

INSPECTION REPORT

ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Hammersmith, London

LEA area: Hammersmith and Fulham

Unique reference number: 100351

Headteacher: Tessa Hodgson and Michael
Larkin

Lead inspector: David Watson

Dates of inspection: 13th – 16th June 2005

Inspection number: 267917

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
Gender of pupils: Mixed
Number on roll: 229

School address: Worlidge Street
London

Postcode: W6 9BP

Telephone number: 0208 748 4951

Fax number: 0208 8748 3144

Appropriate authority: The governing body

Name of chair of
governors: Giles Powell

Date of previous 26th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Paul's Church of England Primary School is about the same size as most other primary schools. There are 200 pupils from reception to Year 6 and a further 29 children attend the nursery on either a part time or full time basis. The school is situated in a West London suburb where most of the accommodation is rented flats. Many of the characteristics of the school have changed since the last inspection, especially in the last few years. The economic circumstances of most families in the area are well below the national average; the proportion of pupils entitled to free school meals is very high. Pupils' mobility at the school is much greater than the national average. Overall, there are more boys than girls, although this varies significantly from year to year. There are also a number of pupils whose families are either refugees or asylum seekers; many of these are in the nursery. There is a small group of pupils who are in public care. The school is very ethnically diverse; the three largest groups are made up pupils from a White ethnic background and those from a Black Caribbean or Black African heritage. A far higher proportion of pupils than average do not speak English as their first language and many of them are at an early stage of learning English. The percentage of pupils with special educational needs is above the national average; their needs cover a wide spectrum that includes moderate learning difficulties and speech or communication difficulties. The proportion of pupils with statements of special educational needs is also above the national average. Children's level of attainment on entry to the nursery is well below that expected. This is much lower than at the time of the last inspection. Shortly after the previous inspection the school went through a very difficult period in which staff recruitment and retention were problematic, standards fell, behaviour was below standard, and many parents lost faith in the school. During the headteacher's maternity leave the deputy headteacher was the acting headteacher. On her return from maternity, he job shared the headship of the school with the headteacher. As a voluntary

aided school, neither religious education nor acts of collective worship were inspected as part of this inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	David Watson	Lead inspector	Mathematics Information and communication technology
9092	Ron Elam	Lay inspector	
10053	Janet Simms	Team inspector	English as an additional language English Music Physical Education
32142	Beryl Richmond	Team inspector	Special educational needs Science Personal, social and health education and citizenship Art and design Design and technology
2866	Robert Battey	Team Inspector	The Foundation Stage Curriculum History Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Paul's is a **good** school. The quality of teaching and learning is good, especially in the basic skills. The curriculum is satisfactory. The range of out-of-class activities is good. The school provides good levels of care, and very good levels of guidance and support. Links with parents, the community, and other schools are good. The leadership and management of the school are good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, science and information and communication technology; standards in English and science are above those expected.
- The leadership of the school is good and provides very clear direction and an accurate evaluation of itself; the leadership of the headteacher and deputy headteacher is very good.
- Overall teaching is good and pupils are enthusiastic learners.
- The school is very good at identifying pupils' different barriers to learning and overcoming them.
- The Foundation Stage provides a very good start to children's education.
- Pupils underachieve in music, art and design, and design and technology.
- The good provision for pupils' personal development promotes very good attitudes, relationships, and good behaviour.
- New assessment procedures are not used consistently across the school to help identify the next steps in pupils' learning.

Shortly after the last inspection the school went through a very difficult time, and at the time of the appointment of the current headteacher the school was at a very low point. Since then, there have been significant improvements in every aspect of the school, but most importantly in the quality of teaching and assessment, the curriculum, the accommodation and resources, links with the community and parents, and pupils' achievement.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievement is **good**. Attainment on entry to the nursery is well below that expected. Although children currently in the Foundation Stage achieve well, it is unlikely that many will meet all the expected goals for their age by the end of the

reception year. Standards at the end of Year 2 and 6 fluctuate from year to year because of the difference in ability and gender balance. Over the last few years, however, what has remained relatively constant is pupils' good, and sometimes very good achievement. Because of this, by the end of Year 6 pupils' performance is improving at a faster rate than the national trend. Although pupils' achievement at the end of Year 2 and 6 in 2004 was generally very good, overall standards in English, mathematics and science were in line with the national average in Year 2 but below in Year 6.

Due to the school's continued efforts, levels of achievement have been maintained in the last year and overall standards in the same subjects are close to the expected level in Year 2. Standards have improved in Year 6 because of a more able cohort, and are above those expected in English and science, and below in mathematics. The school has made a concerted effort to improve boys' achievement and is narrowing the gap in the attainment of boys and girls at the end of Year 2. The difference in attainment of the girls and the boys in Year 6 is close to that found nationally. All pupils achieve well, irrespective of ethnicity or how long they have been in the country. Pupils with special educational needs achieve well, as do the more able pupils (including the gifted and talented in some subjects) and those learning English as an additional language.

Pupils across the school achieve very well in information and communication technology and standards are in line with those expected for pupils in Years 2 and 6. Pupils also achieve well in personal, social and health education, and standards here are also above those expected. Pupils achieve satisfactorily in physical education, history and geography and standards are in line with those expected. Standards are below expectations in art and design, music and design and technology. Religious education was not inspected as part of this inspection.

Pupils' personal development is **very good**. Pupils' spiritual, moral, and social development is very good and their cultural development is good. Throughout the school, pupils' attitudes are very good and their behaviour is good. In recent years, the school's good efforts have improved both attendance and punctuality, but they both remain unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Overall, the quality of teaching and learning is **good**. From nursery to Year 6, teachers use their good knowledge and confidence to plan lessons that contain many interesting and well-resourced activities that engage all pupils, irrespective of what difficulties they may face in achieving their best. Because of this all pupils make better than expected gains in their learning. Assessment is good but some new aspects are not yet used consistently across the school to identify the next steps in pupils' learning.

The curriculum is satisfactory and well enriched by numerous out-of-class activities. Both the accommodation and resources are good. The school provides well for pupils' care, welfare and health and safety. Pupils benefit from very good levels of

support and guidance in both their academic and personal development. Pupils' involvement in the life of the school is good. The links with parents are good as are those with other schools and the community.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. The leadership of the headteacher is very good, and has been highly effective at transforming the school. Leadership of key staff, especially the deputy head, has been crucial in sustaining the momentum of school improvement. Management of the school is good; the school has an accurate view of its own performance and uses this well to plan for the future. Governance is good. Governors fulfil all their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with all that the school has to offer and with its recent improvement. They are particularly pleased with the relationship between home and school. Pupils state they are also very happy with the school, and in particular, that teachers are fair and trusting.

IMPROVEMENTS NEEDED

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

- Raise achievement in all subjects to match that in English, mathematics, science and information and communication technology.
- Consistently use the current assessment process to identify with clarity the next step in pupils' learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**, and overall standards in English, mathematics, and science are in line with those expected.

Main strengths and weaknesses

- In relation to their prior attainment, all pupils achieve well, and often very well in English, mathematics, science, and information and communication technology.
- Pupils across the school who have barriers to learning achieve well.
- Pupils underachieve in music, art and design, and design and technology.

Commentary

1. Attainment on entry to the nursery is well below that expected and reflects the changed characteristics of the school. As a result of very good leadership and teaching and learning, children achieve well from nursery into reception. This was not the case at the time of the last inspection or when the current headteacher took up post. This means that those children currently in reception are likely to exceed the expected goals in their personal and physical development and meet them in their creative development. However, in spite of their good achievement in the basic skills of language and mathematics, as well as their knowledge and understanding of the world, it is likely that many of them will not meet the expected goals at the end of reception because of their low prior attainment in these areas.
2. Pupils currently in Years 2 and 6 have not had the benefit of the very good provision in the Foundation Stage. In addition to this, because of great difficulties with the recruitment and retention of staff, many pupils, especially in Year 6, have had a very unsettled start to their education. The levels of prior attainment for pupils currently in Year 2 and 6 are very low.
3. In general, the results in the national tests at the end of Year 2 in 2004 were below the average compared to all schools. The strongest performance was in reading and the weakest was in writing. In relation to pupils at other schools with similar backgrounds, pupils in this year group achieved exceptionally well in reading, very well in mathematics, and underachieved in writing. Teacher-assessed science results in 2004 were well below the national average, and achievement was satisfactory.

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

Standards in:	School results	National results
Reading	16.2 (15.7)	15.8 (15.7)
Writing	12.4 (14.3)	14.6 (14.6)
Mathematics	16.1 (14.7)	16.2 (16.3)

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

4. Current standards in writing, reading, and science in Year 2 are in line with those expected, and in relation to their prior attainment pupils have achieved very well. Standards in writing and science have both improved as the school has made these subjects the focus of improvement. In relation to their low prior attainment in mathematics pupils have achieved well but overall standards are below those expected; many pupils are working at the expected level, but unlike reading and science fewer pupils reached higher levels.
5. The results in the national tests at the end of Year 6 in 2004 were below average in English, well below average in mathematics and above average in science. In general, however, in relation to pupils at schools with similar prior attainment, pupils achieved very well; pupils' performance was weakest in mathematics where their achievement was satisfactory. Unlike their performance in the other two subjects, high attaining pupils underachieved and very few attained above the expected level.

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

Standards in:	School results	National results
English	26.5 (29.2)	26.9 (26.8)
Mathematics	25.2 (26.8)	27.0 (26.8)
Science	29.6 (28.7)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

6. There has been an improvement in standards because of the school's continued effort, particularly in writing and mathematics, and because there are far fewer pupils in the current Year 6 with special educational needs than in the previous Year 6. Even though pupils continue to achieve very well in English, and overall standards are broadly above those expected, writing remains weaker than reading. In mathematics, the drive to improve the achievement of the high attaining pupils has been successful and all pupils, from their very low prior attainment have achieved very well. Overall standards have improved but remain below those expected. Standards in science are similar to those of last year and pupils continue to achieve very well.
7. Overall standards in both Years 2 and 6 are higher than those reported at the time of the last inspection. In spite of the dramatically changed characteristics of the school there has been great improvement in achievement, and, because of this, the trend in performance at the end of Year 6 has been better than the national trend. At the end of Year 2, pupils' performance has been improving at a similar rate to the national trend. This is actually a success because good achievement has been maintained during a time when pupil mobility has been very high and more pupils with greater levels of needs have been joining the school, especially in the younger year groups. Although pupils' achievement has remained good and often very good, standards have fluctuated from year to year because of significant differences in the gender balance and ability of different year groups. The relatively small year groups often amplify differences in standards between each year.
8. Over the last few years the difference in the attainment of boys and girls at the end of Year 2 has been greater than that found nationally, with boys on the whole under-

performing. This is partly attributed to the fact that there have been more boys than girls. The school has noted this gender difference and has put in place numerous strategies to improve boys' performance. The 2004 results and inspection evidence indicate that this gap is narrowing. The difference in attainment in Year 6 is close to that found nationally.

9. Given the very low standards and underachievement noted by the headteacher upon her appointment, her prioritising of the basic skills needed for improvement has been correct and successful. However, this has meant that standards and achievement in other subjects of the National Curriculum are not as good.
10. In recent years there have been great improvements in provision for information and communication technology, and pupils now achieve very well so that standards in both Years 2 and 6 are in line with those expected. Standards in history and geography in both Years 2 and 6 are in line with those expected, and pupils achieve satisfactorily as they have benefited from their improved basic skills and the use of computers. Standards and achievement across the school are also satisfactory in physical education. However, in design and technology, art and design and music pupils underachieve and standards are below those expected; in design and technology they are well below expected levels. The school has recognised the need to improve achievement in these subjects and has identified them as priorities for development in next year's school improvement plan. As this is a voluntary aided school, religious education was not inspected.
11. The standards that pupils with special educational needs attain are well below those expected, but because of the very good support they receive from numerous, well-trained and sensitive support staff, they achieve well in all subjects, but particularly in their personal, social and behavioural development. Overall, pupils learning English as an additional language achieve well. Their needs are very quickly identified and very well met by specialist support staff and teachers. In most subjects, high attaining pupils are now achieving well, and in some subjects, such as mathematics, gifted and talented pupils are being identified and well provided for so that they achieve well. The well-informed co-ordinator for these pupils has already identified how, in next year's school improvement plan, this provision is to be extended to cover more areas of learning. The school is very ethnically diverse, but the number of pupils within any one particular ethnic group within a year is not great enough to become statistically valid. However, school tracking shows that these pupils do achieve similarly to most of their peers. Because of the intensive support they receive, in terms of their academic as well as their personal development, pupils who join the school after the Foundation Stage achieve as well as their class-mates in all subjects.

Pupils' attitudes, values, and other personal qualities

Overall, pupils' attitudes to school are **very good** and their behaviour is **good**. Their attendance and punctuality are **unsatisfactory**. The spiritual, moral, social and cultural development of the pupils is **very good** overall.

Main strengths and weaknesses

- The great majority of pupils behave very well, have very positive attitudes to work and enjoy being at school.
- The levels of attendance and punctuality are below those of other primary schools.

- The school's very good provision for personal development leads to very good relationships around the school.

Commentary

12. Although attendance remains below the national average, due to the school's persistent efforts the level of attendance has risen since the last inspection; there has been a steady improvement in recent years. Punctuality is a particular problem, with many pupils being late on a regular basis. Again, the school has had some success, by focusing its efforts on working with both pupils and parents. Nevertheless, even with the involvement of the education social worker, a significant number of parents are still not ensuring their children arrive on time.

Attendance in the latest complete reporting year [%]

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.8
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.

13. Pupils are interested in what happens in school. They listen attentively, follow instructions well and settle quickly to the tasks given. They are eager to answer questions and are prepared to contribute their ideas. These positive attitudes reflect the good role models provided by adults at the school and quality of teaching.
14. Most pupils with special educational needs have a positive attitude to their work and behave well because of the constant encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements. Since every effort is made to include pupils whose first language is not English in all activities, they have very positive attitudes and behave well.
15. Pupils respond very well to the very good opportunities to develop their social skills in collaborative activities in class or in the many out-of-class activities. Pupils are supportive of each other, reflecting the school's ethos. Pupils show maturity when undertaking the different duties around the school that have a significant impact on promoting a strong sense of community, even though the school is very ethnically diverse. Duties include the older pupils sitting with the younger ones at lunchtime, and buddies supporting others in the playground. Pupils' very good relationships with their peers and with adults contribute to the quality of work in lessons and to the progress they make.
16. The opportunities for pupils to gain insight into values and beliefs lead to pupils developing very good spiritual awareness. As well as providing time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Well-planned circle time helps pupils to appreciate

their own worth and to raise their self-esteem. Discussions about feelings enable them to relate to and understand the views of other people.

17. Pupils' cultural development is good. Pupils' awareness of the wider world is enhanced by the celebration of the many countries of the world that are represented within the school and the wide range of visitors, inter-school sports matches and talks by representatives of charities. Various subjects, such as music, art and design and history, provide them with a fuller understanding of the world around them, especially western cultural influences. The Black History month, visitors from different backgrounds, and the study of other locations in geography suitably extend their appreciation of the wider world. Pupils from a varied range of different cultures mix well with each other; racial harmony is one of the strengths of the school.

18. Pupils respond very well to the moral guidance from the school and have a good understanding of right and wrong. They move around the school in a well-mannered and an orderly way even when not supervised. All staff consistently use a wide variety of positive strategies to encourage good behaviour. The result is that the great majority of pupils behave very well. Pupils with particular behavioural needs are well supported by the staff. Bullying is rare but dealt with quickly and effectively if it does occur. Last year three pupils were excluded on five occasions for extremes of behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	68	3	0
White – other	19		
Mixed - White and Black Caribbean	21		
Mixed – White and Black African	5		
Mixed – Other	18		
Asian or Asian British - Pakistani	6		
Asian or Asian British - Other	4		
Black or Black British - Caribbean	29	2	0
Black or Black British - African	26		
Black or Black British - Other	11		
Other	22		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning and assessment are **good**. The curriculum is **satisfactory** and is **well** supported by many activities that enrich pupils' learning. Accommodation and resources are **good**. The arrangements for pupils' care, welfare and health and safety are **good**. There are many **good** links with parents, other schools, and the community.

Teaching and learning

The quality of teaching and learning is **good**, and often **very good** in English, mathematics, and science. There are many new and **good** assessment procedures, but they do not always clearly identify the next step in pupils' learning, nor are they consistently applied.

Main strengths and weaknesses

- Pupils learn well because lessons are carefully planned and resourced to make them interesting and enjoyable.
- Because of good relationships and classroom management, pupils are attentive, productive and respectful.
- The thorough assessment of pupils' progress is used well to provide work for pupils of different abilities, especially in English, mathematics, science and information and communication technology.
- Pupils do not always know exactly what they need to do to improve.
- Pupils with barriers to learning make better than expected progress because of the quality of the support they receive from all adults.
- Often there is insufficient time at the end of a lesson for teachers and pupils to evaluate their efforts.

Commentary

19. Even though there has been a very high turnover of staff, and teachers work in challenging conditions, teaching and learning are usually good and often very good. There has been a stunning improvement in the quality of teaching and learning since the previous inspection when 20 percent was unsatisfactory. This transformation, especially the very good teaching and learning in English, mathematics and science, is due to the selection of competent teachers whose skills, knowledge and retention have been carefully nurtured by monitoring of their performance and providing very good access to professional development opportunities.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4 %)	11 (26 %)	24 (56%)	6 (14%)	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.

20. A real strength in all the lessons observed was the quality of relationships and the very good management of pupils' behaviour, some of which can be extremely challenging. The teachers' positive attitudes, together with their constant vigilance and consistent

use of agreed strategies, help to ensure that lessons are calm and that pupils concentrate well and are productive. Teachers treat all pupils fairly, and therefore a high level of trust and respect gives all pupils, especially those from different ethnic minorities or who are refugees or asylum seekers, the confidence to participate in lessons, with a desire to please and to learn.

21. In most lessons, teachers have a good knowledge of the subject or area of learning and how to teach it. The very good planning in English, mathematics, and science provides these lessons with a very good pace that maintains pupils' interest. Lessons always start with a lively introduction that revisits pupils' previous experiences and identifies the learning for the current lessons. These objectives focus clearly on the progressive development of pupils' learning. In each part of a lesson, teachers use a good variety of teaching strategies, sometimes aimed specifically at boys or girls, that capture their interest and deepen their knowledge and understanding. This often includes the use of computers and the setting of homework. Where teaching in the Foundation Stage is very good or even excellent, teachers have a very good understanding of all areas of learning and how young children learn. This gives them the confidence and enthusiasm to deliver highly stimulating and effective lessons.
22. Teachers' careful planning also ensures all pupils' needs are very well met and each has the opportunity to achieve their full potential. The school's efforts to raise achievement have been helped by the good adult-pupil ratio in the school, which allows good levels of supervision. All adults are well organised and prepared. The very good teamwork between them, especially in the Foundation Stage, ensures that carefully planned lessons are delivered very well. Consequently, all pupils learn well, especially those with special educational needs. However, there is no formal link to involve support staff in planning or assessing pupils' learning, and occasionally this lessens the impact that they have. The particular needs of pupils just arriving in the country as asylum seekers or refugees are also met in the same effective manner so that they settle quickly into class routines and often make very rapid progress. Teachers and support staff from the Foundation Stage upwards are trained on how best to develop pupils' language skills through oral work, especially those learning English as an additional language. Pupils enjoy this high level of verbal interaction; it gives them both the skills and confidence to learn.
23. Assessment has improved dramatically since the last inspection, when it was judged to be unsatisfactory. Assessment in the Foundation Stage is very good. Regular focused observations by adults contribute to each child's continuous assessment in each area of learning. Their needs are therefore known well by teachers and they are taken into consideration when planning a lesson. Teachers keep meticulous records of pupils' progress, including those pupils learning English as an additional language, and use this information well to plan work for pupils of different abilities, especially in English, mathematics, and science where there is some very good teaching. In mathematics in particular, teachers also use assessment to help identify gifted or talented pupils; this good provision is not yet as formally structured in other subjects. In some subjects, such as history and geography, although the information is available, it is not used in the same effective way, and some activities are too difficult for some and too easy for others.

24. At the start of the best lessons pupils are told the success criteria they are to use to assess their own learning at the end of the lesson. However, this is not yet consistently applied, as in many instances teachers do not use time very effectively, and often there is insufficient time to undertake this valuable exercise or for pupils to identify what they need to learn next. Because of this, pupils' learning is reduced. Pupils' work is marked very thoroughly. However, teachers often identify several areas for improvement and therefore leave pupils confused as to which is the most important. In their marking, teachers also try and engage pupils by asking them questions. Many, especially the high attaining pupils, respond and their learning benefits. However, often, less able pupils do not have the literacy skills to respond in the same way.
25. Pupils with special education needs are accurately assessed, using outside agency support where necessary, and their individual education plans are targeted carefully to help them learn. However, the small steps in learning are not always sufficiently well defined in lesson planning. The school has already identified this as an area for development.

The curriculum

The curriculum is **satisfactory**. Curriculum enrichment is **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The school is very successful in including each and every pupil in all aspects of its work.
- Well-deployed and trained support staff provide well for the many pupils who have a wide range of barriers to learning.
- There are inconsistencies in the provision for some subjects.
- Pupils' learning benefits from a good range of out-of-class activities.
- Good accommodation and resources support teaching and learning well.

Commentary

26. The overall curriculum is adequately planned and covers all statutory requirements. As this was not the case at the time of the previous inspection, there has been a good improvement. When the current headteacher was appointed, the provision for English, mathematics, science, and information and communication technology was weak, and therefore the school correctly decided to focus its energies on developing the curriculum in these areas. This they have done, and overall provision in these subjects is good. However, although some work has been undertaken in developing other subjects such as music and art and design, the school has recognised the present need to improve them even further.
27. The good leadership of the curriculum keeps it constantly under review, and well-chosen and innovative ideas are used effectively, especially those with local organisations which support the particular needs of pupils at the school. For example, recognising that a lack of English language was a major barrier to many pupils at the school, and not only to those learning English as an additional language, speaking and listening activities have been planned into many curriculum activities. As a result of some good curriculum planning, pupils are well prepared for the next stage of their education. Many of them have the basic skills to cope with new academic challenges, and those moving on to secondary schools are well prepared for their 'journey' through undertaking special study units and dealing with aspects of change and anxiety through their emotional literacy studies.
28. Overall enrichment for pupils' learning is good. A wide variety of well-organised and carefully chosen activities offer opportunities for pupils to extend their learning inside and outside the school. Those provided by local sports organisations, centres of technology and urban studies programmes give pupils many useful experiences that support well their academic achievement. Others promote very well pupils' personal development through, for example, participation in drama workshops at local theatres that deal with issues of being a refugee or asylum seeker.
29. When necessary, many of the enrichment activities are subsidised to enable the participation of all who would benefit. This is part of the school's strong commitment to provide equal opportunity for all pupils. This pervades the school's thinking, and equality of opportunity is very good. Teachers and

teaching assistants work together well in effective teams that address well the needs of pupils identified as requiring additional help.

30. Because of pupils' weak personal and social skills on entry to the school, there is a well-structured approach to their personal, social and health education. Much of this work is strongly linked to religious education. The school's new scheme of work includes a good emotional literacy component. The programmes for sex and relationship education and drug education are appropriate to pupils of primary age.
31. Recent financial investment has resulted in much improvement in accommodation, which now provides a good environment in which to learn. Similar investment in resources for pupils with many different needs, and for all subjects leaves the school in a strong position to provide a much improved curriculum for all pupils. The most important recent improvements have been to staffing. The effective leadership by the headteacher and governors has enabled the school to retain a good number of suitably qualified teaching staff to meet its needs. This was not the case at the time of the last inspection. The number and quality of support staff are very good. They, like the teachers, play a crucial part in pupils' good achievement.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **good**. The provision of support, advice, and guidance based on monitoring are **very good**. The involvement of pupils in the school's work through seeking, valuing, and acting on their views is **good**.

Main strengths and weaknesses

- Pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- The school very effectively supports pupils' academic and personal progress through the school.
- Good arrangements enable new pupils to settle in quickly and start to learn.
- There is a wide variety of opportunities for pupils to express opinions about life in the school.

Commentary

32. As at the time of the previous inspection, staff show good concern for the needs of the pupils, and provide good role models to encourage development. Because of high levels of care and good relationships with parents, the arrangements for children starting in the nursery are very good. The induction of new arrivals to the school (and sometimes to the country) are very good; many of these pupils have individualised programmes to help them settle to work. Pupils are guided well by staff, and their views and opinions are frequently sought, for example, either in school council discussions or in decisions about what is to be discussed in circle time.
33. The overall attention to pupils' welfare is good. The governors fulfil their statutory duty satisfactorily in this area by overseeing procedures. The school

closely follows the local procedures for child protection and ensures that all staff know how to deal with any concerns that may arise. The arrangements for first aid are good, with several trained staff, records kept of treatment and letters to parents if children bump their heads.

34. There are very good systems by which the school monitors pupils' progress, especially in English, mathematics, and science. The paper form in which this data is currently held is not easily accessible, especially for class teachers, although the computerisation of this information has been started. However, school leadership uses the paper records well to identify pupils or groups of pupils who need either support or additional challenge. Pupils with special educational needs, those learning English as an additional language or those who are in the care of the local authority are monitored carefully. Their progress is checked regularly at pre-determined dates, and, as with other pupils in the school, they have opportunities to assess the extent of their knowledge and understanding in lessons.
35. The recording of pupils' personal development is less structured and is therefore satisfactory. However, staff have a good understanding of their pupils' attitudes to work and social skills. To build self-esteem and improve pupils' behaviour they consistently use praise and rewards in class and in assemblies and use well the school's systems for behaviour management. A particular strength is how the school has recognised that the barriers to learning of some pupils are due to social and emotional problems. The staff have therefore built a warm and trusting ethos whereby the great majority of pupils feel that there is an adult to go to if they are worried. In addition, the school also finances weekly visits from a counsellor, and has established good links with outside agencies to help these pupils overcome their difficulties. This has been particularly beneficial for refugees and asylum seekers.

Partnership with parents, other schools and the community

Links with parents are **good** overall. Links with the local community and with other education establishments are **good**.

Main strengths and weaknesses

- Parents hold the school in high regard and are pleased with what the school provides.
- The school provides parents with a good range of information about what happens in school.
- The involvement of a good range of organisations and people in the community supports pupils' academic and personal achievement well.

Commentary

36. Parents are very pleased with the progress their children make and with the fact that their children are keen and happy to come to school. These views show a considerable improvement on those at the time of the last inspection and are largely due to the efforts by the headteacher to restore parental confidence in the school.

37. There is a good level of communication between home and school. The school sends home regular, informative, and well-received letters about school events, what is being taught and practical suggestions about how parents can help their children. Parents find the school very approachable, as teachers are readily available to meet them either formally or informally. The annual reports on pupils' progress provide a good summary, especially in English, mathematics, and science, of what the children know and can do, and include targets for improving achievement.
38. Parents are supportive of the school and their children's learning. There is always a good attendance at school meetings and a few parents help regularly in school. The Friends' Association holds a variety of fund-raising and social events that help cement the strong feeling of community at the school. Parents are good at supporting pupils' learning at home, particularly in reading. The school has worked hard to provide parents with support and guidance on how best to support their children's reading at home. This has demonstrably helped pupils to improve their reading skills. However, a significant minority of parents do not ensure that their children come to school on time, causing some disruption to the early part of the day. The school has taken good advantage of government initiatives to provide classes for adult literacy, family learning sessions that help parents understand how their children learn, as well as play facilities for pre-school children to enjoy.
39. As at the time of the last inspection, community links are wide ranging but they are now well planned and are used directly to support pupils' good achievement. The extensive links with the church make a significant contribution to the ethos of the school and pupils' learning; a club before school is run by volunteers from the church who play numeracy and literacy related board games with pupils and help with homework. Local businesses sponsor projects, playground improvements, and provide reading volunteers. Pupils' achievement is also enhanced by other organisations that have developed a wildlife area and run drama workshops in an effort to extend pupils' horizons and vocabulary. There are extensive links with other schools and colleges that have made significant contributions to improving achievement in information and communication technology and to boys' achievement.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is **good**. The leadership of the headteacher is **very good**. The management and governance of the school are both **good**.

Main strengths and weaknesses

- The headteacher has led the school and staff very well through some extremely difficult times.

- The very good teamwork amongst all staff and the strength of key members of staff, particularly the deputy head, are significant factors in the school's many successes.
- Strong school leadership promotes well the continual evaluation of the school's provision, and planned actions are always well thought out and effective.
- The governing body has been supportive of the school's efforts to improve provision, particularly in shaping its vision and direction.

Commentary

40. Upon her appointment, the headteacher was faced with transforming virtually every aspect of the school's provision. This has been achieved by her very clear vision and deep commitment to providing the best possible start for all pupils. In the very challenging circumstances of a highly diverse and continually changing school community that often has very high levels of need, she has used her highly developed skills very effectively in building a strong team and thoughtfully implementing new strategies so that many vital changes have been successfully instigated.
41. Leadership of key staff is good; that of the deputy headteacher has been very good. This includes his time as acting headteacher, he has remained true to the school's vision and drive. Other key members of staff, such as the Foundation Stage co-ordinator and the co-ordinators for pupils with special educational needs and those learning English as an additional language, also provide very good leadership that has led to significant improvements in their particular field. The strength of leadership has been very effective in inducting, monitoring, and supporting the many staff that have been at the school. Over time, this has helped create a stable and professional team of adults who consistently work in accordance with the school's aims, policies and procedures. Most of the subject co-ordinators, particularly those in English, mathematics, science and information and communication technology, demonstrate good leadership, as they all have a drive and commitment to promote change. Management is often good amongst these staff for they have all started some form of monitoring of the provision in their respective subjects. The very good professional development opportunities, that are very closely linked to the school's priorities, as well as individual staff development needs, have not only promoted rapid school improvement but also supported very well the development of dynamic and accountable leadership at all levels of the school.
42. The school's self-evaluation is good. The school systematically and continually evaluates its performance through the collection of a wide range of information and many well-established activities. The yearly self-evaluation day is central to the cycle of school review. On this day, staff and governors come together to review every aspect of the school and its performance and develop priorities and activities for the future; these are recorded in a well-documented school improvement plan. This plan has been very realistic in setting the most relevant priorities in the past and for the future.
43. The school's vision, its improvement, and ultimately the potential impact on pupils are at the centre of all financial decisions, and the school's continual search for best value in its spending. The large balance from the previous year was specifically accumulated not only by prudent spending but also by securing large donations from local companies and charities so that the playground could be transformed. This has been done, and has been warmly welcomed by pupils and parents, and has made a significant impact on pupils' attitudes and behaviour. The governors have also used their financial resources very carefully to promote greater staff stability by providing

funding for professional development and specific responsibilities, greatly increasing the number of support staff. This has had a direct impact on improving the quality of teaching and learning.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	841 905	Balance from previous year	114 332
Total expenditure	895 251	Balance carried forward to the next	60 986
Expenditure per pupil	3 983		

44. Overall, the governance of the school is good; aspects of it are very good. Governors have made well-informed and dramatic changes within the school so that it is able to fulfil its vision. For example, the admissions criteria were changed so that all pupils, irrespective of the religious beliefs could be easily enrolled at the school. Because of the quality of the school's self-evaluation, and their close involvement in developing and monitoring this, governors have a very good understanding of the school's aids and barriers to raising achievement and what is being done to make improvements. The governors regularly question the school's senior managers and use their own expertise to offer valued guidance and support. The governors fulfil all their statutory duties, and in particular are vigilant in ensuring that all pupils have the best and the same opportunities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Arising from the **very good** provision in the nursery and reception classes, children achieve **very well**. There has been very good improvement since the last inspection; much of it has taken place in the last few years. Attainment on entry to the Foundation Stage is well below the expected level. English language skills are particularly weak as many children have little or no English and many others have delayed language development or special educational needs. Provision for children with special educational needs is very good and children achieve well. Overall, the quality of teaching and learning is very good. There is excellent teamwork among teachers and support staff. Support staff are very well deployed to support the children's learning. This is particularly true of the many children learning English as an additional language, who make great gains in their language development by the end of reception. There is excellent encouragement and engagement of children, and relationships are excellent. There is a great working atmosphere where all children are very carefully nurtured to achieve their best, irrespective of their ethnicity or length of time in the country. Expectation and challenge are very high, and there is an excellent equality of opportunity for all, so that all children are involved, feel valued and wish to do their best and learn. The children respond with excellent attitudes and are very willing and enthusiastic learners. There are good well-established procedures to assess and monitor children's achievements, and these support the very good continuity of progress of the children from the Foundation Stage to Year 1. Overall, attainment at the end of reception is below that expected. Although many children will achieve some of the expected goals, it is unlikely that they will do so in their language and mathematical development.
46. Good links are made with parents and they are well informed of the progress of their children verbally and in good well-detailed written reports. They and their children are sensitively inducted into the life of the school through a process that parents are very happy with. The curriculum in the Foundation Stage is very good. It is planned very well. Accommodation and resources are good. In recent years there has been a good improvement in the outside play areas and the resources since the last inspection. Leadership and management of the Foundation Stage are very good. All staff share very good clarity of vision, sense of purpose and high aspirations.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a very wide range of opportunities for children to select their own activities, use resources and interact independently.

- Children are very keen to learn, and work and play together very well with high standards of behaviour.

Commentary

47. Supported by very good teaching, excellent teamwork among staff and the daily recording of progress, children achieve very well. Since routines are well established and staff provide very good role models, children share and care for the equipment they use, and play, work and socialise together in a very good manner. All staff have very high expectations of pupils' behaviour, and their constant praise and encouragement bring out the best in each child. Standards of behaviour are very good; racial integration and harmony are particular strengths. The very good relationship between adults and children helps to create a very purposeful and caring learning environment that supports rapid development. As a result of the individual care and attention given to each child, they are all made to feel very welcome, irrespective of their ethnic background or how long they have been in the country. These happy children are therefore very willing to learn. It is possible, therefore, that many will exceed the expected goals for their age by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good opportunities for children to use their developing speech and language skills.
- Teachers and support staff place a good emphasis on the early development of reading skills, recording progress well.

Commentary

48. Supported by very good teaching that puts a great deal of emphasis on oral work and provides very good examples of it, children quickly gain confidence to communicate their needs and express what they are thinking. Very good assessments are started as soon as children join the school so resources and support are targeted to those who need it most. There is a very good balance in the provision for independent and structured activities. These provide the children, especially those learning English as an additional language, with a very good range of opportunities to communicate together and to work on tasks further to develop their language skills. Children's love of stories and the written word is promoted well because teachers frequently read them stories and encourage them to contribute their own ideas and perceptions about the fictional characters. There are frequent well-structured sessions that focus on the use of letter sounds. These are well supported by the words and letters that children take home to learn along with their storybooks. Children have easy access to the tools needed to begin to write and are often encouraged to do so. Even though children achieve very well, it is unlikely that many will meet the expected goals for children at the age of reception because of their very low starting point.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Well-planned and relevant activities promote very good learning.
- Across the curriculum a good range of opportunities exists for children to use their mathematical skills.

Commentary

49. Overall, the quality of teaching and learning is very good. Good displays provide a stimulating learning environment where mathematics is made to look interesting and entertaining. All adults, especially the teachers, interact very well with the children, encouraging them to explain and describe their work. As many of the activities are linked well to real life experiences, such as shopping, children's learning is deepened well. The continual reinforcement of the basic skills of number and shape during the school day supports their learning well. Children are excited by the fact that they have easy access to an appealing range of relevant equipment and mathematical games. This excitement is carefully built upon by the many opportunities they are given to choose what they play with. Although all children achieve well, it is unlikely that most will meet the expected level for children at the end of the Foundation Stage because of their very low prior attainment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to investigate and explore both independently and collaboratively.
- Children are frequently encouraged to use their senses to investigate, describe and talk about a wide range of different materials.

Commentary

50. Supported by very good teaching, children learn and achieve well, but because of their low attainment on entry it is likely that most children will not meet the expected goals by the end of the reception year. Teachers carefully plan many activities that appeal directly to the children, for example, making an aeroplane out of different materials. Teachers have high expectations and use challenging questions well to stimulate their interest and thinking. Children's needs are assessed very well so that they receive the necessary support for them to achieve well, and there are often different activities or work sheets for pupils of different abilities. Good use is made of the school's computer suite where children have access to a good range of computers and interesting and entertaining programs that both excite them and hold their concentration. Very good adult-child ratios also ensure that each child has very good levels of care and guidance so that they develop their skills at a good rate. A wide range of interesting visits and visitors is linked well to other areas of children's learning, and is used well both to make their learning more relevant and also to broaden their horizons.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Very good accommodation and resources positively support very good achievement.
- High levels of adult support give very good levels of care and supervision.

Commentary

51. On entry to the nursery, children's physical development is better than in other areas of learning. Because of the very good teaching, they achieve well, and many are likely to exceed the expected goals by the end of reception. Both the indoor and outdoor areas provide very good opportunities for children to develop their physical development. They have planned times to use the school hall and easy access to their outdoor space. These outdoor spaces are very well organised and enable the children to have a wide range of experiences to develop their physical attributes. The levels of support they receive here from teachers and support staff are very high. Teaching and learning are very good because all the adults give very good direction and support to develop the children's skills and confidence.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- A very good range of well-planned opportunities promotes children's good learning.
- Very good displays celebrate well each child's success.

Commentary

52. The quality of teaching and learning is very good. There is a very well-planned range of activities in which children experience a wide range of media and materials. To deepen and make their learning more relevant, much of this work is carefully linked to other areas of learning; computers are often used to give children's learning an extra dimension. Children enjoy the well-equipped play areas that are frequently used to develop both their imagination and language skills; adults, through their questioning and obvious joy at working with young children, are very skilled in developing both these aspects. Drama is also well established in many lessons and role-play is used effectively to deepen children's learning across a range of areas. Children's creative flair is celebrated well around the classroom, giving them pride in their work and a keen desire to do more. It is likely that many children will meet the expected goals for their age by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve very well because of well-focused and effective teaching.
- Strong leadership and good management have identified issues accurately and have taken steps to improve weak areas.
- Teachers and support staff overcome pupils' barriers to learning well.
- Although overall assessment is good, some pupils do not always know exactly what they need to do to improve, especially in writing.

Commentary

53. In relation to their low prior attainment, pupils in the national tests in Year 2 in 2004 achieved very well in reading and as expected in writing; standards were in line with the national average in reading, but well below average in writing. Similarly, pupils in Year 6 achieved very well in the 2004 national tests, but their overall performance was below average; reading standards were close to the national average, but the weaker writing results depressed the overall result. Over the last few years, although boys and girls have achieved similarly in writing by the end of Year 2, the difference in their performance is greater in reading than that found nationally. However, the 2004 result and inspection evidence indicate that this gap is narrowing due to the school's efforts. Indeed, the difference in attainment by Year 6 is close to that found nationally.
54. Standards vary from year to year because of high levels of pupils' mobility and the significant differences in the gender balance in some year groups, as well as pupils' ability and level of need. However, pupils' achievement in relation to their prior attainment continues to be very good. Because this year group is more able than last year's and the school has made considerable effort to raise standards, particularly in writing, there have been good improvements upon the results of 2004. Standards for pupils currently in Year 2 are above those expected in reading, and are now close to expected levels in writing. In Year 6, standards are above those expected; writing remains weaker than reading.
55. In an effort to overcome what the school has correctly identified as a major barrier to pupils' learning, and not just for those learning English as an additional language, the school has prioritised the development of pupils' speaking and listening skills. However, the systematic planning to do this has only been recently introduced, and many of the good practices seen during the inspection are not yet consistent across the school. Some, but not all teachers regularly require pupils to talk in a wide variety of settings; drama is also now a regular part of pupils' English lessons. Teachers, especially those of older pupils, have high expectations and provide good role models for pupils to emulate. This is not consistent across all year groups, but where it occurs, pupils improve their verbal communication at a good rate, especially those refugees or asylum seekers who have little or no English.
56. Standards in reading are above expectations in Year 2 and Year 6, and in relation to their prior attainment pupils achieve very well. Standards in Year 2 are similar to those of 2004, but there has been an improvement in Year 6. This continued success rests on teachers regularly hearing pupils read and making detailed notes on each pupil's

progress. This information is used well to identify individuals who need additional support. A teaching assistant leads very well several intervention programmes aimed at raising pupils' literacy skills. The school's efforts are supported well by members of the community. Volunteers from local businesses regularly hear readers, and boys from a local secondary school are used specifically to work with underachieving boys. This use of positive role models is effective in raising boys' achievement. A significant factor in pupils' achievement is daily reading at home. Pupils' respect for and interest in books and reading have improved, partly through recently acquired resources, such as the new well resourced, organised, and decorated library.

57. Following the 2004 results, the school has identified writing as a weakness and has in the last year successfully focused on raising standards. Pupils in both Years 2 and 6 are achieving well and standards are better than those of 2004. Staff provide good examples of writing for pupils to emulate and they have high expectations of pupils' written work, irrespective of the subject. From the school's own evaluation, and supported by the inspection findings, a key area of weakness is handwriting. But staff training, a new policy, and regular practice are all slowly improving handwriting across the school. However, the impact on the older pupils is far less than on those lower down the school as they have already formed their own style and it is this that continues to hinder them and depress their overall results in English. Computers are used satisfactorily to overcome the problems of weak handwriting. The increasing relevance of the curriculum, with its focus on creativity, is used well to support pupils' writing so that pupils extend their use of words to express their ideas. This was evident for example in a Year 6 lesson, where pupils were writing about *The Hobbit* as a model for a fantasy journey of their own. This activity was linked well with these pupils' own imminent emotional and physical journeys into secondary education. A further strategy employed by the school has been additional writing opportunities planned to take place outside the literacy hour with pupils mostly writing about themes from other subjects such as science or history. Pupils identified as gifted and talented have suitably different work that the most able do independently, but this is not always planned in great detail. Pupils' progress is tracked well and their work is marked carefully. However, marking sometimes indicates so many areas for development that it is unclear to pupils which has the greatest priority.
58. Teaching and learning is good across the school; frequently it is very good. It is much improved due to the training, monitoring and support provided by the school and the co-ordinator. Teaching is challenging, as in each class there is a very wide range of ability and a significant number of pupils who need particular care and attention. Teachers and support staff have very high expectations of pupils' behaviour, so potentially disruptive pupils are well controlled, and learning atmospheres are quiet and purposeful so that pupils concentrate well and are productive. Lessons are well planned, covering all English skills and with an interesting range of activities that continually develop pupils' skills. Because of high levels of trust and very good relationships, all pupils, irrespective of ethnicity, work well together in groups, giving each other support and having the confidence to seek help. Teachers and support staff work very effectively as teams, so that less able pupils, including those with special educational needs, receive the help they need to improve. Assessment is satisfactory. Adults monitor pupils' work carefully, involving all pupils in a new

self-assessment system whereby pupils judge whether or not they have achieved lesson and learning objectives. This works well for less able, or younger pupils as it alerts them to how to measure their success. However, more able older pupils, particularly in writing, lack sufficiently focused, individual targets against which to measure and judge themselves, so are falling short of the independence in learning of which some are capable.

59. Leadership of English is very good. Recent management has been good, but the many initiatives recently introduced have not yet had time to be fully effective. The co-ordinator is a very good role model for colleagues, who has a good focus on improvement in standards. Monitoring of planning and of teaching is extensive and effective. She therefore has a clear view of where improvement is needed, and these objectives are at the forefront of the school's improvement planning. Improvements since the previous inspection have been very good, especially in the last few years.

Language and literacy across the curriculum

60. There is a satisfactory range of well-planned opportunities for pupils to use their literacy skills in other subjects, where pupils are encouraged to write for a range of audiences and purposes. In science and geography, for example, pupils are frequently given the freedom to record their own findings and write at length. Independent research and reading, in subjects such as the humanities, are frequently encouraged with the use of the library or the Internet.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' learning is good because work is well matched to their needs.
- Good leadership and management have brought about much improvement.
- The good tracking of pupils' progress quickly identifies pupils who need support.
- Support for pupils with barriers to learning are good.
- Although overall assessment is good, pupils and some staff are not always certain of the next steps pupils need to take to improve.

Commentary

61. In the 2004 national tests pupils in Year 2 achieved very well in relation to their prior attainment, and standards were in line with the national average. Pupils in Year 6 in 2004 achieved satisfactorily and standards were well below the national average. Unlike attainment in English and science, high attaining pupils under-achieved in mathematics and many did not gain standards above the national average.

62. Even though overall achievement is good, because of the changing needs of each small cohort, as well as the significant differences in the gender balance between different year group, standards vary from year to year. Current standards in Year 2 are lower than those of 2004 and are below those expected; far fewer pupils are attaining above the expected level than in the previous year. However, achievement in the current Year 6 in relation to pupils' own very low prior attainment has been very good, and the school has been successful in getting more pupils to the expected level for their age and more pupils above it, than in previous years; in Year 6 standards are below those expected.
63. Teaching and learning are good and sometimes very good. Given the wide range of needs in any one class, teaching is very challenging, but teachers have a high level of skill and support to deal with these. As teachers' behaviour management is very good, lessons are calm and orderly. Because of this, pupils concentrate well. Relationships are very good. This, and the very good role models and the good ratio of adults to pupils, ensure that all pupils receive good levels of care and supervision. This particularly benefits pupils from different ethnic minorities and those refugees and asylum seekers who are new to the school, all of whom are attentive and productive.
64. Assessment is good. The school carefully tracks and evaluates the performance of individual pupils and groups of pupils. However, this tracking is not easily accessible to all staff in the school and this limits its impact on informing teachers' planning. School leadership, however, uses it very well to target support, and introduce new strategies and interventions for key groups of pupils. Pupils with special educational needs are quickly identified and receive good quality support from the numerous well-trained support staff. They, like gifted and talented pupils, have precise and apt individual education plans that target their specific needs and outline how they are to be met. However, as the smaller individual steps often necessary for pupils with learning difficulties are not clearly identified in teachers' planning, support staff do not always know what to concentrate on or what to report back to the class teacher in terms of pupils' learning.
65. Teachers keep detailed records of pupils' individual performance. Good use is made of this information to make well-written lesson plans. This gives lessons a sharp focus that builds directly upon pupils' previous learning and thus promotes good learning. Tasks are matched to pupils' different abilities, and key words are identified and accurately used. This supports well the many pupils who have limited language skills as well as those learning English as an additional language. Because of this, these pupils understand well their work and are fully included in all aspects. Lesson plans have a good structure and provide a good deal of information, but do not always direct clearly what the many support staff are expected to do or with whom they are to work and on what.
66. A recent whole school initiative places pupils at the centre of assessment, but is new and not yet sharply focused enough to be very effective. Pupils are regularly encouraged to assess their work at the end of a lesson. This is

sometimes, but not always, linked to a set of success criteria given to them by their teacher and they are not always given the time to identify the next step in their learning. Teachers' marking of pupils' work is often good; it does identify what pupils need to do next and poses questions for them to think about and answer. However, often the marking becomes confusing as too many next steps are identified, and the marking is often lost on those who do not have the literacy skills to read them or write a reply.

67. In the years following the appointment of the current headteacher, there has been very good improvement in the provision, as the school has been very perceptive at identifying key areas, such as the underachievement of high attaining pupils, and taking effective action. The subject co-ordinator has been well supported by the school's leaders and has benefited from much professional development. Good leadership and management have brought about significant improvements in the quality of provision since the last inspection.
68. There has been close and careful monitoring of the quality of teaching and learning by the co-ordinator. This, and the good feedback given, has supported well the recent introduction of the development of thinking skills that promote good achievement among all pupils, but especially the more able. Good management procedures also identified areas for development in the curriculum, so that it is now good. The curriculum is well planned and meaningful, and relevant separate problem solving and investigative skills are planned for each week. Much of this work is enhanced well by the use of computers. Computers, and specific computer programs are often used to support pupils' basic skills. Some of these are particularly attractive to boys and have helped reduce the difference in performance between boys and girls.

Mathematics across the curriculum

69. The planned use of pupils' mathematical skills across the curriculum is good. There are very good opportunities provided in science and in information and communication technology, as pupils are encouraged to measure, estimate, and record. There are also good opportunities in geography, especially when linked to map work.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Because teaching and learning are consistently good, all pupils achieve very well.
- In recent years, good leadership and management have brought about many vital changes.
- Pupils have many opportunities to investigate and participate in practical activities.
- Assessment is good, but pupils do not always know how to improve.

Commentary

70. In relation to their low prior attainment, pupils in Year 2 in 2004 achieved satisfactorily although standards were well below the national average. There was a particular weakness in pupils' knowledge of physical processes. In the national tests in Year 6 in 2004 pupils achieved very well in relation to their very low prior attainment, and standards were above the national average. By the end of Year 2 and Year 6, standards achieved by all pupils are continuing to improve, in spite of high mobility and significant variations in gender and ability. This is because the previous co-ordinator led and monitored this subject very effectively to ensure consistently good teaching and learning throughout the school. Thus pupils have many opportunities to apply their knowledge and skills practically to deepen their understanding. Following the analysis of last year's teacher assessments, pupils in Year 2 have focused on improving their knowledge of physical processes. Standards in Year 2 are now in line with those expected and all pupils have achieved well. In Year 6 standards are above those expected and pupils have achieved very well. Over the last three years the difference in the performance of boys and girls has been similar to that found nationally.
71. Teaching and learning are consistently good. Many of the pupils at the school have high levels of need and the teachers are often very good at dealing with their many issues, both learning and behaviour, so that all pupils make better than expected progress. Well-planned, prepared, and resourced lessons have a lively and interesting pace that engages pupils so that they concentrate well. The good ratio of pupils to adults and the good role models that these adults provide ensure that lessons are calm and there is a positive learning environment. A good level of trust and understanding helps pupils, especially those from different ethnic minorities or those who have just arrived at the school, to have the confidence to ask questions and participate in every stage of the lesson. Through good assessment procedures, teachers know their pupils' abilities well. Those with special educational needs are quickly identified, and good levels of support are provided so that they achieve well and have the same opportunities as everyone else. Teachers and teaching assistants question pupils well to assess their understanding and to challenge them to think and explain. Such an approach, coupled with a good deal of practical and investigative work, supports the learning of the more able pupils very well. Pupils often record their own findings, and this supports the development of their literacy, numeracy, and computing skills well. Due to their training, teachers focus on using the correct

terminology and encouraging pairs of pupils to discuss their work and to draw scientific conclusions; this supports well the learning of all pupils, but especially those learning English as an additional language.

72. Assessment is good. Part of the school's new approach to assessment involves pupils in taking ownership of their learning; at the start of the lesson pupils are told the success criteria by which they have to assess their learning at the end of the lesson and identify the next step in their learning. Because time is not always used well, leaving insufficient time at the end of the lesson, this practice is not yet consistent across the school, and pupils do not always know how to improve. Often teachers' very thorough marking compounds this; it offers so many constructive comments, that pupils do not always know what they should be concentrating on.
73. Leadership and management are good overall. The previous co-ordinator led the subject very well and put into place key developments that have led to a very good improvement in provision. The current co-ordinator has been inducted into the role well and has been given good training in how to continue to monitor provision effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Because of lively and relevant teaching, all pupils achieve well.
- Very good subject co-ordination has brought about recent and significant improvements.
- A spacious computer suite and easy and regular access to computers support pupils' learning well.
- An enriched curriculum adds greater breadth and depth to pupils' learning.

Commentary

74. Since the previous inspection, when the provision was judged to be poor, there have been significant improvements, all of which have had a dramatic impact on pupils' achievement. Standards at the end of Year 2 and 6 are in line with those expected; there are particular areas such as exchanging and sharing information in Year 6 that are above national expectations. Many pupils, especially those in Year 6, had a poor start to their planned education, and this, coupled with their low levels of prior attainment, has meant that their achievement overall has been good, but much of it has been in the last two years. This is because the very good leadership and management of the co-ordinator who has done a great deal since his appointment to improve the provision. As part of a well organised and financed plan to improve the provision, there has been extensive staff training and the purchase of additional computers and software. Teachers have had their skills closely analysed and their work monitored so that they have been given individual areas in which they need to improve.

75. Teaching and learning are good. Teachers are secure in their knowledge and understanding of the subject and use these well to explain tasks and difficult concepts. The careful explanations, coupled with a careful choice of language, ensure that pupils learning English as an additional language fully understand their work and achieve well. Lessons are well planned and structured so that pupils learn at a lively pace and maintain good levels of concentration. Interesting and stimulating computer programs are specifically chosen to engage pupils, especially boys. The good ratio of adults to pupils ensures that pupils get a good level of individual attention and support and pupils with special educational needs achieve well. Teachers have high expectations and good levels of management and control so that lessons are calm and purposeful. Often, very good relationships enable all pupils, including those from different ethnic minorities or new arrivals to the school, to have the confidence to contribute and to learn. Assessment is good. Teachers carefully track pupils' progress, and pupils themselves are closely involved in assessing their own level of skill. Teachers use this information well to plan work for pupils of different abilities, including the more able. However, the ends of lessons are not always used well to draw pupils together to assess how well they have learnt and identify what they need to do next. Pupils' good learning is promoted well by frequent access to computers. There is an attractive computer suite and many well-presented displays that fuel pupils' enthusiasm and interest. The co-ordinator has marshalled the support of the local community, and particularly local schools and colleges, to support pupils' learning; the pupils speak very positively about the visits and visitors that they have had.

Information and communication technology across the curriculum

76. As part of a well-planned approach, computers are used well across the curriculum. Databases on the Victorians have been used well as has the Internet in geography. Computers are also regularly used for pupils to practise and develop their basic skills in literacy and numeracy.

HUMANITIES

77. As no lessons were seen in **geography** and only one was seen in **history**, no overall judgements about the quality of provision can be made. Inspection evidence shows that standards in both subjects at the end of Years 2 and 6 are in line with those expected and all pupils achieve satisfactorily. Achievement in both these subjects has inadvertently benefited from the focus given to developing pupils' literacy, numeracy and computing skills. However, in geography and history, as much of the work is supported by structured worksheets, pupils do not always use all the possible opportunities to use and expand their literacy skills. Overall, assessment is satisfactory. Pupils' progress is closely tracked. However, teachers do not use this information sufficiently to prepare work for pupils of different abilities, and this limits their achievement. Most pupils are given the same tasks, and sometimes do not have enough opportunities to conduct their own research, either independently or co-operatively. The examination of work across the school shows that not all years

give the same priority to each subject; in most years there is limited coverage in one or more subjects.

78. Leadership and management are satisfactory. The school has correctly focused on improving pupils' basic skills, and, therefore, over the last few years there has been insufficient time or energy for the co-ordinator, who has responsibility for geography and history to monitor either subject in depth. However, the subjects have only this year become a focus subject for improvement, and satisfactory targets have been identified to improve pupils' achievement.
79. **Religious education** was not inspected as part of this inspection, as this is a voluntary aided Church of England school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Either due to the focus of the inspection or because of insufficient opportunities to observe the quality of teaching, no overall judgements about the quality of provision for design and technology, art and design or music can be made.
81. Inspection evidence shows that standards in **art and design** in both Years 2 and 6 are below those expected; in **design and technology** they are well below. Since there has been no sustained development in either subject since the last inspection, as the school has focused on improving pupils' basic skills, standards have fallen and all pupils have underachieved. However, pupils are making better progress than has been the case for some time. This is due to overall good leadership, especially in design and technology, that has in the last year led the introduction of new schemes of work that ensure that most elements of the curriculum are covered, although the study of famous artists is still not sufficiently developed. Pupils' learning is also now well supported by regular visits to some of London's main museums, and by interesting whole school activities such as making books. The co-ordinators have monitored both subjects satisfactorily, bearing in mind that these have not been school priorities. Because of this, resources, especially in design and technology, have improved and are now satisfactory.
82. Inspection evidence confirmed the school's view that standards in **music** are below average throughout the school, except in singing, where they meet the expected level for pupils in Years 2 and 6. Whereas pupils in Year 2 have achieved satisfactorily in relation to their prior attainment, those in Year 6 have underachieved because of their limited musical experiences over a longer period of time, even though there have been recent improvements. As a result of the new and highly enthusiastic co-ordinator's good leadership and management, many of the deficiencies in provision are being improved and the profile of music in the school has been dramatically raised. Recent training and the use of commercially produced course materials have improved the quality of teaching; much of what was seen was good. The school has wisely invested in new accommodation and resources of late, so that these are now good and provide good opportunities for pupils to have a wider musical experience than they had before. Pupils' singing is the strongest aspect because of regular practice during assemblies but also because of good contacts with outside agencies; the participation of 30 pupils in the local Borough festival is raising the profile of music within the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Links with the community and other schools support pupils' learning well.
- Good new subject leadership is providing a clear direction and support.
- Not all pupils meet the expected level in swimming by the end of Year 6.

Commentary

83. All pupils achieve satisfactorily in relation to their prior attainment, and standards in Years 2 and 6 are in line with those expected. However, not all pupils in Year 6 can swim the required 25 metres. Pupils' achievement over time has only been satisfactory because of the unsatisfactory provision in physical education up to a few years ago.
84. Teaching and learning are good. Teachers plan their lessons well and ensure that most general aspects of health and safety are covered. Lessons include challenging warm up activities where pupils physically exert themselves and then explain the impact of the exercises on their body. Good opportunities to discuss and evaluate their own work, as well as that of their friends, not only effectively supports their own development but provides for all pupils, especially those learning English as an additional language, the chance to develop their language skills. Using the school's well-established procedures, teachers track their pupils carefully against a set of skills. The information gathered is used well to plan challenging and interesting activities, but not necessarily to identify those with a particular talent. Pupils with special physical needs are accommodated well and join fully in most activities, because of the level of support and guidance offered by support staff. Teachers have high expectations and they use this and many well-established behaviour management strategies to curb the potentially distracting behaviour of the over enthusiastic minority. Lessons are therefore orderly and productive, with pupils learning new skills and exerting themselves satisfactorily.
85. The new co-ordinator has exhibited good leadership and management in making some recent and good improvements. The curriculum is now well planned. Pupils experience the full range of physical activities at different times of the year. There are good links with local football clubs whose support to the school extends beyond physical education. The school's participation in the local authority's School Sports Co-ordinator Partnership is raising the profile of the subject and extending the range of extra-curricular opportunities. Recent improvements to the playground and to the range of resources also contribute well to the overall provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has recognised this as a key area to ensuring pupils' good achievement across the school.
- Sensitive teaching promotes pupils' good learning.
- A whole school approach to pupils' development ensures its effectiveness.
- Pupils' personal development is not formally recorded.

Commentary

86. Both the leadership and management are good. The co-ordinator's vision and drive have done much to develop this area. The school places a very strong emphasis on pupils' personal development because in the past the lack of it has been a significant barrier to pupils' learning. There is a well-planned curriculum, much of it strongly linked to religious education and the church. A particularly innovative feature is the way in which pupils from different year groups are taught together in well planned and led follow-up sessions based on the themes and issues (such as conflict resolution) raised during the whole school assembly. Teaching and learning are good, not only because lessons are carefully and thoughtfully planned to take into consideration the needs of a diverse and often challenging group of pupils, but also because all adults provide very good role models. Pupils' development is also well supported by aspects such as the emotional literacy programme that is providing opportunities for pupils to develop the skills needed to deal with anger. Overall, assessment is satisfactory. Teachers know their pupils well and offer very good levels of support and guidance, but pupils' progress in this area of their learning is not formally recorded. The school provides very good opportunities that are deeply embedded in the life and ethos of the school for pupils to learn how to develop into confident, healthy and motivated individuals who want to learn and succeed. There is a good range of opportunities for pupils to take responsibility around the school and to be involved in learning outside the school day from clubs, visits, visitors, and other events. Because of this, all pupils achieve very well, and standards are above those expected for pupils in Years 2 and 6.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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	2
The leadership of other key staff	3
The effectiveness of management	3

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

