

# St Alban's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100036
<b>Local Authority</b>	Camden
<b>Inspection number</b>	276240
<b>Inspection dates</b>	29–30 June 2006
<b>Reporting inspector</b>	Sibani Raychaudhuri

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Giles Wright Miss Lea Hannam (Acting)
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Baldwins Gardens Holborn London EC1N 7SD
<b>Telephone number</b>	02072428585
<b>Fax number</b>	02072422285

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by 2 Additional Inspectors.

## Description of the school

St Alban's Primary is an inner-city church school that serves a very disadvantaged community. A very large majority of pupils come from minority ethnic backgrounds; the largest group is Bangladeshi. About 6% of the pupils have a White British heritage. Nearly nine out of ten pupils speak English as an additional language, half of whom are at an early stage of learning English, which is very high. A quarter arrives as refugees. The percentage of pupils with learning difficulties and disabilities is higher than most schools, as is the proportion with statements of special educational needs. Attainment on entry to school is very much lower than in most schools. It has an acting headteacher since the retirement of the previous headteacher at the end of the autumn term 2005.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

- \* ensure that the tracking of progress and target setting are used effectively to raise standards further, particularly in mathematics;
- \* ensure that teachers use assessment data more rigorously in planning suitably challenging work for all pupils;
- \* raise standards in mathematics throughout the school; and
- \* improve attendance.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

The quality of teaching and learning is satisfactory overall, and some good teaching was seen throughout the school. In the Foundation Stage, for example, the adults help new children settle swiftly into the routines within a caring environment, and they learn well.

Teaching of literacy is more successful than mathematics. Good strides have been made in improving the teaching of reading. For example, in a lesson in Year 2, adult support was very effectively planned into guided reading so that pupils could develop their understanding of what they read through discussion. Support staff work competently to meet the needs of different groups of pupils, particularly pupils who are new to English.

For the most part teachers plan satisfactorily to meet the needs of different groups of pupils. They assess pupils' progress satisfactorily but the information they collect is not used effectively to plan lessons and to provide pupils with challenging tasks. This means pupils do not achieve as well as they could, especially in mathematics. Target setting is relatively new but developing. Marking is not consistent and consequently it does not give pupils enough guidance about how to improve their work.

#### Curriculum and other activities

Grade:

Satisfactory curriculum planning meets the needs of different groups of pupils in Years 1 to 6 but there is scope to build more effectively on previous learning and experience. In the Foundation Stage, it is good with well planned activities that engage all children effectively and encourage them to participate in lessons. The provision for pupils with learning difficulties is sound and so is the provision for those with English as an additional language including those in the early stages of English acquisition.

There is a good range of enrichment activities, particularly in sports and arts, which help to develop pupils' interests and skills. Specialist teaching in music and information and communication technology enhances the provision well. Many visits and visitors make learning enjoyable. For example, during the inspection a visiting group led a very interesting assembly on birds of prey as part of the science week. However, there is no residential trip and pupils say that they would like to have one. All pupils benefit from a personal, social and health education programme that promotes safe and healthy living well.

## **Care, guidance and support**

### **Grade:**

The school provides satisfactory care, guidance and support. Child protection procedures are secure. Health and safety checks are carried out and recommendations are acted upon. Risk assessments for educational visits are in place. However, not all risk assessments are yet fully in place. Attendance is below the national average, and whilst the school has sound procedures for monitoring absence, procedures for promoting and rewarding good attendance are underdeveloped.

Academic guidance for pupils, through the setting of learning targets, is implemented inconsistently across the school. The school has now started to check pupils' academic progress more regularly to effectively identify areas of underachievement.

Pupils who have learning difficulties and disabilities, as well as those with English with as an additional language receive sound support and guidance from teachers and support staff. Teachers and the learning mentor provide effective support and advice for pupils who are facing a range of emotional and behavioural problems.

## **Leadership and management**

### **Grade:**

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## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Thank you for making us feel welcome when we visited the school recently. We enjoyed talking to you and listening to what you like about the school. You attend a satisfactory school that cares for you. You enjoy learning and behave well in classrooms and around the school. Teaching is satisfactory but there are some good lessons too where you do interesting activities and the adults support you well. There are many extra things for you to do, such as the school choir and sports clubs.

The acting head teacher leads the school satisfactorily and all adults make sure that you are looked after and that you make satisfactory progress. We have asked the school to make sure you make good progress by checking it regularly and setting targets for your next step of learning. We have asked teachers to help you to improve your standards in mathematics. It would be better if your lessons are based on what you know and need to learn next.

You can also help the school to improve by coming to school regularly. You need to make the most of what the school offers to you. If you miss lessons, you fall behind others and then do not do your best. We wish you every success in school.

Yours sincerely

Sibani Raychaudhuri

Lead Inspector