

# INSPECTION REPORT

## **ST VINCENT DE PAUL RC PRIMARY SCHOOL**

Westminster, London

LEA area: Westminster

Unique reference number: 101144

Headteacher: Mrs E Z Weller

Reporting inspector: Mr J Woodcock  
1624

Dates of inspection: 18<sup>th</sup> – 19<sup>th</sup> September 2000

Inspection number: 224960

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:	3 - 11
Gender of pupils:	Mixed
School address:	Morpeth Terrace London
Postcode:	SW1P 1EP
Telephone number:	(0207) 641 5990
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Moruzzi
Date of previous inspection:	July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Vincent de Paul is about the same size as other primary schools in the country with a current roll of 265 full-time pupils aged between 3 and 11 years; it is oversubscribed. Pupils' attainment on entry to school is below the expected level as measured by baseline assessments in reading, writing and mathematics. One hundred and sixty-one pupils speak English as an additional language; this is very high and a significant increase since the last inspection report. Seven out of ten pupils are at an early stage of English language acquisition, particularly in the infant department. The school has identified 29 pupils as having special educational needs; this is well below the national average. The proportion receiving free school meals is broadly in line with the national average. The inspection took place in the second week of the new academic year.

### **HOW GOOD THE SCHOOL IS**

This is a good school; it has many strengths and is very effective. By the age of eleven, pupils make very good progress, achieve well and standards are consistently above average and often well above average because the teaching is stimulating and challenging. The headteacher, staff and governors work well together, are not complacent about the school's achievements and aspire to higher standards. The school provides good value for money.

#### **What the school does well**

- Pupils make very good progress and, by the age of 11, achieve above average standards in English and mathematics and well above average standards in science.
- Overall, the teaching is good, with over a quarter of lessons being very good.
- Pupils are eager to come to school; their attitudes to learning are very good. They are enthusiastic about the broad range of interesting activities provided and the care they receive is very good.
- Pupils' personal development is very good. Spiritual, moral, social and cultural development are promoted strongly; as a result, pupils' behaviour is very good and relationships are excellent.
- The headteacher and deputy headteacher are effective leaders and are supported well by staff and governors in seeking to raise pupils' levels of achievement and to promote high standards.

#### **What could be improved**

- The focused monitoring of lessons and sampling of pupils' work to help evaluate the impact of teaching on pupils' learning.
- The use of resources to improve standards in information technology.
- The boundary fencing of the school grounds and outdoor facilities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has continued to improve since the last inspection in July 1996. The leadership and management of the school and the quality of teaching have improved and are significant factors in helping pupils achieve high levels of performance. The key issues have been addressed well. The headteacher, governors and staff are working well together with a common sense of purpose. Good progress has been made in monitoring the curriculum and the quality of teaching. Many new staff have been appointed to the school; this has improved the quality of teaching and helped to develop significantly the role of subject coordinators. Assessment information is used well to inform the planning of the curriculum and the setting of achievement targets for all pupils. The outdoor provision for pupils in the nursery has been improved, although space is limited by the construction of the building. The governing body meets its statutory duties for pupils with special educational needs and in reporting attendance. Communications with parents have been improved. Parents receive regular advice about the school's policies and practices and are actively encouraged to participate in the daily life of the school.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	C	A
Mathematics	A	A	A	A*
Science	A*	A	A	A

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Overall, test results are well above the national average; they are well above average when compared with schools that have a similar intake. Standards in writing have been improved and are now good. The proportion of higher attaining pupils who achieve high standards in mathematics and science is well above the national average and above average in English. Trends over time show that standards are well above average and that the school is improving at a rate broadly in line with national trends. Overall, boys achieve slightly higher standards than girls in English and science. At the time of the inspection, pupils had been in school for two weeks. Throughout the school, many pupils who speak English as an additional language make very good progress in acquiring English language skills and as they become more confident achieve the same standards as other pupils. Inspection evidence indicates that pupils enter the nursery with skills in reading, writing and mathematics that are below the expected level. By the age of seven, they make very good progress in reading, achieving above average standards. Pupils achieve standards that are broadly in line with the national average in mathematics and science. Standards in the current Year 6 are above average in all three subjects and pupils are on course to achieve the challenging targets set by the school. Overall, attainment in information technology is satisfactory with some good features, but could be better, particularly when compared with pupils' general levels of achievement. Attainment in other subjects is good, particularly in history and geography.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils are very enthusiastic about their learning and take pride in their work. Pupils of all ages are highly motivated and have a strong desire to improve.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and courteous to each other and to adults. The oldest pupils conduct themselves with a good level of self-discipline and set a good example to others.
Personal development and relationships	Relationships are excellent throughout the school. Many pupils are able to work independently. The older pupils take responsibility for helping others, particularly younger pupils. Pupils are keen to be involved in all activities offered by the school.
Attendance	Satisfactory. The rate of attendance is similar to the national average. Unauthorised absence is broadly in line with the national average.

Pupils' attitudes make a significant contribution to the ethos of the school and to the high standards achieved. Good concentration and a productive work rate are regular features of lessons.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Overall, teaching is good. In nine out of ten lessons, teaching is good; it is very good in over a quarter of lessons. No lessons were unsatisfactory. The teaching of pupils with special educational needs and pupils with English as an additional language is good. The key skills of literacy and numeracy are taught well throughout the school. The teaching of English, mathematics, science and other subjects is consistently good and pupils make good progress in the nursery and infants and often very good progress in the juniors. Throughout the school, lessons are well prepared and planned, with interesting and stimulating activities that add to the enjoyment of pupils' learning. Teachers have very good subject knowledge, manage pupils well and expect pupils to work hard and achieve high standards. Pupils are told what they are expected to learn at the start of the lesson and, when appropriate, are reminded of their individual targets for improvement. At the end of lessons, pupils are encouraged to reflect on what they have learnt and how they have improved. A particular strength of the teaching is the quality of questioning that challenges pupils to think more deeply about what they are doing and extends the quality and range of their vocabulary. The enthusiasm of staff is obvious in all the tasks they undertake.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and caters well for the differing interests and needs of the pupils. A good range of extra-curricular activities enhances the statutory curriculum. An interesting variety of visitors and visits extends the scope of learning opportunities. Provision for personal, social and health education is very good.
Provision for pupils with special educational needs	Good support enables pupils to make good progress. Visiting specialist teachers and well-briefed classroom assistants are used effectively to support learning.
Provision for pupils with English as an additional language	Good. These pupils are integrated well within the school. They make very good progress in the acquisition of English language skills and achieve the same standards as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teaching and non-teaching staff have consistently high expectations of pupils' behaviour and provide good role models in their relationships with each other. Pupils' spiritual, social and moral development is promoted very strongly. Good provision is made for pupils' cultural development.
How well the school cares for its pupils	The welfare and child protection arrangements are very good. Pupils are looked after very well on a day-to-day basis. The school continues to improve the safety of its grounds and buildings. Good procedures are in place for monitoring pupils' achievements and for staff to be aware of their social and emotional needs.

The school provides a stimulating curriculum that promotes above average levels of achievement in most subjects. Good emphasis is placed on teaching the basic skills of literacy and numeracy. Most pupils thrive on this level of challenge, but equally, good support is provided for those who need to work more slowly. The school is aware of the need to improve the boundary fencing of the school buildings and grounds.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong lead provided by the headteacher and deputy headteacher sets high expectations for the school community. They are supported well by a hard working team of teachers.
How well the governors fulfil their responsibilities	Good. Governors work effectively through committees to meet their statutory responsibilities. They are well-informed and effective as critical friends, particularly in monitoring the school's achievements.
The school's evaluation of its performance	Monitoring arrangements are good. Test results are analysed and used well to help determine priorities. However, lesson observations do not focus sufficiently on the impact of the different elements of teaching on pupils' learning and the specific aspects of knowledge, skills and understanding to be developed.
The strategic use of resources	The budget is managed well. The school seeks to gain value for money in all its expenditure.

The self-evaluation of the school's performance is good and identifies accurately the strengths and weaknesses of the school. The budget is managed judiciously and the planned use of the current surplus meets the school priorities well.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good progress children make and the high standards they achieve.</li> <li>• The very good behaviour and values the school promotes.</li> <li>• Their children like coming to school and are expected to work hard.</li> <li>• Pupils' personal development.</li> <li>• The good quality teaching.</li> <li>• The good leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The homework given to pupils.</li> <li>• The condition of the school's boundaries and play ground.</li> <li>• A few parents had concerns about the range of extra-curricular activities.</li> </ul>

The inspection team endorses parents' views about the strengths of the school. Parents believe that St Vincent de Paul is a good school. The school has a clear, published homework policy that gives good advice to parents on the frequency of homework and how to help their children. The school provides a good range of extra-curricular activities. The dual-purpose playground has hard surfaced areas and an all-weather playing surface for physical education. This does present difficulties for the selection of appropriate footwear during break-times.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils make very good progress by the age of 11 and achieve above average standards in English and mathematics and well above average standards in science.**

1. By the age of 11, pupils achieve above average standards in English and mathematics and well above average standards in science. Throughout the school, many pupils who speak English as an additional language make very good progress in acquiring English language skills and as they become more confident achieve the same standards as other pupils. Pupils aged three, enter the nursery with skills in reading, writing and mathematics that are below the expected level. By the age of seven, they make very good progress in reading, achieving above average standards. Pupils achieve standards that are broadly in line with the national average in mathematics and science. The current Year 6 pupils are on course to do well in all three subjects.
2. A strong emphasis is placed on reading; this is supported well by parents, as the regular entries in homework books testify and pupils make very good progress in the infants. By the age of eleven, pupils achieve above average standards in reading. They respond well to characters in stories and learn to make deductions from ideas presented in key texts. Pupils can identify key words and phrases to illustrate a point they are making. These skills are used effectively when gathering information for other subjects such as history and geography.
3. Pupils show increasing confidence in speaking and listening to others; this contributes well to pupils' learning throughout the school. The ability to question, to discuss ideas in groups, to listen to the views of others and to justify those views in a mature way, enables pupils to learn effectively from each. When teachers intervene with probing questions, the quality of the dialogue is high. Pupils are taught to use correct technical vocabulary to support their understanding in subjects such as science, history and geography; this contributes well to the standards achieved in these subjects.
4. The school has identified pupils' writing skills as an area of relative weakness compared with reading. The National Literacy hour has helped to create more time for writing in addition to special writing projects. These opportunities are being used well; pupils are making good progress and achieving above average standards by the age of 11. Pupils are given opportunities to write in many different styles and for a variety of purposes. Higher attaining pupils and pupils who are acquiring English as an additional language receive good support. Good attention is paid to teaching the structure of writing and improving spelling skills, particularly for middle and lower attaining pupils. By Year 6, pupils organise their writing into paragraphs and use the conventions of punctuation correctly. They make good progress in developing the skills of drafting and editing. Pupils look for ways to improve their written work, for example, by improving their understanding of the characters and how they change as in the poem about the "Pied Piper". They use a wide and interesting range of vocabulary to enliven their work.
5. In mathematics, pupils are often grouped by their prior attainment and this is helping to raise standards. Overall, progress is good and most pupils by the end of Year 6 are working at the expected level for their age and one in four is achieving well above average standards. This is due to the good quality of teaching they receive. Higher attaining pupils are challenged and expected to work quickly and accurately. Pupils with English as an additional language receive good additional support, are growing in confidence and achieve above average standards by the age of eleven. Pupils' knowledge and manipulation of number are strong. Good recall of number and multiplication facts aids the speed and accuracy of calculations, for example in a mental mathematics lesson in Year 5. Pupils have a well-developed understanding of multiplication and division and good investigative skills. In Year 2, pupils investigate the property of shapes successfully and lower attaining pupils use key words and phrases well to share their understanding with the teacher. By the age of eleven, pupils can construct graphs and compare simple distributions, for example when studying the use of letters in texts and modes of transport.

They work productively at a good pace and show obvious enjoyment in the subject.

6. By the end of Year 6, pupils' good scientific knowledge enables them to predict the results of experiments that they carry out. They record their findings well, in a variety of formats and presented as tables, charts and graphs. Pupils' understanding and use of correct vocabulary help them to express accurately the conclusions from their observations. Year 2 pupils make very good progress in understanding the difference between living and non-living things and achieve well above average standards. Teachers' very good subject knowledge and clarity of explanation contribute significantly to pupils' learning and their enjoyment of the subject.

**Pupils are eager to come to school; their attitudes to learning are very good. They are enthusiastic about the broad range of interesting activities provided, and the care they receive is very good.**

7. The school provides a very good range of exciting and interesting activities that takes advantage of pupils' enthusiasm for learning. Pupils enjoy coming to school. The oldest pupils spoke enthusiastically about the variety of practical learning opportunities provided, such as the residential visits, and workshops with local opera and orchestral companies. They value the private time that teachers give to listening to their interests and personal concerns. It is clear that pupils understand why they are in school. They work hard and are determined to take advantage of what the school has to offer. Many pupils attend the good range of after school and lunchtime clubs; they participate willingly in musical concerts and sporting activities.
8. In nine out of ten lessons, pupils' attitudes to learning are good and in four out of ten lessons very good or excellent, particularly in mathematics, science, history and geography. Teachers encourage pupils to ask questions, work things out together, and have a go at new ideas. In response, pupils are interested and receptive learners. They work with sustained concentration, are motivated well and have a strong desire to improve. Pupils are attentive to teachers and their peers during whole class sessions and discussions, particularly during the National literacy and numeracy sessions. Relationships between pupils are excellent. They work together well, sharing ideas and materials in a mature way. Older pupils have well-established work habits and their work-rate in lessons is consistently high. Many pupils are becoming independent, confident learners. Displays of pupils' work around the school make a visual impact and help to boost pupils' self-esteem. Pupils' work from previous years indicates good standards of presentation and that they have taken a pride in their work.
9. Pupils receive very good care. Teachers provide very good support and guidance for all pupils. Pupils with special educational needs work hard to achieve the targets set in their individual educational plans and make good progress. They work hard and respond well to the sensitive and effective support that classroom assistants give them. Pupils who speak English as an additional language feel valued and are supported very well by teachers and additional staff. The majority of parents' value the homework arrangements and pupils find that the tasks set helps them to improve, particularly in reading and mathematics. Procedures for child protection and for ensuring pupils' welfare are very good. Staff are aware of the pupils' social and emotional needs and very good provision is made to monitor pupils' personal and academic development. The headteacher and deputy headteacher know the children by name and constantly mix with them, giving words of encouragement, setting high expectations and creating an atmosphere of mutual respect and trust that permeates the daily life of the school.

**Pupils' personal development is very good. Spiritual, moral, social and cultural development are promoted strongly; as a result, pupils' behaviour is very good and relationships are excellent.**

10. The commitment of the school to continuous improvement contributes significantly to pupils' spiritual development. Lessons are often exciting and pupils experience the awe and wonder of learning in science, geography and history. Collective acts of worship are exciting, capture pupils interest, giving rise to questions that require more careful thought. They experience the spiritual

nature of their faith thorough stories and music.

11. All adults have high expectations of pupils' behaviour and give clear, consistent messages about what is right and wrong. A strong moral code of conduct, which grows from the Christian faith of the school, is well established in the day-to-day habits of all the pupils. Pupils understand fully the school's systems of rewards and sanctions and the action to be taken if anti-social behaviour occurs. They conduct themselves with mutual respect and self-discipline. Throughout the school, pupils are polite and well mannered to each other and to adults and visitors.
12. Strong role models and good teamwork amongst teachers and support staff promote excellent relationships between adults and pupils, which are warm and friendly. Pupils relate very well to each other. For example, a girl, who has a particular physical need, says she is well accepted by others, who offer appropriate help and support when it is needed. Throughout the school, equipment and books are used carefully and shared fairly and pupils respect the school surroundings. Older pupils help in the smooth daily running of the school in various ways, such as assisting in the library and helping younger children in the nursery and reception classes. The school provides many opportunities for pupils to work together in small groups and relationships within these are very good, such as when using the computers and undertaking investigative work in science. The many extra-curricular activities enhance further pupils' very good social development.
13. Pupils' cultural development is good. Displays about the school celebrate a wide range of cultural traditions. Pupils' experiences are extended by corresponding with children in other countries such as Japan. They are able to share with each other their multi-cultural backgrounds as part of the planned curriculum. Pupils participate with enthusiasm in workshops with opera and orchestral companies. They sing in choirs, participate with enthusiasm in dance, French and Italian clubs and sporting activities.

**Overall, teaching is good, with over a quarter of the lessons observed being very good.**

14. Overall, teaching is good, over a quarter of the lessons are very good. The inspection took place two weeks into the beginning of a new academic year. Some teachers were new to the school and most others had changed classes. Even at this early stage of the year, classroom routines had been established well and teaching is brisk and purposeful. Very good lessons took place in English, mathematics, science, history and geography. Teachers' good knowledge of the National Curriculum and the Foundation Stage for under fives has a positive impact on pupils' learning. It enables pupils to make very good progress in acquiring new knowledge and skills and to increase their understanding in English, mathematics and science and in other subjects.
15. Lessons are well prepared and planned, with clear learning objectives that are conveyed to pupils at the start of the lesson so that they know exactly what is expected of them. In the best lessons, very good links are made between assessments of pupils' prior learning and subsequent planning so those tasks are pitched at just the right level to provide a challenge without being too difficult. Good quality plenary sessions refer back to the learning objectives and pupils are encouraged to reflect on what they have learnt and how they have improved. In the nursery, good planning and the effective use of assessment help with the early identification of pupils with special educational needs and those learning to speak English as an additional language. The support these pupils receive is effective and they make very good progress.
16. Teachers provide interesting and stimulating activities that add to the enjoyment of learning and result in a very good pace of work and excellent effort from pupils, for example in mathematics in Year 6. The atmosphere in classes promotes enquiry and pupils are encouraged to 'have a go'. When lessons are very good, the dynamism and enthusiasm of staff are transmitted to pupils so that they recognise that they are part of a special learning experience. High expectations of behaviour and standards of work are implicit in the expert and unobtrusive way in which teachers manage and organise pupils. Pupils with special educational needs are supported well by class

assistants. The teaching of pupils who are acquiring English as an additional language is good. Pupils are fully immersed in the English language, but the knowledge that teachers and other staff speak a wide range of languages creates an atmosphere of mutual respect and trust and helps promote good learning. The pupils respond with enthusiasm and make very good progress, particularly in reading in the nursery and infants and in mathematics and science in the juniors.

17. A particular strength of the teaching is the quality of questioning that challenges pupils to think about what they are doing and to develop specific vocabulary. Pupils in Year 6 were asked to identify and explain the different features on aerial photographs of London using correct geographical terms. In Year 5, a teacher extended pupils' thinking by probing the understanding of the differences between primary and secondary evidence as they studied life in factories in the 1900's. Year 1 pupils were asked to describe their feelings when identifying objects in a "feely" box. A small group of pupils had great fun in tasting different foods while they were blindfolded and were challenged to describe the difference between the taste of crisps and chocolate. In Year 2, the teacher used effective questioning techniques to help assess what pupils know, understand and can do in science. Many teachers are skilled at sharing this type of information with the pupils so that the pupils know what they have achieved and how to improve.
18. The skills of literacy and numeracy are taught well. In literacy lessons, a good balance is achieved between class teaching, group work, individual support and plenary sessions. In Year 6, the teacher is skilled in using key words and illustrative examples from text to develop pupils' ideas and work more creatively when writing. In the nursery, the teacher introduces very young children to a wide range of interesting books. These children enjoy emulating the process of reading and understand that information can be acquired from the library. In Year 2, effective support is given to pupils with special educational needs to help them improve their spelling and the range of vocabulary used when writing descriptively. In Year 3, a teacher managed group work well and provided a good role model when demonstrating and guiding pupils to read accurately and with expression. Throughout the school, teachers have high expectations for pupils who are learning to speak English as an additional language. These pupils receive good supportive teaching and show increasing confidence in speaking and listening. By the age of eleven, these pupils have made very good progress in reading and writing and achieve the same high standards as their peers.
19. In numeracy lessons, mental practice sessions are well focused on the quick recall of numbers facts and accuracy of mental calculations. Pupils' errors and misconceptions are used well by teachers to provide a greater level of clarity and explanation, for example when studying place value in Year 4. In the nursery, the teacher provides appropriate practical activities for children to develop their understanding of number and their progress is good. In the reception class, subject-based vocabulary is demonstrated well, and pupils are encouraged to use this when they explain how they ordered number. Plenary sessions are used well to share a range of alternative methods for calculation such as when Year 5 pupils talked about different ways of dividing numbers and predicting answers. In Year 6, the teacher's very good subject knowledge, combined with good questioning techniques and high expectations, extends pupils' knowledge and promotes high standards by challenging their thinking.

**The headteacher and deputy headteacher are effective leaders and are supported well by staff and governors in seeking to raise pupils' levels of achievement and promote high standards.**

20. The leadership and management of the school by the headteacher are good. She is supported well by the deputy headteacher. Together they set high standards and lead by example. Their evaluation of the school's performance identifies accurately the strengths and weaknesses of the school. The headteacher has a clear view of how she wants the school to develop. This is conveyed to staff and they share her commitment to provide a high quality education for pupils. The school's aims are met well. The headteacher has high expectations of staff and provides them with positive and constructive advice on their performance. Subject coordinators are working hard to develop their subjects. They recognise the strengths and weaknesses in their areas of

responsibility and give effective advice, support and guidance to their colleagues.

21. The school development plan is constructed well and clearly identifies costs, training needs and success criteria to bring about continuous improvement over the next three years. The governing body is effective and has appointed staff of good quality to the school. The budget is managed well and the planned use of the current surplus meets the school priorities well, for example, to provide additional teaching staff and undertake essential improvements to the school building.
22. A system for target setting has recently been established. It involves all staff in analysing pupils' strengths and weaknesses and in identifying what pupils need to work on to make further improvements. Good analyses of test results and a detailed system of tracking the attainment of individual pupils have been developed by the headteacher and key members of staff. This has enabled the school to identify pupils' writing, for example as an area for improvement. Challenging targets have been set for different cohorts of pupils and teachers are monitoring pupils' progress regularly. In this way, staff are constantly striving to raise pupils' levels of achievement.

## **WHAT COULD BE IMPROVED**

### **The focused monitoring in lesson observations and sampling of pupils' work to help evaluate the impact of teaching on pupils' learning.**

23. The process of monitoring is developing well and accepted by staff, who are keen to continue improving the quality of what they do. Subject coordinators regularly monitor curriculum provision and evaluate the progress made in achieving the targets set for teaching. Detailed analysis of test results identified weaknesses in pupils' writing. Pupils' writing was made a target for improvement, along with implementing the daily mathematics lesson and further developments in information technology.
24. The school uses a range of methods for observing lessons, sampling pupils' work and monitoring teachers' plans and their use of assessments. However, the monitoring of teaching quality in lesson observations has, so far, been limited in its scope. It has checked on the general standard of teaching and how well teachers are implementing the literacy and numeracy strategies, but has not focused on the impact of the different aspects of teaching on pupils' progress or in identifying where teaching can be refined. For example, the monitoring has not established the impact of teachers' knowledge of information technology on the skills pupils are learning. The monitoring of the development of specific areas of pupils' knowledge, skills and understanding in each subject has not yet begun in earnest but a good start has been made with writing. Similarly, the sampling of pupils' work has not been focused on specific areas of learning, such as the development of place value in mathematics, painting skills in art or pupils' understanding of chronology in history. Very limited use has been made of discussion with pupils about their work as part of sampling procedures. The headteacher and deputy head recognise that a more rigorous approach to monitoring lessons and sampling of pupils' work forms an important part of the next stage of development to improve teaching and learning.

### **The use of resources to improve standards in information technology.**

25. A limited number of activities were seen, but the evidence from these, together with analysis of pupils' work and teachers' planning, as well as discussions with staff and pupils, indicate that the majority of pupils achieve satisfactory standards, but they could be better. Pupils' achievement in word processing is good and satisfactory progress is made in using spreadsheets. However, higher and middle attaining pupils are not achieving the same high standards and very good progress as in other subjects.
26. Overall, teachers are confident, have improving subject knowledge and plan learning well. They receive good support from the subject coordinator. Pupils do have regular opportunities to work in pairs to develop their information technology skills as part of other lessons. Pupils are keen to learn, experiment and try out new ideas. They are acquiring good word-processing skills and use

logo and spreadsheets appropriately. Pupils can use control technology to program floor robots and many have a developing knowledge of e-mail and the use of the Internet.

27. Resources are satisfactory, but some machines, although serviceable, are rapidly becoming obsolete. An area of the school has been developed for the teaching of larger groups of pupils. However, the equipment provided is not working effectively to meet the demands of the developing curriculum; this is unsatisfactory. The lack of timetabling for the direct teaching of the subject to large groups of pupils limits the rate at which they progress in order to achieve higher standards. The school has already identified, as part of its development plan, the long term need to purchase new hardware to ensure the delivery of the revised national curriculum and improve staff expertise. However, the short-term allocation of resources in the budget is insufficient to meet the increasing demands of the subject.
28. The school is aware of the strengths and the weaknesses of the subject. It is in the process of improving staff training and will shortly be connected to the national grid for learning. The governors are reviewing the allocation of funds to improve further the planned development of the subject.

### **The boundary fencing of the school grounds and outdoor facilities.**

29. Since the last inspection report, considerable improvements have been made to the school buildings and grounds. Further improvements are planned as part of this year's school development plan. The security of the buildings and grounds has been considerably improved and access made safer. The walls and fencing are appropriate and of good quality, but not all areas of the perimeter of the school are built to similar specifications; this is unsatisfactory. Some parents are concerned about the general condition of the playground and boundaries to the school. However, the dual use playing area with its rough all-weather playing surface, which is used well, does present problems for the selection of appropriate footwear for break times. The school is aware of these parental concerns.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school is pursuing the correct priorities in order to raise standards. It should now:

- (a) improve standards in information technology by:

- timetabling the direct teaching of the subject;
- improving the facilities and equipment for computer work;
- using resources more effectively;
- monitoring and evaluating the quality of teaching and the progress of pupils.

*(paragraphs 23 and 24)*

- (b) improve ways of monitoring of teaching and learning by:

- monitoring and evaluating the impact of specific aspects of teaching on pupils' learning;
- identifying specific areas of pupils' knowledge, skills and understanding to be improved and monitoring and evaluating the progress made;
- developing different methods of sampling pupils' work;
- interviewing pupils about their work as part of the sampling procedures.

*(paragraphs 25 to 28)*

- (3) review the effectiveness of the boundary fencing of the school buildings and grounds and take appropriate action.

*(paragraph 29)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	26	63	11			

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	236
Number of full-time pupils eligible for free school meals		49

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	6	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	161

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

### Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	17	17
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	97 (85)	100 (100)	100 (100)
	National	82 (81)	83 (82)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	17	17
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	18	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	11	13	17
	Total	21	23	28
Percentage of pupils at NC level 4 or above	School	72 (93)	79 (83)	97 (87)
	National	73 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	12	14	13
	Total	23	23	24
Percentage of pupils	School	79 (90)	85 (87)	100 (97)

at NC level 4 or above	National	68 (65)	69 (65)	75 (71)
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*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	15
Black – other	
Indian	1
Pakistani	
Bangladeshi	1
Chinese	2
White	103
Any other minority ethnic group	68

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	21
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	55

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	2
Total aggregate hours worked per week	55

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

### ***Financial information***

Financial year	1998/9
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	£
Total income	622678
Total expenditure	614049
Expenditure per pupil (NOR-271 for 1998/9)	2266
Balance brought forward from previous year	25000
Balance carried forward to next year	33638

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	117

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	2	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	77	22	1	0	0
My child gets the right amount of work to do at home.	50	29	12	3	6
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	59	37	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	4	0	2
The school expects my child to work hard and achieve his or her best.	79	18	1	0	3
The school works closely with parents.	53	40	6	0	0
The school is well led and managed.	69	25	2	0	4
The school is helping my child become mature and responsible.	76	22	0	1	1
The school provides an interesting range of activities outside lessons.	50	33	9	0	7

The inspection team endorses parents' views about the strengths of the school. From the above information, 99 per cent of parents believe that St Vincent de Paul is a good school. The school has a clear, published homework policy that gives good advice to parents on the frequency of homework and how to help their children; it meets all the recommendations for primary age pupils. The school provides a good range of extra-curricular activities. The dual-purpose playground has hard surfaced areas and an all-weather playing surface for physical education. This does present difficulties for the selection of appropriate footwear during break-times; the school is aware of parental concerns.