

INSPECTION REPORT

ST. AUGUSTINE'S CE PRIMARY SCHOOL

Kilburn

LEA area: Westminster

Unique reference number: 101125

Headteacher: Ms Suzanne Parry

Lead inspector: Jo Cheadle

Dates of inspection: 18th – 21st April 2005

Inspection number: 267742

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	210
School address:	Kilburn Park Road London
Postcode:	NW6 5XA
Telephone number:	020 7328 0221
Fax number:	020 7372 0251
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Cecilia Anim
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

St. Augustine's CE Primary School is an average sized primary school catering for boys and girls between the ages of 3 and 11. The school works in challenging and difficult circumstances and is situated on the edge of several estates where housing is often used temporarily to accommodate refugee and asylum seeking families. Most families at the school rent their homes and many live in overcrowded and poor conditions. Unemployment in the area is high and, where families are in employment, levels of pay are at a minimum. Over 80 per cent of the pupils do not speak English as their first language and currently 15 pupils are in the early stages of learning to speak English. Twenty-one different languages are spoken at the school. Most children arriving at the school in the nursery and reception classes, or who join in other year groups, speak little or no English. Overall, skills and knowledge on entry to the school are below those expected and particularly low in the aspect of language and communication. The percentage of pupils who need support for a range of learning and behavioural needs is higher than the national average at 27 per cent. The proportion of these pupils who are supported by a statement of individual needs is broadly in line with the national average. The school belongs to the local Education Action Zone, working in partnership to improve the overall provision and pupils' achievements.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9577	Elaine Parrish	Lay inspector	
18059	Rajinder Harrison	Team inspector	English Foundation Stage Art and design Design and technology English as an additional language
20086	David Speakman	Team inspector	Mathematics Information and communication Technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. Augustine's CE Primary School is an effective school with many very good features. Pupils achieve well at the school to reach standards that are in line with expected levels by the end of Year 6. Teaching and learning at the school are good. The headteacher's excellent leadership has encouraged a stability and consistency that are key to the school's future. The governors are well informed and work effectively to support the headteacher and senior managers. The school provides good value for the money it receives.

The school's main strengths and weaknesses are:

- In a short time, the headteacher's outstanding leadership has firmly refocused the school's direction on improving pupils' achievements. Teamwork is very positive and the school's ethos is built on high expectations and a commitment to improve;
- In a climate where all developments are driven by the needs of the children, relationships are excellent and the provision for spiritual, moral, social and cultural development is very good, the children themselves demonstrate excellent attitudes to learning and behave very well. Everyone is included very well in all that the school has to offer;
- The school makes very good provision for English and this means that the children, most of whom speak English as an additional language, become competent enough in their use of English to reach expected levels by the end of Year 6;
- While day-to-day assessment by teachers is good and information is used well to plan new learning, the school does not yet have comprehensive enough information about how well children build on their learning experiences to ensure that relevant and timely support is given to individuals and groups of pupils that encourages even better achievement;
- The accommodation for children in the nursery and reception classes is poor.

The school was last inspected in June 1999. After a very unsettled period that resulted in standards dropping, much work has had to take place to turn the school around. Since the appointment of the consultant headteacher in September 2003, followed by the appointment of a permanent headteacher in September 2004, a very strong team has been developed and there is an extremely committed and consistent approach to improving the school's work. Standards of attainment and overall provision have improved significantly and pupils and adults are thriving in an ethos built on very high expectations, very effective support for each other and a determination to meet the needs of all individuals successfully. Improvement so far and the capacity to improve further are both very good.

STANDARDS ACHIEVED

Year 6 results

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

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

Pupils at the school achieve well. The majority of children starting school speak little or no English and some have very limited experience of socialising with other children. As a result, levels on entry to school are lower than would be expected and particularly low in aspects of language and communication. Children achieve well through the nursery and reception classes, but the majority do not manage to meet the all of the goals expected of them by the end of the reception year. On entry to Year 1, therefore, standards are lower than would be expected. Pupils continue to achieve well throughout the school and they do particularly well in English. By the end of Years 2 and 6, standards are in line with expected levels. This signifies very good achievement in English where starting levels were very low. Standards in information and communication technology and art and design are above expected levels by the end of Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed very well. Pupils have excellent attitudes to their work, very much enjoy learning and behave very well in lessons and around the school. Despite the school's best efforts, rates of attendance remain below the national average, largely due to the number of term-time holidays taken.

QUALITY OF EDUCATION

The school provides a good quality education that includes all children in what is on offer. Teaching is of a good quality overall and has many very good and excellent features that are encouraging pupils to learn very well. The curriculum is good and is developing successfully to meet the very wide range of pupils' needs. Provision for pupils with special educational needs and those who speak English as an additional language is good. The school works hard to establish the positive involvement and support of parents, other schools and the local community. Links with all groups are good.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher provides outstanding leadership and, in a very short time, has established a very clear direction for the future of the school's work. She is very well supported by the deputy headteacher and senior managers, who are very good role models for all other staff in terms of their teaching skills and commitment to the school. Subject co-ordination is good and improving rapidly. School governors are very supportive of the headteacher, the staff and the direction that the school is taking. Overall governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents speak highly of the school and acknowledge recent improvements with a clear understanding of the positive impact on their children's learning. Most issues raised by parents related to the past period of difficulties, with the exception of concerns expressed regarding the school's accommodation. Inspectors are in total support of parents' views regarding the poor accommodation for nursery and reception children, the school's entrance and other disadvantages of the building. Children are extremely proud of their school and show genuine warmth for their teachers.

IMPROVEMENTS NEEDED

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

- regularly review the information gained from assessments of how well children are doing to ensure that any gaps in achievement are quickly identified and the most appropriate strategies are used to improve the achievements of groups and individuals;
- improve accommodation generally, but most urgently for the children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities, including those with special educational needs and those who speak English as an additional language, achieve well to reach overall standards that are in line with expected levels by the end of Years 2 and 6. Girls generally do better than boys in Year 6 national tests, but there are no significant differences in their achievements based on starting levels.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage, but overall levels before entering Year 1 are below the expectations of the early learning goals;
- Pupils achieve very well in English generally and those who learn English as an additional language become competent speakers;
- Standards in ICT have improved significantly since the last inspection.

Commentary

1. The majority of children enter the school with English language skills that are much lower than would be expected for their age. Children's competency in English impacts on the levels in other aspects of learning so that overall attainment on entry is below that expected for their age. Children do well in the nursery and reception classes and make very good gains in their ability to speak English. Good gains are also made in social and personal development and this is very important, as many children do not have opportunities to socialise before they start school. However, because of the low starting points for many children, the majority do not manage to meet all the goals for their early learning and levels on entry to Year 1 remain below expected levels overall. Through Years 1 and 2, pupils continue to build successfully on their skills and knowledge and, by the end of Year 2, standards are in line with expectations overall. Pupils develop good reading skills. Their writing skills are not as strong, but all the foundations are put in place for later learning.

Key Stage 1

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

Standards in:	School results	National results
reading	17.4 (15.5)	15.8 (15.7)
writing	14.3 (12.6)	14.6 (14.6)
mathematics	17.2 (17.1)	16.2 (16.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

2. As a number one priority, the school works very successfully to ensure that all children quickly learn to speak, read and write in English. By the end of Year 6, the majority of pupils attain the nationally expected level and those who started with better levels (including higher attaining pupils who speak English as their only language) reach levels that exceed national expectations. Year 6 test results reflect the number of pupils who join the school during Key Stage 2, often with little or no English or with

specific learning difficulties that make it impossible for them to reach the levels expected by the end of Year 6. Nonetheless, these groups of children achieve well on their individual starting levels and are given the confidence and learning tools to reach higher levels in the future.

Key Stage 2

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

Standards in:	School results	National results
English	25.3 (22.7)	26.9 (26.8)
mathematics	25.8 (23.9)	27.0 (26.8)
science	28.3 (25.1)	28.6 (28.6)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

- By the end of Year 6, standards in both art and design and ICT exceed the levels expected. This is the result of focused improvements to the ICT curriculum, resources and teaching and because specialist teaching is often used to support pupils' learning in art and design. It is clearly understood that pupils must be encouraged to learn well in all subjects, despite the fact that they are simultaneously learning to speak English. The school curriculum is being effectively developed to ensure that all learning opportunities meet the needs of a school where the majority of children do not speak English as their first language. The impact of this can already be seen in improved standards in many subjects, but most significantly so in English, mathematics and science, and in art and design and ICT.

Pupils' attitudes, values and other personal qualities

Pupils love their school and have excellent attitudes to learning. Behaviour is very good. Very good personal qualities help pupils of all backgrounds to take advantage of the school's very good provision for spiritual, moral, social and cultural development. Although attendance is improving, too many families take their children on holiday during term time.

Main strengths and weaknesses

- Pupils love coming to school and are very keen to do well;
- The quality of relationships between pupils, and pupils and adults, is an outstanding feature of the school;
- Pupils are helpful, polite and behave well, and playtimes are very friendly and safe;
- Pupils are encouraged to be caring, thoughtful and respectful of each other's beliefs;
- Although attendance is improving, it remains below the national average.

Commentary

- Pupils are overwhelmingly positive about their school and are very keen to enjoy it to the full. Their attitudes and behaviour show very good improvement since the last inspection. Pupils want to succeed and to get the very most from their lessons. The vast majority of pupils have excellent attitudes because teachers make such positive efforts to make the lessons accessible to everyone. Pupils love contributing to group discussions and they listen attentively when others are speaking because they know that the teachers value everyone's ideas. Active participation in the school council gives pupils a voice and makes them equal partners in the school's development. This ensures that pupils show very high levels of interest in every aspect of school life and become helpful and polite. Pupils always behave well in lessons and this has a very positive impact on their achievements. When pupils go on trips outside school people comment on their excellent behaviour and say they are a credit to the school. Pupils behave very well as they move around the school and pay very good attention to the school's rules at play times. Playtime supervisors actively join in playground games and have very good relationships with all the pupils. All staff encourage pupils to reflect

on the impact of their actions on others, securely building up a sense of right and wrong. There have been no recent exclusions.

5. Relationships between pupils, and pupils and adults, are excellent. Pupils learn to show kindness and consideration for others through the excellent example set by their teachers. Teachers smile encouragingly at their pupils and in lessons pupils show they are proud of their classmates' talents. Pupils from Years 5 and 6 give valuable support to the nursery and reception children by helping out at lunchtime with supervision and play. The unfailing courtesy and respect that pupils and adults have for each other shine through all school activities. Staff take a very keen interest in their pupils' well-being and devote time to guiding their personal development. They are often seen chatting to children, providing a listening ear and offering guidance for the occasional problems that arise in work groups or friendships. Pupils were very keen to tell inspectors how good their teachers were and how happy they were at school.

6. The school's provision for social, moral, spiritual and cultural development is very good. The headteacher has successfully created an ethos that celebrates differences and is effective in nurturing care, support and respect. Children are happy and secure in the knowledge that there is respect for all, regardless of colour, culture or ability. They are proud when their friends do well and staff work hard through assemblies and use of the school's reward systems actively to sustain and develop this. Lunchtime supervisors know the pupils well and show an interest in personal events that are important to them. This strengthens the ethos of respect and care for others. Throughout the school, pupils are given responsibilities that help the smooth running of the school. As a result, pupils' social and moral development is very good. Assemblies play a very important part in providing structured opportunities for the whole school to reflect on the theme of the week. Pupils are encouraged to think about how they and others feel in situations, such as the importance of teamwork. Pupils show a very keen awareness of how their friends' cultural and religious beliefs affect the way in which they live. Assemblies and class discussions are used very well to explore and develop this understanding. Artwork and music are increasingly used to give pupils the opportunity to recognise and reflect upon their personal reactions to what they see and hear. Pupils' spiritual development is good and shows marked improvement since the last inspection.

Attendance

7. Although attendance is steadily improving, overall attendance remains below the national average. In spite of the school's efforts to discourage families from taking holidays during term time, this remains the main reason for pupil absence. Pupils are not happy to miss school and their absence is no reflection of the attitudes to school and learning. The school has developed rigorous procedures for monitoring attendance. A highly effective home/school liaison officer makes timely telephone calls, writes letters to parents and visits families in their homes. There are rewards for pupils achieving 100 per cent attendance and very effective liaison with the Education Welfare Service.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data:	0.3
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	14		
White – any other White background	24		
Mixed – any other mixed background	2		
Asian or Asian British – Indian	6		
Asian or Asian British – Pakistani	11		
Asian or Asian British – Bangladeshi	18		
Asian or Asian British – any other Asian background	4		
Black or Black British – Caribbean	21		1
Black or Black British – African	40		
Black or Black British – any other Black background	8		
Any other ethnic group	84		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. A good and rapidly improving curriculum is taught effectively and pupils learn well. Pupils are very well cared for and their welfare is of high regard. Good links with parents, the local community and other schools support pupils' achievements.

Teaching and learning

Teaching and learning are good and have many very positive features. Teachers use ongoing assessment well to ensure that pupils learn effectively.

Main strengths and weaknesses

- Teachers very successfully match work to the needs of pupils so that pupils are challenged effectively and encouraged to learn well;
- Lessons are imaginative, interesting and enjoyable, grabbing pupils' attention and promoting very high levels of concentration that enable pupils to learn very well;
- Teachers have very high expectations of pupils, encouraging them to behave very well, try hard and think for themselves, with the result that pupils learn well in an orderly environment, develop good levels of independence and use their initiative to improve their work;
- Teachers make very good use of support adults to ensure that pupils of all abilities and stages of personal development learn well;

- Pace in some lessons is a little slow and, while pupils continue to behave well, there is a lull in learning.

Commentary

8. Teachers know their pupils very well and make effective use of ongoing assessment to ensure that pupils learn effectively. A consistent feature of very good and excellent lessons seen was the effective use of assessment information to match work exactly to the needs of individuals and groups. The challenges presented to all pupils were directly related to their prior levels of attainment and experience. Resources and adult support were allocated appropriately to assist the learning process. The content of work reflected pupils' interest or related to their past learning so they were able to gain a 'foot hold' for new learning. In these lessons, pupils made highly effective gains, rather than coasting at a previously attained level. Examples of this were very evident in English lessons, a subject that is taught very well throughout the school. For example, in a Year 6 lesson, highly effective use of support adults encouraged excellent learning for all. One assistant worked with two boys, providing the right level of lively banter and interaction to keep motivation and interest levels very high. Another assistant used a skilful balance of care and support, alongside high expectations, to get the best from a mixed group of lower attaining pupils. The teacher worked with a small group of average attaining girls and a new girl who had arrived only recently with very limited English. In this group, new friendships were being forged as well as good modelling of spoken and written language that encouraged very good learning for the non-English speaker. Higher attaining pupils were challenged to work independently or with a partner to edit and improve their story writing. The teacher's very careful assessments of where pupils were currently enabled the lesson to be planned with the exact precision necessary to move all pupils on at the same rates. Pupils learned extremely well in this lesson.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (14%)	17 (49%)	11 (31%)	2 (6%)	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.

9. Teachers not only know pupils' academic levels very well, but they are also very aware of their likes and dislikes, what they are interested in and what they enjoy. They work extremely hard to plan lessons that enthuse and motivate pupils. Many lessons seen during the inspection were very interesting, imaginatively presented, lively and good fun. In a Year 3 English lesson, pupils were instantly and totally absorbed because their work was related to the historical theme of Roman Myths. Pupils made rapid improvements in their ability to talk and write about characters, events and emotions because they were so enthused by the content of the story of Aeneas. They developed their vocabulary and added to their comprehension through careful analysis of key words in the story. Very good links between subjects are a common feature of teaching that ensures that pupils see the relevance of their learning. Equally, English language skills are very effectively developed in interesting and appropriate ways through all lessons. There is clear consistency of approach in this respect and this adds significantly to pupils' learning of English and their overall very good achievements in the subject.

10. Teachers have consistent expectations of pupils in terms of their work and their conduct in school. They manage pupils' behaviour extremely well and the consequences of 'letting the side down' are clearly understood. As a result of very clear boundaries, pupils know that the main priority at school is to learn. Lessons run smoothly and no time is wasted dealing with classroom disruptions. There is effective provision for those pupils who find it difficult to behave well at all times or have particular emotional or social issues that may disrupt their learning. Special lessons are held for some pupils in this group and parents and carers are invited to join. These occasions allow time for adults to consider the conditions and strategies that help the children to learn most effectively and to celebrate their improvements. The session observed during inspection was very well run and beneficial to all children and parents. High expectations encourage pupils' personal motivation to do well. There are very few examples of unfinished work in pupils' books. In lessons, pupils settle very quickly to work and have a sustained 'heads down and concentrate' approach. High expectations have a marked impact on learning and support pupils' good achievements.
11. Teachers make very good use of confident and competent learning assistants to aid pupils' learning. The support provided for pupils at the early stages of learning English and for those with special educational needs is often very good in lessons, encouraging their good involvement, developing their enthusiasm for learning and ensuring that they make equal progress to all other pupils. Wherever possible, bilingual support assistants are used to speed up the learning process and teachers encourage pupils to help each other in whichever language is available to them. Support assistants are involved in planning lessons and assessing how well pupils have done and this has a marked impact on how well lessons go, even when discussions are only of an informal nature. Relationships between teachers and support assistants are positive and encourage a productive environment for pupils' learning. Teacher assistants are deployed intelligently, ensuring that support is targeted exactly where it is needed. This ensures that pupils receive the support they need and they learn well.
12. Despite the fact that a high proportion of teaching and learning observed during the inspection was of a very good or excellent quality, the team needs time to consolidate its overall practice to ensure that teaching and learning are consistently of this very high standard. Some members of the team are new to the profession and need time to build upon their experiences. On occasions, simply because a particular aspect of the curriculum is taught for the very first time, it is clear that teachers are thinking to themselves, 'I wish I hadn't done it like that!' Sometimes lessons lose pace because pupils are kept on the carpet area for too long. At other times, lessons overrun and plenaries are rushed. These are minor points for development for a team that has many strengths. Most importantly, experienced and longer serving teachers are committed to supporting new colleagues and the sharing of good practice is a key feature of the school's drive for improvement. All teachers are ready to work hard to hone their skills because they want to do the best for the pupils in their care.

The curriculum

The quality and breadth of learning opportunities are good. Curriculum enrichment and provision for extra-curricular activities are good. The experience and skills of teachers match the demands of the curriculum well and those of support staff are good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school provides a good range of learning opportunities that meet the learning needs of all pupils well;
- The provision made for pupils who speak English as an additional language enables them to access the whole curriculum fully;
- Support for pupils with special educational needs enables them to achieve well;
- Foundation Stage accommodation is inappropriate for pupils of this age and affects their physical development and social interaction with other children;
- Provision for gifted and talented pupils is not well developed.

Commentary

13. The school has a good curriculum that meets all statutory requirements including providing well for pupils' personal, social and health education. There has been a good improvement to the curriculum since the previous inspection. However, provision for gifted and talented pupils is at an early stage of development. The school is aware of their learning needs and there are plans to begin to meet these at an early date. The school provides a rich and varied programme of experiences to enrich the curriculum which contributes effectively to pupils' educational and personal development. Year 6 pupils learn about sex education, set into the context of family life and relationships, and are provided with useful guidance on the use and misuse of drugs and other substances. Good use is made of visits into the community and to museums and places of worship, as well as visitors to the school. This includes an extensive range of visits and visitors, including a residential trip for Year 5. Provision for the arts is very good and for sport is good. Pupils join out-of-school clubs that cater well for those interested in sporting, musical, artistic, creative or environmental activities. The curriculum in Foundation Stage is good, as is the provision for pupils with special educational needs. Pupils with English as an additional language receive good support. Pupils new to English have full access to all that the school offers and every teacher is aware of making sure they plan carefully to meet pupils' language needs. Use of bilingual strategies is encouraged and support staff are very well qualified and well deployed to promote pupils' good progress.
14. The provision for pupils' personal, social and health education & citizenship (PSHE&C) is good. Staff are exemplary role-models of respectful and encouraging attitudes and this supports pupils effectively. The school's excellent ethos, built on extremely high expectations and harmonious relationships, also promotes pupils' personal and social development very effectively. Pupils are given opportunities to work together co-operatively and collaboratively. Pupils develop confidence as they move up through the school and they develop a secure understanding of their own personal worth as well as an awareness of their place within the school community. During regular PHSE lessons, pupils are encouraged to talk about and share their thoughts and feelings, and to explore relationships. In the lessons seen, staff led and managed sessions very sensitively so that pupils felt confident to share and explore their feelings and fears. Arrangements for all pupils to have a voice in changing the school through the school council and to be involved in charity work give them a good idea of citizenship.
15. The accommodation is satisfactory overall, but poor in the Foundation Stage. Pupils in Years 1 to 6 are accommodated in buildings that enable the curriculum to be suitably delivered, although classrooms vary greatly in size and accessibility. The building is well presented and very clean, with attractive displays that celebrate pupils' work. The general presentation of the school echoes the commitment to high expectations and supports the excellent school ethos. However, the nursery and reception building is totally inappropriate for children of this age. The two groups are sited on different floors of the building, with a long flight of difficult steps separating them. This limits the social interaction between children. Furthermore, it makes free access to the outside area very difficult for reception pupils and this restricts their opportunities for physical development and independent choice. In spite of intense efforts by the school to

improve the school site, grave concerns remain about the Foundation Stage building and the main entrance from the road into the playground. Although staff meet and greet pupils and parents in the playground each morning and wait with pupils in the playground at the end of the day, the stairs are difficult for parents and their children to access.

Care, guidance and support

Provision for pupils' care and welfare is good. Pupils receive good support, advice and guidance. Pupils have very good opportunities for their voice to be heard in the life of the school. In spite of the school's good efforts to improve the school site, there are parts of the school building that are inappropriate for the use of young children.

Main strengths and weaknesses

- This is a very happy school where adults give high regard to pupils' care and welfare;
- Pupils feel valued and know that their views matter;
- Good induction arrangements enable children to adapt quickly to school routines.

Commentary

16. The way that all pupils are cared for in this very happy school is a significant strength. The good effort the school makes to support pupils ensures that they enjoy school and find learning fun. There are very good child protection procedures which have children's very best interests at heart and these are well known and followed by all staff. There is very close co-operation with parents and other responsible agencies to ensure pupils' welfare at all times. Teachers make every effort to get to know their pupils and their families so that each child receives the help they need. All adults show genuine affection for the pupils and this puts them at their ease and makes them feel confident and secure. Teachers and support staff are unfailingly kind and work together well to nurture their pupils and to protect them from harm. As a result, there are very high levels of trust between pupils and all the adults who work in the school. Pupils learn from these very good examples by supporting one another in class and looking out for one another in the playground.
17. The school clearly values pupils' views and opinions and many opportunities are provided in lessons, in assemblies and through the school council for pupils to put forward their views. Pupils are always encouraged to express their thoughts and they do this very well because they know that teachers listen carefully to what they say. The school also takes great care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. Pupils told inspectors how much they liked their system of rewards and how these encourage them to work well and do their best.
18. Induction arrangements for children starting at the school are good and these procedures help children to settle into school life quickly and to feel confident and assured from the outset. Good routines have been established in the nursery and in reception which ensure that children settle down very quickly and feel confident to talk about anything that worries them. When pupils join in later year groups, their needs are quickly identified and good arrangements are made to assess and monitor their progress. Where necessary, sessions for the support of small groups are organised to help new pupils with very little English gain security and confidence so that they can

participate fully in whole class sessions. Individual targets are set for these pupils and parents are encouraged to pursue these targets at home if possible.

Partnership with parents, other schools and the community

The school's partnership with parents and the community is good. Parents have positive views of the school and their views are respected and sought regularly. The school's links with other local schools and with the church are very good.

Main strengths and weaknesses

- The school works very effectively with all parents to support their children's learning;
- The school communicates with parents very well and consults them regularly;
- Parents really value the education their children receive, but several find it difficult to help with reading and homework;
- There are very good links with the neighbouring secondary school and with the church.

Commentary

19. Parents are very pleased with the school's provision for their children. Teachers and support staff go out of their way to ensure that all parents, and particularly those new to the school, feel a strong sense of partnership. Staff put parents at their ease, dealing sympathetically with their queries, and this quickly dispels any concerns they may have about coming into the school for the first time. The introduction of the Home/School Liaison Officer has done much to strengthen links with parents, particularly on such matters as attendance and supporting families when children transfer to secondary school.
20. Parents are given good and regular information about how their children are progressing. There are frequent newsletters and good information about the curriculum. At regular consultation meetings and during informal chats before school begins, parents can learn more about their child's standards and how well they are doing. Teachers are always available to talk to parents and they will go that extra mile to listen sensitively to any concerns and find solutions to any problems. Parents are consulted by questionnaire and their views are taken into account to bring about improvements.
21. Parents value the education their children receive and are supportive of the school. However, the school is mindful of the fact that some parents may find it difficult to help their children's learning at home by listening to them read or by helping with homework. There are plans to help parents further by holding English classes in school and to provide a crèche. The recently formed Parents' Association is in the early stages of development and the school is giving it every encouragement by building on successful fund-raising events and by trying to break down possible barriers to joining.
22. The school encourages and promotes good links with the local community. These have a positive impact upon the progress pupils make through the provision of additional resources and facilities. Teachers make good use of the local area to extend pupils' learning and regular visitors from the local community come into school to speak in assemblies and to support various aspects of the curriculum. There are very good links with the local church. The whole school makes regular visits to church to attend Mass and there are weekly visits by the church to lead acts of worship. The partnership with the local secondary school is very strong and includes a science club and booster classes for Year 6 pupils, ICT training for staff and a

buddy reading programme for Year 1. There are opportunities for older pupils to work with teachers from the nearest secondary school and this enables very smooth transfer to the next stages of education.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent. Other key members of staff provide effective support overall. Governance of the school is good. Management systems are effective.

Main strengths and weaknesses

- The headteacher, who is an excellent leader, is instrumental in moving the school forward at a rapid pace;
- The shared vision for further development and improvement is highly appropriate;
- Teamwork is very strong and this supports the good quality of education provided by the school;
- The school's commitment to the full inclusion of all its pupils is exceptional;
- School self-evaluation is very good and is used very effectively to plan and prioritise targets for improvement;
- Key members of staff currently carry a heavy burden of responsibility;
- The governing body supports the school leadership well, particularly in development planning and financial matters.

Commentary

23. The headteacher's exceptional clarity of vision and sense of purpose, and the very good support of the senior leadership team, have resulted in a much improved school in a short period of time. Staff, governors and parents speak very highly of the impact made by the headteacher in just two terms. She has an extremely good understanding of the school's strengths and weaknesses, an exceptionally clear vision of where the school needs to be and highly intelligent strategies to move the school forward. Her vision focuses not only on pupils' academic achievement, but also on their personal development and the establishment of secure learning skills. This has led to a much improved learning environment, improved teaching and learning and higher standards in many subjects. The vision for the school is highly inclusive and the headteacher has inspired, motivated and influenced the whole staff to buy into this vision. This vision underpins the whole-school ethos and has created a very strong team who feel their work is highly valued.
24. The school has effective systems in place to ensure that all areas of responsibility are allocated, even though the team is small and newly qualified members of staff have been unable to take on leadership and management roles as yet. The leadership team works closely with the headteacher and its contribution to school improvement is very good. They all monitor progress towards targets in the school improvement plan, alongside their subject leadership roles. However, workloads are heavy and plans are already in place to guide new staff into subject management roles to ease the burden on senior staff. New subject responsibilities have already been allocated and staff are to shadow existing co-ordinators and attend relevant training to equip them for new duties in the next academic year. The roles of key staff are currently effectively carried out overall, with English being very effectively led and managed. The provision for special educational needs and for those pupils who speak English as an additional language is very well led and managed.

25. The school has developed good general management systems. The headteacher and leadership team, together with the governing body, now monitor performance data and review patterns very thoroughly, although there is little historical data available and the information used is from the recent past. The school recognises its responsibility to collect more extensive information to complete the tracking of pupils' achievement and work has now begun in this area. The headteacher and senior managers monitor teaching, learning, standards and all aspects of school life very carefully. They use the information gained in a very effective way to set targets and decide upon priorities for improvement. Because many of the staff are relatively new to the school, staff performance management is in its early stages, but it has been used successfully to bring about improvements. Newly qualified teachers and new staff are matched to a very experienced mentor from the leadership team. They have the opportunity to work with consultants and observe high quality teaching, both in this and other schools. There are carefully considered plans to extend the professional development of staff to support plans to improve the school even further.
26. Very good financial management helps the school to achieve its priorities. The governing body and headteacher have worked very closely to ensure that the sizeable overspend of three years ago has been turned around to a healthy carry forward to the next academic year. This is a commendable achievement! The school administrative officer and school clerical officer give very good support in the day-to-day running of the school, working efficiently and supportively. The school makes the best use of all monies it receives and is constantly searching for new sources of funding. Best value principles are employed effectively and are central to management and the use of resources.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	869,098	Balance from previous year	-54,310
Total expenditure	789,705	Balance carried forward to the next	25,083
Expenditure per pupil	3,360		

27. Good governance provides effective support to school improvement. Governors are astute and knowledgeable and show strong commitment in their association with the school, complementing the leadership of the headteacher. Their role is mostly one of support at the moment, but they understand the need to become more challenging in their demands of the school leaders and managers to ensure that improvements continue. Governors are well informed about school improvement planning and monitor its implementation through consultation and feedback. They support the school well in achieving its exceptionally high commitment to inclusion and promoting equality of opportunity for all pupils. The governing body ensures that all statutory requirements are fully met and has taken a serious role in identifying and reducing the safety issues associated with the school premises.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. Children's attainment on entry to the nursery is below what is normally expected at this age. Their skills in language and communication are particularly low, with over 80 per cent of children coming from families where English is not the home language. In addition, children's social skills are not well developed as, for many, coming to nursery is their first experience of life outside the home. They attend the nursery class part time following their third birthday and then are full time in the reception class. Attendance in the nursery class is a bit erratic for a few children and the school works hard to encourage parents to send their children more regularly. Strategies to involve parents and to ensure children settle into school are good and staff are always available to respond to any questions families may have. Despite the limitations of the accommodation for the school's youngest children, staff successfully create a stimulating learning environment where good teaching, good leadership and management, a good curriculum, careful assessment of progress made in learning and effective partnership with Year 1 and 2 teachers encourage children to achieve well. Children with special educational needs and those who learn English as a new language are integrated fully in all activities and, where necessary, bilingual staff effectively help children join in by providing translations in their mother tongue. Staff encourage parents to help and a few do so regularly, particularly in the nursery. Improvement has been good since the previous inspection, when there were weaknesses in the nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Relationships between adults and children are very good;
- Activities and experiences are prepared and organised well and expectations are high;
- Joint activities between the nursery and reception classes are restricted by the poor accommodation.

Commentary

28. Teaching and learning are good. Although most children do not attain the expected goals in this area of learning by the time they enter Year 1, they all achieve well. Adults provide good role models, set a very good example of mutual respect and form very good relationships with the children. They create a warm, friendly atmosphere in which children feel secure, happy and supported. A few children find it difficult to relate to others and their behaviour has to be managed firmly on occasions. A few show reluctance in settling to some more formal activities and have to be encouraged to participate. Children gain confidence in an environment where the daily routines are well organised and expectations of good work and behaviour are high. Children from the reception class are involved in assemblies where they form friendships with older children. Arrangements for nursery and reception classes to join together more regularly are restricted by the poor accommodation. Children are given good opportunities to choose activities and take some responsibility. A few are very hesitant to join in initially, particularly in the nursery, but gentle handling helps them take the appropriate steps in their own time. Children find the wide range of experiences

provided interesting and exciting, and this has a very positive impact on their desire to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- High priority is given to developing children's communication and speaking skills;
- Good teaching by skilful teachers and support staff ensures good achievement;
- Children are supported effectively and there is a high emphasis on reading activities.

Commentary

29. While children generally do not reach the expected levels in this aspect of their learning before joining Year 1, high priority is rightly placed upon developing speaking skills and children achieve well. Teaching and learning are very good. Staff and volunteer helpers take every opportunity to talk and encourage children to speak about what they need or are doing, or to describe what they have done throughout the day. Teachers provide good experiences to interest children and develop their early skills in reading and writing. Very good opportunities are provided for children to explore books. They particularly like to browse through the 'books' they have made or contributed to. They enjoy having stories and rhymes read to them and discussing the illustrations and plots with adults so they learn that print conveys meaning and is read from left to right. For example, the story of 'Jack and the Beanstalk', presented to reception children, held their attention successfully over a number of sessions and children added their own variations, particularly about the 'ogre', who captured their imagination. Good quality books in the reading areas increase children's appreciation further and teach them how to handle books independently. They are encouraged to take books home. Staff are very aware of children who need extra help because they are very new to English. The school has a good supply of bilingual texts and bilingual support is made available when needed to assess specific needs. When they are ready, children are introduced to the early stages of 'proper' reading. Many children in the nursery learn some letter sounds, write their names and copy writing carefully. By the end of their reception year, the higher attaining children produce simple words or brief sentences without support.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well;
- Bilingual teaching is used effectively to promote good learning;
- Planning is very good and individual needs are well met.

Commentary

30. Children achieve well in learning number skills and most attain the early learning goals by the time they enter Year 1. Those who are new to English generally demonstrate expected levels of attainment in their home language, especially when bilingual assistance is available. Teaching and learning are good. Planning is very good and activities are well matched to needs. The support assistants participate fully in planning monitoring and so they are well informed. Staff are careful to use the correct mathematical language at all times and take every opportunity to reinforce children's

knowledge and understanding, for example during registration or when counting bean seeds. A variety of games and activities help children gain an understanding of patterns and numbers and to learn colours and shapes. They count, sort and match objects and sing songs and rhymes enthusiastically. They recognise and begin to write numerals correctly. The children's enthusiastic response to the games and activities provided is impacting positively on their achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching assistants are used effectively to support teaching and learning;
- Planning is very good and work is carefully matched to children's needs;
- Children are enthusiastic and most work well independently;
- Visitors and visits enrich children's experiences well.

Commentary

31. Teaching and learning are good and children work enthusiastically as they explore new activities and materials. Their knowledge and understanding of the world is often low on entry to the nursery, as a result of their limited range of experiences of the wider world. Although most children achieve well in the Foundation Stage, most do not reach the expected goals before entering Year 1. A wide variety of topics are very carefully planned to capture children's interest and to ensure their individual needs are met. Where necessary, very effective use is made of bilingual teaching and this is where parents assisting in school are so valuable. Adults capitalise on opportunities to widen children's vocabulary and to encourage them to speak. Children gain a considerable amount of knowledge about themselves and the world through well-planned activities and experiences. Visitors and visits are integral to the good provision. Children planted bean seeds after listening to the story of 'Jack and the Beanstalk', recognising that their beans may not be magic, but they would grow! Children use a good range of construction toys and floor games inquisitively. They understand why trains run on tracks, but cars drive on roads. The imaginative play areas do much to increase their understanding of, for example, how traffic needs to be controlled to avoid accidents. Children have regular access to computers and most control the mouse well and independently print work they have produced.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children are very enthusiastic and achieve well;
- Staff work hard to plan effectively around the limitations of the accommodation.

Commentary

32. Children achieve well in this area, but the majority do not attain the expected level by the end of their reception year. A significant number enter the nursery with limited experiences, for example, of construction activities or outdoor play. The school's small outdoor play area for Foundation Stage is poor and the time available for children to access this freely is limited. Children look forward to 'playing out' and benefit from regular opportunities to develop climbing and balancing skills. Children in the nursery have direct access to the play area, but outdoor play for the reception class is organised at set times as they have to be escorted downstairs. The area can only be used by the reception children when nursery children are indoors. There is no opportunity for the children to choose to engage in outdoor physical activities by their own choice. Once outside, the area is small and does not allow much scope for

manoeuvring wheeled toys. The range of large, wheeled toys is limited. Teaching and learning are good. Staff work hard to overcome these difficulties, making use of any space around to promote children's physical development and to teach them about health and safety. Children have numerous opportunities to handle scissors, pencils, crayons, brushes and malleable materials and cutters to develop their control skills with small objects.

CREATIVE DEVELOPMENT

Provision in this learning area is **good**.

Main strengths and weaknesses

- Teaching is good and support staff are used very effectively;
- Children learn well through a very wide range of experiences;
- There are good displays of children's work that encourage children to learn from each other;
- Role-play areas are well designed to encourage independent play.

Commentary

33. Children achieve well and most children reach the expected learning goals in this area. Teaching and learning are good. Lessons are very well planned and teachers provide children with a wide variety of experiences well matched to their needs. Resources are good and staff lead activities enthusiastically, modelling ideas for children to learn from and explore in their independent work. For many children experiences of many materials and resources such as jigsaws and play dough are very limited prior to entering nursery and a few are hesitant to try things out until gently guided into activities. Children's paintings are often carefully done and are of a good standard. Higher attaining children take great care over their work. Reception age children know how to mix paint and are inspired by the displays of their own work as well as that of famous artists. Plenty of opportunities are provided to cut and paste to make collages and models. Children are introduced to a number of percussion instruments and explore these in organised activities where, for example, they learn to sing and move to music. Most of the children in the reception class confidently respond to different rhythms and understand about tempo and keeping time. Role-play areas are regularly changed to encourage children to invent or re-enact stories and develop their imaginations as they experiment with language and music, for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- The school promotes a highly effective language-rich environment;
- Teaching is very good and as a result pupils achieve very well;
- Pupils are very keen to learn and apply themselves enthusiastically at all times;
- Leadership and management are very good;
- Support for pupils new to English and those with special needs is very effective in raising achievement;
- While all pupils have individual targets, the tracking of achievement has yet to be fully developed;
- The library is not yet used effectively to promote independent work.

Commentary

34. In the 2004 national tests, in comparison with the national average, Year 2 results in reading were very high, but results in writing were below average. In comparison with

similar schools, pupils did exceptionally well in reading and very well in writing. Year 6 English test results for the same year were well below the national average, but above those of similar schools and in line with pupils' prior attainment. Standards have improved since the previous inspection and pupils of all abilities, including pupils with special educational needs and those learning English as a new language, achieve very well to reach levels that are in line with expectations by the end of Years 2 and 6. Pupils who enter the school at various stages throughout Years 3 to 6 also achieve very well, but those who are new to learning English generally attain at a lower level by the end of Year 6 because they have insufficient time to catch up. This affects Year 6 test results significantly and, as such, test results alone do not give a clear picture of how well children do. The school promotes a very language-rich environment and places high emphasis on ensuring all pupils have the help they need to make very good gains in their English language skills in order to access all other aspects of school life.

35. Pupils' listening skills are very good and standards in speaking are in line with expectations by the end of Year 2 and Year 6. Teachers' introductions and explanations are very interesting and stimulating and pupils listen attentively, participating in question and answer sessions enthusiastically. Teachers introduce a rich range of vocabulary and teach basic skills very systematically. They work hard to extend thinking skills and activities such as 'partner talk' help pupils explore their ideas before sharing them in front of the whole class. This sensitive handling of pupils who may be particularly hesitant reflects a high regard for their needs. Teachers' expectations are high and they model and present new language very effectively, often using the interactive whiteboards to focus pupils' attention so that they remain fully involved at all stages. Support staff provide very valuable guidance to pupils who need additional help and, wherever possible, bilingual teaching promotes very effective learning for pupils who are at an early stage of English language acquisition. This concentration on the spoken word and emphasis on the accurate usage of specialist language ensures very good achievement for all.
36. Standards in reading are in line with expectations at the end of Years 2 and 6 and pupils' achievement is very good. Effective strategies are in place to encourage a lively interest in reading and pupils enjoy exploring books and other written material. They are all expected to read at home and most do so. Although not all can read regularly to parents, they make every effort to share reading time with other family members and pupils have regular opportunities in school to read for pleasure. Most pupils read sight words with good levels of fluency and, because teachers instil a high level of confidence in pupils to attempt unfamiliar words by using the strategies they have taught, pupils are not generally worried about making mistakes. Pupils with special educational needs and those learning English as a new language are given very good individual support to help them achieve very well too. Pupils use inference skills well and make imaginative predictions regarding what might happen next in their stories. The school has a satisfactory library, with a good range of dual text and reference books. The library, however, is not regularly used by all classes and opportunities are missed for the development of library and independent research skills.
37. Standards in writing are in line with expectations at the end of Years 2 and 6. Pupils write for a variety of purposes and audiences and many write simple well-sequenced sentences by the end of Year 2, thoughtfully choosing interesting vocabulary to write in detail. Pupils write at good length by the end of Year 6. Higher attaining pupils show a good level of maturity in their writing, often brought about by excellent modelling by

teachers. There is compelling evidence that pupils enjoy learning new vocabulary and experiment with it in their writing. Occasionally they use new vocabulary slightly out of context and appreciate their teachers' advice on how to apply it correctly in future. Handwriting is systematically taught and practised. The majority of pupils take great pride in how they present their work, listening to advice offered by teachers in their careful marking.

38. Teaching and learning are very good. Inspirational lessons in Years 1, 3 and 6 fired up pupils' interest and imagination and ensured excellent learning. Staff initiate a real drive and urgency to learn and this motivates pupils to try hard and achieve the best they can at all times. All teachers have very good subject knowledge and understand how best to engage classes where a high number of pupils are learning English as an additional language. Teachers work hard to stimulate pupils' interest with learning experiences that are very carefully matched to their abilities and needs. Very good use is made of the high quality classroom assistants, especially in supporting pupils with special educational needs. Pupils learning English as a new language receive very good specialist support on a regular basis, with planning being very carefully thought through to ensure they have full access to the same work as their classmates. Wherever possible, bilingual teaching is introduced to speed up the learning process and teachers encourage pupils to help each other in whichever language is available to them. The relationships between support staff and class teachers are very good and information gathered from assessments is shared fully through regular planning meetings. The setting of individual targets further encourages pupils to achieve well, as they are kept fully aware of their strengths and what they need to do to improve.
39. The very good leadership and management of the subject impact very positively on the standards achieved. The co-ordinator is enthusiastic, has very good understanding and high aspirations for developing the subject, and supports her colleagues very well. The monitoring of teaching and learning is all very efficiently and effectively organised with an aim to raise standards further and to ensure the targets set are challenging, but realistic. Assessment systems for individual pupils are good, but monitoring achievement from year to year is not yet implemented to ensure that standards continue to improve. Improvement has been good since the last inspection.

Language and literacy across the curriculum

40. Literacy is used very effectively in other curriculum areas, with teachers maximising opportunities to extend pupils' vocabulary, including the use of specialist language and reinforcing speaking and writing skills to ensure accuracy and fluency, for example in history. The school depicts a language-rich environment and the wealth of languages represented in the school is highly valued throughout. Pupils are encouraged to share ideas using home languages that they might have in common with each other or with staff and many examples of such good practice were observed. Teachers question pupils' understanding to ensure those learning English as a new language are clear about what they are doing and can express themselves confidently.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good quality teaching enables all pupils to achieve well;
- Pupils have positive attitudes towards their work and this supports the good quality of learning;

- The curriculum is good and pupils are given good opportunities to use and apply what they have learned;
- The quality of marking is good and gives teachers a clear view of the next steps but, overall, assessment procedures do not yet enable teachers to track pupils' progress from year to year.

Commentary

41. Pupils achieve well in mathematics and standards of work at the end of both Years 2 and 6 are in line with expectations overall. There has been good improvement since the previous inspection when standards were below expected levels. The proportion of pupils who reached the expected levels in Years 2 and 6 mathematics tests in 2004 was below the national average, but all pupils made at least satisfactory gains on their starting levels. Test results are affected by new arrivals into Years 3 to 6, many of whom do not speak English when they arrive.
42. The quality of teaching and learning is good. In all lessons seen during the inspection the teaching and learning were at least good and some very good teaching was observed. Linked with the good levels of support given by the teachers and teaching assistants, pupils gain the confidence to use their skills, knowledge and understanding to work through challenging questions which effectively stretch them to their full potential. Teachers know their pupils very well and use this as a basis for very effective questioning of pupils. They give a lot of thought and consideration to the full inclusion of all pupils, including those pupils with English as an additional language or with special educational needs. Questions are well targeted and framed in a way that is appropriate to the level of understanding, language skill and capability of individual pupils. Teachers ensure that all pupils have a good understanding of the language of the topic so that all are able to access the good quality learning opportunities provided. Relationships between adults and pupils and between pupils themselves are very good. As a result, pupils have developed very good work habits that support good quality learning. Pupils work reliably, individually, within groups and without the direct supervision of the teacher or teaching assistants.
43. Marking of pupils' work is of a good quality. It informs pupils how well they are doing and gives those teachers a good idea of the next steps in learning for each individual pupil. These are used to good effect so that each pupil is challenged and moved on at a good pace. However, assessment information is not yet used to track achievement from year to year; in the past this has resulted in inconsistent progress for some pupils that has affected overall achievements. The school recognises this as an area for improvement and there is planned development of assessment in mathematics ready for implementation. Leadership and management of mathematics are good. The subject leader has good ideas for further development, including assessment, and the steps taken so far have led to a good level of improvement since the previous inspection.

Mathematics across the curriculum

44. Teachers make satisfactory use of other subjects to extend the pupils' learning of mathematics. In science, for example, pupils present the results of their investigations in the form of tables and charts and this helps pupils to develop their learning of how mathematics is more than number. In ICT pupils use calculation in the use of spreadsheets. Standards of mathematics across the curriculum are satisfactory.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Pupils' language skills are developed very well through science work, which significantly enhances their overall achievements;
- The development of scientific enquiry and experimentation is good and pupils effectively learn to set up and carry out experiments;
- Lessons are practical, interesting and fun so pupils are enthused and learn well;
- The subject is well led and managed and there is consistency of approach throughout the school that encourages good achievement.

Commentary

45. Pupils achieve well in science to reach levels that are in line with expectations at the end of Years 2 and 6. In 2004, teachers assessed that a similar proportion of pupils in Year 2 attained at the expected level as the national average. Year 6 test results in the same year were very slightly below the national average. In both year groups, results were an improvement on previous years. Standards are rising as the curriculum becomes more balanced between the learning of scientific facts and the application of scientific skills. As pupils have learned more about how to plan experiments, observe changes and draw conclusions from what they see and find out, they have become motivated in their work and achievement has improved. Pupils clearly understand the need for fair testing as early as in Year 1 and they apply this knowledge confidently when working through the set up of an experiment and before making predictions about results. Work is recorded accurately and appropriately. Scientific vocabulary is developed in a highly effective way and pupils recognise their growing ability to talk about their work. A first language English speaker in Year 6 commented on the challenge this presented to him. To hear pupils who speak English as an additional language use very complex scientific terms to explain their work demonstrates very good achievement in this aspect of science. The use of scientific vocabulary is planned very effectively and significantly enhances pupils' attainment.
46. Teaching and learning in science are good overall. In sessions seen during the inspection, teaching and learning were most often very good. Lessons are interesting and motivating in content, delivered in a lively way and organised very efficiently. Year 6 work on sound and vibration was very effectively consolidated through the organisation of six 'work stations' where pupils independently carried out mini-experiments as revision of previous learning. Pupils were totally engrossed in the activities, used key vocabulary very well in drawing conclusions and recording results and supported each other in reaching the same level of understanding at the end of their time at each station. The lesson was sharply run and had a very precise intention. All pupils consolidated their learning very well. Support for pupils who are at the early stages of learning English is also very good. In a Year 1 session, bilingual support for this group of pupils enabled them to learn as well as other pupils and their levels of concentration and involvement were high.
47. Leadership and management of science are good. Improvements since the previous inspection have been thoughtfully and thoroughly planned. This has ensured a consistency of approach throughout the school and encouraged improvement in the standards reached by pupils. Resources for the subject are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have good ICT skills, knowledge and understanding and they achieve well;
- The consistent use of ICT in other subjects is under-developed;
- Effective leadership of the subject has brought about good recent improvement;
- Assessment of pupils' progress is not yet fully developed.

Commentary

48. All pupils, including those who speak English as an additional language and those with special educational needs, achieve well. Standards by the end of Year 2 are in line with those expected nationally and exceed expectations by the end of Year 6. Year 6 pupils prepare multi-media presentations linked to their revision work in science. These presentations include pages of science information, which they have designed to be interesting and purposeful in their revision programme. They blend sound and pictures, effectively linked by graphics and text. Pupils evaluate their own work to good effect and critically edit their presentations. All pupils work confidently at levels beyond those that are expected for their age. Year 5 pupils use spreadsheets competently, building in formulae to plan and calculate the cost of putting on a party. Improvement in ICT has been good since the previous inspection.
49. Teaching and learning in ICT are good overall. Pupils learn particularly well in Years 3 to 6, resulting in good standards of work at the end of Year 6. Teachers have high expectations of pupils and give them opportunities to make choices and develop their own style of presentation. Pupils show high levels of confidence and make improvements to their own work. Tasks are challenging and interesting and promote positive attitudes and very good behaviour. Lessons are well planned and explanations are very clear and precise, allowing pupils ample time to practise and develop their skills. Teachers and teaching assistants only intervene when necessary, enabling pupils to work and learn independently. The pace of learning is good, with teachers skilfully ensuring that pupils have the opportunity to explore, develop and use their routine computer skills. Pupils' ICT skills are progressively developed as they move from year to year. The curriculum is well designed so that knowledge and understanding are developed systematically. Pupils in Years 1 and 2 already have good skills in manipulating computers. They readily access programs from a desktop menu. They use a mouse and the keyboard efficiently when working in an art program or to locate the cursor, delete text and insert edited text when editing on screen.
50. Good leadership and management of the subject have been effective in raising the confidence of teachers and pupils alike. The co-ordinator has good skills and knowledge and has effectively monitored improvements and developments to ensure consistency. All teachers have been supported in developing their own skills. Resources for the subject are good. The priorities for development are to establish more effective links between ICT and other subjects and to establish assessment procedures that are useful for tracking pupils' achievements. Plans are already in hand to support these developments.

Information and communication technology across the curriculum

51. The use of ICT to support work in other subjects is currently satisfactory. While there are some opportunities, they are not frequent enough in all subjects to ensure effective consolidation of skills. Teachers use the interactive whiteboards well for teaching and there are some good examples of cross-curricular links built into

planning. ICT supports, for example, the development of science skills and makes work in literacy interesting and meaningful. Pupils use Internet research skills for work in science, history and geography.

HUMANITIES

52. No **geography** or **history** lessons were seen during the inspection and there was limited time to look at pupils' work. It is therefore impossible to make judgements about provision in either of these subjects. The curriculum for both subjects is suitably planned and there are good links with other subjects that make pupils' learning meaningful. In discussion with pupils, they had good recall of past topics and were particularly enthusiastic about visits made linked to their work in both subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

53. Only one lesson was seen in music and two lessons in each of art and design and physical education. No full lessons were seen in design and technology. It is therefore impossible to make judgments about provision in any of these subjects. The **music** lesson seen in Year 5 was taught very well, enabling pupils to make very good progress in their learning. They played instruments to accompany their singing, which was confident and tuneful. Singing in assembly was also of a good quality. The profile of music in the school is improving and there is a good range of extra-curricular activities, including a choir which recently performed at the Royal Albert Hall. Pupils are given opportunities to listen to music from many different cultures.
54. In one of the **physical education** lessons seen, the expertise and subject knowledge of the teacher made a very positive impact on the way Year 3 pupils responded in their gymnastics lesson. The curriculum for physical education fully meets statutory requirements. Year 5 pupils are involved in outdoor and adventurous activities on a residential visit. There is a good range of extra-curricular activities of a sporting nature and pupils are given adequate opportunity to compete against other schools.
55. **Design and technology** work on display, for example photograph frames in the dining hall and moving toys in the Year 2 classroom, reflects standards that are in line with expectations. In a small group session for pupils at the early stages of learning English, the teacher skilfully introduced instructional language and new vocabulary as pupils made 'butterfly biscuits'. In this lesson pupils learned how to follow a recipe and use a wide range of techniques, such as creaming, mixing and greasing. They were taught to handle kitchen utensils correctly. Pupils gained confidence in exploring new language structures and produced biscuits in designs that linked to their work in science on the life cycle of the butterfly.
56. Work seen in **art and design** indicates that, by the end of Year 6, standards are above those expected. Pupils develop good skills in observational and three-dimensional work. Effective emphasis is placed on pupils having confidence to use their imagination and creativity. Techniques of colour mixing and colour blends begin as early as the Foundation Stage and pupils experiment with pastels, watercolours and a wide range of materials to create interesting work. The 'carpet' hung in the Year 3 classroom reflects very good collaborative working to create a finished article that is attractive and intricately designed with rich colours and patterns indicative of mid-eastern traditions. In an excellent lesson in Year 4, pupils watched and listened very carefully as they were shown how to sculpt a fish from clay. The teacher, a regular visiting artist, used the interactive whiteboard and digital images very effectively to

demonstrate the finer skills of working with clay and, as a result, learning was excellent. The emphasis placed on introducing pupils to the correct technical vocabulary ensures that they not only gain artistic skills, but also learn to talk about their work confidently and accurately. There is a clear emphasis on design and ideas are modified as pupils experiment with the materials available to them. Examples of their work are displayed attractively around the school and pupils are very proud of them. Provision is further enriched by regular visits to explore the work of celebrated artists. For example, pupils from Year 5, on a visit to the National Portrait Gallery, were awed by the splendour of famous paintings set in such magnificent surroundings. They asked intelligent questions and were eager to observe closely so they might apply new skills in their own work. The school pays high regard to the cultural heritage of the pupils and the diverse traditions and styles in artwork help pupils appreciate the richness of the community in which they live.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

57. Only two short sessions were observed where PSHE was taught. Other evidence suggests good provision, as indicated in the curriculum section of this report.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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