

St Mary's Bryanston Square CofE School

Inspection report

Unique Reference Number	101136
Local Authority	Westminster
Inspection number	276458
Inspection dates	28–29 September 2005
Reporting inspector	Kekshan Salaria HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr L D Clark Mr Peter Hadfield
Date of previous school inspection	Not previously inspected
School address	Enford Street London W1H 1DL
Telephone number	2076414130
Fax number	2076415438

Age group	3–11
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

St Mary's Bryanston Square School is an average size voluntary aided primary school situated in the heart of London. The school population is very mixed in terms of ethnicity and social class. The areas from which the school draws the majority of its pupils have high percentages of overcrowded households. Approximately 35 languages are spoken in the school. The proportion of pupils entitled to free school meals is almost double the national average. Nearly three quarters of the pupils have a first language believed not to be English. The percentage of pupils identified as having special educational needs (SEN) is broadly in line with the national average. When children start in the nursery around half of them have little or no command of English. In addition, some do not have the skills or knowledge typical of three or four year olds.

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

* Continue to raise standards in communication, language and literacy in the Foundation Stage*
Continue to raise standards at Key Stage 1 * Work towards more streamlined assessment procedures that cover all subjects.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good throughout the school, particularly in the upper part of Key Stage 2. All the lessons observed by inspectors were at least satisfactory with many being good or better. In the best lessons teachers had high expectations and gave the pupils interesting and challenging things to do. Lessons are well planned as a part of a sequence which helps the pupils to make progress. They include opportunities for discussion, and paired work which helps pupils to improve their speaking and listening skills. Teachers manage pupils' behaviour skilfully and relationships between pupils and staff are very good. Teaching assistants provide the pupils with good support. Teachers use interactive white boards very confidently to motivate and engage pupils. The school provides well for its able, gifted and talented pupils and this is having a very positive impact on pupils' attainment. The school has effective procedures for assessing pupils' progress in English, mathematics and science. However, the school does not yet have consistent procedures for assessing pupils in other subjects to ensure they make good progress in these as well. Senior staff have a thorough understanding of how to use assessment data. The school has additional support programmes for pupils who do not achieve set targets. Teachers have an accurate view of the pupils' attainment year on year, which is used to inform future teaching. Achievements of particular individuals and groups of pupils are monitored appropriately and actions taken as a result. Pupils' work is checked and marked regularly and pupils say that they are told what they need to do in order to improve.

Curriculum and other activities

Grade:

Pupils are given a good range of interesting, enjoyable and worthwhile things to do in their lessons and for homework. The school is particularly good at making all its pupils feel included. The teachers plan the work carefully so that all subjects are covered and they review their plans regularly to bring about improvements. For example, last year they developed new approaches to teaching geography and this has helped pupils to make better progress in their geographical skills. The school also decided to give more time to physical education in response to comments from parents and pupils and to its own self-evaluation. The additional time has had a beneficial effect on the pupils' physical skills and fitness. The school's programme of work in personal,

health and social education helps the pupils to stay safe and to be healthy. The strong emphasis given to literacy and numeracy, and the widespread use of information and communication technology, prepares pupils well for the next stage in their learning. Time is well used during the school day and the wide range of lunch-time and after school clubs gives pupils additional opportunities for sporting, musical and other activities.

Care, guidance and support

Grade:

The care, guidance and support that the school gives to its pupils are outstanding. All teachers look after their pupils very well. The school's learning mentor, who is resourceful, flexible and creative in her role, makes a very special contribution, giving support to pupils and their families when needed. Systems for identifying, tracking and supporting pupils with SEN, are very effective and help them to make good progress. Pupils with EAL are carefully assessed and well supported so that they make good and sometimes very good progress. When new pupils come to the school they are helped to settle in quickly. Inspectors witnessed the very good support given to two pupils who had recently arrived. There is a comprehensive policy on child protection that is known to all staff. Health and safety risk assessments are regularly carried out and followed up. The parents' response to a questionnaire was overwhelmingly positive, with very nearly all of them agreeing that their children are safe and well cared for in school. As one Year 6 pupil said: 'The teachers are nice, understanding and caring. They are always there for you. They make subjects fun. They show you how to do things and don't just leave you to get on.'

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school. We really enjoyed our visit to your school, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found out about your school.

These are the things we liked about your school: * We think you are getting on well in your learning and reach a good standard by the time you are 11 years old. * You particularly enjoy the wide range of clubs and other activities on offer. * You feel safe at school and know that if you have a problem, there is always an adult to talk to. As one of you told us. The teachers are nice, understanding and caring. They are always there for you. They make subjects fun. They show you how to do things and don't just leave you to get on. * You make healthy choices about food and exercise * Your headteacher and deputy headteacher lead the school well. * You behave well and make visitors to your school feel very welcome

We have asked your school to improve a few things to make it even better. These things are: * To help you to speak, listen, read and write better by the time you are five years old. * To help you be even better in reading, writing and mathematics by the age of 7 years old. * For your teachers to find better and simpler ways of writing down how well you are getting on in all subjects. We hope that you continue to enjoy coming to school, work hard and do well in the future. Good luck!