

INSPECTION REPORT

**ST MARY OF THE ANGELS RC PRIMARY
SCHOOL**

Shrewsbury Road,
Bayswater,
LEA area: Westminster

Unique reference number: 101137

Headteacher: Mrs Helen Connolly

Reporting inspector: Mrs FM Forrester
11590

Dates of inspection: 12 – 15 February 2001

Inspection number: 186177

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Shrewsbury Road, Bayswater, London
Postcode:	W2 5PR
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Soares
Date of previous inspection:	September 1995

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20875	James Howard	Team inspector	Mathematics Information technology Design and technology Physical education	Quality and range of opportunities for learning
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary of the Angels Roman Catholic Primary School is situated in the London borough of Westminster. It caters for boys and girls aged five to 11. Many pupils start school with only a limited understanding of English. Although they often speak confidently in their mother tongue, they have low attainment for their age group, particularly in English. Children start school in the nursery full time after their third birthday, in either September or January. Some children spend two terms in the class, while others attend for three terms. There are a significant number of pupils who started school later than the normal first admission time. Of the 305 pupils on roll, 210 are learning English as an additional language; 189 are at an early stage of learning. Main languages are Portuguese, Spanish, French Creole and Tagalog. There are a small number of refugees from Colombia. The number of pupils on roll is less than at the last full inspection in 1995. Almost a third of pupils are entitled to free school meals, which is above average. Forty-six pupils have special educational needs and, of these, five have educational statements. This is broadly average for a school of this size. There are very close links with the local Roman Catholic Church. The school benefits from additional funding from the Ethnic Minority Achievement Grants, from other programmes funded by the Standards Fund and from allocated funds through the Single Regeneration Budget.

HOW GOOD THE SCHOOL IS

The school is very effective. It achieves good standards due to hard work, high expectations, good teaching and excellent leadership from the headteacher. The school strives hard to provide its pupils with the skills and experiences that will benefit their future lives. It provides very good value for money.

What the school does well

- Standards in English and science are particularly good throughout the school.
- Seven year olds also have good standards in mathematics and information technology.
- The headteacher and key members of staff provide outstanding leadership. A very effective governing body supports them.
- Moral development is excellent, and spiritual and social provision is very good.
- The school provides rich learning opportunities for all its pupils.
- Behaviour is very good; pupils work very hard and they are very proud of their school.
- The school has a very effective partnership with parents.

What could be improved

- Bilingual support for newly arrived pupils who do not speak English.
- Standards are too low for the 11 year olds in information technology. Pupils do not have enough opportunities to use control devices.
- The quality of the monitoring to check that class support is efficiently used.
- The presentation of pupils' work is not consistently tidy in all subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was first inspected in 1995, when it was seriously criticised. HMI visited again in 1997 to check that progress had been made. Since the full inspection, the school has made outstanding improvements in all areas. It is now a very good school and it has an excellent capacity to improve further. The leadership and management have been successfully improved, particularly the role of the governing body. Governors now have excellent procedures for ensuring they fulfil their legal duties, and they give very positive support in

shaping the direction of the school. Pupils' standards of attainment and the quality of teaching are now very much better and good. In the last inspection, teachers were criticised for their lack of expertise. Most now have a very good knowledge of the subjects they teach. The school ensures full coverage of the National Curriculum, which was not the case in 1995. The quality of pupils' learning experiences has been significantly improved, and moral development is now excellent. Pupils' misbehaviour in some lessons was adversely affecting learning and standards and was a great concern. The school has implemented successful strategies to manage pupils' behaviour, which is now very good. Teachers try to make their lessons appealing to the age group, and consequently pupils are very enthusiastic and interested in their work.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	B	A
mathematics	C	B	C	A
science	C	A	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The school's results have progressively improved each year. The National Curriculum test results for seven year olds were well above average in English, mathematics and science in 2000. The 11 year olds achieved slightly lower results. English was above average; mathematics was average and science well above average. However, when these results are compared to other similar schools they are high. The school's improvements are above the national trend. A particular strength of the work seen is the good standards of seven year olds' work in English, mathematics, information technology and science. The reason that the standards of seven year olds work are slightly better than in older classes is that they have benefited, since the last inspection, from consistently good teaching. The oldest pupils achieve good results in English, science and geography. They achieve appropriate standards in mathematics. Throughout the school, pupils attain appropriate standards in art, history, music, physical education and most aspects of information, communication and technology. However, older pupils have insufficient opportunities to use control devices as part of their computer work, which impedes their overall performance. There was insufficient evidence to be able to judge the overall standards in design and technology. The good quality of the teaching is successfully promoting good achievement, but many pupils in the older classes have had gaps in their education. The school works hard to give these pupils additional support by setting up booster groups or by targeting pupils for special support if they are at risk of falling behind their peers. The school's targets are realistically challenging and good progress is being made. The school analyses pupils' results to note any groups that may be falling behind. There is no difference between the standards of boys and girls. Pupils with special educational needs and English as an additional language achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very interested and involved in their lessons. They have very good attitudes and demonstrate enthusiasm for their work.
Behaviour, in and out of classrooms	Very good behaviour is evident around the school and in lessons. In the most inspiring lessons, and in school assemblies, it is excellent.
Personal development and relationships	The school promotes very good personal development, and relationships are strong throughout the school.
Attendance	Pupils' attendance is satisfactory.

These aspects are strengths of the school. Pupils are highly committed to their work. The school's strategies for managing pupils' behaviour are proving very successful. Pupils' personal development is very well promoted, and very good relationships exist. The school tries hard to promote good attendance, which is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Significant improvements have been made to the quality of teaching. This is a great strength of the school's provision, and is clearly instrumental in raising standards. Out of 61 lessons observed, 21 were very good and five lessons in Key Stage 2 were excellent. There were no unsatisfactory lessons, 10 lessons were judged to be satisfactory. The quality of teaching for the youngest children who are under six is very good. At Key Stage 2 the teaching is slightly better than at Key Stage 1. At Key Stage 1, half of the lessons observed were good and two lessons were very good. At Key Stage 2, 28 lessons out of 31 were good, very good or excellent; three lessons were satisfactory. Teachers are successful in their promotion of basic skills in literacy and numeracy lessons. Where pupils seem to be falling behind their peers, they are well supported so that the school meets the needs of all pupils. Pupils of all abilities are learning well and achieving as well as can be expected. The pupils with special educational needs are identified early and are well supported. Throughout the school, teachers value their pupils and encourage them to be confident; they successfully promote their self-esteem. The pupils who are learning English as an additional language are successfully supported in their lessons. Focused language support in smaller groups is also beneficial.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters very well for the wide range of pupils' interests and abilities. Residential visits and other good learning opportunities extend pupils' understanding of the wider world.
Provision for pupils with special educational needs	Good support and appropriately adapted activities enable pupils with special educational needs to make good progress.
Provision for pupils with English as an additional language	The school successfully offers support through a good range of different strategies to pupils who are learning English as an additional language, and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of the school's work is very good. Good role models of staff, very clear codes of behaviour, and strong religious values ensure that pupils develop a mature understanding of their moral and social responsibilities.
How well the school cares for its pupils	The school provides excellent educational and personal support and guidance for pupils. It has very good procedures in place for monitoring its effectiveness.

The school's partnership with parents is very good. Parents are very supportive, and their successful involvement in the school's work is having a significant impact on pupils' learning. A particular strength of the curricular and other opportunities offered to pupils is the very good range of additional experiences provided, for instance, the involvement of specialist coaches in sports. The curriculum appropriately meets statutory requirements. The school successfully cares for all its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent working ethos, created by the headteacher and supported by the whole community, strongly supports learning. The school is totally committed to giving pupils the best education possible.
How well the governors fulfil their responsibilities	The governors are very enthusiastic, and they carry out their legal responsibilities with excellent commitment.
The school's evaluation of its performance	The school very successfully evaluates pupils' results to note any significant trends in performance.
The strategic use of resources	Resources are well used, and financial management is efficient so that the school can provide a high ratio of class support.

The school has a good staffing establishment, and accommodation and learning resources are good. The excellent leadership and management are having a very significant impact on the school's work. The school very successfully applies the principles of best value. Every opportunity is taken to ensure pupils are inspired and well motivated to learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They are pleased with the school's standards of work in all subjects.• Moral values are very strong.• There is a good programme for health awareness.• That parents can take an active part in school life.• Parents have confidence in school and its management	<ul style="list-style-type: none">• Many parents think there should be less homework.• A few parents would like behaviour to be improved in the playground.

The inspection team agrees with parents' positive comments. The level of homework that is given is similar to other very good schools, and the homework policy is designed to ensure pupils achieve well. The inspection team noted that, in some lessons, older pupils referred to their additional research at home. This indicates that pupils are enthusiastic and eager to do as well as they can. Inspectors observed pupils' behaviour in the playground. They noted the good relationships that were evident, regardless of different age or race. Most pupils behave very well at all times and they have responsible attitudes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time they reach Year 1, the majority of children achieve well and exceed the early learning goals in personal, social and emotional development, knowledge and understanding of the world, creative and physical development. In communication, language and literacy and mathematical development, the majority attain the early learning goals. The school's results have improved progressively each year. The National Curriculum test results for seven year olds in 2000 were well above average in English, mathematics and science. The 11 year olds achieved slightly lower results: English was above average, mathematics was average and science well above average. However, when these results are compared to other similar schools, they are well above average. The school's improvements are above the national trend. The school's targets for raising pupils' standards are realistically challenging, and good progress is being made. A particular strength of the work seen is the standard of work at Key Stage 1 in English, mathematics, information technology and science. These subjects are good and English standards are very good. The reason these standards are better than at Key Stage 2 is that pupils have benefited from consistently good teaching in the younger classes. At Key Stage 2, the results in English, science and geography are good, but mathematics is still only average. The good quality of the teaching at Key Stage 2 is successfully promoting good achievements, but many pupils have gaps in their education or have joined the school later than the first admission date.

2. The school analyses pupils' results to note any groups that may be falling behind. There is no difference between the standards of boys and girls. The school carefully monitors the progress of pupils who are learning English as an additional language and most achieve well and make good progress. New arrivals are given good additional support; they make sound progress and achieve satisfactorily because they have very little bilingual support. The school ensures that work in all National Curriculum subjects meets the national expectation for this age group. The standards achieved in the national tests are confirmed by the inspection of pupils' work.

3. In English, pupils have good listening skills. They are attentive in class and listen to instructions carefully. Their speaking skills are less well developed, as some younger pupils have only a limited vocabulary in English and they do not feel confident enough to express their views in class discussions. By the time they leave the school, most pupils speak with confidence and willingly contribute to debates and discussions. This is because teachers are sensitive to pupils' needs and they successfully promote their confidence. By the time pupils are 11, they attain good standards in reading and most pupils read fiction and non-fiction books with confidence. Pupils' standards in writing are also good by the time they are 11, and they successfully write for different purposes.

4. In mathematics, the school has successfully introduced the National Numeracy Strategy, and this is increasing pupils' skills and confidence; pupils leave the school confident with number. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value, and most of the older pupils are fully aware of multiplication tables.

5. The standards of science are good. By the age of seven, pupils have a good understanding of their bodies. They can name major organs and they know the scientific names for bones. By the time they leave the school, pupils have a good understanding of science and a healthy curiosity and logical approach to investigation, which will be beneficial in their secondary education.

6. Seven year olds have good standards in information and communication technology.

They achieve well and reach better results than the national expectation for their age group. By the time pupils are 11, they have appropriate standards in most aspects of the subject but they do not have enough opportunities to use control devices, which impedes their overall performance. This is because they have not covered enough work using control devices. Since the last inspection, the school has invested heavily in a determined attempt to raise standards. Focused teaching of computer skills takes place in a well-equipped computer room. This has had a major impact on the improvement in pupils' attainment. As pupils progress through Key Stage 1, they have a developing ability to use a keyboard and the mouse. They draw pictures and they cut and paste. By the end of the key stage, they can save and retrieve their work.

7. Throughout the school, pupils develop good geographical skills. By the time they are seven, their standards are in line with those expected nationally, and they make good progress. At the age of 11, standards are good and above those expected nationally. In art, physical education, history, and music, pupils throughout the school have satisfactory standards for their age group. There was insufficient evidence during the inspection to judge design and technology throughout the school. Some good examples of work were seen, and teachers' planning indicates that this subject is well planned.

8. The school works hard to give pupils additional support by targeting pupils for special support if they are at risk of falling behind their peers. Pupils with special educational needs achieve well and make good progress towards the targets identified on their individual education plans. They are well supported in class, and benefit from good quality teaching when they are withdrawn from lessons. The provision of specialist teaching, for example, to help with reading, is particularly effective. Pupils progress very well in these sessions. By the time they leave the school, most reach standards in line with their abilities.

Pupils' attitudes, values and personal development

9. The previous inspection found children's behaviour and attitudes to be very good. Current findings endorse this judgement. The school is a very orderly community, which reflects a Christian ethos. Pupils are a credit to the school, and their very good relationships and attitudes to learning have an impact on their progress and development. These are strong features of the school. The foundations are laid in the nursery where children's personal, social and emotional development is given a high priority. Very good relationships are formed early with adults and with other children. Pupils work well in groups, take turns and share fairly. Their behaviour is very good and they recognise the value of school rules.

10. Pupils throughout the school show real enthusiasm for their work and sustain concentration consistently through lessons and persevere with their tasks. For example, in English, all age groups are eager to discuss the significant features of a shared text and talk about book preferences. Pupils are keen to learn and want to do well. Pupils work well together and co-operate effectively to resolve problems and reach conclusions. They are pleased to see their classmates do well. Pupils respond well to the expectations of good behaviour. They know what is expected of them, and understand the difference between right and wrong. Pupils understand and respect the systems of rewards and sanctions. Behaviour is very good. In lessons, the very good behaviour enables children to work free from distraction. A similar standard of very good behaviour is evident at playtimes and lunchtimes. Many pupils show a high degree of self-discipline when not being directly supervised by staff. Parents support the view that pupils' behaviour is good overall, although a few who attended the parents' meeting before the inspection were less happy about behaviour in the playground.

11. Pupils are polite, courteous and friendly, and openly welcome visitors and other adults working in the school. They show respect for property and treat resources and equipment with care. Pupils recognise each other's differences and understand that people may have different traditions and practices than their own. Parents value the attitudes and

values taught by the school, particularly the good relationships the pupils have with the teachers. In common with their classmates, pupils with special educational needs display very good attitudes to their work. They show enthusiasm, listen carefully and persevere. They are fully integrated into all aspects of school life.

12. Pupils' personal development is good. They grow in understanding and maturity as they progress through the school. Pupils enjoy talking to adults about a range of issues that are important to them. Pupils are given many opportunities to take responsibility, and exercise these well. They also show a good sense of responsibility when completing their homework. Initiatives in the community, for example raising money for charities, show that pupils are developing a sense of public responsibility. Visits to places of cultural, historical and environmental interest enhance their development. Pupils are well prepared for the next stage of education.

13. The school's positive ethos means there is no harassment or oppressive behaviour. Parents at the pre-inspection meeting were confident that bullying is very rare indeed and that the school manages it well if it does occur. Pupils have a good understanding of the effect their actions have on others. They are courteous to one another and friendly to visitors.

14. Pupils feel that the school is their community and they welcome opportunities to contribute to its life. Their participation in school concerts and assemblies greatly assists their personal and social development. These occasions build the pupils' confidence, celebrate their talent and improve self-esteem. Pupils now take part in setting and working towards clear and achievable targets for their personal development and academic progress. Pupils are beginning to extend their personal study skills by accessing information on computers and by scanning reference books. The school council provides a good structure where pupils discuss and negotiate new initiatives with a fair and considered sense of responsibility for themselves and others. Relationships between different ethnic groups are particularly good, and this school is a racially harmonious community.

15. There were five exclusions last year; the school is committed to using pupil exclusions as a last resort in order to maintain good standards of behaviour and discipline. They are working effectively with the local authority behaviour management team to develop appropriate strategies for dealing with unacceptable behaviour. Levels of attendance are satisfactory with unauthorised absence being similar to the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching in the nursery is consistently very good. One significant strength that accounts principally for this good teaching is that staff have a clear understanding of the needs of the young children and recognise the importance of providing an appropriate range of activities each session to develop their academic, physical and personal and social skills. Another strength is the very good team spirit that underpins all the work as teachers plan, review and evaluate effectively the work and progress of individual children. Deployment of the staff is effective, with each adult being responsible at times for an area of learning. Very good relationships are established between the children and the staff, who know and understand individual children well. Thoughtful and relevant questioning techniques are used to extend thinking and probe understanding.

17. The quality of teaching in one reception class was very good. The teaching in the other class was satisfactory. Members of staff provide a range of stimulating and motivating opportunities that cover all the areas of learning. There is a good working partnership between the members of staff in these classes. They work alongside groups or individuals, and effectively guide them in their learning. Teacher explanations of activities are clear and informative. Good questioning encourages the pupils to think for themselves and is effective in developing their knowledge and understanding. Members of staff actively encourage children to work co-operatively and to persevere with activities. The staff in the nursery and

reception classes have high expectations for sensible behaviour, mutual respect and co-operation. There is a feeling of fun and a clear sense of purpose that creates an exciting learning environment for young children.

18. In the last inspection, only a few lessons were good. The contrast was marked between pupils' attitudes in uninteresting lessons and the same pupils showing interest when work was well matched to their abilities. The school has made significant improvements to the quality of teaching, which is now most often of good quality. This is a great strength of the school's provision and clearly instrumental in raising standards. Out of 61 lessons, 21 were very good; five lessons in Key Stage 2 were excellent. There was no unsatisfactory teaching, but 10 lessons throughout the school were judged satisfactory. The quality of teaching at Key Stage 2 is slightly better than at Key Stage 1. At Key Stage 2, 28 lessons out of 31 were good or excellent; three lessons were satisfactory. In Key Stage 1, half of the lessons observed were good. Throughout the school, the methods teachers use, and the way that lessons are organised with support teachers and other staff effectively working together as a team, is a great strength of the teaching. Good evaluations at the end of the lessons provide opportunities to review pupils' progress. The skills of literacy and numeracy are well taught. The consistently good quality of the teaching in the foundation year and in English, mathematics, science and geography, has a significant impact on the standards attained.

19. The school does its utmost to raise pupils' attainment. One successful strategy is the careful organisation of classes by ability. In general, where two year groups work in a single class, the higher ability pupils from each year work together to provide a more challenging group, allowing them to learn effectively. In English and mathematics, teachers provide focused activities for pupils of different levels of attainment and good support in small groups arranged by ability. Volunteers hear pupils read regularly, and this is successfully improving their competence in reading. These successful strategies ensure pupils who have difficulty understanding the language, or those who have difficulty learning a particular skill, are given immediate attention before they fall too far behind. The school is highly committed to providing equal opportunities for its pupils. Teachers ensure that boys and girls work co-operatively together and are given equal status.

20. Throughout Key Stage 1, teachers have a good knowledge of the National Curriculum. They manage their classes very well and have consistently high expectations of behaviour. In very good lessons, teachers challenge pupils' thinking by ensuring the lesson has a brisk pace and activities are thoroughly planned to take into account the available time. At Key Stage 2, most of the teachers have a good knowledge of the National Curriculum. Their planning is very detailed and they put great effort into making their lessons interesting. They have very good relationships with their classes that have a very positive impact on the class. Pupils are well motivated and they learn well. In the best lessons, teachers use a quick-questioning technique to keep the lesson pace lively and use group 'brainstorming' to encourage teamwork and independence. For example, in an excellent numeracy lesson the teacher gave a challenging introduction to the lesson as she recapped previous work. She encouraged pupils to consider negative numbers on a coordinate axis. When they made mistakes she was able to ask them a number of questions so that they began to see where they had misunderstood. Class management was excellent, and the teacher's good sense of humour captured pupils' attention. Where individual support was given, pupils showed respect for their helpers and they benefited from their support. All pupils remained fully engaged throughout the lesson.

21. Teachers plan their lessons with support teachers and class assistants. Most often, good support is given, and staff work well together as a team. However, in some lessons, the class assistant sits watching the class teacher for over half of the lesson. This is often the case in the literacy hour, where the support is only fully impacting on pupils' learning in the group activity. Teachers give increasing amounts of homework throughout the school, which is having a positive impact on pupils' attainment. Work is marked regularly, and consistent use is made of praise and constructive comments.

22. The strengths of the good teaching which effectively promote learning are:
- Good team work between class teacher and support staff;
 - Topics that are interesting and challenging to pupils;
 - Probing questions;
 - Opportunities for group discussion and delegation of responsibility to pupils;
 - Detailed planning for lessons;
 - Very successful classroom management;
 - Good knowledge of pupils' individual abilities;
 - Strong knowledge of the subject.
23. When the lessons were only satisfactory, the teacher's class management was less effective and the topic lacked interest that resulted in pupils losing their concentration. In these lessons, a lack of challenge for the higher attainers led to some underachievement.
24. The teaching of pupils with special educational needs is particularly effective when they are withdrawn for specialist help. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans. When these pupils are in their classes, they benefit from good support from learning support assistants. Class teachers plan well to meet their needs and ensure that work set is suitably matched to their ability. Very good teaching takes place in developing pupils' reading skills in a Reading Recovery programme. In these sessions, the teacher works with one pupil at a time, using a range of successful strategies to motivate them and to develop their confidence so that they make good progress in learning to read.
25. Support for pupils who are learning English as an additional language is most often organised within classes. The support for bilingual learners is well organised by class teachers. This is generally as groups within classes, and is directly related to the work of the class as a whole. Sometimes other pupils interpret, as there is limited bilingual support. Good practice is developing in a number of ways. For example, some lessons benefit from having an additional teacher who can reinforce learning in the group work. Some members of staff are very skilful in ensuring that pupils in their group make a contribution to the plenary session, thus developing their confidence and self-esteem. The use of support staff is appropriately flexible. Bilingual support is provided by the local education authority and Portuguese translation supports newly arrived pupils with little understanding of the English language. However, this support is unsatisfactory. Although the translation is useful and gives pupils some idea of the lesson topic, the constant dialogue is distracting for other pupils. There are no formal assessments made in the pupils' mother tongue. When the lesson is too advanced for the pupil, there is no alternative activity matched to the pupil's individual needs. The school has drawn up an appropriate job description for the bilingual support; however, the few hours that the support is available make it difficult to monitor the effectiveness of this support.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

26. There has been considerable improvement in the provision for the children in the nursery since the last inspection. The very good teaching is having a positive impact on children's learning. Many children begin the nursery with poorly developed skills in speaking and listening. The curriculum is broad, balanced and relevant to the needs and abilities of all the children. The activities planned take account of all the elements of the early learning goals. The classes are especially successful in providing educational support for children with special educational needs and those who speak English as an additional language. The environment in the three classes is well organised, and children have easy access to a wide range of resources to support their learning. Children are well prepared for the next stage of education.

27. The curriculum is broad and balanced, and fully meets the requirements for the teaching of the National Curriculum and religious education. The school has made considerable strides in developing its curriculum since the time of the last full inspection when the balance of the curriculum was judged to be a weakness. At that time, insufficient time was allocated to some subjects, which resulted in low attainment. Since the time of the last report, the requirements of the National Curriculum have altered quite radically. The school has adapted very well and has successfully built on its previous provision. It is receptive to educational developments, and has successfully introduced the national strategies for the teaching of literacy and numeracy. These are having a positive impact on the standards pupils achieve. The quality of planning has improved and teachers are supported in their work by policies and schemes of work in most subjects that clearly identify what should be taught at particular times in a pupil's time in the school. This ensures that knowledge is developed systematically. A particular strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another. Year 6 pupils, for example, develop their mathematical skills through work in information and communication technology, calculating the fastest route between two stations on the London Underground.

28. The school is highly committed to providing equal opportunities for all its pupils. All pupils are fully included in the life of the school, enabling them to benefit from the many learning and social opportunities provided. Teachers ensure that boys and girls work co-operatively together and are given equal status. Pupils with physical disabilities are not excluded from any activities. Thanks to the good support they receive, they are able to enjoy physical education lessons and benefit from the experiences provided on the residential school journey. Test results are analysed by gender and ethnicity to identify any specific groups of pupils who are not fulfilling their potential and, if any are found, immediate action is then taken to target them and raise their levels of attainment. The successful Reading Recovery scheme is a good example of how this is achieved in the school. A few pupils are occasionally withdrawn from lessons for additional support in learning English. The benefits they derive from this extra help far outweighs any disadvantages as, until their fluency in English improves, understanding of the content of some lessons would be minimal. St Mary of the Angels is a school in which all pupils are valued and great care is taken to include them in all aspects of the curriculum.

29. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education form an important part of the school's curriculum. Sex education and drugs awareness are appropriately taught. The school successfully provides a curriculum that is particularly broad and relevant to the pupils. Residential trips are provided to London Colney, Sayers Croft Rural Centre and to Normandy. All classes benefit from termly educational visits to support their learning. Pupils have the opportunity to learn the recorder, guitar and Italian as part of the normal curriculum.

30. Curricular provision for pupils with special educational needs is good. The school complies fully with the Code of Practice. Pupils are carefully assessed, and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good, and activities are well matched to the targets they set. Pupils receive high quality teaching when they are withdrawn from class, and good support when they are not. This enables them to follow a broadly similar curriculum to their peers. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.

31. Extra-curricular activities enrich the curriculum. These are enjoyed by pupils and valued by parents. They include a football team and flamenco dancing. Learning outside the school day is supported by a regular pattern of homework, which effectively reinforces what pupils learn at school.

32. The school offers all pupils equal access to the curriculum. Although pupils are sometimes withdrawn from classes for additional help, care is taken to ensure that they are

able to participate fully when they return to their classes.

33. The school has excellent links with the community, which contribute to pupils' learning. The school proudly celebrates its church status by working with the local church and other Catholic schools. They marked the Millennium by performing 'Celebrating Jesus', a specially commissioned work, at Westminster Cathedral. Work in the arts is promoted particularly well. The school works with young musicians from the Tabernacle Theatre Company and actors from the Soho Theatre. They regularly stage an African Arts Extravaganza and are involved with the Notting Hill Carnival. Use of the Internet is developing links on a wider scale, and the school has recently developed an attractive and informative website. Partnerships with local businesses provide sponsorship, equipment and visits. Sporting links are established that provide professional coaching in soccer, cricket and basketball.

34. The school has developed good links with partner institutions. Particularly valuable are the links with local 'Beacon Status' schools. These are helping to develop teachers' skills and provide high quality teaching for pupils. There are good links with colleges, and the school assists in the training of teachers and nursery assistants. Links are established with local secondary schools to facilitate ease of transfer for pupils at 11.

35. The provision for spiritual development is very good. It is fostered through assemblies and regular classroom prayers, as well as through other aspects of the curriculum. In one class assembly the use of candles, lit and given to a child from each class to encourage pupils to let their light shine through during the forthcoming school day, was particularly spiritually uplifting. In other lessons, such as science, pupils are encouraged to wonder at the beauty of the natural world and the amazing capabilities of their bodies. For example, in a Year 1 science lesson, skeletons fascinated the pupils and they found and moved their joints with obvious delight. In music, pupils have opportunities for spiritual uplift as was seen in the video of their contribution to the Millennium 2000 performance held in Westminster Cathedral to celebrate the life of Jesus. Both the performers and the large audience experienced many deeply moving moments during this special occasion.

36. Moral education is excellent. Pupils are taught the difference between right and wrong from the moment they join the school. The behaviour policy is clear and is implemented very well in a consistent way. The school is justly proud of its high standards of discipline. Some teaching of the highest quality successfully raises pupils' aspirations for learning, with a very positive effect on behaviour. Through its Christian foundation, the school helps pupils to understand the principles that underpin moral values. There is a clearly defined policy, understood by all, about rewards and sanctions. Pupils enjoy receiving stickers and merit awards, and all wish to gain the ultimate award of the silver tick badge for outstanding achievement in one of the many and varied aspects of school life. Sanctions are few and involve not only a withdrawal of a privilege but require the pupil to analyse the incident and offer a solution. Pupils are encouraged in the values of honesty and courtesy, and consider the importance of friendship with others. Teachers recognise pupils' achievements by displaying their work carefully around the school, by giving them the chance to report back in class and by celebrating success in assemblies. Circle time has a very important influence on younger pupils when they talk about issues important to them and the way to resolve problems. Pupils learn to take responsibility for their own attitudes and behaviour. The improving quality of the work shows the extent to which they increase their independence in learning as they grow older. Through charitable collections, they consider others less fortunate than themselves. Every year pupils and parents give generously to child and adult charities in the local area and further afield.

37. Provision for social development is very good. Pupils are offered a caring and supportive environment in which to thrive. They have many opportunities for developing self-confidence and for widening their horizons through a programme of visits. From the nursery, children visit places of local interest and culture every term as part of the topic being studied.

At the end of Key Stage 2, residential visits are arranged for Years 4, 5 and 6 to places in the immediate London area and to France. Each of these visits has a different focus, but the underlying objective of them all is to develop responsibility and co-operation between individuals. Pupils are praised as good ambassadors for the school. They develop appropriately their citizenship roles through the newly established school council where all year groups are represented. Pupils of all ages are responsible around the school. The prefects elected in Year 6 play an important role in the everyday life of the school community. They perform their duties conscientiously and with commitment, and are proud to have been selected. Members of the playground games team are equally hardworking when they teach playground games to Key Stage 1 pupils. Pupils have regular opportunities for working together in class, developing good skills in team and paired work.

38. Cultural development is good, with pupils learning about their own and other cultures. Resources fully reflect the cultures of the pupils as well as those from other communities and lands. Pupils learn about their own and other faiths and are taught to view them with respect. For example, Year 3 and 4 pupils recently visited a Hindu Temple to find out more about Hinduism, and their work is prominently displayed in the school to share their findings with others. The school holds a very popular international afternoon during which parents and pupils dress in their national costumes, bring in food and entertain each other with singing and dancing. This shows the value the school puts on the rich heritage of its diverse community of pupils. The school also takes an active part in the Notting Hill Carnival by running a float, last year's theme being Earth, Wind and Fire. An African Arts project for pupils in Years 3 and 4 gave them considerable insight into the art, dance and drama of that continent. Pupils learned African folk stories and made costumes and masks for a presentation to parents. Literacy work also contributes to pupils' knowledge of culture. For instance, pupils in Years 5 and 6 study, compare and contrast various versions of the Cinderella story from countries such as North America, France, Italy, England and Scotland. There are, however, some missed opportunities to teach pupils about famous composers and artists. Although music is often played at the start of assemblies, pupils are not always told about the composer or the title of the piece.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to provide a very safe and caring environment for its pupils. Members of staff know the pupils well, and this enables them to provide good and appropriate care and support. External agencies including the education welfare service and health professionals support the school well. The school has good arrangements for identifying and dealing with any hazards found on the site. Health and safety checks are regularly carried out and reported to governors, and the local education authority carries out risk assessment. There is a good health and safety policy in place, which is administered well. Members of staff have been trained in the administration of first aid, and the school's provision for the support and welfare of its pupils is good.

40. The school follows the policy and procedures of the local authority for child protection. The last inspection found that the school had established positive links with external agencies to promote the welfare of its pupils, particularly that involving child protection, and this is still the case. The headteacher is currently the nominated person for overseeing the child protection procedures and all members of staff are informed of the procedures, and are aware of the need to inform the headteacher if they have any concerns. The monitoring of attendance is good, and the rates of absence have steadily improved since the last inspection. The registers are recorded electronically through an optical mark reading system. This enables the school to effectively monitor groups of children or individuals. Lateness is also monitored well. Registers are appropriately marked at the beginning of both the morning and afternoon sessions. Good attendance is promoted through certificates awarded to the class with the best attendance or a silver 'tick' awarded to individual children.

41. The school's arrangements for monitoring and promoting good behaviour are very

good, and result in high standards of behaviour throughout the school. The behaviour policy is used well by staff, and pupils are rewarded for good behaviour through receiving stickers. Members of staff provide very good role models for pupils. Pupils know the rules and know the difference between right and wrong. Parents and pupils confirm that there are very few cases of poor behaviour or bullying in the school. Pupils' personal development is supported well and effectively monitored by staff within the school. There are no formal procedures, but staff know the pupils very well and are able to respond to their individual needs and requirements.

42. The assessment procedures throughout the school are very good. There are clear assessment and recording procedures and all members of staff are involved in assessing the youngest children's progress in the nursery and reception classes. At the end of each day, members of staff evaluate the effectiveness of the provision, review children's work and plan future activities. Significant achievements are noted throughout the day, and these make a valuable contribution to a child's individual assessment book of samples of work. The samples provide a clear picture of a child's progress over time because the work is dated and the activity is described fully to set the context of the work. In the reception classes, detailed information is collated about children's language development, their knowledge of letter shapes and sounds and their response to the written word. Similar mathematics records are kept.

43. The school analyses National Curriculum test results to monitor the performance of different groups of pupils. From this, targets are set which focus support and influence teachers' lesson planning. Analysis by subject is also successfully carried out, and areas of strengths and weaknesses are identified. Pupils are involved in target setting. Assessment procedures are very successfully in place for English, mathematics and science, and the school is now developing similar procedures for other subjects. The assessment procedures effectively inform the teachers lesson plans so that the match of pupils' work is suitable for their individual ability.

44. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs are good. Their progress is carefully tracked and, when necessary, appropriate action is promptly taken. Full and effective use is made of external agencies, as the need arises.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The last inspection found that parents contributed to the school's life through their financial donations, and by attending parents' evenings and some school assemblies and festive occasions. Some parents felt they would like more information about the curriculum, and felt that the school could do more to involve parents. This inspection finds that the parents now have very positive views of the school, although a small minority do not feel their children receive enough work to do at home, or that the school provides an interesting range of activities after school. Whilst this inspection finds that the school makes satisfactory provision for extra-curricular activities, the provision for homework is good.

46. The partnership with parents and carers in all the under-five classes is very good. The staff's relationship with these is relaxed, friendly and supportive. As parents deliver and collect their children, they are made very welcome in the classroom as they exchange information informally about their children. The nursery's induction programme plays a vital part in building an effective communication bridge between home and school.

47. The information provided for parents by the school is good. Parents are informed of the curriculum to be taught, as well as work that parents can do at home to help their children. Regular newsletters are sent home, and these provide parents with day-to-day information about what is happening in school, as well as information about dates and events. At the pre-inspection meeting, parents said they were kept well informed about children's progress. The

inspection finds that the written annual reports for parents are satisfactory, but more detailed information is discussed with parents at parent evenings, and parents find this very useful. Parents of pupils with special educational needs are kept fully informed of their child's progress. They are involved in regular reviews of provision and their views are considered when making any decisions. Teachers provide opportunities for all parents to discuss children's progress informally at the beginning and end of the school day. The school's documentation for parents is informative.

48. The school's induction policy enables teachers to meet with parents as children begin in the reception class. An additional meeting is held after the children have been admitted. Parents confirmed that they feel that they can see staff at any time to discuss any concerns, and that staff are very approachable and deal with any concerns straight away. Parents showed overwhelming support for the school by a significant number attending the pre-inspection parents' meeting and expressing their satisfaction with the school.

49. The contribution of parents to children's learning at school and at home is good. A number of parents come into school and help out in the classroom, as well as on school trips. Many parents support their children's learning by helping them at home with their homework and listening to them read. The impact of the parents' involvement on the work of the school is very good. The parents' association raises large sums of money each year to purchase materials and equipment for the school. Parents organise social as well as fund-raising events; one particularly successful event was an International Evening. Parents also attend assemblies, curriculum events and coffee mornings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The excellent leadership of the headteacher and the clear vision and active involvement of the senior management and governors provide very successful management for the school. In the last inspection, the school's management was criticised as ineffective, and governors were not fulfilling their legal duties. The school has successfully remedied this and governors now have excellent procedures in place to ensure they carry out their expected duties efficiently. There is a shared commitment to school improvement, and an outstanding capacity to improve. The school has very successfully delegated management responsibilities to senior teachers, although at the time of the inspection, there was no deputy headteacher. The school had been unable to appoint a replacement following the previous deputy headteacher's promotion to headship. Subject co-ordinators have specialist knowledge of their subject, and in the core subjects of English, mathematics and science, they are particularly successful. The role of the special educational needs co-ordinator is well managed, as is the co-ordination of support for pupils who are learning English as an additional language. Co-ordinators effectively monitor the curriculum and quality of the teaching, as does the headteacher. There are also appropriate procedures for monitoring classroom support; however, these are not sufficiently rigorous. In some literacy and numeracy lessons, the class assistants spend half of the lesson observing the teacher. Although they are successfully supporting pupils when they are working in a group activity, they are not always used cost effectively throughout the lesson.

51. The governors are very enthusiastic, and they carry out their legal responsibilities with an excellent commitment. There is very good governor involvement in the monitoring of standards, with appropriately designated roles for monitoring literacy and numeracy. The governors have a very good understanding of the school's strengths and weaknesses, and governors regularly visit the school. The governing body is fortunate to have the benefit of financial and legal specialisms. Governors have recently introduced training days to ensure they are kept well informed. A good example of their commitment was a recent workshop activity to train them to analyse data. The governing body is committed to helping the school meet the needs of all its pupils. The school's regular analysis of results ensures governors are kept well informed about how the school supports pupils' language needs and about procedures for supporting those pupils with overall learning difficulties. Detailed analysis of

the level of English acquisition attained by individual pupils is regularly reported at governors' meetings.

52. The management of the provision for pupils with special educational needs is good. Records are well maintained, and pupils' progress is carefully charted. The governing body is kept well informed about the support that is available for pupils with special educational needs. The special needs co-ordinator is forward-thinking and plans very well for future developments. Funding for pupils with special educational needs is used appropriately, primarily to provide support staff. The quality of the support that is provided has a very positive impact on the progress of these pupils.

53. The school's development planning is very successful. The senior management team and governors work well together and agree appropriately challenging targets to raise the educational standards. Where teachers have had any insecurity in their knowledge of the curriculum, they have been given good support and professional training. The school is committed to staff development, and it gives very good mentoring support to newly qualified teachers.

54. The school successfully reflects its aims and values in all its work. This area is outstanding. The excellent ethos permeates all the school's work and it is one of love and support for all people. A good example is at the end of the morning in Year 6 where, after prayers, the pupils and staff turn to each other and say, "Have a good lunch!" Parents support the school's aims and values, and they commend the hard work of the headteacher in successfully managing the school without a deputy head. The school successfully promotes excellent moral values and respect for others.

55. The school has an appropriate number of teaching staff to teach the subjects of the National Curriculum, and it makes it a priority to provide additional support teachers and assistants and to support the large numbers of pupils with learning or language needs. The school's good accommodation is modern and attractive and has a number of good features. These include an information technology suite, which is fully networked and is used by pupils throughout the school day. There is a dedicated music room and a good-sized hall. The building is very well maintained, and good quality displays enhance the building. Resources for learning are good. Good use is made of the wealth of opportunities for visits in London which also provide a rich learning resource.

56. The school is efficiently managed. The last inspection report criticised the school's efficiency and it was judged to provide barely adequate value for money. The school has successfully remedied this, and it now has very good procedures in place to ensure that educational priorities are supported through the school's financial planning. The amount spent per pupil is typical for a school in inner London. The budget is presently stretched but end of year insurance claims will resolve this. The school is unable to accumulate a fund reserve as it fully uses its budget to provide additional support, including specialist teachers for music. The school administration is efficiently managed. Specific grants and funds for pupils with special educational needs are very efficiently used, but cuts in funding in recent years have had to be taken into account. Funding for pupils with special educational needs is used appropriately, primarily to provide additional teaching and support staff. The high level of support that is provided has a very positive impact on the progress of these pupils. The school provides a very good education for its pupils. The budget is successfully and efficiently used to benefit pupils and to provide them with a wide range of opportunities. The school gives very good value for money and very successfully applies the principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise the school's standards further, the governors, headteacher and staff should:

- Improve bilingual support for newly arrived pupils who do not speak English by:
 - (i) agreeing a school policy and seeking additional funding;
 - (ii) ensuring that bilingual support includes assessment of pupils' attainment in their mother tongue and that alternative activities are planned when class lessons are unsuitable for the individual ability of the pupil; [paragraphs 2, 25,54, 59, 60, 61, 107]
- Raise standards of information technology for 11 year olds by:
 - (i) implementing the school's action plan for information technology;
 - (ii) developing more opportunities for pupils to use control devices in order to raise their attainment; [paragraphs 6, 53, 75, 99, 111, 121]
- Ensure class support is efficiently used by reviewing the procedures for monitoring class support to ensure the use of support staff is cost effective; [paragraphs 25, 52, 56]
- Improve the presentation of pupils' work to ensure good standards are consistent throughout the school; [paragraphs 30, 31, 38]

Minor issues

- Improve the range of musical opportunities throughout the school. [paragraphs 33, 35,38, 55, 56, 117, 119]

ENGLISH AS AN ADDITIONAL LANGUAGE

58. The school gives good support to pupils who are learning English as an additional language. The school's leaders and managers are totally committed to raising these pupils' standards of attainment so that they achieve as well as their peers. The bilingual assistance that is offered in the nursery for Spanish speakers makes it possible for these young children to respond with confidence, and helps them to enjoy books in the same way as their peers. The school provides very good support in the reception office for parents who speak only Portuguese. Parents welcome this support, and they are grateful that they too can often communicate in their own language, which helps them to understand school daily routines or procedures.

59. Teachers work hard to give pupils support in lessons. They give visual prompts such as signs, gestures or pictures to help pupils understand. In some lessons, a support teacher observes the class to note any pupils who may be falling behind and to give additional group teaching. Occasionally, when pupils lack the confidence to express their opinion in a class discussion, they speak on their behalf. This support is good and it is successfully promoting pupils' learning. The local education authority provides additional bilingual support in Portuguese. However, translations take no account of pupils' ability or their individual learning needs. For instance, in a literacy lesson, six year olds were learning about punctuation. Although the work was appropriately translated for one pupil, he had no understanding of the structure of the English language and consequently gained very little from the translation.

60. Support for bilingual learners is well organised. This is generally in groups within classes, and is directly related to the work of the class as a whole. Good practice is developing in a number of ways. For example, some teachers identify key phrases, which are then reinforced in the group work. Volunteers from the community regularly hear readers. Other good practice was observed when pupils targeted for support were quietly informed about their work. Some members of staff are skilful in ensuring that pupils in their group make a contribution to the plenary session, thus developing their confidence and self-esteem.

Weekly support is given to newly arrived young pupils with little understanding of the English language, by withdrawing them to work with a teacher in a booster group. For example, in a topic based on the story about 'The Three Little Pigs', pupils made masks and used finger puppets to play out the story. In this activity, pupils were so enthusiastic that they eagerly repeated simple words from the story.

61. The school's budget is stretched and, although grants are used wisely and efficiently, they have been reduced yearly. However, the limited bilingual support means that new arrivals at an early stage of English often struggle to understand in lessons.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	34	41	16	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	289
Number of full-time pupils known to be eligible for free school meals		94

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		46

English as an additional language	No of pupils
Number of pupils with English as an additional language	189

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	19	19	19
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (90)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	19	19	19
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (83)	100 (93)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	19	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	19
	Girls	15	16	17
	Total	32	31	36
Percentage of pupils at NC level 4 or above	School	84 (62)	82 (62)	95 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	19
	Girls	14	13	17
	Total	32	27	36
Percentage of pupils at NC level 4 or above	School	82 (73)	71 (73)	95 (84)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	26
Black – other	12
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	132
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	20
Average class size	30

Education support staff YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	228

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	674019
Total expenditure	804504
Expenditure per pupil	2630
Balance brought forward from previous year	44651
Balance carried forward to next year	9999

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	16	0	0	1
My child is making good progress in school.	68	27	4	0	1
Behaviour in the school is good.	67	32	0	0	1
My child gets the right amount of work to do at home.	61	27	8	1	3
The teaching is good.	77	19	0	2	2
I am kept well informed about how my child is getting on.	62	30	3	5	0
I would feel comfortable about approaching the school with questions or a problem.	76	17	5	1	1
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	67	23	4	3	3
The school is well led and managed.	78	16	2	1	3
The school is helping my child become mature and responsible.	72	23	3	0	2
The school provides an interesting range of activities outside lessons.	56	23	7	5	9

Other issues raised by parents

It would be helpful if parent could have pupils' annual reports before end of term.

Parents acknowledged the headteacher's additional workload this year without a deputy. The school has not suffered.

Praise for the commitment of the staff.

Appreciation for the school assemblies, which involved a lot of work. Parents are invited.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. In the last inspection, children who were under five had good oral skills and they recognised letter shapes, words and phrases. They were acquiring basic writing skills. Number was satisfactory as was children's knowledge and understanding of the world. Children's social skills were well developed. Since this inspection, the school has improved its provision. By the time the end of the reception year, the majority of children achieve well and exceed the early learning goals in personal, social and emotional development, knowledge and understanding of the world, creative and physical development. In communication, language and literacy and mathematical development, the majority attain the early learning goals.

Personal, social and emotional development

63. The development of children's personal, social and emotional skills is a major strength in the nursery and reception classes. Children show a high degree of independence and self-control. Members of staff have high expectations of children's behaviour, based on mutual respect and an awareness of the needs and rights of others. As a result, children's behaviour is very good and they have a clear sense of right and wrong. Staff are good role models, as they courteously encourage and support children's learning. This leads to trusting relationships and helps children to recognise that each person has something special to offer. Children settle quickly into the nursery routines because of the well-organised induction programme. In both year groups, children work together well, share resources fairly and take turns appropriately when using the equipment. For example, when using the outdoor climbing equipment, they wait patiently until others have completed their sequence of movements before beginning their own. Children can make considered choices about the resources to select in a variety of activities. The daily snack time in the nursery is developed effectively by the staff to emphasise the importance of good manners and care and consideration for others. Children sustain concentration when working with adults and when working alone. All children treat the resources with care. Opportunities are planned in all classes for children to express their feelings in a variety of situations; for example, during story-time and role-play they respond with obvious enjoyment. Children's awareness of their place in the wider community is enhanced through special events such as the celebration of festivals.

Communication, language and literacy

64. A high priority is given to speaking and listening in the nursery. Talk permeates the curriculum in the reception classes too. The very good support given to Spanish speaking children by the bilingual assistant in the nursery is effective in teaching basic English words and clarifying understanding. All children benefit from skilful individual support and encouragement given by the staff. Adults use sensitive questioning techniques and give thoughtful responses to encourage children's confidence. Role-play is given a high priority in the nursery to develop oral skills fully. Children share ideas, ask and answer questions, and practise their communication skills in a variety of activities. They are encouraged to talk about events in their lives and they use simple sentences in response. They listen well to adults and follow instructions carefully.

65. Children make a start to reading in the nursery, learning how books are organised and listening with interest to stories and poems. They recognise their own names and are encouraged to read it at every opportunity. In the reception classes, most children recognise basic frequent words in the reading scheme books. They talk about their favourite parts of the story in books they know.

66. Children in the three classes have many opportunities to express themselves on

paper in drawing and painting, and are emerging as confident writers. In the nursery, the children 'write' their news after a discussion with the teacher. Some can copy letters, some write over the teacher's script and others write in their own way. All recognise that print carries meaning and they are eager to make marks on paper. The majority of children visit the writing tables freely and regularly, and are keen to experiment with their own signs and symbols to record their observations. Reception children build on the skills developed in the nursery and copy sentences under teachers' writing or write their own. They are developing reasonable control of the uniformity of lower case letters. In one reception class, they designed attractive birthday cards for the main character in a story and copied the words displayed in the room accurately to form the message.

67. Elements of the National Literacy Strategy are used well by teachers in the reception classes. A good understanding of phonics is developed through effective word, sentence and story work. Most children can name sounds in words they use frequently, and can recognise the names of key characters in familiar books.

Mathematical development

68. Members of staff treat children as mathematicians. They encourage them to see mathematics all around them, and help them to develop strategies to become problem solvers and to think logically. In the nursery, there are regular counting and number recognition activities during both indoor and outdoor activities. Opportunities to extend mathematical vocabulary and understanding are fully exploited and there is regular practice and consolidation of skills. This practice is continued successfully in the reception classes.

69. In the nursery, many children can recognise and count numbers to ten. They are learning appropriate mathematical language as they sort and order equipment. For example, in a very well-taught group activity, the class teacher used a model of a washing machine and pairs of socks extremely effectively to teach a group of children about pairs, counting to ten and simple addition of two numbers to nine. Children are familiar with some two-dimensional shapes, and can recognise and name, for example, circle and square. There are opportunities for children to learn sorting and matching skills through the use of puzzles and games. They are familiar with pattern making and can make sequence patterns. Children know a range of counting rhymes and songs that enhance mathematical learning.

70. In the reception classes, children can add 2 and 3 to numbers to 10, order the largest to the smallest, and correctly make sets of a stated number. They record their answers accurately and explain the way they work out the answer. They have an awareness of a range of appropriate words such as 'forward' and 'backward', and use simple language of comparison appropriately such as 'bigger' and 'smaller'. They show satisfactory attainment in beginning to understand simple addition and subtraction operations through direct teaching and the use of effective resources to support and develop learning.

Knowledge and understanding of the world

71. Children enter the nursery with a basic general knowledge. The nursery provides a stimulating environment and a wide range of indoor and outdoor activities to exploit children's natural curiosity and enthusiasm. Children are developing a wider understanding and knowledge of the world around them such as the local area, the school and the church. Boys and girls are good at practical and technological activities. Nursery children demonstrate good skills as they build with a variety of construction kits and talk about their observations. For example, some children built a Barbie house and painted it in the appropriate pink. They also built a washing machine for its kitchen. They join, cut and glue confidently with a variety of materials. Children persevered well when making a cup and ball toy with a parent helper. Some children talk about where they live and their families. Skilful questioning by an adult helps them to marshal their thoughts.

72. All children begin to gain an understanding of the past as they celebrate birthdays and special events. Older reception class children speak enthusiastically about their recent fifth birthdays. In one reception class, the teacher built effectively on the birthday theme and made excellent use of a much-loved story to make a birthday party for the main character. This project involved a group of children going shopping for the ingredients and being supported very well by the nursery nurse as they considered road safety issues. In the shop, they carefully checked the shopping list and paid for the goods. On their return to school, they made sandwiches in a variety of shapes. This was a rich learning experience for the children as a result of the clear planning, the skilful questioning, the use of appropriate praise and the emphasis on application and imagination by the class teacher.

73. In all the under five classes children are developing competence on the keyboard and an understanding of the functions of a computer. There are opportunities for children to develop their skills of prediction and scientific enquiry as they experiment in the water and sand play. Through a range of scientific topics, reception children develop their inquiry skills. In all the classes, children are encouraged to question why things happen and how they work as they build and use apparatus.

Creative Development

74. This is another area where children exceed the expectations of the early learning goals. Nursery children have many opportunities to experiment with textures and colours. Members of staff support these activities effectively, and extend children's language by talking about the materials and techniques used, and by giving the children the opportunity to respond accordingly. Staff give role-play a high profile in the nursery in order to motivate children to develop their confidence, extend their ideas fully and widen their vocabulary. Basic language skills are reinforced in this way. All the children know songs by heart, including many with actions, and have an awareness of pulse and rhythm. Nursery children are given daily opportunities to observe and reflect on what they see, hear and feel. Pupils' drawings in the reception classes are lively and typical of the work of under-fives in their detail and perspective.

Physical Development

75. The imaginative development of the outdoor play area is a major factor in nursery children improving their physical skills. Children exceed national expectations in physical development. They climb, run and slide confidently on the large apparatus and move intelligently in the space provided. Reception class children also make good use of the outside area each day. Staff develop their confidence effectively, and teach them the safe and correct way to approach an activity. This quiet and calm style motivates children to take on the challenge and achieve success. They are able to change directions accurately on command and laugh with delight as they do this. They gain increasing control of tools such as scissors and paintbrushes and spatulas. Reception class children show increasing dexterity and control in drawing, and writing. Staff challenge children in such a way that they develop skills and improve hand-eye co-ordination, whilst using their initiative and extending their imagination.

ENGLISH

76. The school's results in the National Curriculum tests in English for pupils aged seven have improved dramatically over the last two years. They are very high when compared both to schools nationally and to schools with similar circumstances. This is the case for both reading and writing. The test results for pupils aged 11 rose last year to above the national average and was well above average when compared to similar schools. The percentage of pupils reaching the higher than expected level was well above the national average, and very

high when compared to similar schools. When one considers that the pupils who took the test last year were below the national average when they were aged seven, their achievement can be seen to be very good indeed.

77. The school has worked extremely hard to raise the standards in English for pupils of all abilities, and the test results are an accurate measure of their success. The results of boys and girls have been analysed and they are very similar. The very good teaching seen in many classes has had a considerable impact on the standards achieved, as has the structured support given to certain pupils. For example, the Reading Recovery scheme is working very well to boost the reading abilities of pupils identified as in need of further help. These pupils are taught very well and, through carefully planned work and successful strategies to raise their self-esteem, are making particularly good progress towards the targets set for them. In the last full inspection, held in 1995, pupils aged seven were judged to be in line with national standards in English whilst those aged 11 were underachieving, particularly in writing. This is no longer the case as test results show that both sets of pupils are now achieving very good standards.

78. Pupils' listening skills are good. They are attentive in class and listen to instructions carefully. Pupils of all ages enjoy listening to stories, and the installation of listening centres in classrooms, so that pupils can listen to a story on tape whilst following the text in a book, has helped improve their listening skills considerably. Speaking skills are less well developed as some younger pupils have only a limited vocabulary in English and lack the confidence to express their views in class discussions. Teachers are sensitive to this and give them a great deal of encouragement by helping them to formulate suitable responses to questions. By the time they leave the school, most pupils speak with confidence and willingly contribute to debates and discussions. They ask relevant and sensible questions, and listen attentively to the questions asked and answers given by other pupils. When reading aloud they are expressive and make the passage they are reading sound interesting and sometimes quite dramatic. This was clearly seen in a Year 4 class where pupils read the new verses they had written for a poem entitled, 'I'm Angry', with tremendous expression and with appropriate actions. When reading fiction books aloud, most pupils adopt suitable voices for the different characters to make the story more interesting to the listener.

79. By the time pupils are 11, they have attained good standards in reading, with the majority able to read fiction and non-fiction books with confidence. Given the limited skills many of them have in English when they enter the school, this is a very good achievement. From an early age they are taught letter sounds and can read unfamiliar words although they do not always have an understanding of the meaning. Pupils thoroughly enjoy reading books and take them home regularly to practise their reading. They record the titles of books read in their home reading records, and parents often add comments about their reading ability and progress. Older pupils add suitable comments of their own, as they often read independently. Pupils use the non-fiction books from the school library for research, and the school supplements these with boxes of useful books from the local loan centre to improve the range of books available for pupils to use in their work. These books are often linked to the topics the pupils are studying in subjects such as history and geography. Some pupils also belong to the local library and take out books on a regular basis to read for pleasure or to help them with their research. Although pupils use non-fiction books regularly and can find the information they require using the contents and the index, their library skills are underdeveloped. They have little idea of how to find a book on a particular subject in a library, and have not been taught how to use a library effectively. Pupils thoroughly enjoy reading a good range of different books and can talk animatedly about their likes and dislikes. For example, one Year 2 pupil loves adventure and mystery stories whilst a Year 6 pupils prefers books about animals. Many have strong preferences for a particular author or subject and can give reasons for their choices. Despite many pupils speaking English as an additional language, their reading skills are sufficiently well developed to enable them to cope with the texts used in the literacy hour. Pupils with special educational needs, due to the good support they receive, make good progress in reading as they move through the school.

80. Pupils' standards in writing are good by the time they are 11. This is a significant improvement since the last full inspection, when opportunities for writing were limited. By the time pupils reach Year 2, they can write in sentences with appropriate use of capital letters and full stops. They also write for different purposes, such as instructions about how to make a model horse jump and letters to Mum from Yim Sung. Pupils in Year 1 are introduced to writing for a different audience and write to fairy tale characters such as Red Riding Hood and Foxy Loxy, saying what they think of their behaviour in the stories they have read. By the age of 11, pupils are able to write at length in a range of styles with a wide range of vocabulary to add interest. They write with generally correct grammar and spell words accurately. Punctuation is also good, with pupils using question marks, exclamation marks, commas, apostrophes and quotation marks correctly. They use texts read in their literacy lessons to give them ideas for writing such as the 'Iron Woman' story which they drew on to produce good quality newspaper articles that showed a good understanding of the text as well as a feeling for the journalistic style required. Pupils often use information and communication technology in their writing, and produce interesting and informative pieces of writing about a wide range of subjects. For instance, as part of their geography work, they wrote about Kenya and, in their history studies, about Cardinal Wolsey. They write non-chronological reports on subjects of their own choice, such as different types of snakes and countries around the world. All of these planned opportunities for writing give pupils added interest in their work and help them to make very good progress. Most pupils have joined and legible handwriting, which is pleasing on the eye and shows the care they take when they know the work is to be displayed. Presentation of work in English books is generally satisfactory and often good, but these skills are not always transferred to writing in other subjects. Literacy skills, however, are used appropriately in other subjects, such as science where pupils use the correct terminology in their writing.

81. Pupils have a very positive attitude to their work, and this is a significant factor in the very good progress they make. They behave very well in lessons and are eager to learn. When working in groups, as in a Year 3/4 class learning about the apostrophe and how it is used in contractions, they collaborate very well and give each other good support. Pupils of all ages concentrate well and are proud of their finished work. They try hard to write tidily in English work, but in other lessons the presentation of their work is untidy.

82. The quality of teaching is very good. Of the ten lessons observed, all were at least good, with four being very good and two excellent. At Key Stage 1, two out of four lessons observed were very good. In Key Stage 2, the quality of teaching was also of a high standard with three out of six lessons being judged very good and two lessons being excellent. All teachers have a very good understanding of the National Literacy Strategy and are employing this most successfully to raise the standards of all the pupils. Teachers have particularly good management skills, which enable pupils to concentrate on their work without interruption. The lessons are imaginatively planned by teachers who work together well to share their ideas and expertise. As the classes are organised by ability across two-year groups, the teachers are better able to match the work closely to the prior ability of their pupils and help them make appropriate progress. Texts used in the literacy hours are stimulating and capture the pupils' imaginations, making them eager to learn more. A particularly good example of this was seen in a Year 5/6 class studying various versions of the Cinderella story from different countries. The texts used by the teacher fascinated the pupils and they responded extremely well to the work, all keeping on task and concentrating very well. In fact, they were reluctant to stop work when the lesson came to an end. Teachers use assessments very well to help them in their planning of future work and to know exactly the ability levels of their pupils. They keep meticulous records of pupils' attainments and these are used very successfully to identify pupils in need of further support and to set targets for all pupils. The standards attained in English are a considerable strength of the school and a strong indication of the very high expectations teachers have of their pupils.

MATHEMATICS

83. Since the time of the last full inspection report, standards have shown a considerable improvement and are continuing to rise. The last report indicated broadly average standards at Key Stage 1, but below average standards at Key Stage 2. Current standards are above average at Key Stage 1 and broadly average at Key Stage 2. The improvement in standards is well illustrated by comparing the results of the current Year 6 pupils with when they were at the end of Key Stage 1. At that time their performance was well below average. Standards are now well above the average achieved by similar schools. The improvement to attain their current standards represents a considerable achievement. This picture of improvement is reflected in the end of key stage test results, which show standards to have risen at both key stages. The reasons for this are the marked improvement in the quality of teaching since the time of the last inspection and the impact of the introduction of the National Numeracy Strategy.

84. Pupils enter the school with below average attainment, and many have a limited command of English. At both key stages, pupils make good progress. Pupils with special educational needs and those with English as an additional language progress well. Additional support is primarily focused on the English language, but class teachers are sensitive to the needs of the range of ability within their classes and plan well to see that they are met. Pupils receive a well-balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy, and opportunities are taken to consolidate knowledge through work in other subjects. Work on coordinates, for example, is consolidated during map work in geography, and accurate measuring and recording is promoted through work in science.

85. At Key Stage 1, pupils learn to recognise numbers and to place them in the correct order. Pupils can read and write numbers correctly, and can count both forwards and backwards. They recognise repeating patterns and are beginning to understand place value. By the end of the key stage, almost all pupils have a sound basic understanding of number, a good recall of addition and subtraction facts, and a growing confidence in working with number. Pupils can name common two- and three-dimensional shapes, and most can describe their properties using correct mathematical terminology. Pupils can present data accurately in the form of a block graph or a pie chart, for example to show the results of a survey of favourite colours. Teachers plan work that is well matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand.

86. Standards in numeracy are improving because pupils are encouraged to think mathematically. Teachers encourage pupils to know number facts 'by heart', and older pupils of high ability are able to work fluently in their heads and to employ a range of appropriate strategies to solve problems. Suitable opportunities are provided for pupils to apply their mathematical skills through work in other subjects. In information technology lessons, pupils consolidate their numeracy skills through their work on spreadsheets and databases.

87. By the time they leave the school, pupils of average ability are confident with number. The good rate of progress at both key stages is attributable to the consistency of the teaching, most of which is good, and to the planning of the curriculum, which ensures that knowledge is developed systematically. The school has successfully introduced the National Numeracy Strategy, and this is increasing pupils' skills and confidence in working with number. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and most older pupils know their multiplication tables. Pupils make sensible estimates and check the reasonableness of their answer. They understand area and volume, and most can calculate them accurately. Pupils can create and interpret data in a variety of graphs.

88. Pupils' attitudes to learning are very good. These positive attitudes are a significant factor in the good progress achieved. They enjoy the subject and work with enthusiasm. The majority sustain concentration appropriate for their age and older pupils demonstrate very

high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. The standard of presentation is inconsistent, however, and not all teachers set sufficiently high standards in this area.

89. The quality of teaching of mathematics is good. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. It is a feature of most teachers' planning that they cater well for all pupils, including not only those with special educational needs but also the more able. Good use is made of classroom assistants to support lower attaining pupils. Teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make good progress. The quality of teaching has a direct bearing on the good rate of progress that is achieved. Teachers have a sound knowledge and understanding of both the subject and the requirements of the National Curriculum. They explain clearly, question pupils effectively, set a brisk pace and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary so that pupils are able to use it with accuracy and understanding. Teachers' expectations are realistic, and sufficiently challenging to motivate and enthuse the pupils. The National Numeracy Strategy is providing a clear structure for the systematic development of knowledge and understanding, and teachers implement it well. The three-part lesson structure is firmly established and teachers use questioning skilfully to gauge and deepen understanding. All lessons contain some good direct teaching, and teachers strike an appropriate balance between mental and written mathematics. Lessons have a clear purpose and objective. Teachers mark work carefully, but not all use marking to make it clear to pupils how their work could be improved. Teachers make efficient use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately.

90. The effectiveness of the National Numeracy Strategy has been evaluated through lesson observations, and teachers' planning is monitored on a regular basis. Overall, the school has made very good improvements since the time of the last inspection and is well placed to develop further.

SCIENCE

91. Throughout the school, pupils attain good standards in science, which are above the national expectation for pupils aged seven and 11. This is a great improvement since the last full inspection in 1995, when standards were only average. In 2000, the overall attainment of pupils aged seven, based on teacher assessment, was above the national average. The 11 year olds also achieved good results, and the school's performance was above average. When these results are compared with the results in similar schools, the standards of attainment are very high. Inspection evidence indicates that the attainment of pupils currently in Years 2 and 6, particularly in investigational work, continues to be above average when it is compared with national results.

92. By the age of seven, pupils have a good understanding of their bodies. They can name major organs and they know the scientific names for bones. They know that the skeleton protects the major organs. They identify the composition of a healthy diet, and know the importance of exercise. They make comparisons with different materials, and experiment with transparency. Pupils can successfully experiment with ice, and they understand that pouring hot water onto a frozen balloon immediately changes the shape. Pupils successfully record their findings in a table and they make sensible and thoughtful observations which demonstrate they are thinking intelligently about their experiments.

93. In Years 3 and 4, the teachers successfully develop the good foundation that has been consistently provided in younger classes. Pupils explore food chains and they consider their own meals and the sources of food. By the time they are 11, pupils have a good understanding of the need for fairness in their investigations. They make reasoned

observations and try to make logical hypotheses. This was clearly seen when 10 and 11 year olds dissected daffodils. Pupils planned their work very carefully and they all knew the scientific names of the main parts of a flower. As they dissected the flower, they carefully mounted and labelled each part as it was identified. They discussed their ideas about reasons for bright colouring and quickly understood the importance of this for pollination. Pupils use their mathematical knowledge to assist them in scientific enquiry. For instance, measuring quantities, timing experiments and recording their findings in tables and graphs. They use reference books and carry out further research at home. However, the presentation of their work is variable and some aspects are untidy.

94. By the time they leave the school, pupils have a good understanding of science and a healthy curiosity and logical approach to investigation, which will be beneficial in their secondary education. Pupils throughout the school are given many opportunities to carry out their own experiments and learn scientific principles through a practical approach. Pupils with special educational needs, and the majority of those who are learning English as an additional language, are making the same good progress as their classmates because they well supported in lessons and work is carefully matched to their level of ability.

95. The quality of teaching is always good at Key Stage 1 and very good at Key Stage 2, where there was one excellent lesson. Teachers plan their lessons carefully and, in older classes, they make pupils responsible for their own learning by encouraging regular experiment and personal enquiry. For instance, in a Year 6 class, the teacher successfully encouraged pupils to identify features of a topic on plant life which cause them confusion. Several members of the class demonstrated that they were not clear about the movement of sap through a stem. This was discussed and the teacher asked questions to prompt understanding, but eventually it was decided by the group that it would be revisited in the next lesson. Throughout the school, teachers carefully use correct scientific vocabulary and pupils, from an early age, learn to use it appropriately. Teachers manage their pupils well and create a good working atmosphere in the classroom that helps pupils to concentrate on their work without interruption. Many lessons are introduced in an imaginative manner with pupils being asked challenging questions to interest them and to make them think about the topic. Teachers have a good subject knowledge, which enables them to make useful teaching points. In older classes, the teachers have a good sense of humour and they treat pupils with maturity and respect. This effectively promotes their learning and pupils are extremely enthusiastic and willing to fully participate in activities. The teachers often encourage groups to work together to 'brainstorm their ideas'. They skilfully use pupils' mistakes to positively promote learning.

96. Pupils respond well to the good teaching, and behaviour in lessons is very good. They have a mature attitude to their work and are very keen to succeed. The scheme of work is based on a two-year cycle to ensure that all aspects are covered at three different levels as pupils progress through the school. Resources are good and used effectively by teachers, although links to information and communication technology still need more development.

ART AND DESIGN

97. At the end of Key Stage 1, pupils' standards of attainment are in line with national expectations and all pupils, including those with special educational needs, make satisfactory progress. The same judgement was made in the last inspection. Pupils develop a sound knowledge of different media and are confident to use a range of materials. They show an increasing awareness of techniques and texture in two-dimensional work. Their manipulative skills and increasing accuracy are developed successfully in all aspects of the work. Pupils begin to understand that art is used in many aspects of school life. In Year 2, pupils spoke with admiration of the artistic skill of a parent of a pupil in the class.

98. At Key Stage 2, pupils build on this sound beginning and further develop and refine

their skills and techniques in all aspects of the art programme. However, only one class in the school makes use of sketch books to practise techniques and develop ideas. Pupils in Years 3 and 4 sketch with some degree of accuracy, paying due regard to perspective, shading and texture, and are competent in face drawing. Some good imaginative work on particular themes is produced. In Year 5, pupils printed attractive tiles using polystyrene and card. They could explain articulately the processes used and referred appropriately to the work of William Morris and the techniques he used to print wallpaper using blocks. The class benefited from the expertise of their teacher as she skilfully taught them the procedures necessary to produce a clean print under workshop conditions. Her depth of knowledge and her own love of art make a significant impact on the quality of learning. Pupils use their art skills effectively to record some aspects of work in religious education and geography, using a variety of techniques and a range of materials.

99. In addition to developing practical skills in art, pupils learn about the work of famous artists, past and present. Pupils are experimenting in information and control technology, especially with line and colour work based on Mondrian, taking information and techniques across the curriculum into another medium.

100. Pupils' attitudes to learning are very good. They listen carefully to instructions and are eager to discuss their work with adults, using appropriate art vocabulary to explain what they are attempting to achieve.

101. The quality of teaching in Key Stage 1 is satisfactory and is very good in Key Stage 2. The lessons move at a brisk pace and the objective of the lesson is made clear to the pupils. Teachers encourage pupils with constructive praise and positive advice to think carefully about their work and to consider the effect of their decisions. They question pupils well to draw out their ideas, and encourage them with constructive praise. There is an appropriate balance between the direct teaching of skills and pupils' experimentation.

102. The use of an artist in residence and visits to galleries greatly enrich the art curriculum. The school's involvement in the African Arts week, the Notting Hill Carnival, the Millennium Project and other local events provide a platform for pupils' art work, and allows them to contribute in a variety of ways.

DESIGN AND TECHNOLOGY

103. There is insufficient evidence to be able to make a judgement of overall standards in design and technology. However, from an examination of teachers' planning and discussions with pupils, it is evident that the school promotes a broad and balanced curriculum which covers both the designing and making elements of design and technology. Planning ensures that there is a development of skills as pupils progress through the school. A display of puppets that pupils of various ages had made clearly illustrated how they had progressed from simple to complex designs. From pupils' past work and comments, it is clear that they understand the importance of matching design to the intended purpose. Pupils select appropriate materials and identify key features of an object. They measure, cut, shape and glue accurately, appraise and evaluate their work and suggest how it might be improved. They use labelled sketches to show the details of their designs. Pupils, including those with special educational needs, make satisfactory progress overall. However, progress would be enhanced by a more systematic approach to the development of skills in making using a range of tools. This would allow pupils to more easily produce increasingly complex models as they move through the school.

104. Although no specific lessons were observed during the inspection, it is clear from the quality of work produced that pupils have been taught well. Teachers plan work that supports learning in other subjects. Work on materials in science was consolidated when designing a bag to protect a fragile object, for example. Work on electricity is promoted through making torches, including a circuit and switch. Pupils produced storybooks with a series of moving

parts, promoting their skills in literacy as well as in design and technology. No overall judgement regarding standards was made in the last full inspection. At that time, the planning of the subject was found to have weaknesses. It is clear that these shortcomings have been addressed and that the school has made good progress in developing the subject.

GEOGRAPHY

105. Seven year-olds reach the required standards for their age group. The last inspection identified a need to develop a scheme of work for geography. This is now successfully in place. Pupils have appropriate mapping skills, and studies have been made of their immediate locality. They recognise different local buildings and open spaces, and know where they are in comparison with their school. Older pupils have a good knowledge of the British Isles. They understand that some rivers are tidal. By the time they are 11, they attain standards that are above those expected nationally. They have a good geographical knowledge and understand that different locations have different features. They know that Kenya is in Africa and that it has several other countries on its borders. They recognise contrasting features of London and on a residential experience in Year 6 they make comparisons with French village life. They use photographs, maps and other available information to study climate, places and people. They are able to discuss climate change and pollution. Throughout the school, pupils, including those with special educational needs or who are at an early stage of understanding of English, make satisfactory progress.

106. Pupils learn enthusiastically. They enjoy talking about their work, contribute ideas to class lessons and enthusiastically describe their experiences or discuss their work. They suggest solutions for geographical features and like to look at photographs to find different places in the world. Pupils work well in groups and, in older classes, they carry out additional research at home.

107. During the inspection no lessons were observed in the younger classes, so it was not possible to judge the standard of teaching. At Key Stage 2, the quality of teaching is good and one lesson was very good. The teachers ask good questions and, in the best lessons, they skilfully promote an interesting class discussion. For instance, in a lesson about Kenya, pupils examined a series of photographs, which included tourist hotels as well as natural habitat. In their groups, they brainstormed their individual ideas and recorded their first impressions so that in another lesson they could further research the topic. Pupils' work is regularly marked and in older classes, teachers' comments inform pupils' learning. These features of the good teaching successfully promote pupils' learning. Teachers' daily plans identify learning objectives and topics cover two year groups. Good support is provided for pupils with learning difficulties. When they have special educational needs, class assistants provide explanations to help pupils understand. Class teachers and specialist staff often appropriately support the pupils who are at an early stage of English; however, when they need translation to understand the topic, the support is variable and dependant on bilingual support being available.

HISTORY

108. Throughout the school, pupils attain the standards expected of them nationally. This is a similar judgement to the last inspection. By the time they are seven, pupils have an appropriate sense of the past and compare their own lives with those of people in the past. For instance, they ask their grandparents to describe their earlier life experiences. They understand that travel has changed since the past, and they examine other sources of information, such as photographs, to help them to understand the changes in London. Older pupils study Egyptian times and the rituals of mummification in the period of the pharaohs. They have a developing understanding of Tudor times, and understand a time-line. They can identify Tudor kings and queens. In Year 5, they have an understanding of the wars of the Roses. They visit the local Transport Museum and they experience role-playing of Victorian

travel. Throughout the school, pupils, including those with special educational needs or who have very limited understanding of English, make satisfactory progress.

109. Pupils have very good attitudes. They try hard to respond to the teacher's questioning and their behaviour is good. They enjoy working together as members of a group. They are polite to each other and they concentrate hard on their work.

110. Only one history lesson at Key Stage 1 was observed during the inspection. In this lesson, the quality of the teaching was good. To help pupils identify changes since Victorian times, pupils were given a good range of photographs. For instance, looking at a photograph of Oxford Street, they noticed horse drawn carriages. Teachers plan their lessons well and they successfully promote pupils' learning. They make effective use of resources to motivate pupils to learn, for instance, showing photographs of London in the past. When they are most effective, they ensure pupils with difficulty have careful explanations. Pupils with special educational needs have work adapted to their individual needs. Those who are at an early stage of English are given suitable support but when they need text translated, the support is variable.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. At the time of the last full inspection there was insufficient available evidence for a judgement to be made regarding standards. Since that time the school has made good progress, and standards at Key Stage 1 now exceed expectations for this age group. Standards are in line with expectations at Key Stage 2, except in control work where they are still below average. This is because pupils have not undertaken sufficient work of this sort. The school has already identified this as a weakness and is working to raise standards in this area. Since the last inspection, the school has invested heavily in a determined attempt to raise standards. A well-equipped computer room has been developed, so that half a class can work together on the computers simultaneously. Whilst this is not ideal, it allows some effective direct teaching to take place. This has had a major impact on the improvement in pupils' attainment. This improved level of provision allows pupils more 'hands on' experience than is seen in many schools and there is more direct teaching of computer skills.

112. The previous report indicated weaknesses in the planning of information technology. The school is currently implementing a new scheme of work, and this is ensuring that skills are developed systematically. As they progress through Key Stage 1, pupils demonstrate increasing confidence with the functions of the keyboard and the mouse. They learn to draw pictures and to cut and paste. By the end of the key stage, they can save and retrieve their work, and have a growing confidence and familiarity with information technology as a tool to aid their learning. They produce block graphs and have experience of a wide range of programs. As they progress through the school, pupils master increasingly complex tasks. They learn to improve the appearance of their work by selecting appropriate fonts and experimenting with the layout of the page, and use reference materials stored on compact disks to further their studies in other subjects. The school provides pupils with a broad and balanced curriculum that systematically develops their knowledge skills and understanding very effectively. By the time they leave the school, pupils have a thorough understanding of the importance of technology in the modern world and how it affects their lives.

113. Pupils of all abilities, including those with special educational needs, make good progress during their time at the school. However, whilst high quality work takes place during timetabled lessons in the computer suite, the use of computers in classrooms is patchy. Some teachers make good use of computer programs to reinforce, for example, literacy skills, but the potential to use computers as a tool to aid learning across the curriculum is not yet fully in place. As a consequence pupils often have insufficient opportunities to apply and consolidate the skills they have learned in information technology lessons.

114. Pupils are enthusiastic about the subject and use computers and other equipment responsibly. They work well individually and in pairs, concentrating on their task and responding well to their partners. They readily take turns and willingly help each other. Attitudes to learning are very good. These positive attitudes and relationships further contribute to the good progress achieved.

115. The quality of teaching is good. The school has responded well to the previous report's recommendation that they should develop teachers' skills. Teachers' skills and confidence have been developed effectively through the provision of centrally funded training. As teachers become increasingly proficient, the quality of pupils' learning also improves. The school also benefits from its relationship with a neighbouring school of 'Beacon Status'. A teacher from this school provides high quality teaching, which not only benefits the pupils but also provides a model for other teachers. This link is highly valued by the staff. Lessons are well planned. Teachers have a clear purpose for each activity and, in the best lessons, they share with the pupils what it is intended that they will learn. Work in other subjects is periodically reinforced. The principle of design was discussed in a Year 3 lesson where pupils made Valentine's cards. In this lesson, pupils learned to incorporate text and graphics, and to manipulate the appearance of both to create the right effect. Year 6 pupils consolidate and develop their mathematical skills through working with spreadsheets. Procedures for assessing and recording pupils' attainment and progress are currently being developed. For the school to maintain its improvement it needs to establish these as soon as possible.

116. The school is linked to the Internet and has recently established its own website. This is attractive and informative and contains both items of information about the school and examples of pupils' work. Older pupils have some experience of using the Internet for research and sending email, but the potential for work in this area has not yet been fully exploited.

MUSIC

117. As at the last full inspection in 1995, standards in music are in line with national expectations. However, this is predominantly in singing as other areas of the music curriculum are less well developed and pupils have few opportunities to experience them and improve their skills. Areas such as listening to and appraising music and composing music are somewhat neglected and pupils do not develop their expertise very much in these as they move through the school. A number of more able pupils do have the opportunity to play the recorder or the guitar, and reach good standards of performance, but the majority of pupils do not regularly play even untuned percussion instruments in class or in assemblies and concerts.

118. Pupils at the age of seven can sing tunefully and hold a rhythm successfully. They sing a variety of songs from the scheme of work such as 'Octavia the Spider' and do so with some enthusiasm. Pupils can recognise a small jump in a scale of a few notes compared to a jump of an octave. They can sing from memory and, in assemblies, with a feeling for the mood of the hymn or song. By the time they leave the school, pupils sing with good phrasing and make a pleasing sound. Some, mainly those selected for specialist tuition, have a little knowledge of a few famous composers and their works. Most pupils, however, are not able to talk with any confidence about music and musicians in the wider world. The more able pupils, thanks to having specialist tuition individually or in small groups, learn to read standard notation and can play with a good degree of proficiency on their own or in an ensemble. They perform confidently in assemblies, although the opportunities for performing are limited as the specialist teacher is not present on the days when whole-school assemblies take place. Although music is often played for pupils to listen to when they enter the hall for assemblies, they are rarely told the name of the composer or the piece being played. There are no extra-curricular activities for pupils to attend, although a number of pupils did take part very successfully in the Millennium 2000 concert in Westminster Cathedral. They sang with

confidence and were judged the most active and imaginative school taking part.

119. All the teaching observed was by the specialist music teacher and was at least satisfactory with some good teaching seen. He spends one day each week teaching classes, and one teaching recorder groups. Class teachers are rarely involved in the teaching of music to their pupils. The specialist is very knowledgeable, and uses a published scheme of work to teach classes. He is enthusiastic in his delivery, and manages the pupils well so that they can concentrate and join in the activities. As the music room is rather too small for pupils to compose their own music in small groups, the opportunities for this are very limited. The specialist teaching of recorders is good, and pupils make good progress, with some of them successfully taking external examinations. Unfortunately, there is quite a high dropout rate as pupils move through the school, and some of the groups of older pupils are consequently very small. Pupils behave well in lessons and the majority enjoy the work planned for them.

PHYSICAL EDUCATION

120. As only gymnastics lessons were observed during the inspection, there is insufficient evidence to be able to make judgements on all aspects of this subject. Standards in gymnastics are in line with national expectations by the end of both key stages. The picture was similar at the time of the last inspection. Over time, pupils follow a broad and balanced curriculum that provides a suitable range of experience. In addition to work in gymnastics, pupils are also taught games and dance skills. The school has no field, which limits opportunities for team games, but pupils are taught ball skills such as throwing and catching. The school makes good use of specialist coaching to develop skills in soccer, cricket and basketball. The school runs a football team and plays matches against neighbouring schools, thus providing opportunities for pupils to participate in organised team games. All pupils have the opportunity to learn to swim, and by the time they leave the school most can swim twenty-five metres. The school caters well for outdoor and adventurous activities. Three residential visits during each year provide opportunities for pupils to participate in activities such as orienteering and archery.

121. Pupils in all year groups are developing their co-ordination and improving their skills in a range of gymnastic floor movements. In a Year 5/6 lesson for example, pupils demonstrated a good level of precision and control when developing a sequence of movements in pairs. Through practice, they are able to refine and improve their performance. Pupils of all abilities are making satisfactory progress. They listen attentively and work with commitment and energy during their lessons.

122. The quality of teaching is satisfactory overall, and sometimes good. Where teaching is most effective, pupils are taught the importance of planning and evaluating for themselves. Whilst all teachers make use of pupils' demonstrations to illustrate good performance, they vary in how effectively they do this. Increased emphasis on the features that made an activity particularly successful would enable other pupils to develop the skills of evaluation more effectively. Similarly, pupils would benefit from greater emphasis on the teaching of technique at times when they are unsure what they need to do next to improve their performance. Due attention is paid to safety issues, particularly in moving equipment and the safe use of available space. Most, but not all, lessons involve suitable 'warming up' and 'cooling down' activities at the start and end of lessons.