes a very good contribution to pupils' spiritual, social, moral and cultural development.

### Commentary

55. Standards in Years 2 and 6 are in line with those expected in the locally agreed syllabus. Achievement is good, and pupils develop good understanding of major world faiths. Pupils with special educational needs and English as an additional language make the same progress as other pupils, due to the effective support they receive in lessons.
56. Teaching and learning are good. Teachers have a very good knowledge of the subject and show great respect for pupils' different faiths. They enable pupils to share their own beliefs and ideas in a supportive atmosphere. They use resources effectively to aid pupils' understanding. Teachers ensure that pupil's literacy skills are developed well by providing a range of reading, writing and speaking opportunities. Pupils write accounts of Bible stories and compose questions to ask at an interview about a pilgrimage to Israel.
57. Leadership and management are very good, and have created a climate of improvement. The recently-appointed co-ordinator has written a new scheme of work, which meets the requirements of the locally agreed syllabus. Good assessment procedures are used well to inform the way the curriculum is planned. Resources are very good. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Improvement since the last inspection has been good. Provision now meets statutory requirements. Although standards have remained similar, the quality of teaching has improved to meet the increasingly wide range of learning needs among the pupils, and there is now good provision for literacy.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. Design and technology was inspected fully, and music, art and design and physical education were sampled. The quality of work sampled in **art and design** was very good, and was excellent in one of the two lessons observed. Displays around the school show evidence of a wide range of skills among the pupils and an extensive range of media and artistic forms that reflect all of the cultures in the school. A vibrant display of Indonesian masks developed pupils' understanding of texture and two-dimensional and three-dimensional forms. Teachers' subject knowledge is very good and they use their knowledge creatively to extend learning. Pupils learn 'class tips' which have a positive impact on standards and progress. This was used with the understanding of different types of brush strokes. The co-ordinator has a clear vision for art and how to develop the subject, and leadership and management are very good. Art has a very positive impact on pupils' attitudes and personal development.

### Example of outstanding practice

**Excellent teaching in Year 4 gave pupils very clear insights into the techniques used**



**by impressionist painters and helped them apply these very effectively in their own work.**

The teacher had excellent knowledge and understanding of the ideas and techniques of the impressionist movement. She continued to explain these very clearly at the beginning of the lesson, and asked pupils to use the complementary colours, brush strokes and other techniques they had studied to make pictures based on local flowers, trees and plants. Discussion with pupils showed that they had understood these techniques very clearly – one could name and demonstrate six types of brush stroke. Pupils worked on their pictures with exemplary concentration, and produced work that was overall of an above average standard for their age, with excellent pointillist pictures from the higher-attaining pupils. The final class discussion provided an excellent opportunity for pupils to develop their speaking and listening skills as they described their work and found titles for their pictures. One proposed *Cityscapes on Nature*, a particularly imaginative phrase for a pupil learning English as an additional language. The lesson as a whole showed the strong influence of the school's speaking, listening and learning policies on work in all subjects.

59. Work sampled in **physical education** was good. Lessons seen were well planned, with a good range of activities. These gave pupils good opportunities to explore movement in dance, swimming and to learn new games skills and techniques. Teaching and learning in the swimming lesson seen were very good, despite very restricted space in the pool. Pupils have a wide range of sporting opportunities in after-school clubs, including, netball, football, tag rugby, cricket, gymnastics, karate and athletics. There are effective links with Lord's cricket ground, with the Duke of Norfolk's ground at Arundel and the squad training sessions for the Mini London Games. Visitors come to the school to support the curriculum. The subject is well led and managed. The co-ordinator has a clear focus for development. The limited accommodation is a barrier to achievement but the school makes the best use it can, and resources for learning are good. There are good links with other schools through participation in inter-school events. The school are tag rugby champions of Westminster.
60. In the two lessons sampled in **music**, teaching and learning were good. Teachers know the subject well, and pupils showed confidence when performing to each other. School assemblies and concerts provide further opportunities for pupils to develop performing skills. Provision for learning beyond lessons is very good. Rehearsal groups include infant and junior choirs and instrumental ensemble groups, and over 90 pupils receive lessons from peripatetic teachers. Professional musicians have held workshops in school and pupils have visited the Royal Albert Hall.

## **Design and technology**

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

### **Main strengths and weaknesses**

- Teaching and learning are very good, and the best is excellent.
- The leadership and management are very good.
- The new scheme of work is having a very positive impact, but assessment needs further development.
- The school has built up a very good collection of resources for learning.
- ICT is used very well in teaching and learning.

### **Commentary**

61. Standards are above average and all pupils make very good progress. By the end of Year 2 pupils have a good understanding of pneumatic systems with work being well matched to ability and marking of pupils' work being informative of how to improve. By the end of Year 6

pupils have had a range of opportunities to learn how to use tools effectively, know how to work safely, have developed a good understanding of mechanisms and how to strengthen structures.

62. Teaching is very good, and frequently excellent. Teachers have very clear understanding of pupils' learning needs, and teaching makes highly effective use of ICT. For example, in Year 3 when analysing sandwiches pupils used wireless voting pods, which gave whole class opinions on a range of characteristics, such as taste and appearance. This then generated data handling discussions that made a very good contribution to numeracy skills. Teachers and assistants organise classrooms very well with resources being used efficiently to engender an enthusiasm for the subject. Teachers also use speaking and listening very well in promoting the learning of a range of concepts. For example, a teacher in Year 6 encouraged and controlled discussions very well in small groups and as a whole class to develop specific vocabulary associated with designing and evaluating a product.

### Example of outstanding practice

#### **Excellent teaching in Year 3 enabled pupils to design, make and evaluate sandwiches using a wide range of interesting and healthy ingredients.**

Pupils entered the classroom to find fillings attractively set out, and immediately began discussing the aromas that filled the room. They had prepared thoroughly for the lesson by investigating sandwiches and their preferences, and the teacher had taken account of these in choosing fillings, so that there was something to engage and interest every pupil. There followed an afternoon of creativity and enjoyment, in which all pupils created a sandwich to a professional standard from their earlier plans and thoughts. . The atmosphere created by the teacher was outstanding in content, presentation and organisation, with a wide range of references to work in other subjects. The professional feel was added to by the attention to detail, for example by using labelled packaging for sandwiches you would find in a shop. The thread through the lesson was one of support, success and celebration of achievement for all. The relationship and trust between the pupils and their teacher gave them confidence to say when they did not understand a point, and the teacher took time to talk through misconceptions so that all pupils fully understood. Pupils then evaluated sandwiches made by staff, using accurate vocabulary, and collating their views using handheld computers. The standard of work by the end of the lesson was well above average for Year 3, and the work had made an important contribution to pupils' personal development through its explanation and promotion of healthy eating.

63. Leadership and management are very good. The co-ordinator has established a new scheme of work, which has led to a clear and structured programme of learning across the school. She has also identified assessment as an area for further development. She regularly reviews and monitors the subject and her enthusiasm greatly supports the improvements made since the last inspection, which have been very good.

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

64. Provision was observed in assemblies, the day-to-day interaction of pupils with teachers, other adults and each other, and discussions with all pupils, including members of the school council. Its overall quality is excellent. From the time they join the school, pupils learn the responsibilities and benefits of being part of a community, and are encouraged to contribute to it. The programme for personal, social and health education is comprehensive and well thought out. Lesson planning in all subjects ensures that all are constantly involved, developing a clear understanding of the importance of self-discipline and of co-operation with others. The school council is active and responsible, and contributes to major school decisions. There are very effective systems for council members to keep in touch with other pupils and inform them. This excellent provision makes an important contribution to learning, and gives pupils an excellent foundation for secondary education and later life.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

*poor (6); very poor (7).*