

INSPECTION REPORT

**HOLY TRINITY AND SAINT SILAS CHURCH OF
ENGLAND (Aided) PRIMARY SCHOOL**

Camden

LEA area: Camden

Unique reference number: 100033

Headteacher: Ms A Williams

Reporting inspector: Mrs P Silcock
21261

Dates of inspection: 15th – 18th October 2001

Inspection number: 193987

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 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Graeme Rowlands
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21261	Pauline Silcock	Registered inspector	English Art and design Music English as an additional language Equal opportunities	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed?
14347	Joan Lindsay	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
5565	Bimla Thakur	Team inspector	Mathematics Information and communication technology Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
5240	David Shannon	Team inspector	Science Design and technology Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity and Saint Silas Primary School is in a residential area of Camden. It is about the same size as other schools of its kind, catering for 205 pupils of between 4 and 11 years. There are more girls than boys, with gender imbalances in some year groups. Almost all children have had some form of pre-schooling before starting in the Reception class in September following their fourth birthday. At the time of the inspection, baseline assessment was incomplete. At an early point in the school year, indications are that a full range of attainments is present with children broadly matching up to expectations in most areas. Attainment in communication, language and literacy is below that generally expected for four-year-olds. Approximately 68 per cent of the school population is of minority ethnic origin. About 52 per cent is supported through Ethnic Minority Achievement Grant funding because they are learning English as an additional language - a high figure. Many of these (representing 45 per cent of the school population) are at an early stage of such learning. The four most common languages other than English are Bengali, Yoruba, Albanian and Portuguese. Approximately 12 per cent of pupils have Refugee status. A well above average proportion (around 49 per cent of all those on roll) is eligible for free school meals. About 53 per cent of pupils have special educational needs - above the average. Just below 0.5 per cent has a statement of special educational need (a low figure). Five per cent of pupils joined the school other than at the normal time in the year prior to the inspection and two per cent left. The movement of pupils is a growing trend. The school receives additional funding through 'Education Action Zone' and 'Excellence in Cities' initiatives.

HOW GOOD THE SCHOOL IS

It is a good school. Standards at eleven in English, science and, especially, in mathematics have risen over the last four years. Much of the teaching is good or better and this positively affects standards. Pupils across the school achieve better than might be expected in music and art because of specialist teachers' subject knowledge and the strength of their partnerships with class teachers. Also, the teaching of pupils with English as an additional language¹ and of the Education Action Zone and Excellence in Cities initiatives markedly benefits all pupils, across all levels of ability. The headteacher gives very good leadership and is well supported by a hardworking deputy head and committed teaching and non-teaching staff. The chair of governors is unstinting in the time and effort he puts into supporting the school in all aspects of its work. The school provides good value for money.

What the school does well

- Standards reached by eleven-year-olds in English, mathematics and science continue to rise.
- Standards in music and art are very high by Year 6.
- Pupils make excellent relationships with one another and with adults. They enjoy school.
- Frequently good or better teaching results in pupils' positive attitudes to school and standards reached.
- Provision for pupils with special educational needs and for bilingual pupils is very good.
- Pupils gain excellent access to all aspects of the curriculum.
- Provision for activities such as sports' clubs outside lesson times is very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- Provision for children in the Foundation Stage.
- Time allocated to design and technology and geography, the implementation of curriculum planning for these subjects and for information and communication technology and the role of subject co-ordinators.
- The way the governing body fulfils its statutory responsibilities.
- Attendance and punctuality.

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

¹ For ease of reference, these pupils are sometimes referred to as 'bilingual pupils' although it is recognised they may have proficiency in more than one language in addition to learning English, including literacy skills.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection (May 1997). There are schemes of work in most subjects and planning is of good quality. However, the scheme for design and technology is not yet implemented and that for information and communication technology is still to be finalised. Standards in information and communication technology in Year 6 are below those expected, though overall provision in the subject has improved considerably. The school is now in a good position to move forward further. A policy for assessing and monitoring pupils' work is securely in place. The school analyses assessment information extensively and systematically monitors pupils' progress. Information gained is used to good effect to inform planning and so meet the learning needs of all pupils. Subject co-ordinators have job descriptions, clearly defining areas of responsibility. They are beginning to monitor teaching and learning through a scrutiny of teachers' planning and sampling pupils' work, although the planned monitoring, teaching and learning in lessons is still to be implemented. Financial planning is now good. It is well matched to identified priorities and to meeting staff members' professional development needs as determined through performance management. Much emphasis has been placed on improving teaching through a systematic approach to monitoring teaching and learning practices by senior managers. A lot of effort continues to be put into improving the fabric of the building. The school has very recently achieved Investor in People status.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows pupils achieved broadly in line with expectations in English and science and well above these expectations in mathematics in 2000 compared to pupils in all schools. Compared to similar schools' results, pupils' achievement is very high in English and mathematics and well above average in science. Over time, trends are broadly in line with the national trend in all three subjects. Indications for the latest results (compared to national averages) are that the upward trend has continued in English and mathematics with similar results in science to last year's. Inspection evidence supports this positive picture. At this early point in the school year, it shows that most pupils achieve broadly in line with expectations. Some already do better than this. The school exceeded targets set in English and mathematics both in 2000 and 2001. Targets set for next year have been adjusted and are now more challenging, especially in mathematics. All pupils make good progress in their learning - including those with special educational needs. These attain well relative to their prior attainment. A substantial number learning English as an additional language make very good progress in acquiring necessary English language skills. They frequently achieve at least in line with their monolingual peers by Year 6 in all subjects. Pupils in the Reception class are set to achieve in line with early learning goals at transfer to Year 1 except in communication, language and literacy. In Year 2, standards in science and in information and communication technology reasonably match expectations. They are somewhat below levels expected in this latter subject in Year 6. Pupils in classes from Year 1 to Year 6 reach standards much better than expected in art and design and music. By Year 6, pupils reach very high standards in both. No judgement on standards in design and technology and geography is possible because of insufficient evidence. Pupils of seven and eleven reach expected standards in history and physical education. However, they do better than this in games by Year 6 and some pupils also reach good standards in history in Years 5 and 6. By eleven, most can swim at least 25 metres.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages most often enjoy their work and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. From the Reception class upwards, pupils listen attentively to their teachers and other adults. Behaviour at Mass is exemplary.
Personal development and relationships	Pupils form excellent relationships with one another and with adults. Older pupils care for younger peers during playtimes, seeing them safely across the road to assemblies or Church.
Attendance	Poor.

The developing of pupils' attitudes and values is an area of considerable strength, despite poor attendance. Excellent relationships are owed to the good role models adults provide and the way they consistently treat pupils with care and respect. Pupils want to please. They strive hard to achieve in their work and behaviour. The poor attendance of some pupils, especially in Year 1, has adversely affected attendance figures, as has the inaccurate recording of unauthorised absence until recently. Lateness is also a problem for a significant number of pupils, in that they miss the start of lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.

Teaching is a strength. Most is good or better, especially in Years 5 and 6. Really effective teaching is also managed by specialist music and art and design staff and in support teaching staff (for example, for bilingual pupils and those with special educational needs as well as those teaching the 'Excellence in Cities' and 'Education Action Zone' initiatives). Classroom assistants consistently provide good quality support for groups and individuals, including the mentoring of pupils on a one-to-one basis. In only a very small number of lessons was teaching unsatisfactory. For example, in a science lesson tasks were insufficiently challenging and pupils soon lost interest. This led to some inappropriate behaviour, which a teacher did not manage to deal with sufficiently firmly. Much more frequently, a pleasing learning ethos in classrooms reflects pupils' interest in work they enjoy. They normally have a very good capacity to work co-operatively and complete tasks in time set. Teachers have secure subject knowledge in English and mathematics. They plan for and teach the literacy and numeracy strategies to very good effect. They are generally skilled at planning for all learners both in the deployment of additional support and in the levels of tasks set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall in the Foundation Stage. Satisfactory for pupils aged five to eleven years.
Provision for pupils with special educational needs	Very good throughout the school. Pupils' learning needs are assessed early in their schooling and effective support is provided to meet these.
Provision for pupils with English as an additional language	Very good. Specialist teaching is of very good quality, ensuring pupils' English language learning needs are properly assessed and catered for from entry.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's Christian ethos underpins school life and informs its values. Diverse faiths, cultures and languages represented in the school community, are celebrated as important to all.
How well the school cares for its pupils	To good effect. Pupils' welfare has a high priority. Very good systems ensure pupils do their best across the curriculum, benefiting their personal development.

Statutory curricular requirements are met. In the Reception class, curriculum plans are good but limited in scope. So, links between the indoor and outdoor curriculum are insufficiently developed. More

generally, planning is not matched well to the latest curricular guidance for children in the Foundation Stage (for example, in relation to the 'stepping stones' for learning). The way in which design and technology is planned and taught is inappropriate for these youngest pupils and for those in Years 1 and 2. Also, there are imbalances in curriculum planning because too little time is given to design and technology and geography for pupils in Years 1 to 6. Provision for extra-curricular activities is very good (for example, sports clubs after school). Equality of opportunity is excellent. The school works hard to give all pupils access to all aspects of its planned curriculum. Whilst the good care and welfare of pupils is not in doubt, the school does not have its own Child Protection policy. Neither is it clear whether local authority guidelines followed by the school have been formally adopted by governors. Other policies are either lacking or in need of review, as with the policy for Health and Safety. Very good procedures for monitoring pupils' academic progress are in place. The school's partnership with parents is satisfactory overall. It has improved over recent times and is now a priority in school development planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has very good leadership and management qualities. Her partnership with her deputy benefits the school considerably.
How well the governors fulfil their responsibilities	Satisfactorily, overall. The Chair of governors gives notable support to the headteacher and staff through his many activities in school.
The school's evaluation of its performance	Good. The headteacher and deputy head systematically monitor strengths and weaknesses in provision but other managers do not, yet, monitor teaching and learning in classrooms.
The strategic use of resources	Very good. All resources are properly targeted with the clear aim of ensuring standards continue to rise across the school in all areas of work.

The match between teachers and support staff and curricular demands is good. Very good expertise amongst staff members adds to excellent specialist teaching. Accommodation is adequate though not particularly convenient (classrooms are only of moderate size). Refurbishment, however, is creating a very pleasing working environment for pupils and staff. Resources are now often of good quality in most subjects. They remain limited in design and technology and geography, in spite of improvements. The school has made considerable strides forward since the headteacher took up her post, not least because of her strong working partnership with her deputy. Whilst governors fully support the school's aims and values they do not fulfil all statutory requirements. For example, the annual report to parents does not give all the information it should. The school applies principles of best value as far as it can. For example, it compares its performance with that of other schools and seeks a competitive price for services required.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are keen to come. • They make good progress, reaching good standards. • Teaching is good. Teachers have high expectations of children's work and behaviour. • The headteacher and teaching staff are in the playground each morning to talk to parents. • Concerns are dealt with promptly. • The right amount of homework is given. 	<ul style="list-style-type: none"> • Information about children's progress. • Approachability for talking through concerns • Closer working partnerships between home and school.

Inspectors agree with parents' positive comments. Parents can talk each day with class teachers, support teaching staff and the headteacher or make an appointment where necessary. Information about children's progress is satisfactory overall, though there are inconsistencies in some items of information (for example, regarding some non-core subjects such as history and design and technology). The school

gives priority to improving its partnership with parents. At times, though, parents do not take up opportunities offered to them to support the school's work, as when help in classrooms is sought.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At this early point in the school year, children in the Foundation Stage are still being observed and assessed for baseline assessment purposes and for their levels of competence in English. Teachers' day-to-day assessments find children entering the Reception class with broadly average attainment in all areas, as with other schools in the borough. These areas are: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Inspection evidence reveals attainment on entry is below average in some aspects of mathematical development and in communication, language and literacy. The English language skills of a significant number of children are still at very early stages of acquisition so this finding is not surprising. For example, in mathematics, children find sorting out how to order 'long' and 'short' strips of paper hard, since their grasp of a relevant vocabulary and associated concepts is insecure. On the other hand, their number concepts fall at least in line with expectations for this age-group. All can count objects accurately to 10 and some can go well beyond this with good understanding. In the short time they have been in school, children make good progress - especially in personal, social and emotional development. However, in some aspects of knowledge and understanding of the world and of physical development, such progress is limited by an inadequate use of outdoor spaces. The range of activities on offer, too, is limited (for example, there are no wheeled toys for developing motor skills). By the time they are ready to start in Year 1, indications are that most will reach the early learning goals in all areas with the exception of communication, language and literacy, where different levels of English affect attainments overall. This is borne out by observations in Year 1. Here, bilingual learners have, in the main, good speaking and listening skills in English and can contribute well to class discussions, although some still need support. Reading and writing skills, on the other hand, are (unsurprisingly) in the early stages of development (again, especially for some learners).
2. Test results on a yearly basis have to be viewed with caution where the number of pupils being tested is relatively small, as here for both seven and eleven year olds. Results over time are a better indicator of how well pupils are achieving. In the year 2000, results in statutory tests in reading and writing for seven-year-olds were well below the average gained by pupils in all schools at the expected Level 2 and above. In mathematics, results fell below this average. When comparisons are made with similar schools' results, pupils achieved above the average in reading and mathematics and broadly in line with the average in writing. In line with national trends, girls out-performed boys in reading and writing. Somewhat against this trend, they also did better than boys in mathematics. Teachers assessed pupils at around the national average at expected levels in speaking and listening. In science, these assessments showed pupils in line with their peers nationally and well above the average of their peers in similar schools at expected levels. Over a period of four years, test results have been similar to national results, if somewhat below these in writing. Results over time show pupils do consistently better in mathematics than in other subjects. The latest results (2001) emphasise this trend. All pupils gained Level 2 or above and a significant number reached the higher Level 3. Results in reading were just a little lower than last year overall but pupils did better at Level 3. In writing, a small number reached Level 3, which is a real advance on the previous year. Teacher assessments in science placed pupils in line with assessments nationally. It is not possible to make exact comparisons relative to national results because national information is not sufficiently detailed at this point. Comparisons with similar schools' results are also not, yet, available.
3. Inspection evidence supports the rising trend as shown by the latest results. Attainment in English is broadly in line with levels expected in Year 2 overall. Pupils are developing good reading skills. Able pupils can read for meaning fluently. They have many strategies for reading unfamiliar words (as when they guess sensibly using letter sounds and picture clues). Pupils across the attainment range use full stops and capital letters mostly correctly, forming sentences for their stories and other writing. English as additional language learners spell simple words correctly and show a real hold on spelling conventions when they guess at difficult words. Pupils practise handwriting skills regularly but do not, in the main, transfer these to extended work. Presentation of this work is frequently untidy. In mathematics, pupils again achieve broadly in line with what can be expected at seven. Most grasp place value to 100. They can partition tens and units. They can apply their

knowledge of addition and subtraction facts to simple problems. Similarly, in science, they reach expected levels for this point in the school year. Seven-year-olds make closed circuits and realise how these work. They know and use suitable terms – such as ‘crocodile clips’, ‘circuits’ and ‘batteries’.

4. In the statutory tests for eleven-year-olds in 2000, results in English and science broadly matched national averages, rising well above these in mathematics. They did especially well at the higher Level 5 in mathematics, accounting for the good picture. In fact, pupils also did well if one looks solely at Level 4 results in English and (especially) science. They were also in line with pupils in all schools nationally in English at Level 5. However, when scores for results at each level are aggregated, they depress overall results in these subjects. Compared to similar schools’ results, pupils reached very high standards in English and mathematics and well above the average in science. Over four years, trends match national trends in all three subjects. In tests, girls do better than boys in English and not as well in mathematics, echoing the national picture in both subjects. But girls do less well than boys in science - against results nationally. No significant differences were seen between the genders in mathematics and science during the inspection. In English, girls were more confident than boys in lessons, writing at greater length with more assurance. The latest test results show improvement at the expected Level 4 and above in English and in mathematics compared to the previous year. There is a similar picture in science. In English and science, especially, the picture is actually more positive, since pupils improved their performance considerably at Level 5 in both subjects.
5. At this point in the school year, inspection findings in English are varied. They show pupils develop good speaking and listening skills by Year 6 for purposes related to subjects across the curriculum. A significant proportion of eleven-year-olds continues to need support in writing tasks. Across the ability range, most can explain tasks fairly precisely but many still have difficulty reaching targets set because of an uncertainty about, for instance, word meanings or in ordering their ideas. On the other hand, workbooks show pupils do well. Those of average ability (including bilingual pupils) reach standards close to what is expected and the more able do better than this at times. All write joined script with pens. Writing is generally neat and well formed so that overall presentation is pleasing. Spelling is mostly correct and pupils use their good dictionary skills well. They build successfully on earlier learning and demonstrate good reading skills by eleven. By eleven, pupils reach good standards in mathematics. Most have a well-developed grasp of place value in large numbers and a good awareness of number patterns through using their tables. More able pupils rise well to complex and challenging problems. For example, they estimate, accurately, the product of two sets of numbers and can round numbers up or down in the process. In science, pupils in Year 6 again have good subject knowledge. They know and understand that solids not dissolving in water can be separated. They talk about ‘filter paper’, a ‘sieve’ and ‘funnel’. They realise some changes (such as freezing water) can be reversed, while some (a boiled egg) cannot.
6. The school sets targets in line with optional test results in Year 4 in English and mathematics as required. Targets for both the latest results and 2000 have been exceeded. Under the new headteacher, a thorough analysis of all test information has identified areas of strength and areas where improvement is needed. This has led to a re-organisation of time allotted to literacy-related activities. For example, regular periods for extended writing are now prominent in all classes from Years 1 to 6 so that pupils can apply literacy skills purposefully to writing tasks. This strategy has improved pupils’ writing, as evident in their workbooks. Statutory targets for next year have consequently been set at a more challenging level than before, especially with regard to mathematics where strengths are already seen.
7. Pupils with special educational needs make good progress overall, as a result of careful monitoring, good teaching and well-planned support. In lessons where work is especially well matched to their needs they make good strides towards the objectives set for them (for example, in literacy, numeracy, science and history lessons). They also make good progress when withdrawn for specialist support because the work and teaching meet their needs very well. Where classroom assistants and support teachers work closely with specific groups in class lessons, pupils with special educational needs work hard and make good progress. Pupils learning English as an additional language make very good progress. By Year 6, they frequently attain at least in line with their monolingual peers in all subjects. Additional support from specialist teachers is well targeted and very effective in helping them access a full range of activities. Good progress in Years 5 and 6 is owed to class teachers’ (and others’ who work in a variety of support capacities) teaching strengths. So pupils across a range of attainments often reach higher standards than expected. ‘Excellence in Cities’ and ‘Education Action Zone’ initiatives serve well the needs of the pupils they

target, namely, gifted and talented pupils or those deemed to be underachieving. Teachers' records show pupils make good progress in their attitudes to schooling and manage much better standards of work because of the very good quality mentoring received through 'Excellence in Cities'. Similarly, pupils identified as 'gifted' in mathematics gain high standards because work is well matched to their needs and because of the very good or excellent teaching they receive.

8. Throughout the school, pupils apply skills learned in literacy and numeracy to other subjects well. For example, Year 2 pupils write accounts of the Great Fire of London as if they were there. From Year 1 onwards, pupils write up science experiments formally with suitable vocabulary. Similarly, all become familiar with time-lines in history, moving from talking about 'a very long time ago' in connection with their studies in Year 1 to being able to calculate a period more precisely and state how long ago events happened in Year 6. Year 4 pupils apply their mathematical knowledge in the use of frequency tables and tally charts to science.
9. Standards in information and communication technology are close to those expected at seven. They are slightly below those expected at eleven - an improvement on the situation found at the previous inspection. Limited evidence finds Year 6 pupils word-processing with computers. They are learning to use spreadsheets, although cannot, yet, properly enter their own data. Year 2 pupils use a mouse and keyboard with assurance and can 'save' and print. Because teachers are improving their information and communication technology skills, its use is being applied better than previously to other subjects (for example, when data handling in mathematics, writing book-reviews in English and for research purposes in history).
10. Pupils across the school reach better than expected standards in art and design and music. By Year 6, standards at times are very high in both subjects. Insufficient evidence was available in design and technology and in geography for a judgement to be made about standards. But, plainly, not enough time is given to these subjects, a fact inevitably affecting what pupils can achieve. Standards in history and physical education are satisfactory for seven and eleven-year-olds. Evidence shows good standards reached by some pupils in Years 5 and 6 in history and in games. By eleven, most pupils can swim at least a minimum of 25 metres.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school life and work have improved from the good levels seen at the last inspection. These are now regarded as very good. This judgement echoes the fact that almost all parents returning the pre-inspection questionnaire said their children like school. Pupils of all ages have a very admirable enthusiasm for school tasks. They take pleasure in their achievements. To illustrate: during a Year 2 science lesson, pupils very productively and without distraction created a circuit from equipment they were given and lit up a bulb on a clown's face. They were extremely proud of the finished results. Older pupils who read individually to inspectors spoke animatedly of their great enthusiasm for certain authors and their enjoyment of reading.
12. Behaviour, including that of children in the Reception class, is also now considered very good - again improving on previous good levels. In a short period of time, the youngest pupils have settled well into school and follow well-established routines confidently. Parents are extremely positive about standards of behaviour. These standards are owed to adults' consistent approach to discipline: good behaviour is highlighted and praised. Teachers use phrases such as "I love the way that you are sitting quietly and listening". Poor behaviour is dealt with appropriately in that pupils are sanctioned but not humiliated or intimidated. Lunchtime behaviour in the dining hall is also very good, while midday supervisors ensure high standards are maintained. During a Key Stage 2 Mass, the behaviour in church was exemplary. More generally, pupils cross a road to the church opposite the school and walk to the swimming pool a little distance away in a very sensible and orderly manner.
13. There has been one, recent, one-day exclusion. This represents a lower number than recorded at the time of the last inspection. The school follows its set procedures on the very rare occasion when exclusion is the only option.
14. Relationships amongst pupils and between adults and pupils are excellent. Yet again, this marks an improvement from the very good levels seen at the last inspection. Pupils are treated in a very caring, mature way by all staff, including non-teaching staff. They respond very positively, with a high level of mutual respect shown. It is delightful to see how older pupils routinely care for younger ones (for example, ensuring young pupils receive adult help in the playground if they have a bump or a scrape). There is a very high level of racial harmony and although the school records racist

incidents (as required), these - and other types of oppressive acts - are rare occurrences. Pupils very happily accept each other, regardless of background, race or special need, working and playing together productively. They have a good understanding of how people are affected by others' actions. For example, during a Key Stage 1 assembly addressing the theme 'keeping promises', pupils knew how being lied to would make someone feel.

15. The extent to which pupils show initiative and take responsibility is good. Older pupils have many roles, such as helping in assemblies, being servers at Mass, cleaning tables and helping in the dining hall. They take pride in these jobs, rising to any occasion and setting examples to younger pupils. Representatives from each class, including Reception, form the school council, which meets regularly as well as running the school tuck shop. Pupils show their initiative when asking questions in class and undertaking independent investigations in subjects such as history and science.
16. The personal development of pupils benefits from a range of visitors and by visits to galleries, museums and historical sites. The school makes good use of its proximity to Central London. Older pupils' residential visit does much to benefit their personal development.
17. Although there appears to have been some improvement in attendance figures, the school had not until recently recorded unauthorised absence according to statutory requirements. As a result, the number of unauthorised absences (largely occurring through extended holidays overseas), is due to rise sharply. This fact, coupled with attendance figures well below the national average, especially in Year 1, leads inspectors to judge overall attendance as poor. In addition, the number of pupils who regularly arrive late is a cause for concern, though the school is taking steps to address this issue.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching has improved since the previous inspection with a higher proportion satisfactory or better. The amount of very good or excellent teaching has also risen. In fact, in 98 per cent of lessons, teaching is judged at least satisfactory. It is good in 25 per cent of lessons, very good in a further 26 per cent and excellent in another 11 per cent. As at the last inspection, particular strengths are noted in Years 5 and 6. In only 2 per cent of lessons is teaching found unsatisfactory. Teaching is clearly a strength of the school and its frequently good or better quality helps standards rise in many subjects by Year 6.
19. Teaching in the Reception class ranges from satisfactory to very good and is good overall. Children make good progress. Teachers have high expectations of achievement and behaviour. Children therefore develop good learning skills and enjoy coming to school. A pleasant learning environment contains classroom displays showing good examples of children's work. Teaching is most frequently tightly structured with well-planned, whole-class introductory sessions and follow-up tasks for individuals and groups. Whilst this generally meets planned learning intentions effectively, children are seldom able to make their own choices about what they will do within a planned content and so develop independent learning skills. Where children do 'choose', it is often within 'free play' – that is, structured activities that may or may not be linked to a lesson's content or an ongoing theme. In any case, children may well not see any links that have been planned. For example, in a water-play activity where children happily poured water from various containers, only one child knew this had to do with practising mathematical vocabulary ("*Long pours and short pours. O.K.?*"). Her advice passed over the heads of those busy pouring. There is a close working relationship between the Reception class teacher and the learning support assistant in planning and teaching, and in discussing learning outcomes. This especially benefits the relatively less able and those with special educational needs. Children who speak English as an additional language are given very good support in accessing a full range of activities provided, in part because of specialist input to some lessons.
20. Teaching in Years 1 and 2 is satisfactory with some good and very good teaching also seen. In Years 3 to 6, teaching ranges from unsatisfactory to excellent. Overall, it is judged very good with real strengths in Years 5 and 6. Throughout the school, specialist teaching in many subjects adds noticeably to the quality of learning. This is especially true of art and music and Year 6 mathematics when pupils are 'setted' for some of their work. Pupils concentrate hard and are highly motivated to reach teachers' high expectations. They frequently reach much higher standards than might be expected. Specialist input from visiting teachers in connection with 'Excellence in Cities' and 'Education Action Zone' initiatives also notably benefits pupils' attitudes

and learning. For example, in a Year 4 literacy lesson a teacher's well-paced introduction to the main lesson content helped all pupils answer questions and know exactly what they had to do in follow-up tasks. A group given special support by the teacher was very well motivated.

21. The teaching of pupils with special educational needs is good and pupils make good progress. Teachers match work well to these pupils' identified needs, fitting them fully into classroom activities. They also get good support from classroom assistants, the co-ordinator for special educational needs and other support teachers. For example, in a Year 6 science lesson the special needs co-ordinator helped a group make good progress with reversible and irreversible changes. In a literacy lesson, a small group of Year 4 pupils, withdrawn from the classroom for teaching purposes, responded well to the story of 'Five.' They understood the plot and discussed the characters as a group. They also made good progress in understanding alphabetical order. In a Year 6 history lesson, some pupils with special educational needs received effective class-teacher support. Through good questioning, pupils came to make pertinent comparisons between a Victorian and a modern classroom, studying a photograph.
22. The teaching of bilingual learners is very good. Pupils make good progress in lessons and very good progress in their acquisition of necessary English language skills. Specialist staff support in class and work is carefully targeted on those pupils needing support. For example, pupils still at an early stage of speaking and listening in English contribute to whole-class discussions because they gain reassurance from a teacher sitting with them to check their understanding and help them in speaking up. In Year 6, support is well-focused on pupils writing down ideas matching the understanding they show when talking these ideas through. Partnerships between class teachers and support staff are very good, so planning takes different levels of English language learning into account. At times, however, the nature of demands in the literacy hour causes some bilingual pupils to have difficulties when working independently. For example, Year 6 pupils use dictionaries methodically but do not always know a word's meaning although they read it well. They may still guess so as to fill the 'gap' in a sentence. The word 'salary' was dealt with in this way, although pupils quickly grasped its meaning when discussing briefly the context in which the word was being used.
23. Class teachers are frequently very skilled in engaging bilingual learners in whole-class discussions, making sure they understand key vocabulary. For example, during an excellent Year 5 drama lesson a class teacher established the content to be taught, through brisk questioning linked to previous learning. She then made sure certain bilingual learners as well as some pupils with special educational needs participated fully in paired and group practical tasks. A specialist teacher working through 'Education Action Zone' funding led the lesson. The situation well illustrated the really good quality partnerships in classrooms across the school as well as directly aiding pupils' learning. Pupils selected as a special focus are unaware of this. Yet they blossom during activities meant to stimulate and challenge them. More generally, all pupils receiving such input benefit. Class teachers, too, gain, as their skills are extended by working alongside 'expert practitioners'. A mentor works productively with individuals targeted for aspects of the 'Excellence in Cities' programme in Years 5 and 6. Pupils develop greater self-awareness about how they can contribute positively to class work and learn from opportunities provided. Class teachers monitor events and liaise closely with the mentor about areas to be explored.
24. The teaching of basic literacy and numeracy skills is good in Reception and Year 1 and 2 classes. It is very good overall in Years 3 to 6. Teachers have secure subject knowledge of English and mathematics and effectively plan literacy and numeracy strategies. They work hard to develop pupils' speaking and listening skills across all subjects. During daily extended writing sessions pupils practise literacy skills, applying them to many tasks. The use of setting in some Year 6 mathematics lessons consolidates pupils' prior learning effectively, challenging them at all levels. All benefit, from those identified as gifted to those who struggle with building on their mathematical knowledge. Teaching in information and communication technology is satisfactory. Teachers are starting to make more consistent use of technology in lessons across subject areas, although this is a still developing area.
25. Teachers' skills in managing pupils and maintaining a good pace vary but are usually at least satisfactory. More frequently, they are much better than this, especially in Years 3 to 6. One exception was seen during an unsatisfactory science lesson in this key stage. Difficulties arose keeping pupils focused on their work, because of insufficiently challenging lesson content. A general disinterest in the task set inevitably affected learning. Much more commonly seen is pupils' keen interest. There is a positive 'hum' to classroom life as pupils engage in work they enjoy. This

was often seen in literacy, numeracy, science and history lessons, as well as (most consistently) in art and music lessons. In these lessons, teaching was at least good. Often, it was very good or excellent, reflecting teachers' confident subject knowledge as well as their excellent relationships with pupils.

26. Because of the way subjects are organized over the school year, no lessons in design and technology were seen and only one geography lesson was observed. It is therefore not possible to judge teaching in these subjects. Teaching in physical education was satisfactory in the lessons seen in Years 1 and 2 and good in Years 3 and 5. Pupils with special educational needs were given good support with swimming in Year 3. They made good progress in developing essential skills.
27. Teachers monitor pupils' work effectively during lessons and make helpful comments to further learning. Planning is suitably adjusted to take account of assessments made. As a result, particularly effective support is given in Years 3 to 6. Teachers mark pupils' work regularly, although few instances were noted where pupils are helped to understand how to improve. There were exceptions to this. Teachers' comments in pupils' literacy work-books in some classes were often detailed and helpfully explained what could be improved. This was seen, for example, in Year 1 and Year 3 classes, which is especially commendable since both practitioners are newly qualified teachers. Homework is given regularly in line with the school's policy. There is a good stress on reading from the Reception year upwards. As pupils move through the school, homework tasks are widened to consolidate and extend classroom learning productively.

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

28. The curriculum is satisfactorily broad and relevant to pupils' needs in Years 1 to 6. However, although it is otherwise balanced, too little time is given to design and technology and geography. This was noted at the last inspection. Provision is enriched through extra-curricular activities and those based on community links. Particular strengths are evident in art and design and music. The curriculum reflects the school's aims, strongly promoting pupils' spiritual, moral, social and cultural development. Since the previous inspection, the school has both retained its curricular strengths and built on these. Statutory requirements are met.
29. Issues highlighted in the last inspection with regard to information and communication technology have been addressed and the school is now in a good position to move forward to higher standards. Some improvements are also seen in design and technology although, as well as its inadequate teaching time, a new scheme of work is yet to be implemented. Well-maintained curricular links with local primary and secondary schools help extend the curriculum. For example, good links have been made through mathematics in relation to the 'Excellence in Cities' initiative for pupils gifted in the subject. Good linking with the secondary schools also prepares pupils well for the next stage of their education.
30. In the Foundation Stage, curriculum plans are of good quality but limited in scope. They reveal an appropriate range of activities for all areas of learning, but there is inadequate provision for outdoor play. This leads to generally unsatisfactory curricular provision for Reception age children in relation to its quality and range. In particular, links between the indoor and outdoor curriculum are insufficiently developed. Nor is planning well-matched to curricular guidance for pupils in the Foundation Stage. It is not clear how early learning goals and 'stepping stones' for learning are planned for and children's progress assessed against them to aid future planning. Literacy and numeracy strategies are used, as with the rest of the school, albeit with modifications taking account of the age-range of these youngest children. Children have adjusted reasonably well to the structured literacy and numeracy activities. Older children, especially, and those of higher attainment cope with work geared to the early stages of the National Curriculum. Others manage because of good levels of support. For example, in some lessons, a specialist support teacher for bilingual pupils works with a focus group while a classroom assistant adds further, good quality, support on a daily basis. Different areas of learning are set out in the classroom. The book area and the role-play area are both well organized, for example. In the main, the structuring of curricular opportunities gives all pupils the chance to experience what is on offer. At times, this precludes children from making their own choices, in meaningful ways, so as to help them acquire important independent learning skills.

31. The national literacy and numeracy strategies are successfully implemented in Key Stages 1 and 2 and this has raised standards. Both strategies receive good emphasis, reflected in their allocated time. Additional time is given to extended writing as a means of addressing weaknesses pinpointed by an analysis of statutory test results in 2001 for seven and eleven-year-olds. This additional time allows pupils to apply skills learned in literacy lessons to very good effect. For example, pupils' work books show how they may re-draft work two or three times, striving hard to improve in line with set targets. Extra sessions enable writing tasks to be related to subjects across the curriculum, as need arises. Both literacy and numeracy develop well through other subjects. Teachers are also beginning to use information and communication technology increasingly to support work in other curriculum areas.
32. Personal, social and health education are taught satisfactorily through other subjects, especially religious education and, notably, through 'circle time' discussions. Additional time is given to this area so as to reach important curricular goals and positively affect pupils' behaviour. A suitable scheme of work for personal and social education exists and the school is reviewing its policy in light of the new requirements (for example, to include citizenship). A long established School Council is already promoting the idea of 'good' citizenship. Some good opportunities for health education are included in science lessons and pupils are made well aware of the dangers of drug misuse. The school has recently introduced a scheme of work for sex education.
33. Planning systems are very good throughout the school, giving clear structure to teachers' weekly and daily lesson planning, relative to long- and medium-term curricular goals. Subject policies are in place and most have been reviewed to bring them in line with the latest government guidelines. Detailed schemes of work for history, geography, art and physical education now exist: these were reported as lacking by the previous report. These schemes aid the systematic development of relevant skills, knowledge and understanding. A scheme of work for design and technology is also now agreed, although (as noted above) it is not yet implemented. A scheme of work for information and communication technology is being finalised. Currently, however, these schemes do not clearly show how pupils will build successively on skills learned and develop their subject knowledge and understanding.
34. Provision for pupils with special educational needs is very good. All classes have support from a teaching assistant and the co-ordinator for special educational needs helps pupils in both key stages meet carefully targeted curricular goals. In addition, pupils with special educational needs are often taught by extra teachers, funded by national initiatives (such as Education Action Zone and Excellent in Cities initiatives). The co-ordinator arranges for external agencies to work with pupils where necessary (such as the Primary Learning Support Service and the Educational Psychologist). Additional literacy support and booster classes very effectively help pupils with special educational needs make good progress.
35. There is excellent equality of access and opportunity for all pupils. Gifted and talented pupils are well provided for in many areas of learning through initiatives linked to Excellence in Cities. For example, pupils identified as mathematically gifted have extra support, while an artist-in-residence enriches art teaching and extra-curricular sports club activities target pupils with particular talents. Through Education Action Zone funding, pupils identified for additional support gain good standards in literacy. For example, pupils in Years 5 and 6 improve their speaking and listening skills through work in drama in literacy and history. Importantly, both Excellence in Cities and Education Action Zone initiatives have a 'spin-off' on all pupils in classes receiving additional support. All make good progress in these lessons. At times, progress is very good and pupils reach high standards. Pupils who speak English as an additional language access the full curriculum through very good support from specialist staff. They make very good progress in English language skills across the curriculum. The school's curriculum reflects the cultural and linguistic diversity of the pupils in school very well.
36. A very good range of extra-curricular activities includes football, netball, athletics and an extra swimming club. These help refine pupils' skills, preparing them for competitive games. Educational visits to places such as Hampstead Heath and Regents Park also extend the school's curriculum. Pupils in Year 6 benefited from last year's residential visit to an Activity Centre, where out-door 'adventures' linked well to science and geography as well as contributing to pupils' personal and social skills. Pupils from Year 1 to Year 6 have good opportunities to attend concerts at the Royal Festival Hall and the Royal Albert Hall and to participate in local music festivals as part of their musical education.

37. The school's curriculum has benefited enormously from special initiatives. Its 'artist in residence' organised an 'art week'. Junior drama explored history themes and multi-cultural dancing took place throughout the school. A 'curriculum week' included mathematical games and activities and a 'design and technology week' was most successful. Year 6 pupils were involved in performing at the Round House, a local arts venue. Year 5 was involved with the Camden Dance Festival. These activities build up pupils' self-esteem and confidence.
38. The school has a strong Christian ethos and good links are maintained with the Church, the parish priest and the community. Very good relationships with the community at large include the local police.
39. The school promotes pupils' spiritual, moral, social and cultural development very successfully through arts and music, and dance and drama, contributing also to pupils' personal development. Much is done to develop attitudes and values consistent with the school's mission statement and its ethos. This area continues to be a strength of the school, as before.
40. Provision for spiritual development is very good. Prayers are said during assembly, where pupils reflect quietly on thoughts conveyed through shared stories. The parish priest regularly holds a special Mass for infants and another for juniors. Both were observed during the inspection. In each, simple prayers were read by six pupils, hymns were sung joyfully and the 151st birthday of the Church was celebrated with appropriate 'awe and wonder'. In music and art lessons, the joy gained from directly participating in personally creative activities was conveyed by specialist teachers, who successfully shared their own pleasure and involvement in what was done. They attached obvious importance to pupils' own achievements.
41. Provision for pupils' moral development is very good. Teachers offer enormous encouragement to pupils, who are given a very clear insight into the difference between right and wrong and how their actions affect others. A range of teaching strategies keep pupils' moral behaviour to a high standard. There are well-established 'golden rules' displayed in classrooms. Pupils are rewarded through their 'golden time' and awarded 'golden points' and merit certificates for good behaviour. The school's behaviour policy promotes positive behaviour and self-discipline. 'Circle time' is especially successful in helping pupils express their own views and fears and consider the feelings of others.
42. Provision for pupils' social development is very good. Excellent relationships are a feature of the school, allowing pupils to live harmoniously together. Teachers provide very good role models, motivating pupils to respect one another. The 'Buddy' system is effective: older pupils help younger ones cross the road and are generally protective towards them. Pupils' viewpoints are respected and their requests heeded (for example, when they put forward ideas, to their School Council, about having extra-curricular chess and board games and a gardening club). Social provision benefits from Education Action Zone and Excellence in Cities funded activities (through drama for example).
43. Provision for pupils' cultural development is very good. They experience a wide range of cultures within the school, respecting and valuing each other's beliefs. The school actively encourages pupils to share what is best in their cultures. The presence of families from different faith communities enriches the learning experience. So pupils learn to understand and appreciate the multi-cultural society in which they are growing up. They are taken to theatres and ballets and are successful in poetry competitions. History teaching also usefully contributes to pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Regarding the care and welfare of pupils, similar findings to those of the previous report are recorded, although notable improvements have been made in some areas. These comprise: the educational and personal support and guidance given to pupils and the assessment and monitoring of their academic progress.
45. Pupils' welfare has a high priority. For example, a significant number of adults are trained in first aid, while accidents, illnesses and medical conditions affecting individuals are scrupulously recorded. The school follows its local authority guidelines in relation to child protection, which are comprehensive and updated regularly. However, there is no evidence that governors have formally adopted these and there is no policy for the physical restraint of pupils. The school has a

designated co-ordinator for child protection who has had training, albeit some time ago. Indeed, some new members of staff were not fully aware of who the co-ordinator is, although they knew to voice concerns and had a sensible approach about what to do. The school has a suitable health and safety policy, which is now in need of review. The appropriate governing body committee has not been actively involved in regular assessments of the premises, although the headteacher has carried out a risk assessment recently in relation to the split-site nature of school buildings and stairways.

46. The assessment of pupils' attainment and progress is good. Baseline assessments of social and academic development are undertaken in the Reception class in line with local education authority requirements. Also, the co-ordinator for Ethnic Minority Achievement Grant funding works with the relevant class teacher to assess bilingual pupils' English competence and decide their learning needs. Assessment records of children's progress in the form of printed checklists are kept. Information is generally used well to plan activities. However, records are not focused on the 'stepping-stones' towards the 'early learning goals', as set out in the Foundation Stage guidelines. Consequently, it is not easy for staff to establish how well children are progressing as four-year-olds against the required criteria.
47. Senior managers and teaching staff use information from a wide range of sources to set targets for each class in Key Stages 1 and 2 as well as for each pupil, in English and mathematics. Included in this information are analyses of results of statutory National Curriculum tests in Years 2 and 6, optional tests in Years 3, 4 and 5 and screening tests (such as speaking and listening and reading) in Years 1 and 2. Pupils judged to need extra support are identified and planning to meet needs is based on data from tests and other termly assessments. Teachers use their very good knowledge of individuals gained through ongoing classroom assessments to inform decisions about how to target support. A real strength lies in how the school monitors different groups' attainment and progress. To illustrate: an analysis is undertaken of attainments and progress by gender, ethnicity, special educational needs and those involved in the Education Action Zone initiative. Through its specialist staff, the school continues to monitor and assess bilingual pupils' progress in developing necessary English language skills regularly as they move through Key Stages 1 and 2. Analysis of data helps the school target support to specific groups and individuals - including those deemed gifted in literacy and numeracy. In total, its systems for supporting all pupils' academic and personal development are very good.
48. The schools' new assessment policy contains good quality guidance on how to mark pupils' work. At present, this guidance is not implemented uniformly. Class teachers assess pupils' on-going work against planned learning intentions. This is good practice, as it ensures they track pupils' progress. In science and some non-core subjects (such as music) teachers carefully evaluate how well individual pupils have completed each unit or topic. The school plans to introduce a whole-school system for assessing pupils' progress in all non-core subjects.
49. The school uses effective assessment procedures to ensure compliance with the Code of Practice when identifying pupils with special educational needs. Any pupils with potential needs are identified early in their time at school. The support provided for pupils with special educational needs is very good. Individual education plans have appropriate targets, which are reviewed regularly. The school keeps close links with outside agencies. Pupils with statements of special educational need receive the very good provision specified in their statements.
50. The school has satisfactory procedures in place to monitor and improve attendance. Unfortunately, although attendance and punctuality figures are poor, there are no regular visits to the school from an education welfare officer. Checks are made of registers and a computerised system tracks absences for individuals and classes. The school does not telephone home on the first day of absence for all pupils but it does for targeted pupils (for example, where the pattern of absence is frequent and unpredictable). It experiences difficulty in contacting some families where absence extends over a long period. Often, this absence is owed to overseas visits and the difficulty occurs when families do not seek the school's permission to remove their children or indicate when they expect to be back. At other times, absence is owed to the unexpected movement of families out of the area. The school is experiencing a rising trend of such movement and sometimes re-enrols pupils thought to have left permanently. The school does expect parents to complete holiday request forms, as required, and some letters seeking reasons for absence from parents are available in community languages. Also, newsletters frequently remind parents of the importance of pupil punctuality and good attendance. As an incentive to pupils to attend regularly, there is now a certificate awarded to pupils with full attendance.

51. There are very effective systems in place to monitor and promote good behaviour. As a result, the school has been very successful in limiting oppressive behaviour to a minimum. The school's behaviour policy was rewritten recently to streamline 'rewards and consequences' and clarify the 'Golden Rules' (positive "do" rather than "don't" statements). The policy is effective because it is consistently applied and pupils know that high standards of behaviour are expected. Pupils with specific behaviour needs are monitored and supported by a learning mentor and this practice, too, is very effective. Each class has a behaviour box with record cards for both good and poor behaviour. Pupils can earn merit points that lead to certificates. Midday supervisors apply their own reward system, including a weekly 'Golden Table'.
52. There has been a very good improvement in monitoring and supporting pupils' personal development, deemed at the last inspection to be not well established. Now, although the system is largely informal, it works very successfully because all staff-members, including members of the senior management team and non-teaching staff, know pupils very well and communicate effectively amongst themselves. In addition, a weekly circle time allows teachers to pick up on and address issues troubling pupils. Teachers explore these issues in ways made accessible to the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Improvements in working with parents and involving them in the life of the school are noted since the previous inspection although the general picture remains similar. The school's links with parents are satisfactory overall, with good potential to improve further, now the area is a priority for development. For example, the headteacher, staff and some governors welcome parents to discuss concerns as these arise and parents state problems are dealt with promptly. The headteacher makes a point of being in the playground each morning as parents arrive with their children. Her presence is greatly appreciated as comments by parents at the pre-inspection meeting revealed. For example, they liked her ready availability and their being made to feel valued. Similarly, the deputy head is around in the playground at the end of day to chat to parents and to oversee children going home. In fact, class teachers accompany their classes to the playground at the end of afternoon lessons as part of their daily routine. Questionnaire responses as well as comments at the meeting show parents' very positive views. Virtually all who completed a questionnaire stated how their child likes school and how behaviour and teaching are good. They also think the right amount of homework is given. A very small number felt they could be kept better informed of their children's progress. They felt uneasy approaching the school with questions or problems and thought the school did not work closely with parents.
54. The school now offers four opportunities each year for formal consultations with teaching staff. This includes a 'Meet the Teacher' evening very early in the new school year when parents are told about themes of work to be covered and practical matters such as when kit is needed for physical education lessons. Parents at the pre-inspection meeting approved of these arrangements. The school makes every effort to appoint an interpreter for parent/teacher consultation evenings for those with limited English. Whilst most of the school documentation is in English, staff try to make sure parents understand documents in so far as it is practicable to do so. Some information goes home in Bengali (the major language other than English represented in the school). Some Education Action Zone funding is targeted at improving communication with particular groups. Also, the co-ordinator for Ethnic Minority Achievement Grant funding waits in the playground at the start and end of each day she is in school, to talk to bilingual parents directly on school matters. This has led to more active involvement on the part of some parents.
55. The quality of information provided for parents is generally satisfactory. As indicated above, parents are much more aware than they were about the daily life of the school. Parents at the meeting said they felt well informed about this. They appreciate knowing what their children are doing in classrooms. Regular newsletters now give good warning to parents of important dates and update them with curriculum information. The school also holds regular curriculum evenings. One held recently showed how mathematics is taught through the numeracy strategy. The annual written report parents receive about their child's progress is satisfactory overall, although there is some inconsistency in the quality of information given. This is especially true for non-core subjects such as history and design and technology. In some year groups, the levels pupils reach in English, mathematics and science, when assessed by teachers, are recorded, as are pupils' personal targets for English and mathematics. But, again, this recording does not happen consistently.

56. Parents of pupils with special educational needs are kept properly informed as to the progress of their children. Since taking up his post in September, the co-ordinator for special needs has instituted a system to ensure information is put in writing as well as being given orally when pupils are to be placed on the register of special educational needs.
57. Governors' annual reports to parents fall substantially short of statutory requirements. Information about the annual parents' meeting (date, time, place, agenda and purpose) is missing. So are actions taken on resolutions of the last meeting, rates of unauthorised absence and a statement on progress in implementing the action plan drawn up after the last inspection. There is no information about school security, about arrangements for the admission of disabled pupils or about steps taken to prevent disabled pupils being treated less favourably than others. Details of the facilities to assist access to school by pupils with disabilities are also lacking, as are the school's targets for Key Stages 1 and 2 and the professional development undertaken by teaching staff.
58. Currently, the impact of parents' involvement on the work of the school is unsatisfactory. Parents are regularly invited into school to help support classroom learning but very few take up the invitation. Although many support their children with homework and reading, it is clear a significant minority do not. This fact affects progress made by some pupils. For example, few parents sign or make comments in the 'shared reading' booklet pupils take home with their reading books. The 'Friends' Association' was wound up once responsibility for this devolved wholly on to school staff. However, currently, the headteacher is co-ordinating responses to a survey asking whether parents would like to revive 'Parents in Partnership' as a means of furthering home/school links. A few keen parents have expressed interest and she is seeking ways to make such an organisation practicable. Parents offer to help on educational visits and support for these has widened because of staff members' efforts in encouraging such participation. School productions are also well attended and parents at the pre-inspection meeting talked appreciatively of the high standard reached in these.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. As at the last inspection, the leadership and management of the school is good overall. The current headteacher has only been in post for two terms but a significant number of changes have already been put in place.
60. The headteacher has very good leadership and management qualities and a clear grasp of priorities for the school's continuing improvement. These priorities spring from her strong commitment to ensuring equality of opportunity for all in the school community. They are also based on her thorough audit of provision undertaken across all areas of the school's work. Priorities are aimed directly at raising standards through, for example, helping staff members work to their strengths and by giving practical support where necessary. Importantly, effective targeting of additional funding received via government initiatives is seen as key to maximising its impact on raising standards. For example, ways of extending work as part of the Excellence in Cities initiative are being considered (including provision for pupils identified as gifted in science).
61. Now released from class duties, the deputy headteacher has taken over many responsibilities in recognition of the expertise he has to offer. Indeed, the school benefits from a close working partnership between him and the headteacher. Hard-working teaching and non-teaching staff members are deeply committed to common goals. The school's warm and welcoming climate advertises its Christian ethos and the excellent relationships between all staff. Professional partnerships are good at all levels, a fact noted in the previous inspection report. Governors support the school's aims and values. The Chair of governors in particular supports the headteacher and staff to his utmost both in his capacity as chair and through his contributions as parish priest. His working partnership with teachers as music specialist, too, adds to the daily life of the school. The school has worked hard over recent months towards recognition for Investor in People status, which it has very recently achieved.
62. Overall, governors support the school's work satisfactorily. However, as noted, they do not fulfil all statutory duties. The headteacher gives them detailed information about all school matters in her regular reports to governing body meetings. Suitable committee structures are in place. Governors are now attached to monitoring specific subjects to see how these are taught and the standards reached. But such formal monitoring is not yet undertaken. A few governors, including parent representatives (and in addition to the work of the Chair of governors), help in classrooms, so learn informally about teaching and learning practices.

63. Financial information for governors is now of very good quality. This results from the headteacher working closely with a financial adviser whose services are bought in by the governing body to ensure good budgetary control. Grants are properly targeted at their designated goals. A significant under-spend for the last financial year is accounted for in part by the previous headteacher bequeathing a substantial sum to her successor. By the end of this financial year, finances are projected to be more reasonably balanced and well below the recommended five per cent figure. School development planning is set out clearly with costs given where practicable. This, together with better financial management, marks an improvement since the previous inspection. Under the new headship, approaches to planning have been fully shared with all staff members and governors so as to ensure all interested in school matters can express personal views on priorities for future development.
64. As well as evaluating where improvements are needed in provision, the headteacher has spent considerable effort assessing where improvements are needed to the building. Then she has ensured that areas pinpointed have either received attention or a time-line is set for future work. As a means to such ends, she has raised substantial sums of money to add to budgeted amounts. To date, results show in the greatly improved appearance of both the interior and exterior of the building. A much better working environment exists for all members of the school community. Generally, the school makes good efforts to get value for money. It compares its performance with that of other schools and looks for the 'best price' when seeking outside services. At times, an urgent need can supersede the latter consideration. For instance, this happened when flooding occurred just before the start of the Autumn term!
65. Performance management, involving regular appraisal of staff members' work, is securely in place and of very good quality. It entails systematic monitoring by the headteacher and deputy head of teaching and learning practices. This monitoring has led to substantial improvement in the quality of teaching and to continuing (and substantial) support where difficulties are still experienced. Job descriptions now exist for subject leaders (they were absent at the last inspection). In reviewing this aspect of the school's provision, the headteacher worked with staff to re-allocate subject responsibilities so as to match, better, individual interests and subject expertise. Consequently, all co-ordinators in post have only recently taken up their new areas of responsibility. To date, as well as supervising their subjects in terms of planning provision, auditing resources and managing a budget, co-ordinators have begun monitoring teaching and learning through looking at teachers' planning and sampling pupils' work. Nevertheless, plans for monitoring classroom practices by all co-ordinators have yet to be realised, though relevant objectives have been set and strategies chosen. The headteacher is very clear that such strategies are important for raising standards across the curriculum. Very good deployment of specialist staff leads to class teachers gaining confidence in relevant subject areas and in planning for particular groups of pupils. This deployment is seen, for example, in art and music and in the provision made for pupils learning English as an additional language.
66. The headteacher works closely with the co-ordinator for Ethnic Minority Achievement Grant funding to monitor all bilingual learners' progress and to decide priorities for this area of work. This partnership signals the area's importance. In placing responsibility for special educational needs within the remit of the deputy head, the headteacher has, similarly, highlighted the importance given to provision for pupils with such learning needs.
67. The management of special educational needs is good. An enthusiastic co-ordinator has achieved a great deal in a short time in post. For example, he has up-dated the special educational needs register, drawn up group individual education plans, made a number of successful referrals to the Educational Psychologist and arranged in-service training for staff. The co-ordinator effectively supports pupils in classes from Year 1 to Year 6. This support is targeted, mainly, outside the classroom but on occasion within. He is well placed to have a very good overview of classroom work relative to special needs provision through his support work and through other teaching (as when he demonstrates teaching strategies for mathematics) as well as monitoring activities. He reports to the governing body on the progress of all pupils, including those with special educational needs.
68. The day-to-day running of the school is efficient. The school office is a friendly point of first contact for visitors and parents. The secretary understands the school and its community and knows pupils well on a personal level. Administrative staff use technology to good effect to promote the smooth running of the school.

69. The induction programme for newly qualified teachers is very good. New teachers find themselves usefully supported by systems in place and know where to seek advice. The support and mentoring they receive are of high quality. Staff have very good expertise to add to that already mentioned in art and music. Overall, the match between teachers and support staff and curricular demands is good.
70. Accommodation is adequate though not particularly convenient, with its stairs and only moderately sized classrooms. Many classrooms do not have ready access to running water (for example, for art lessons). Refurbishment is nonetheless creating a pleasant learning environment made cheerful with bright and colourful displays of pupils' work. Still, high ceilings and the nature of partitioning between classrooms often lead to high levels of noise as sounds 'bounce' around or are easily heard in adjacent rooms. Although situated across the street, the school benefits from its proximity to the church and adjoining hall (used for dining at lunchtime and physical education amongst other activities). The school has a well cared for appearance.
71. Learning resources have improved since the last inspection and are good in most subjects, though those for geography and design and technology are limited. The school library is currently being re-developed and a new information technology suite is almost ready for use. The school makes very good use of local resources such as swimming pools and the Schools' Library Service as well as the wealth of resources found in central London.
72. In view of the rise in standards over time (especially in mathematics), the improved quality of teaching, the excellent quality of relationships and equality of opportunity and the rigorous monitoring of all aspects of school life in order to raise standards further, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should ensure that:

- (1) Planning for Reception children takes into account:
 - 'stepping stones for learning' set out in curricular guidance for the Foundation Stage, so that children's progress is better organised relative to the six areas of learning; and
 - improved provision for and better use of outdoor spaces to maximise children's planned learning opportunities each day by matching the indoor and outdoor curriculum.

(paragraphs: 1, 30, 91, 93, 129)
- (2) All subjects of the National Curriculum have sufficient allocated time, and schemes of work covering all curricular strands are agreed. In particular:
 - a scheme of work for information and communication technology should be finalised and implemented;
 - schemes for design and technology and geography are implemented, while more time is given to these subjects; and
 - the role of subject co-ordinators is extended in line with school development planning, ensuring they have a clear grasp of teaching and learning practices in classrooms and know how requirements for their subjects are being met as a means of raising standards further.

(paragraphs: 9, 10, 28, 29, 33, 71, 105, 121, 129, 131, 134, 136, 141, 146, 147, 149, 160)
- (3) The governing body fulfils all its statutory responsibilities.

(paragraphs: 45, 57, 62)
- (4) Punctuality and attendance are improved while procedures for improving attendance are strengthened.

(paragraphs: 17, 50)

In addition to the key issues above, the following less important weakness² should be considered for inclusion in an action plan. This is indicated in paragraphs: 9, 24, 142, 146, 148.

- Standards in information and communication technology are raised by further improving teachers' skills in line with development planning.

² It is recognised this is not an unimportant weakness but the school has firm plans in place for developing teachers' skills in information and communication technology.

PROVISION FOR AND STANDARDS REACHED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

73. As stated above, provision for pupils learning English as an additional language is very good. Pupils frequently reach equivalent standards to those of their monolingual peers by Year 6. At times, they do better than this. The school's excellent policies and practical steps regarding equality of opportunity include pupils in all aspects of school life, from the Reception class onwards. So, as well as benefiting from very skilled specialist staff funded by the 'Ethnic Minority Achievement Grant' programme, pupils in Years 4, 5 and 6 enjoy work linked to 'Excellence in Cities' and 'Education Action Zone' programmes. That is, they are included specifically in programmes where these are judged to help meet their learning needs as well as gaining through whole-class work.
74. The co-ordinator for English as an additional language learners has extremely good skills, knowledge and understanding of this area. Through working with senior managers, she shares her expertise and influences decision-making at school level in important ways. She meets regularly with the headteacher to target support so as to raise pupils' achievements as much as possible. It is also planned for her to meet regularly with the deputy head in his capacity as co-ordinator for special educational needs. Joint objectives will focus on monitoring those bilingual learners giving cause for concern, with a view to assessing whether they should be helped, also, via the Code of Practice register for special needs. In taking control of funding for this aspect of its provision, the school wants teachers to have responsibility for the learning of all pupils in their classes. Priority is also given to specialist staff's commitment to school aims and their ability as school colleagues to affect classroom teaching and learning so as to raise the achievement of bilingual pupils. A crucial aspect of the co-ordinator's work involves her supporting teachers in assessing and making suitable provision for bilingual learners on a day-to-day basis. In part, this is done through working alongside teachers in classrooms. It is also achieved through her talking to teachers informally each day as well as formally during structured in-service sessions.
75. The co-ordinator has had a marked impact on how parents and carers of bilingual pupils perceive the school and their attitudes to their children's education. She talks readily to parents at the start of school, for example checking whether they have received the latest information sent out or can help with a planned school visit. She rates this sort of communication highly - in classrooms with pupils too - even where lack of a common language may appear a barrier. As a bilingual person herself with still vivid memories of being a bilingual learner in school, she is an excellent role model, demonstrating successful strategies for gaining insight into pupils' understanding of classroom events, and showing where more support is needed. For example, through skilled monitoring of pupils' body language, she helps hesitant pupils in Year 1 to take a full part in class discussions. They often raise their hands when a class teacher asks questions about the 'big book' in literacy lessons.
76. To underline the school's commitment to bilingual pupils, governors agreed additional funds from the budget to supplement grant funding in order to pay for extra support-teaching time. A teacher new to support work who took up a part-time appointment in September has already positively affected the work of pupils he supports. His work is reinforced both by the school's very good systems for inducting new staff and by excellent mentoring from his co-ordinator colleague. In effect, weekly sessions to share work and ideas have amounted to high quality in-service tuition. For example, this teacher now keeps similar records of individual pupils to those kept by the co-ordinator. These good quality, detailed records show pupils' progress over time through samples of work. This dimension of specialist staff's responsibilities is all the more commendable since it is undertaken on their 'day off'. The school sees the replacing of a bilingual classroom assistant with language skills matching those of the majority language group in the school (Bengali/Sylheti) as a matter of urgency.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	15	14	21	1	0	0
Percentage	11	26	25	37	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	115

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	108

English as an additional language	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	8.8
National comparative data	5.2

Unauthorised absence	%
School data	0.0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	7	9
	Girls	13	13	14
	Total	22	20	23
Percentage of pupils at NC level 2 or above	School	81 (90)	74 (86)	85 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	15	15	15
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	89 (90)	89 (90)	93 (90)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	12	12	13
	Total	21	22	23
Percentage of pupils at NC level 4 or above	School	88 (55)	92 (69)	96 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	13	10	9
	Total	22	19	18
Percentage of pupils at NC level 4 or above	School	92 (79)	79 (79)	75 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	24
Black – other	12
Indian	0
Pakistani	1
Bangladeshi	50
Chinese	2
White	73
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	19.6
Average class size	29.6

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	108

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

Financial information

Financial year	2000-2001
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	£
Total income	568954.00
Total expenditure	531426.81
Expenditure per pupil	2643.91
Balance brought forward from previous year	21215.60
Balance carried forward to next year	58742.79

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	46	44	8	0	2
Behaviour in the school is good.	58	40	0	0	0
My child gets the right amount of work to do at home.	48	48	4	0	0
The teaching is good.	48	44	0	0	4
I am kept well informed about how my child is getting on.	48	35	4	6	8
I would feel comfortable about approaching the school with questions or a problem.	69	17	8	4	2
The school expects my child to work hard and achieve his or her best.	60	37	4	0	0
The school works closely with parents.	52	38	6	4	0
The school is well led and managed.	56	25	8	0	12
The school is helping my child become mature and responsible.	52	38	6	0	2
The school provides an interesting range of activities outside lessons.	35	56	0	2	8

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

77. It is difficult to compare the findings of this inspection with previous findings as the context at the last inspection was quite different regarding the structure and organisation of teaching and learning for children in the Foundation Stage. So no valid assessment can be made of any improvements or deterioration since then.

Personal, social and emotional development

78. Children reach good standards in personal, social and emotional development. Teaching is very good at times and teachers' expectations of behaviour and responses to learning are high. Children's personal, social and emotional development occurs within all areas but especially during religious education and 'circle times', which contribute well to their good attitudes and behaviour. Children with special educational needs are well supported and make good progress.
79. Children respond well to religious stories and learn about ideas such as 'forgiveness comes from God'. They listen attentively to the stories, read or told. They concentrate well and persevere on both teacher-directed and self-chosen activities. During group discussions, they listen to what others say. They speak in front of others in the class with some assurance - even children who speak English as an additional language. Classroom rules on display tell them about the difference between what is right and what is wrong. During physical activities, they are good at taking turns and sharing equipment.
80. All children mix and play well with one another. They form good relationships with adults. There are opportunities to celebrate important events, such as birthdays and religious festivals, which children enjoy. By the time they leave the Reception class, most children are set to achieve the 'early learning goals'.

Communication, language and literacy

81. Attainment is below that expected for children of this age. Teaching is good and leads to good progress for all children - including those learning English as an additional language and children with special educational needs. Individuals are set realistic reading and writing targets based on their initial assessments. In view of the learning needs of a significant number with regard to developing their English language skills, attainment overall will probably stay below expectations at the time of transfer to Year 1. Some, however, should do better than this and are likely to reach the early learning goals before beginning in Year 1.
82. Children enjoy listening to stories, including Bible stories and stories from 'big books' used for literacy learning. During regular slots, they are encouraged to look at books and pictures and make up their own stories. Good strategies are used to develop speaking and listening skills in many contexts. For example, children are invited to talk about what their parents do and what they would like to do as adults. Children's listening skills are also progressing well through direct teaching during literacy and numeracy lessons, when questions linked, for example, to the book being studied or to practical activities in mathematics are stressed.
83. Children are developing appropriate early reading skills. Most realise print carries meaning and is read from left to right. More able children read simple texts with pictures, inferring sensibly from what they already understand, as well as using their knowledge of letter sounds to read the beginning of words. They can read some common words from sight. Parents are asked to support their children's reading at home although no parent comes into classrooms for such purposes.
84. Children realise that writing can be used for many purposes. They are encouraged to make up and write simple sentences in their books. Many recognise their own name and a few manage to write it. They hold their pencils correctly and practise writing letters and writing patterns. Most see writing as 'making marks' on paper. They 'scribble' purposefully in role-play situations when playing together. For example, doctors 'write out' prescriptions. Children are beginning to link letter names to sounds, although very few can recognise many letter sounds as yet.

Mathematical development

85. Standards are satisfactory overall and indications are that most children will reach the early learning goals for mathematics by the end of the Reception year. Teaching is satisfactory with appropriate emphasis on practical activities and on the relevant mathematical language. However, given the high proportion of children learning English as an additional language, a lesson on establishing correct terminology in relation to length turned out to be rather ambitious. Good points were made through the use of plastic cubes in a whole-class session when some children were asked to demonstrate a 'short' or a 'long' chain of cubes and then 'shorter' or 'longer' chains. All watched intently. Many could point (or get up to touch) the correct chain to be placed next in the 'set'. But, later, bilingual learners were uncertain about the nature of the task, when sticking strips of paper in sequence (longest to shortest, or vice versa) on to a large sheet. Because they were confused, they only managed in so far as they had direct teaching support to guide them. They did not achieve a desired result. On the other hand, when allowed to leave the task most chose to return to making chains of cubes on the carpet, energetically pushing 'trains' around, each claiming to have "(the) longest". Children develop a good understanding of mathematical ideas and vocabulary through such informal play.
86. Most count reliably to ten using everyday objects, and some count well beyond 20. Most recognise numerals 1 to 5, can write them and use them to label sets of objects. Children are learning to understand the order of numbers, and, through practical activities, what is 'one more than' or 'one less than' a given number. Children frequently sing number and nursery rhymes, consolidating their learning and their grasp of mathematical ideas.

Knowledge and understanding of the world

87. Teaching is satisfactory overall and pupils gain sound standards in their knowledge and understanding of the world. By the end of the Reception year, most should reach the expected early learning goals.
88. Children learn about their senses through practical activities. For example, they develop their hearing by investigating sounds made by types of lentils, peas and beans shaken in containers. They listen hard to distinguish 'loud' and 'soft' sounds. Through assemblies and events such as a school Mass in the Parish Church, they learn about the lives of saints and other notable people (who may not have been Christians). Religious activities contribute positively to pupils' awareness and understanding of their own and others' cultures and to differences and similarities between these.
89. There is good attainment in information and communication technology. Children's skills are developing well. For example, they use a graphics program to draw lines and fill spaces with colours. They change colours, demonstrating good control of the mouse. They can instruct computers to print out finished work. They support their learning in other areas, too, with computers. For example, they match letters and sounds, to aid literacy and count sets of objects in mathematics, matching to numbers on a screen. During such activities, children click on the correct part of the screen with a mouse and follow instructions about what to do next.
90. Teacher's planning shows children are given appropriate opportunities to talk about their families and events of importance to them in their daily lives, in connection with learning about, for example, passing time, and places in the immediate locality. Children also learn about the weather through simple observation. However, opportunities to extend learning to the outside space adjacent to the classroom as an integral part of exploring their world are limited.

Physical development

91. Children's physical development is good. Most should reach the early learning goals by the end of the Reception year, and some are likely to exceed these. Teaching is particularly good in promoting this area in structured ways. Regular opportunities are given for children to take part in physical activities in the school hall, supported to very good effect by several adults as well as a class teacher. Children listen carefully to a teacher's instructions. They move with assurance and control in many situations, using different equipment, including balancing and climbing equipment. They have a good awareness of space and the presence of others. Through these activities, they learn specific vocabulary - of position, for example ('in' and 'out', 'through', 'up' or 'down'). In a

lesson observed, children travelled across different 'stations', exercising their eyes using a hanging ball and doing pencil rolls to stretch their bodies. They also used controlled movements, such as 'kangaroo jumps', 'caterpillar' or 'rabbit jumps'. Children with special educational needs are well supported by adults during physical activities. They make good progress.

92. At times, children have access to an outdoor space where they may play with sand and water and with large building blocks. But outdoor play provision is normally limited. It does not, for example, include ready access to wheeled toys. The school rightly identifies the need to develop both indoor and outdoor play and is reviewing where improvements are needed. Within their classrooms, children develop fine motor skills, using tools and equipment (such as scissors, pencils and glue sticks) with increasing control for different tasks.

Creative development

93. Standards are generally better than might be expected for children of this age, especially with regard to music-making and singing. Teaching is very good for these and is at least satisfactory in other areas of work. All children make good progress in creative development. Most should reach the early learning goals by the time they transfer to Year 1. In music, most are likely to exceed these.
94. Classroom displays show children experience a good range of creative activities, including art, music and imaginative play. They can use a range of resources, tools and materials to explore their ideas in line with the planned content of lessons. Opportunities are also arranged for children to express their own ideas and feelings, most notably through imaginative play. There is a role-play area in the classroom which children clearly enjoy using. They draw, paint and colour their pictures with enthusiasm. They use recycled materials and glue for their own musical instruments when finding out about the five senses. When making 'Autumn leaves', they decorate leaf shapes to achieve a desired effect with a range of materials. Children talk about 'reddy-brown' and 'orangy' leaves in response to adults' questions. They paint rolls of paper representing boughs of a tree with large brushes and know the paint is mostly brown. Opportunities for them to develop skills in pouring paints from containers and to further their understanding of colour mixing are lost, however. An adult prepares the paint.
95. Children thoroughly enjoy their weekly music lessons. They listen and watch with great concentration and are anxious to participate. They sing in time and know the words of familiar songs by heart. They clap the rhythm of a song in time and repeat clapping patterns correctly. Some record simple notation patterns (such as X O X) on a board to show how many beats are clapped. They make patterns of sound with a range of untuned instruments. Children know how to hold tambourines and triangles and can demonstrate different ways of striking or shaking them. They correctly name instruments being played behind a screen for a game they love ('choose a sound that you can play'). Children's good learning is well promoted by specialist teaching, combined with a class teacher checking that everyone participates and understands a lesson's content.

ENGLISH

96. At the last inspection, standards were stated to be high for seven and eleven-year-olds and above national expectations. Since then, the make-up of the school population has changed significantly. For example, a much higher proportion of pupils now learn English as an additional language with many at an early stage of such learning. More than twice as many have special educational needs. These factors are especially likely to affect standards in speaking and listening, reading and writing. The latest inspection findings for Year 2 show English attainment reaches expected levels. Despite a more varied picture for Year 6, evidence shows standards are broadly in line with those expected for this age early in the school year.
97. By seven, pupils frequently demonstrate good speaking and listening skills (including those for whom English is an additional language). By eleven, these skills are very well developed and all pupils can discuss issues with demanding content. For example, they debate the 'pros' and 'cons' of developing the railway system in Victorian London within a formal 'public enquiry' drama session. All pupils make good progress in learning English. At times, they make very good progress. This is certainly true for most bilingual learners.

98. Pupils in Year 2 are developing good reading skills. Able pupils read for meaning fluently. They speak a character's lines, from a story, with expression and have many strategies for reading unfamiliar words. For example, they base sensible guesses on letter sounds and picture clues. Pupils achieve satisfactory standards in writing overall at this point in the school year. Across the attainment range they use full stops and capital letters mostly correctly, forming sentences for their stories and other writing. Able pupils strive to give their stories interest by their choice of words (for example, using "Suddenly" to start a sentence). English as an additional language learners spell simple words correctly, showing a real grasp of spelling conventions when guessing difficult words. Pupils practise handwriting skills regularly but do not, in the main, transfer these to extended work and presentation of this work is frequently untidy. It is better in Year 1. In a literacy lesson these younger pupils can focus on the letter 'a' to find rhyming words, as in 'rat-a-tat-tat'. They enjoy and benefit from a repetition of rhymes the teacher reads in a 'big book'. Pupils of all abilities achieve creditable results in writing tasks because these are carefully structured at suitable levels. Pupils of lower ability succeed in writing a list of words to rhyme with 'hat'. Bilingual pupils benefit from close support for their understanding of English spelling conventions. When responding to questions, a boy shows good recall of the letter name and sound for 'f' when the teacher displays a picture of a fairy in her 'magic box'. Another pupil, at an earlier stage of English language acquisition, guesses 'king' because she picks out the crown rather than other clues.
99. Inspection findings for Year 6 are varied. Many eleven-year-olds still need support in writing tasks in lessons. Most (of all abilities) explain tasks fairly precisely but a number still find reaching set targets hard because of an uncertainty about, for instance, word meanings or in ordering their ideas. On the other hand, a scrutiny of workbooks shows pupils do well over a longer period. They improve their efforts through a re-drafting process. Those of average ability (including bilingual pupils) reach standards close to what is expected and the more able do better at times. Pupils of average and higher ability structure stories and factual accounts sequentially, mindful of their effect on the reader of words they choose. All write joined script with pens. Writing is neat and well formed with overall presentation pleasing. Spelling is mostly correct and pupils use their good dictionary skills well. They build successfully on earlier learning and demonstrate at least satisfactory reading skills by eleven. At times, pupils' reading is good. To illustrate: after admitting her love of poetry, a high attaining pupil read a previously unknown poem with correct intonation and cadence. She enjoyed discussing the challenging vocabulary and ideas behind the poem.
100. Teachers plan well for the literacy strategy in line with requirements set out for each year group. They make sure pupils know exactly what is expected of them in terms of the work to be done and how success will be judged. They stress learning intentions and success criteria by writing these where everyone can see and refer to them. Teachers monitor pupils' progress during written tasks and intervene helpfully to move learning on. For example, in a Year 3 lesson on identifying verbs in a text, a teacher checked that higher attaining pupils used dictionaries to work at a more challenging level. This play had a good spin-off on other class members, who also began referring to dictionaries to see how words were classified as parts of speech. Class discussion at the end of the lesson revealed a high success rate across all abilities. Discussion also spurred pupils to continue thinking about the task. For example, a bilingual pupil suddenly realised that 'found' is a verb and another able pupil checked 'said' in a dictionary and put that forward.
101. Teaching across the school ranges from satisfactory to excellent and is good overall. There are particular strengths in Years 5 and 6 and in the support given to pupils learning English as an additional language. Pupils on the Code of Practice register for special needs also benefit from good quality support. Where teaching is very good or excellent, teachers keep an eye on a lesson's main purpose, ensuring everyone understands points made. For example, a stimulating discussion on 'Macbeth' in Year 6 led to all pupils wanting to show their good word-search skills in scanning the text for specified words. Everyone quickly found 'Thane' and, through lively class discussion (led by a class teacher), built on one another's suggestions of modern equivalents to arrive at 'Lord' or 'Chief'. A bilingual pupil appeared not to have been fully engaged but was very quick to offer 'have' as the modern word for 'hath', showing she had, in fact, listened carefully. Discussion with pupils later revealed they had enjoyed the oral work. It had deepened their understanding of the story, although some (especially some bilingual learners and some pupils of lower ability) found writing tasks quite hard when working independently.
102. The additional time given to literacy activities each day provides very good opportunities for pupils to extend their writing and use skills for many purposes. It explains the better standards found in work-books (as outlined above) because pupils are encouraged to see real purpose in re-drafting work to improve results. Additional time is either related to literacy lessons (as with writing play

scripts in Year 5) or to other curricular areas (as with learning to write formal accounts of scientific experiments in Year 2). It exploits the full English curriculum. For example, in Years 5 and 6 pupils explored ideas through drama, Year 5 pupils learning how scenes are built up. They speculated around characters' feelings and possible reasons behind their actions. A class teacher set the drama work (led by a specialist in connection with an Education Action Zone programme) within the context of scripts pupils were developing in extended writing sessions. Scrutiny of these revealed a good grasp of speech marks and dramatic conventions – such as setting out a character's speech by starting a new line. The structure of drama work together with focused discussions helped pupils see how they might better reflect a character's personal traits in dialogue and stage instructions to improve the next draft of their writing.

103. Teachers mark pupils' work regularly. There is some very good marking in some classes. In Year 6 pupils are clearly advised on how they might improve. But such practice is inconsistent. At times, very good monitoring and support of pupils' handwriting skills has a noticeable effect on results (as in Year 1). Homework is given in line with the school policy. The importance of reading regularly is clearly stressed. Some teachers monitor pupils' 'shared reading' homework diaries very well, as was seen in Year 6. At times in lessons, pupils are provided with appropriate opportunities to use their word processing skills on the computer. For example, two pupils in Year 6 completed a worksheet task on 'Macbeth' in this way. Quite often, though, machines are switched on and not utilised.
104. Co-ordination of the subject is very good, notwithstanding the fact that two members of staff have recently taken over this work on a co-operative basis. They are both experienced teachers with good expertise and enthusiasm for the subject. They have a clear knowledge and understanding of provision and standards reached, gained through auditing resources, checking teachers' planning and scrutinising pupils' work as well as results of statutory tests. They recognise how vital it is to monitor teaching and learning in classrooms to discover where strengths and weaknesses lie. The headteacher has monitored literacy lessons consistently since taking up her post but co-ordinators are confident they will undertake such monitoring as their roles develop. Already, library provision is seen to require a thorough overhaul – highlighted by analyses of pupils' results in statutory tests at seven and eleven, showing that pupils' reading and writing skills needed to rise. Boys' writing, in particular, is seen as a matter of concern. Inspection findings also revealed differences between the genders, here, mainly relating to the amount of work done in a set time and girls' greater confidence in undertaking tasks. Reviewing and improving book provision in classrooms and for research purposes in the library is seen as crucial to raising standards. A plan of action shows how these goals will be reached. The plan includes drawing on outside expertise (for example, through the Schools' Library Service). Otherwise, resources for delivering the English curriculum are of good quality and sufficient to cover planning for the literacy strategy.

MATHEMATICS

105. In the previous inspection, standards were stated to be above national expectations by the end of Key Stage 1 and well above these expectations at the end of Key Stage 2. Whilst there appears to be a lowering of standards since then, in fact the school population has changed significantly in the intervening period, as already noted. Inspection findings show standards in Year 2 are broadly in line with those expected by this age. In Year 6, standards are above national expectations. No significant gender differences were noted. Very good teaching has positive effects on the quality and pace of learning of these older pupils. At times, teaching is excellent.
106. Across the school, pupils of all abilities make good progress and most work at least at levels expected for their age, with some rising above these. Pupils identified as 'gifted' in mathematics gain high standards. Those with special educational needs make good progress and attain at least in line with their prior attainment. They do so mainly because of the good level of support they get, especially from learning support assistants, who have high expectations of work and behaviour. Tasks are suitably modified to meet pupils' identified learning needs and are matched well to individual targets. Pupils learning English as an additional language also make good progress relative to their prior attainment. They reach good standards. By Year 6, they frequently attain at least in line with their monolingual peers. Additional support from specialist teachers is very effective, helping bilingual pupils access a full range of mathematical activities. Good progress for all Year 5 and 6 pupils is owed to notable teaching strengths. Pupils often achieve much better standards than might be expected.

107. By seven, most pupils grasp place value to 100. They can partition tens and units. They have a good feel of the size and order of numbers on the number line. They can separate a double from a near double. Pupils can apply their knowledge of addition and subtraction facts to simple problems. They use money well in a shopping context and can read and write word problems. Pupils in Year 1 work with numbers to 20 and double numbers to ten; they know many properties of two- and three-dimensional shapes and can name and describe these well.
108. By eleven, most pupils have a well-developed grasp of place value in large numbers and a good awareness of number patterns through using their knowledge of tables. They multiply one and two-digit numbers to two, three or four digits and apply their knowledge of the 'four rules' to real life situations. Problems chosen for the more able pupils are more complex and challenging. These pupils use their knowledge to estimate, accurately, the product of two sets of numbers and they learn to round numbers up or down in the process. They describe, well, methods used, so establishing principles for the future. Pupils in Year 5 learn to solve a problem by representing and interpreting data. More able pupils use a range of scales and work on bar lines. They also plot graphs with computers. Pupils in Years 3 and 4 learn to recognise, classify and describe regular and irregular two-dimensional shapes, including irregular pentagons, hexagons and octagons. Pupils in Year 4 learn about metric conversion tables.
109. The National Numeracy Strategy is well established, producing above average standards by the end of Key Stage 2. The school is part of a national sample visited by HMI for evaluating the National Numeracy Strategy. Pupils are good at their mental calculations and in their recall of number facts. They apply a good range of strategies to problems.
110. Mathematics is used to support other subjects, for example history and science. The use of time-lines is well developed in history and pupils carry out a range of measuring activities linked to science - for example, using frequency tables and tally charts. Mathematics supports pupils' literacy skills well. Pupils are encouraged to explain their strategies clearly while attempting to solve problems, and this develops their confidence and their mental and oral skills. Teachers are good models, using a proper mathematical vocabulary wherever they can. This has a positive effect on pupils' own mathematical vocabulary.
111. The quality of teaching is good overall and this plays a large part in the good progress pupils make. Teachers generally plan their lessons very well and translate their planning into action during structured mathematics lessons. This planning takes very good account of pupils' different learning needs so that all gain equally from mathematics. Mental and oral starters to lessons are taken at a brisk pace, stimulating pupils to make quick responses. Teachers encourage logical explanations, even when pupils' answers might be wrong, encouraging them to think clearly and speak up, unafraid of making mistakes. Choice of activities is often good and highly motivating. For example, Year 6 'Camden Towers Theme Park' activities involved calculating admission prices, food prices, travel prices and prices for the rides. Pupils have good awareness of what they have learned during lessons and keenly share this knowledge with others. Teachers, too, share their learning intentions with a class at the start of lessons, assessing learning outcomes at the end. They make very good use of the support from learning support staff. They regularly use homework to consolidate and extend school work.
112. Pupils have very positive attitudes towards learning and are very well behaved during lessons. They listen attentively to their teachers and are keen to contribute positively. Pupils approach their work enthusiastically and persevere when they find it hard. They work well on their own and with others, especially when they need to discuss problems. More able pupils in such cases help when others have difficulty. There were good examples of this in Years 2 and 6.
113. The mathematics curriculum covers the full breadth of the National Curriculum, providing good opportunities for pupils using and applying mathematics through real-life situations. Problems set often inspire pupils who enjoy opportunities for mathematical investigations. At times, they share this work with other local primary and secondary schools, benefiting all in the longer term.
114. The co-ordinator manages the subject well with a clear view of teaching strengths and weaknesses. This shows in her recent audit of the subject. She is well supported by the deputy headteacher and headteacher, especially in her monitoring of planning and teaching. Her analysis of test results, review and evaluation of mathematics is shared and contributes well to target-setting and raising standards. Strengths reported in the subject, for example in mental arithmetic, have been

maintained since the previous inspection and there are further improvements in the quality of teaching and learning to note. This is particularly the case in Years 5 and 6.

115. Resources are generally of good quality, well organised and well used. The co-ordinator has identified a need for measuring equipment, especially for mass and capacity. Resources, such as number games and puzzles and place value cards contribute well to mental and oral work. A moderate use of computers was seen during the inspection to support pupils' mathematical activities, which included work on shape and space and data handling.

SCIENCE

116. Inspection evidence reveals that, in both key stages, standards are in line with national expectations. In fact, pupils towards the end of Key Stage 2 demonstrate good subject knowledge at times and achieve well. In Year 1, pupils of all abilities talk about animals that sleep at night and during the day. More able pupils communicate also through drawings and simple written phrases and sentences. All know that light comes from many sources - for example, the moon, sun, a torch. In Year 2, all pupils can make a closed circuit and realise how it works. They know and use appropriate terminology (for example, 'crocodile clips', 'circuits' and 'batteries'). More able pupils make a circuit with a switch and experiment with different connections (for example, using paper clips to close the circuit).
117. Year 5 pupils can name a number of both legal and illegal drugs. They know drugs can be harmful as well as beneficial and some drugs both harm and benefit people. They use appropriate terminology such as 'side effects,' 'prescription' and 'syringe'. Pupils in Year 6 know and understand that solids not dissolving in water can be separated. They record their observations in many ways, with for example drawings and diagrams. They use appropriate scientific terminology such as filter paper, sieve and funnel. Pupils recognise that some changes (such as freezing water) can be reversed, while some (a boiled egg) cannot. Pupils use their knowledge of some reversible and irreversible changes to predict whether other changes are reversible or not.
118. Learning is good across the school. Pupils know what they have to do in lessons and quickly settle to tasks. In both key stages, challenging activities promote learning. For instance, Year 3 pupils plant cress seeds in controlled environments and predict what might happen. Pupils talk enthusiastically about their experiments. All make good progress in knowing and understanding basic conditions for plant growth. Those of above average ability can explain, simply, changes in cress seeds owed to a lack of light and too much water. When feeding back to others at the end of a lesson, Year 2 pupils talk about equipment needed to complete a circuit and how to fit this together to light up a bulb. Pupils develop their numeracy skills through science. Year 4 use frequency tables and tally charts. Pupils learn to write up their experiments formally with a suitable vocabulary and application of literacy skills. In most lessons seen, pupils sustained concentration, worked at a good pace and behaved very well. They make good progress generally (including those with special educational needs and those learning English as an additional language). This progress benefits from high quality targeted support from teachers, classroom assistants and support teachers. Working relationships between adults are excellent – again, positively benefiting the progress of all pupils.
119. Although teaching is good at both key stages, a very small amount of unsatisfactory teaching was seen in Key Stage 2. Poor teaching, in this case, resulted from an unsuitable choice of activity, leading pupils to be disruptive and off task. A lack of suitable strategies for managing pupils' behaviour meant that discipline was adversely affected, as was pupils' progress. In both key stages, teachers more commonly display strengths that account for pupils' good progress. Lessons are well prepared with clear learning intentions shared with pupils. Skilled teaching matches activities to varying abilities. This enables pupils to get started quickly and progress. Teachers have good subject knowledge, so they respond effectively to pupils' questions. This was demonstrated in a Year 5 lesson, when a teacher asked about legal and illegal drugs. Teachers bring some of their wide range of resources from home. For instance, a teacher brought eggs and potatoes to a Year 6 lesson on 'changes'. Where learning support assistants or support teachers are used, they are briefed well to support groups with whom they are working. Teachers assess pupils' work against planned learning intentions and also against key objectives, either termly or half-termly. Work is marked regularly, but pupils are rarely shown how they could improve their work. National test results are analysed to gauge the effects of gender, ethnicity, English as an additional language and special educational needs. This is very good practice.

120. Leadership and management of science are good. A well-qualified co-ordinator has completed a 20-day science course. She has addressed issues arising from the last inspection report by revising the school's policy for science and drawing up a scheme of work. Recently she has allocated topics to year groups that follow Qualifications and Curriculum Authority guidance for schemes of work. She advises staff about science and, in particular, about planning. As part of her monitoring role she scrutinises pupils' work. There is no formalised monitoring of science teaching, although there are plans for this to happen. The co-ordinator has started a portfolio of pupils' work and plans to involve staff in making judgements about standards by checking each piece against criteria in the level descriptors for the National Curriculum. Resources for science are good. Overall, the picture is an improvement on that given at the last inspection.

ART AND DESIGN

121. No lessons were seen in Year 1 or Year 2 but a scrutiny of work reveals standards at seven are better than expected, taking into account the early stage of the school year. In Year 6, pupils reach very high standards at times. Overall, this represents an improvement on the previous inspection when standards were judged satisfactory. The present good picture is owed in part to the specialist expertise of an artist-in-residence working in partnership with class teachers. At times, such working practices are of very high quality, directly boosting standards (as observed in an excellent Year 6 lesson). Good quality art work is also owed to the headteacher giving high priority to art and design as a means for pupils to extend their awareness of the world creatively and her own high expectations of what pupils can achieve through these.

122. In Years 1 and 2, pupils have studied Autumn leaves, achieving varying effects with different media, using a range of starting points for their investigations. For example, guided by the specialist teacher's own work in oils, Year 1 pupils studied ways of gaining a layered effect to show leaves on a pool of water. They created 'pools' with blue tissue papers, arranging leaves around the pools' edges. Their careful observation of colours and pattern led to a pleasing patterning of leaf veins. Year 2 pupils worked on very large-scale panels of Autumn leaves, boldly coloured in pastel, stressing shape, colour and line.

123. Pupils in Years 3 and 4 studied fruit. Year 3 pupils' pictures of juicy fruits used rich fabrics on a large scale in pastels, crayons and chalk. Some close observations of pattern (for example, of cut fruit and the effects created by folds in the fabric) developed into interesting abstract patterns and shapes. Year 4 pupils' very good quality work looked closely at fruit on a plate, using charcoal allied to a limited colour palette (for example, two different blues). Pupils use picture space effectively to give a 'bird's eye view'. In a Year 5 lesson, pupils quickly grasped the nature of symbolism in art and how the symbols they chose could represent their own interests – giving 'clues' to others about their favourite things. In Year 6, pupils experimented with shape and form to make successfully repeating patterns, like the William Morris designs they studied.

124. During the inspection week, the specialist teacher worked consistently within classrooms because the art room she often uses for small group work was out of commission. This arrangement worked extremely well, since class teachers (and others supporting in classrooms) gained from the excellent role-model provided. Pupils were encouraged to value their work as worthwhile for its uniqueness and individuality.

125. Lessons are very well planned and organised. In the lessons seen (in Years 3 to 6), teaching was very good with excellent teaching in Year 6. Here, the class teacher and a support teacher for bilingual learners aided the quality of learning outcomes through their co-operative approach to supporting pupils. They maintained a momentum initiated by their specialist colleague after she moved to another class. A crucial factor was the sustained period of time given to the lesson. Pupils could concentrate on working carefully (as directed) and complete first designs over a repeat of three patterns. High levels of concentration characterise all lessons. Very commonly, pupils talk about how much they enjoy their work. For example, Year 4 pupils talked enthusiastically about their jewellery designs, inspired by history work on the Egyptians. Also, learning tasks are consistently presented as problems to be solved – related, perhaps, to the use of picture space or to ways of getting a three-dimensional effect from a flat, two-dimensional, surface (as with the jewellery). Such challenge was seen to good effect when the lead teacher shared her own difficulty in achieving a successful design after the style of William Morris with Year 6 pupils and asked: "How did William Morris cover whole lengths of paper? How could he do that?" Pupils realised he couldn't have painted repeat patterns by hand with sufficient accuracy, given the time entailed by this. Through discussion, they recalled previous lessons on printing. The teacher picked up quickly

on a whispered comment from a bilingual pupil who stated more loudly "You could stamp it". Another pupil substituted "print". Subsequently, pupils' work showed very good insight into how patterns need to take account of extending from each edge of a square of paper to produce a continuously repeating effect.

126. A scheme of work incorporating the latest curriculum guidance is now in place. Planning shows how all elements of the art and design curriculum are covered during the school year. Short-term planning is well matched to these longer-term goals - an improvement since the previous inspection. Whilst current arrangements for the 'caretaking' of the subject by the headteacher are not entirely satisfactory (since she has many other responsibilities), this arrangement benefits from her commitment to art and design and her good knowledge of the subject. She also works in partnership with the artist-in-residence to ensure curricular goals are met. Good quality resources meet curricular demands. Pupils visit museums and galleries in connection with their art and design studies. Good use is made of links across subjects where this is feasible, as in an Egyptian history theme. Currently, little use is made of information and communication technology to promote art and design but this defect is being remedied as information technology is developed.

DESIGN AND TECHNOLOGY

127. The last time the school was inspected, standards of attainment for eleven-year-olds were below national expectations. Lack of evidence means it is not possible to judge whether or not standards have risen during the past four years. No design and technology lessons were taught during the week of the inspection, and only a very small amount of work could be analysed, nor was teachers' previous planning available.

128. The planned programme for design and technology in Key Stage 1 and the Foundation Stage is taught on Friday afternoons during 'Golden Time.' This involves pupils from three different year groups (Reception, Year 1 and Year 2) being taught design and technology together. This organization is not appropriate for the National Curriculum programme of study in Years 1 and 2 and content taught is not relevant to knowledge and understanding of the world in the Foundation Stage for Reception children. Across the school, insufficient time is allocated to design and technology. This leads to an imbalance of provision. Currently, topics following national guidance for schemes of work produced by the Qualifications and Curriculum Authority are allocated to year groups. However, it is difficult to see what progress is made by Year 6. This difficulty results from a lack of clarity in implementing an agreed scheme of work allowing pupils' design and technology skills and their knowledge and understanding of materials and components to be built on over time. The problem is exacerbated by the lack of time given to teaching the subject. Both issues were noted in the previous inspection report.

129. In spite of the above, the school tries to involve pupils in interesting learning experiences. During the last academic year, pupils took part in a number of design and technology workshops. For example, 'Rise Phoenix' worked with Year 6 pupils to design and make sea creatures out of willow structures. Year 4 pupils attended a workshop at the Tower of London and made armour, later worn in a school play. All Key Stage 2 classes attended 'The Making Place' workshops providing training for teachers and a design and technology workshop for pupils. A scrutiny of work indicated that Year 5 pupils make springs by winding wire round tubing. They complete a design brief for a Jack in a Box that entails sketching and labelling their ideas. They can reflect on what they have made and suggest ideas for improvement. They also have opportunities to develop design and technology skills through history and science.

130. The co-ordination of the subject is undertaken on a temporary 'caretaker' capacity. This is not an ideal situation and the school will remedy it when it can. The last report found that materials and equipment were insufficient. Some tools have been purchased but resources are only just satisfactory. There is no formal monitoring of the quality of teaching and learning either in classrooms or by scrutinising work.

GEOGRAPHY

131. The last time the school was inspected, standards of attainment in both key stages met national expectations for pupils in Year 2 and Year 6. Progress in the subject was satisfactory. Lack of sufficient evidence, this time, means inspectors cannot judge standards at seven or eleven and whether or not these have risen during the past four years. Because of the way the curriculum is

organised, only one geography lesson was inspected. Very little work was available for analysis and teachers' planning for last year was also not available.

132. A scrutiny of work finds Year 3 pupils learning about the effects of weather on human activity and using appropriate geographical vocabulary. From observing a lesson, it is plain these pupils can find specific information about places from atlases (for example, climate, location in the world, range of temperature and population). They make sound progress in geographical skills, including those with special educational needs and bilingual pupils. The support provided by the special educational needs co-ordinator allows a small group with identified needs to progress in geographical skills during the course of the lesson.
133. Insufficient time is allocated to the subject leading to an imbalance in provision. A new scheme of work combines both national and local guidance for geography. This has just been implemented, so its impact on how pupils' skills, knowledge and understanding are built on over time is not yet known.
134. Visits are arranged to places of interest, supporting the teaching and learning of geography (such as Hampstead Heath and Regents Park). Pupils have attended a field study centre where they could develop specific geographical skills. To improve pupils' knowledge and understanding of places, a whole school focus on Africa is planned for next term.
135. The current co-ordinator is relatively new to the post and has a number of areas of responsibility. She has partially addressed issues raised in the last inspection report. This noted how resources were limited and, although some new resources have been purchased there are, still, insufficient maps and globes. The previous report also proposed that a framework was needed for assessing pupils' work. Whilst notable improvements to how teachers plan and assess pupils' progress have been made, there is no agreed system to evaluate the teaching of units of work. The school means to implement a whole school system very soon. At present, there is no formalised monitoring of geography teaching although there are plans for this to happen.

HISTORY

136. In Years 1 and 2, pupils reach appropriate standards for their age. Year 1 pupils sort toys into those belonging to the past and those belonging to the present. They separate past from present and use appropriate vocabulary. Year 2 pupils write about The Great Fire of London from the view of someone living at the time. They know and can recount details of the location of The Fire, what occurred and the date it happened. They are developing a sense of chronology by placing events, such as The Fire of London, into manageable blocks of time.
137. In Years 3 to 6, pupils also reach appropriate standards. Some evidence suggests that a small minority in Years 5 and 6 are achieving better than this. At this key stage, pupils use a wide range of sources of information to find out about past people and events. For example, in Year 6, they investigate Victorian buildings through newspaper articles and pictures. Through books and old maps of Camden, they develop a good knowledge and understanding of how the building of railways in the Victorian period affected the lives of different sections of society. Year 5 pupils demonstrate good research skills. They can extract relevant information from books, pictures and paintings to build up their knowledge and understanding of people and events in Tudor times. In Year 4, pupils make effective use of books, pictures, artefacts and video evidence to acquire a knowledge and understanding of aspects of everyday life in Ancient Egypt.
138. Overall, learning is good quality. Pupils broaden and develop their understanding of chronology well. Time lines on classroom walls are divided into blocks of time in Years 1 and 2, where pupils know and understand that The Great Fire of London was 'a very long time ago,' but mark out specific dates in particular periods as they grow older. Pupils of all abilities from Year 3 onwards make good progress in historical enquiry. For example, a group with special educational needs in Year 5 made good progress in research skills using books and pictures to find information about Mary Queen of Scots. A more able Year 6 group worked at a good pace to access specific information from a newspaper article about Holy Trinity Church in 1850. History makes a good contribution to literacy by encouraging pupils to listen and speak well and by giving them the confidence with specific terminology. This was seen well during a role-play situation where Year 6 pupils argued for and against the building of railways. History also helps pupils write to a variety of stimuli and forms (for example when writing about Victorian railway building, when suggesting how Ann Boleyn felt about Henry's interest in another woman and when reporting The Great Fire of

London as an eye witness). Throughout the school, pupils have very positive attitudes to the subject and work consistently hard. Their behaviour is very good and they co-operate very well in group and class situations.

139. In Years 1 and 2, teaching is satisfactory. Overall, teaching in Years 3 to 6 is good and occasionally very good or even excellent. In all classes, a major strength is lesson planning. Stimulating activities organised by teachers suit different ability levels within each class. This means pupils settle quickly to tasks and progress well. All teachers make good use of a wide range of good quality resources, motivating pupils of all abilities. Visits are arranged to places of interest (such as The British Museum, The Museum of London and The National Gallery) to support the teaching and learning of specific topics. Teachers have a good knowledge and understanding of the subject. Where teaching is very good or better, teachers' very good questioning helps pupils gain a better understanding of past times. They also make effective use of time at the end of lessons to reinforce learning. All mark work regularly. However, few comment about how pupils could improve their work.
140. The subject is well managed by an enthusiastic co-ordinator. She has addressed issues raised in the last inspection report, building up topic boxes of resources, particularly artefacts, pictures, videos and books. The school also makes good use of the borough library service to support the teaching and learning of history. Specific history topics have been allocated to all year groups. These follow the national guidance for schemes of work produced by the Qualifications and Curriculum Authority. The co-ordinator supports colleagues in lesson planning, especially helping them select different activities for various ability groups in the class. She scrutinises pupils' work and has started to put together a selection from different year groups. At present there is no formalised monitoring of history teaching, although there are plans for this to happen.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Standards in information and communication technology are close to those expected for pupils of seven years of age. They are slightly below expected levels at eleven, although better than when reported at the last inspection. Since then, the use of information and communication technology to support other subjects of the curriculum, particularly mathematics and history, has improved.
142. Limited evidence available shows pupils in Year 6 word-processing with computers and benefiting from some experiences of communicating with others via the Internet. They are learning to use spreadsheets, although do not, yet, confidently enter their own data. Year 2 pupils can draw and paint pictures with computers, creating geometrical shapes and supporting their mathematics work. They are using a mouse and keyboard with increasing assurance and can 'save' and print. Year 1 pupils write their names with a computer and realise they can correct spelling errors without leaving a trace.
143. Overall, progress is satisfactory across the school, but better than that in Year 5. Here, computers more frequently support work in different subject areas. For example, pupils use them for data handling in mathematics, writing book reviews in English and finding out what life was like for children during Tudor times in history.
144. Pupils observed during lessons enjoyed working with a computer, although only two at a time could do so. During whole class lessons, pupils were highly attentive when teachers gave their demonstrations, remembering instructions when practising skills in pairs. Pupils work well together, often the more able helping less confident peers. Independent work using computers and for research by pupils themselves, is not yet fully developed.
145. Teaching is satisfactory. Overall, teachers have sound knowledge of computers and have coped well with recent curricular changes. Specific skills, such as the use of the keyboard, are taught systematically. There is scope, however, for teachers to raise their expectations in relation to the outcomes of pupils' work, especially at Key Stage 2. This was seen when observing classrooms and evident in the absence of planning catering for pupils' different learning needs relative to their different levels of skill in some instances.
146. At present, each classroom has one computer. Available software is satisfactory for teaching, in line with current planning, although more is required to deliver the full range of the required curriculum. For example, there is only one floor 'turtle' for developing skills in control technology. Provision will be greatly enhanced when the new computer suite (with 15 computers and improved

network facilities) is finally up and running. The school was disappointed that the use of this long-awaited suite had to be deferred yet again before the inspection. Each class will have regular time for using it. Having done all the groundwork, the school is now in a good position to focus on raising standards, in line with its development planning. Overall, improvements to date are satisfactory. They represent a good step forward in some aspects of provision for information and communication technology facilities since the last inspection.

147. The co-ordinator has a clear vision for the subject and an admirable commitment and enthusiasm. He uses his very good subject knowledge to provide in-house training for all staff. He gives regular support to teachers' planning and has a good sense of the areas where more support might be necessary. In addition, some training has been undertaken through external providers and further training is booked for the spring term under the National Grid for Learning programme.
148. The curriculum is satisfactory. Currently, the lack of a clear scheme of work structuring all curriculum elements over time makes it difficult for teachers to build systematically on pupils' earlier learning. This problem is exacerbated by inconsistencies in approaches to assessment. At times, pupils are uncertain of what is expected of them and how well they are doing. The co-ordinator is selecting a new scheme of work and exploring different models of assessment and record keeping. Some good systems of recording progress are being tried out in some classes. The school is starting to bring all strands of information and communication technology together over the long-term, and this shows in teachers' long-term plans. As yet, there is no formal audit of how the subject is used or the progress made by pupils in each year group, although the co-ordinator has gained a good feel for such matters from scrutinising class records of activities. The need to improve further the use of information technology across the curriculum is recognised. A clear plan of action to move the subject forward exists, although the focus for this is on improving resources and teachers' expertise. It does not, for example, state any overall goal to be reached by building systematically on pupils' knowledge, skills and understanding.

MUSIC

149. By seven, pupils reach good standards. By eleven, standards reached are very high. This picture is better than that of the previous inspection report where standards were described as 'good'. Such improvement owes much to the expertise of a specialist music teacher and his working partnerships with class teachers.
150. In Year 2, pupils sing enthusiastic responses to a greeting by the music teacher. When they repeat these, they quickly improve dynamics and tunefulness in response to the teacher pointing out that loud voices do not lead to good singing. They can immediately and correctly repeat patterns clapped for them, with a correct pulse and rhythm. They listen hard to a lively reel on a tape and can pick out when a pattern changes. In this way, they build up the repeat rhythmic patterns of 'AA BB AA', predicting when the next change will occur, while watching the teacher recording their instructions on a board. In response to a question, a boy realises another instrument is added when the pattern changes. Since pupils have not heard this quite complex tune before it is clear they are developing very good listening skills as well as secure knowledge of musical patterns. They apply their listening skills well when making their own patterns on chosen instruments. When they work with partners, they have creditable success forming 'A B A' patterns before a lesson ends.
151. In Year 5, pupils listen attentively to discover how notes played on a metallophone can be represented visually. A boy draws a gently undulating line on the board to show a falling/rising pattern when two notes are repeated. Pupils wish to reproduce notes exactly on an instrument but cannot quite find the correct interval. A number are not afraid to 'have a go'. After several such attempts at a single-note pattern heard on the tape-recorder, a boy suddenly realises the note stays constant so the line he 'draws' in the air does not rise or fall. What's more, he can hold the note in his head and reproduce it exactly on the metallophone. Year 6 pupils sing a two-part song in tune and keep good time to the piano accompaniment. They can, mostly, also keep time with many instruments to accompany their singing and keep a correct rhythm throughout. Pupils know the term 'ostinato'. They can explain that it is a continuously repeating phrase, showing good skills when sustaining such an effect against other instruments. Some recall that a repeating theme in a piece of music is a 'rondo'. Pupils work well in groups to devise a routine of dance steps for moving to a rondo. They keep to their pattern of steps in a stately manner throughout a number of repeats.
152. Pupils in Years 3 to 6 sing very well for hymn practice. They come in on time after a piano introduction, making a pleasing sound with good dynamics. They know some songs by heart and

quickly begin to learn new ones. Pupils at Mass in Church also sing well, as do younger children in a separate Mass. At such times and during lessons pupils enjoy their music making, rising to challenges and striving hard to please. They develop excellent attitudes to the subject.

153. As indicated above, teaching is of high quality. In the lessons seen, it was at least very good and, at times, excellent. Such standards are owed not only to the expertise of the specialist teacher but to class teachers' own enthusiasm. They frequently helpfully support activities. Support staff, too, make a notable contribution. This was found in Year 6 when a support teacher for bilingual pupils together with a classroom assistant helped some pupils focus better on a lesson's content and so participate fully. The organisation and teaching of shared lessons gives class teachers a good model to remember when they teach their classes alone on alternate weeks. At these times, class teachers consolidate teaching and learning objectives set out in joint sessions, so pupils build productively on previous learning.
154. A scheme of work is about to be updated to incorporate the latest curriculum guidance, which is currently used for planning purposes. All elements of the curriculum are planned for over a school year. In fact, a remarkable amount is achieved, given weekly lessons are relatively short. For example, an audio-tape demonstrated how pupils across the school reach very good standards in composition on a variety of instruments when working co-operatively with partners or in small groups, depending on their age and the nature of the task set. The specialist teacher acts as co-ordinator. He has a very clear understanding of how to move the subject forward (for example, in relation to updating planning and continuing to expand resources). Assessment procedures are built into lessons each half term and class teachers give very good support in helping to reach assessment goals. Information gathered is used well to inform future planning. Good resources have been improved over recent times. Sufficient instruments allow all pupils in classes to play instruments during group work.
155. Pupils have good opportunities to join in musical events, such as school concerts at the ends of terms. They also take part in local concerts held each year in their borough and when these transfer to the Royal Albert Hall for a biannual festival of schools' music making. The school takes every opportunity to widen its music provision, as when it joins in music workshops linked to a Royal Festival Hall programme. Music is important to the life of the school, being highly valued by everyone, including parents. Parents state concerts are of a very high quality and much appreciated. Pupils whose parents choose for them to do so are taught various kinds of instrumental skills by visiting music teachers.

PHYSICAL EDUCATION

156. Standards in physical education are satisfactory in both key stages and good in some elements, such as games in Key Stage 2. Standards in swimming have risen since the last inspection. Pupils in Years 3, 4 and 5 have opportunities throughout the year to enjoy the local swimming baths' good facilities. Most in Year 3 swim at least 10 metres on front and back using floats and some can swim independently, to an extent. Pupils with special educational needs grow in confidence and enthusiasm for swimming, making good progress overall. They are given good levels of support during swimming lessons.
157. Pupils in Year 2 practise underarm and over arm throwing and acquire ball skills progressively. They perform a range of rolling, kicking, catching and gathering skills with control and begin to choose and use simple tactics in different situations. Pupils in Year 5 are learning to develop hockey skills in order to play a game. They show a good grasp of strategies and improve dribbling, stopping the ball and aiming for goals during the course of a lesson. Pupils in Year 6 learn to play tennis and acquire skills in games. They take part in competitions. By eleven, pupils have good team game skills, body control and understand ways in which exercise affects their body.
158. Teaching is well planned and is generally good. Teaching has improved since the last inspection. All lessons begin with a warm up and end with a cooling down, although teachers do not always draw pupils' attention to the cooling down process and why it is necessary. Teachers generally dress appropriately and give due emphasis to pupils observing health and safety rules. Their instructions are clear and expectations of work and behaviour high. They ensure pupils co-operate during games' sessions and that girls try equally hard in using tactics and in improving their skills. Pupils' attitudes to physical education are very good and they are enthusiastic about their lessons. Once in the playground, they settle down quickly to tasks. They listen and respond promptly to

teachers' instructions, reflecting on sequences of actions and watching others to improve their own performance. Behaviour is generally very good during lessons and relationships between adults and pupils are equally good.

159. The physical education programme is well led by the subject co-ordinator. She is supported by the deputy headteacher who aims for the subject to have a high profile within and outside the school. A sound policy guides teachers' practices. The scheme of work has been revised recently and includes a 'Perception Motor Programme' for Years 1 and 2 classes, involving the development of motor, perception and skills outcomes through a structured programme. Teachers' planning is monitored regularly to check coverage of essential elements and a development of skills over the long term. The formal monitoring of teaching by the subject co-ordinator is not yet in place, although she can monitor pupils' progress at both key stages via their records. She has good subject expertise, demonstrating lessons and providing in-school training (for example, to improve teachers' skills and confidence in delivering the 'Perception Motor Programme'). Assessment is built into teaching plans and is used well to enhance pupils' performance. Developing an understanding of the principles of health and fitness is part of the school's action plan and one of its priorities.
160. The school now has a scheme of work for each year group covering all required elements, useful for planning skills logically. This marks an improvement since the last inspection. Over the year, the curriculum adequately covers the necessary components of gymnastics, dance, athletics, team games and swimming, although during the inspection dance and gymnastics were not on the timetable.
161. There is a good range of extra-curricular sports activities in school both for boys and girls. Pupils from Years 5 and 6 are mostly involved in activities such as football, netball, swimming and athletics, twice each week. Pupils in Years 3 and 4 visit a football club each week. These activities mean pupils can play competitive games against teams from other schools in the borough. Teachers give generously of their time in running after-school activities and provide good levels of support for pupils. Pupils respond positively to activities, making good efforts at improving their skills. The level of resources in 'Top Sports' has increased recently and teachers have attended relevant training to promote the games. Accommodation indoors is limited, but the school uses facilities available in the local area well.