

INSPECTION REPORT

ST. MARY MAGDALEN'S RC JUNIOR SCHOOL

London

LEA area: Brent

Unique reference number: 101542

Headteacher: Miss M Carney

Lead inspector: Jo Cheadle

Dates of inspection: 15th to 18th March 2004

Inspection number: 257397

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	315
School address:	Linacre Road Willesden Green London
Postcode:	NW2 5BB
Telephone number:	020 8459 3159
Fax number:	020 8459 0108
Appropriate authority:	Governing body
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

St. Mary Magdalen's RC Junior School is a large inner-city school for boys and girls between the ages of 7 and 11 years. The school is organised into 12 classes. The vast majority of pupils are of the Catholic faith, but the school has an open policy for faith admissions and pupils of other faiths attend the school. Pupils' social and cultural backgrounds are also varied. Most pupils are from white British backgrounds, but many other ethnic and cultural groups are represented at the school, the next largest group being families of white Irish origins. Other groups include, black African, black Caribbean, Asian, Chinese and pupils from mixed races. Pupils speak a variety of languages and over a quarter of the school population speak English as an additional language, which is a very high proportion. The proportion of pupils supported for a range of learning and behavioural needs is also above the national average. A well above average percentage of these pupils has a statement to support their needs. Some pupils travel long distances to come to the school. Attainment on entry to Year 3 is in line with expected levels overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	English History Music Special educational needs English as an additional language
01305	Brian Rance	Lay inspector	
4262	Tony Taylor	Team inspector	Mathematics Art and design Physical education Personal, social and health education and citizenship
22398	Lynne Wright	Team inspector	Science Geography Information and communication technology Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	17
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. Mary Magdalen's is an **effective** school where pupils of all abilities achieve well. The headteacher has an extremely clear vision for the future of the school, staff work very successfully as a team and the school is well managed. Teaching is good overall and a high proportion of very good teaching was observed during the inspection. Governors are loyal and committed to supporting the school. They provide satisfactory governance of all the school's affairs and meet their statutory requirements. The school provides good value for the money it receives.

The school's main strengths and weaknesses are:

- Standards of work in English, mathematics, music and physical education are above expectations by the end of Year 6.
- Pupils learn information and communication technology skills very well and standards of work are well above expected levels.
- The school has a superb ethos built on high levels of care, support and guidance that enable pupils to do well.
- The headteacher leads the school very effectively and inspires, motivates and guides the team to improve its work.
- The school's work is consistently guided by pupils' individual needs, so that all are fully included in good opportunities to learn well.
- The school's accommodation is poor and is a significant hindrance to pupils' learning.

How the effectiveness of the school has changed since the last inspection

The school was last inspected in 1998. Since this time, the school has made very good improvements to its work. Significant improvements have been made to work in information and communication technology and provision is now very good. Improvements have also been made to standards in mathematics, the quality of teaching, leadership and management of the school, the provision for pupils with special educational needs and for those who speak English as an additional language, and pupils' spiritual and cultural development. The school's grounds have been improved, but despite the best efforts of staff and governors internal accommodation remains poor.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	C	B
Mathematics	E	C	C	C
Science	D	D	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve **well** at the school. On entry to Year 3, standards are generally in line with expected levels. By the end of Year 6, standards exceed expected levels overall. In national tests in 2003, the proportion of pupils at the school who reached the expected levels was similar to the national average in English and mathematics and very slightly below the national average in science. In the current Year 6, standards are better in English and mathematics and more pupils are on line to achieve higher than the expected levels. Standards in science are now in line with expectations. Pupils do well in music and physical education and reach very high standards in information and communication technology. The school makes **very good** provision for pupils' spiritual, moral, social and cultural development, promoting good attitudes to learning, very good behaviour and very good

personal and social skills. Attendance at the school is in line with national averages, but a number of pupils are regularly late in the morning. Most of these pupils travel far to get to the school.

QUALITY OF EDUCATION

The school provides a good education for its pupils. Teaching is good overall and has many very positive features. The curriculum is good. It is interesting for pupils and well enriched by a very good range of extra activities that extend learning. Pupils who need support for their learning and behavioural difficulties and those who speak English as an additional language are very well included. The school is well aware of the special gifts and talents of individual pupils and does well to promote them. The school offers very high levels of care and welfare to all pupils in supporting their academic and personal development. Pupils are well guided in understanding how well they are doing and know how they need to improve. The school has very strong links with parents, the community and with other schools that have a positive impact on developments and standards.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher has an extremely clear vision of what the school should be doing for its pupils. There is an excellent commitment to the inclusion of all pupils and concern for the needs of individuals. The school works with a very clear sense of purpose and developments are well managed, guided by a satisfactory development plan. The roles of the deputy headteacher and other key staff are carried out effectively. Leadership in the core subjects is strong and has a positive influence on standards. The co-ordination of other subjects is developing well in response to the school's development priorities. The governors carry out their duties suitably and are of great support to the headteacher, the staff and pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the opportunities provided for their children and are highly supportive of the school. Children are **extremely** proud of their school and show **enormous** enjoyment in the work they do.

IMPROVEMENTS NEEDED

The school knows its strengths and weaknesses well. The most important thing the school should do to improve is:

- Improve the school's accommodation to provide the best opportunities for pupils to develop independent investigative, experimental, imaginative and creative skills and raise overall levels of attainment.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve **well** to attain overall standards that are above expected levels. Pupils with special educational needs and those who speak English as an additional language also achieve well. The school's gifted and talented pupils are challenged to develop their skills and knowledge and achieve well. The majority of pupils of all abilities have very good skills in information and communication technology.

Main strengths and weaknesses

- Standards in English, mathematics, physical education and music exceed national expectations by the end of Year 6.
- Standards in information and communication technology are well above those expected.
- Pupils do not do as well as they could in investigative science and mathematics, or in imaginative and creative aspects of other subjects.

Commentary

1. The proportion of pupils who attained the expected levels in English and mathematics tests in 2003 was in line with the national average. Current work, however, indicates a much larger percentage of pupils who are on line to attain better than the expected level, in both subjects. In mathematics tests in 2004, the majority of the current Year 6 pupils are expected to achieve Level 4 and over a third of pupils are aiming to achieve Level 5. Standards in writing have improved as a result of developments, particularly focussed on boys' achievements, and English test predictions are similarly positive. Pupils achieve well in both subjects and overall levels are better than expected levels at the end of Year 6. Support for pupils with special educational needs and for those who speak English as an additional language ensures that they do as well as possible in national tests. In the majority of cases, these pupils achieve well on their starting levels, even though some may not reach the expected level by the end of Year 6. In science tests in 2003, the school's results were very slightly below the national average, indicating an improvement on previous years. While more pupils than the national average attained the expected Level 4, fewer pupils attained the higher Level 5. Pupils' achievements in science are satisfactory and standards by the end of Year 6 are in line with expected levels.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.4 (28.6)	27.0 (27.0)
Mathematics	27.1 (27.3)	27.0 (26.7)
Science	28.3 (28.1)	28.8 (28.3)

There were 82 pupils in the year group. Figures in brackets are for the previous year

2. The school places good emphasis on developing pupils' skills and talents in all subjects and there is good focus on promoting creative, aesthetic and physical achievements alongside core academic work. Pupils excel in music and physical education because the provision made for both subjects is very effective. Through both subjects, pupils' spiritual, social, moral and cultural developments are well enriched. Standards exceed expected levels by the end of Year 6.

3. Standards in ICT are very high. ICT is promoted and used as a tool to enhance learning in all subjects and to extend opportunities in life generally. Pupils at the school learn ICT skills progressively and thoroughly and become increasingly more independent in applying these skills to increase their progress in other subjects. Pupils with special education needs develop good keyboard skills and make regular use of effective programs to improve their basic literacy and numeracy skills. Their achievements in the development of ICT skills match those of other pupils. The school's most able pupils are very well supported by extended activities in ICT. They are challenged to use high-level ICT skills to improve their learning in many aspects of the curriculum and achieve well as a result.
4. Pupils' achievements in investigative, experimental and creative work are severely hindered by the lack of suitable workspace at the school. In many lessons it is impossible to set independent challenges for pupils, allow pupils to investigate and carry out their own experiments or to work creatively and imaginatively to develop their own ideas, because classrooms are too small and totally unsuitable for such activities. Throughout the inspection pupils offered ideas, made suggestions and demonstrated their ability to think creatively and set challenges for themselves. They were unable to fulfil their ideas in many lessons and achievements were affected as a result.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are **good**. Their behaviour is **very good** and exclusions from school have fallen. Provision for the pupils' personal development is **very good**, as is that for their spiritual, moral, social and cultural development. Attendance is **satisfactory**, but punctuality is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' behaviour is very good in all situations.
- The school encourages its pupils to care for each other, and bullying is not tolerated.
- Very good relationships within the school community encourage high levels of confidence and self-esteem in the pupils.
- A significant number of pupils are late for school most days.

Commentary

5. Pupils show a good interest in school life, have good attitudes to work and participate wholeheartedly in clubs and special events, such as the St Patrick's Day celebrations. Pupils cooperate and share equipment well and discuss points in lessons sensibly and seriously. Attitudes to learning are good overall, even when teaching is unexciting. The pupils have learnt good work habits so that they start work promptly and concentrate well. Pupils say they find lessons interesting and 'learn a lot'.
6. The pupils' pride in their school is evident in the way they keep it tidy and the way they take responsibility. The headteacher is passionate in her belief that every child should have a full opportunity to 'grow'. To this end, pupils from all ability groups in Year 6 act as reading buddies to younger pupils. The student council provides a very effective forum for all pupils to have a say in the day-to-day running of the school. It is a genuine time for sharing ideas and concerns, and it is taken very seriously by all involved. Very good relationships between adults and pupils engender complete trust and a feeling of true partnership. Suggestions for improvement are sensible. The pupil who raised a concern over the temperature of the water in the cloakroom was asked to sort it out directly with the caretaker.
7. The school's very good provision for social and moral development is seen in the way that pupils who find it difficult to behave well at all times keep their behaviour charts up to date and understand what they have done to deserve a smiley face or a frowning one. Good behaviour is expected at all times and these expectations are not disappointed. Behaviour in lessons is very good despite often overheated and cramped conditions. The number of

exclusions has fallen in recent years as the school's message of no tolerance to poor behaviour and bullying has taken hold. The school is rigorous in its monitoring and treatment of bullying behaviour and pupils are reminded frequently of the strategies they have been taught, to deal with any that may occur.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	103	2	0
Black or Black British – any other Black background	10	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. The school encourages very good social attitudes through the prefect system and wider social awareness, such as charitable work. Circle Time and other subjects are used to debate social issues, such as 'Is too much television bad for you?' The headteacher gives the social dimension a very high priority and acts as counsellor and intermediary in conflicts so that pupils can resolve their own school social issues successfully.
9. The development of spirituality is an integral part of school life and underpins the school's ethos, bringing the Mission Statement to life. Values of co-operation, care and responsibility are taught through the actions of adults within the school community. Pupils talk about their own hopes and feelings openly and offer prayers for others sincerely. The school's active involvement with the community ensures that the cultures, faiths and traditions of many ethnic groups are valued and celebrated with understanding and enjoyment. In this they are supported by the parents who make many spontaneous contributions, such as baking green biscuits for St Patrick's Day.
10. Pupils' attendance at school is satisfactory, but punctuality is unsatisfactory. In comparison with national statistics pupils' attendance was close to the average in the last academic year, as it had been in previous years. Because a large number of pupils travel long distances to school or depend on public transport, which is often unreliable, to get to school, some days as many as 10 per cent of pupils arrive late. While this is disruptive, pupils' good attitudes and teachers' good management of the situation mean that latecomers settle quickly and lessons go ahead as planned. The headteacher is of the mind that 'better late than never', but makes it very clear to parents that they must make concerted efforts to get their children to school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.5	School data:	0.5
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality education for its pupils. Teaching is good overall and has many aspects that are very good. A good curriculum is very well enriched by many extra opportunities that add interest and meaning to learning. Provision for pupils with special educational needs and those who speak English as an additional language is very effective. Very high levels of care, support and guidance and very strong links with parents and the local community make a significant contribution to pupils' achievements.

Teaching and learning

Teaching is **good** and assessment information is used **well** to promote pupils' good learning.

Main strengths and weaknesses

- The teaching of basic skills in literacy, numeracy and information and communication technology is very effective.
- Specialist teaching for pupils with special educational needs and those who speak English as an additional language helps them to make very good progress.
- The very positive relationships between staff and pupils and the very high levels of care and commitment shown by teachers encourage pupils' good learning.
- Some lessons are not taught in interesting ways.

Commentary

11. The overall quality of teaching has improved since the previous inspection. No unsatisfactory teaching was observed during the current inspection and in almost two thirds of the lessons seen teaching and learning were good or very good. There has been a very focussed emphasis on raising standards in the core subjects and teachers are confident and effective in teaching basic literacy and numeracy skills, with the result that pupils learn reading, spelling and grammar skills thoroughly, and develop confidence and accuracy with numbers. ICT skills are very well taught and pupils use these skills very effectively to improve their learning in other subjects. Teaching is well organised to maximise pupils' potential progress. For example, setting arrangements, where pupils are grouped by their ability and prior achievements, are having a positive impact on standards achieved in Years 5 and 6. In other year groups, teachers' expertise is well used to encourage good learning. Class swaps, where pupils are taught by a teacher with expertise in a particular subject, are a regular feature of the general organisation of teaching and learning in many subjects.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (28%)	14 (36)%	14 (36%)	0 (0%)	0 (0%)	0 (0%)

12. Specialist teaching of pupils with special educational needs and for pupils who speak English as an additional language is effective. In all cases, the individual needs of pupils are extremely well understood and the care and attention that is given to meeting these needs is very good. There is good liaison with external agencies and other sources of expertise to ensure that the best provision is made. Targets for pupils are very clear and the work planned for individual and group sessions addresses these targets well. Good communication between all members of staff ensures that support is effective for these pupils in all learning situations. There are regular meetings to inform and guide learning support assistants and consequently they work well with individual pupils and help them to learn effectively. Equally good attention is given to the learning needs of the school's most able pupils. They are fully challenged in lessons and teachers have high expectations of them. They are particularly well supported in making use of ICT skills to extend their learning opportunities and ensure that their achievements are as good as all other pupils.
13. Relationships at the school are very positive and all staff are very good role models for pupils. Respectful and courteous attitudes are demonstrated and expected and pupils reciprocate positively. In most lessons, teaching is lively, motivating and very enjoyable and pupils are generally interested in their work and behave very well as a result. Teachers are well aware of pupils' behavioural needs and work effectively to support and include group of pupils in all activities. In the best lessons, teachers work very hard at all times to keep pupils

motivated and interested in their work for whole lessons when it is impossible to allow pupils to work in groups or on independent investigation activities.

14. In a few lessons, work is not made interesting enough for pupils and they find it hard to pay good attention for whole sessions. Coupled with cramped working conditions and airless atmospheres, unstimulating lesson content results in pupils' restlessness and broken concentration. Such lessons were observed with younger pupils in non-core subjects. The school has worked well to ensure that English and mathematics are taught to a consistently effective standard in all year groups. Attention is now being given to ensuring the same quality is found in other subjects. Teachers use assessment information well and with growing accuracy and confidence to plan for pupils' learning. Lessons are increasingly more relevant to pupils' needs and as a result work builds successfully on prior attainments.

The curriculum

The curriculum is **very broad and effectively balanced**, and is enhanced by a **very good** range of curriculum enrichment and extra-curricular activities.

Main strengths and weaknesses

- The curriculum fulfils the school's Mission Statement of forming solid work habits, being attentive to the individual's development, and encouraging sharing.
- The very good development of the pupils' ICT skills is a strength of the curriculum.
- The range of extra-curricular activities is beneficially very wide.

Commentary

15. The pupils at St. Mary Magdalen's experience a wide and interesting range of learning activities. The curriculum as a whole is aimed at providing an experience of living, learning and worshipping as a community, and it succeeds in promoting the pupils' all-round development very well. Literacy and numeracy skills are promoted well through good and often very good learning opportunities. There are very good support structures for pupils of all abilities, including those with special educational needs and those who speak English as an additional language. The curriculum includes all pupils very well and there has been good improvement since the previous inspection, especially in the subjects of English, mathematics and information and communication technology.
16. No areas of the curriculum have significant weaknesses except those created by a lack of space in which to work. Among the strengths are English and mathematics, numeracy, music, physical education and personal, social and health education for which provision is good, and literacy for which provision is very good. The curriculum provision for ICT is excellent. ICT skills are promoted across the range of the curriculum and standards are very high. The use of outside expertise for teaching some aspects of the art curriculum provides exciting learning activities for pupils.
17. Enrichment activities provide the pupils with many opportunities for additional learning and for success. The extra-curricular activities encompass sports, music, environmental courses, dance, languages, community group activities, visits to museums and galleries, and inter-school links. The range and quality of the school's provision is impressive.
18. There is one significant factor that prevents the curriculum from being an exemplar in its provision of opportunities. This factor is the accommodation. The classrooms in almost all cases are too small and too cramped to allow the fullest provision for the National Curriculum. Despite the conscientious work of the senior management team, the staff, and governors in ensuring a broad, balanced and progressive curriculum, it is simply not possible to include all elements of exploratory and investigative work in lessons. The limitations of space are an insurmountable hurdle. Teaching and learning resources are good overall. Through careful planning and considered purchasing, many resources, for example, those

for English, science, music, and physical education, are maintained at a good level and used effectively to promote learning. The resources for information and communication technology are very good, and are used very well.

Care, guidance and support

The care that the school takes of pupils, the guidance given to them, and the involvement of pupils and listening to their views are all **very good**.

Main strengths and weaknesses

- Appropriate procedures are in place for ensuring the welfare, health and safety of pupils, including child protection.
- All staff have caring relationships with pupils and guide their personal development.
- Pupils with special educational needs and those with English as a second language are identified and sensitively supported.
- Pupils care for and support one another.
- The staff and governors take account of pupils' views in running the school.

Commentary

19. Effective child protection procedures are in place with the deputy headteacher formally assuming the role of designated person. All members of staff are fully briefed on their responsibilities in this area. Routines for dealing with first aid, medicines and accidents are well established with three staff trained in emergency first aid. However, there is no space for a medical room at the school as is required by law. Thorough risk assessments are carried out every term, involving the governing body. Although the unsatisfactory accommodation creates many potential hazards, for example, through overcrowding and lack of suitable storage facilities, the staff and governors are very effective in minimising the health and safety dangers.
20. Teachers, teaching assistants and all the other staff in school know the pupils and their families very well. This is clearly demonstrated, for example, by the way that the welfare officer and headteacher or secretary, greet every pupil, and their parents, as they arrive at school everyday. The way that staff speak to the pupils is always in a calm and caring manner. Assessment and monitoring of pupils' academic progress is thorough, and through the use of Circle Time and private discussions, the staff are able to share in the pupils' personal development. This is clearly shown in the perceptive comments that teachers make in annual reports to parents. Pupils with special educational needs and those for whom English is not their first language are carefully identified by the teachers and very well supported by specialist support staff. Pupils are also good at taking care of each other. Not just in the way that they naturally work and play together, but through more formal methods such as the 'reading buddies' scheme where Year 6 pupils work with pupils from Years 3 to 5, to the benefit of both. Pupils progress is carefully monitored by the staff.
21. All pupils, and particularly the class representatives themselves, take the work of the school council very seriously. It is managed very effectively so that by this means, and other school-wide pupil surveys, pupils feel that they really are able to influence some aspects of school life and its facilities. The survey of pupils' views shows that they enjoy school, they respect the staff and make good friends as well as, for the most part, enjoying the academic work that they have to do. It is significant that only a small number of pupils felt that they do not know an adult that they can turn to if they have a problem.

Partnership with parents, other schools and the community

The school's partnership with parents, with the wider local community and other schools is **very good**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents support and are involved in the work of the school.
- There are close links with the local community, especially the church.
- Links with infant and secondary schools are very effective.

Commentary

22. Parents are very happy with the school. In meeting parents at school, informally and at the parents' meeting, and from the questionnaire, no significant concerns were expressed. They appreciate the Catholic ethos of the school, the standards of behaviour, the care that the school takes of their children and academic standards that they achieve. The school provides parents with relevant information through frequent letters and regular newsletters. Parents feel able to approach the school at any time if they have any concerns about how their children are progressing. In the summer term parents receive the annual reports on individual pupils. These reports are very good and appreciated by parents. They describe what the pupil has done and what standards they have achieved, and there is a perceptive commentary on social and personal development. Targets for future development are not formally included in these reports, but are discussed with parents on other occasions.
23. Parents help their children at home in their homework assignments, and a large number come into school to assist with reading and special topics such as cooking, knitting, sewing and art. They also support school functions and the fundraising activities of the Friends Association very well. The Friends have raised substantial funds that have been used to improve the grounds of the school with a fenced Astroturf playing area and an amphitheatre. This is a unique feature, which the pupils, staff and parents enjoy for outdoor productions and events in the summer, with a talent contest being particularly popular with the local residents. These various contributions by parents all serve to enrich the school's provision for the pupils.
24. The school's relationship with the priests and parish of St Mary Magdalen is a very close one. It significantly enriches the ethos of the school on a daily basis. The priests regularly come into school to take assemblies and generally assist in teaching the religious education curriculum. Pupils frequently visit the church for services and Mass on feast days.
25. Pupils enjoy a range of activities with the wider community. The police and fire brigade visit regularly, and there is a particularly close relationship with the local library. Year 3 pupils visit the library regularly to learn library skills. Pupils from all year groups go to the library for art projects on some occasions, together with their parents some pupils go there after school to get on with their homework assignments and the library also offers holiday reading schemes to maintain pupils' interest during the longer holidays. Throughout the year the pupils participate in a range of fundraising events for national and local charities, and raise the impressive sum of approximately £3,000 each year.
26. The majority of pupils come to this school from the Convent of Jesus and Mary Infant School with whom there are particularly close links within the parish. Liaison between the staff and with pupils and parents makes the move to junior school as smooth as it can be. Transfer to secondary school is a little more complicated, with pupils moving on to as many as 18 different schools. However, the majority, approximately three quarters, transfer to one of three Catholic secondary schools with which there are similarly close links.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed** overall. The leadership and management of the headteacher are **very good**. The leadership of the senior management team and subject co-ordinators is **good**. School governance is **satisfactory**. The school is effectively managed.

Main strengths and weaknesses

- The vision and drive of the headteacher enable her to bring about very good school improvement, and realise her ambitions for the pupils in its care.
- The school is totally committed to giving each pupil the best opportunities possible to learn and to grow up happily.
- Many adults within the school community are good role models for the pupils.
- The headteacher is rigorous in her evaluation of spending decisions.
- The induction of new staff is very good.
- The strategic plans for school development are insufficiently detailed.
- Some subject co-ordination does not provide a strong enough role model for teachers.

Commentary

27. The school functions as a happy and successful learning community. All adults have the best interests of the pupils at the heart of all they do. The school's Mission Statement is held sincerely and is evident in all the school's work. The headteacher has brought about very good improvement in many areas since she came to the school, despite the very cramped accommodation.
28. The school governors are very supportive of the headteacher and the school and understand its strengths and weaknesses. They visit the school regularly and are proud of the fact that generations of many families attended the school, giving it a family atmosphere. They diligently monitor the health and safety of the pupils and are very aware of the difficult circumstances. The headteacher is supported well by a committed team of senior managers, including the newly appointed deputy headteacher. The team works closely together in trying out and promoting any new initiatives. Very good working relationships enable them to bring their experiences in the classroom to challenge and support new initiatives. All this promotes a very positive school ethos in which the pupils know they are valued so that they work conscientiously.
29. The headteacher's determination that all pupils will succeed in life is evident in everything she says and does. She sets very high standards for their behaviour and learning. She communicates these very clearly, and pupils who fail these expectations are left in no doubt of her disappointment. Her vision for the school is very clear and guides her decisions. She has made some radical decisions to give a high priority to the development of ICT so that learning is more exciting and relevant to pupils' experiences and lives and broadens their horizons and aspirations. Formal development plans, however, fall somewhat short of requirements. There are plans for development but these are not recorded on one easily accessible document giving clear success criteria and timeframes. However, staff all know the current school priorities and their responsibility towards fulfilling them is identifiable in their lesson plans. Management and leadership of most subjects are committed and developing well. Leadership in music, English as an additional language and special educational needs is very good. However, a few co-ordinators do not have rigorous action plans to reinforce the school priorities in their subjects, the notable exception being those for ICT, which are excellent. Co-ordination of physical education and science is satisfactory and now needs greater rigour.
30. Strong working relationships are further enhanced by very good performance management systems that reinforce the school priorities clearly. Teachers and support staff say they find the systems very helpful and supportive. There are very good induction arrangements for newly qualified and newly appointed staff. They say they were immediately welcomed into

the school and given every care and help to enable them to settle confidently and do the best job they can.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	960,438	Balance from previous year	117,876
Total expenditure	905,407	Balance carried forward to the next	55,030
Expenditure per pupil	2,743		

31. The very recent school audit found no areas for major improvement. Day to day financial management is good. The school has reduced a very large carry forward over the last two years by providing more resources, which have contributed to rising standards.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards in reading, speaking and listening exceed expectations.
- Teaching is good and focuses well on the development of writing skills.
- Very good links are made with other subjects to add interest and relevance to pupils' learning.
- Good use is made of assessment information to improve the overall provision and plan for learning.

Commentary

32. Overall standards in English exceed the level expected by the end of Year 6. In reading, speaking and listening standards are high. The school is successful in promoting good reading skills and developing confidence and accuracy in spoken language. Pupils who speak English as an additional language are very well supported with the result that even newcomers quickly gain conversational skills. The school's ethos is based on developing self-esteem and confidence, with the end result that the oldest pupils hold interesting and extended dialogues, express their opinion and make reference to past experiences and learning. Pupils understand the need to listen carefully and all staff are consistent in their expectation that pupils will listen well in lessons. Pupils' good listening skills promote good learning in many subjects.
33. The development of writing skills has been a focus for the school and standards are rising because individual pupils and groups have been specifically targeted for improvement. Particular attention has been given to encouraging white lower-attaining boys to be more interested in writing and new topics and resources have successfully motivated them. Overall, teaching is good in English and teachers are confident with the subject. In half of the lessons seen, teaching and learning were very good. Teachers make good use of assessment information to plan well for new learning. This is an improvement since the previous inspection that is ensuring that the work planned for pupils is suitable for them and encourages good progress. Standards are improving as a result and are better than found at the time of the previous inspection.
34. There are good links made with many subjects that add relevance to learning in English. Pupils learn to use their reading, speaking and writing skills to improve their work in all subjects. They understand that they can demonstrate their understanding of work in religious education, for example, by talking in detail about what they have learned. During the inspection, Year 6 pupils demonstrated this very well when they made use of their writing skills to convey how Pontius Pilate felt and thought when he was asked to make the final decision to crucify Christ. Pupils' diary writing skills were effectively employed as a means of recording his thoughts and emotions. The lesson enhanced pupils' literacy skills, consolidated knowledge and understanding of religious education themes and added significantly to pupils' spiritual development.
35. The subject is well led and managed. Recent developments have sharpened co-ordination to focus more carefully on strengths and weaknesses and what is needed to improve the overall provision. Areas for development are key to the overall school improvement plan, for example, the necessary improvements to the standards of boys' writing. However, current subject development plans are not precise enough about *how* the improvements will take place and this slows improvement in some situations. Resources for the subject are good and ICT is very effectively used to add interest to lessons, promote effective learning and

develop positive attitudes. The lack of space in all classrooms seriously affects the opportunities for pupils to work in smaller groups for discussion work or shared writing tasks, for example.

Language and literacy across the curriculum

36. Pupils' literacy skills are well developed through many subjects. Pupils enhance writing techniques and accuracy through subjects such as religious education, history and geography, where various styles are used to present work, such as diary writing and accounts from the viewpoints of others. Pupils' good reading skills enable them to access information for independent research. Their good speaking and listening skills promote effective learning in all subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Good planning and provision for learning is ensuring improving standards.
- Teaching is often very good.
- Additional teaching and support is having a beneficial impact.

Commentary

37. At the time of the previous inspection, standards were in line with expected levels. There has been considerable improvement since that time, although this is not fully reflected in national test results. Scrutiny of pupils' work, however, indicates sound development at all stages and slightly better than average attainment by the end of Year 6. Pupils in all groups are achieving well as a consequence of good curriculum and day-to-day lesson planning and teaching that is often very good.
38. The school has taken on board the National Numeracy initiative and this has helped to increase the focus placed upon the key skills for mathematics learning. Skills developed in mathematics are widely used in other subjects of the curriculum, notably in science and design and technology.
39. Liaison with the infant school to gain information about pupils' levels of attainment on entry into Key Stage 2, and with the local educational authority's advisory service, has sharpened the school's target-setting procedures. The school is making considerable efforts to ensure that as many pupils as possible reach the higher levels of achievement. This is being promoted through the provision of extra, focused teaching sessions, known as 'booster groups', and the setting of pupils into ability groups so that lessons can be aimed at specific needs. As a consequence, pupils are making good progress at all stages.
40. Most teachers have good knowledge and experience and they use these well to encourage and support pupils. Teaching is good overall and very good teaching was observed during the inspection. Lessons are pacy and thorough and have a good balance of discussion and activity. Sometimes teachers' explanations carry on for a substantial proportion of a lesson, shortening the time available for pupils to be actively engaged in practical learning. Nevertheless, teaching is focused and conscientious, and ensures pupils' good progress.
41. Investigative activities in using and applying mathematics are currently receiving developmental attention. Teachers are becoming steadily more skilled in their provision for this crucial element of the subject, but the restrictions encountered in the accommodation tend to curb the possibilities for pupils and teachers to create active situations. This is a serious disadvantage, and is an impediment to further progress.

42. The leadership of the subject and management of the subject are good. The subject provision is improving because members of staff share development tasks. This has several advantages both in the planning, implementation and monitoring of what the pupils gain in their learning, and how successful they and the teachers are. The school's mathematics targets for 2004 are ambitious, but there is firm evidence that they are on the way to being achieved. Any success will be down to the conscientious efforts made by all the staff involved, and because of their commitment and openness to change and further development. These are features valued and fostered by the headteacher.

Mathematics across the curriculum

43. Pupils use their mathematics skills well in other subjects. Graphs are used to communicate findings in science. In design and technology, accurate measuring skills enhance the quality of work produced. Pupils make good use of ICT programs to enhance and consolidate number skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers have good science knowledge and plan lessons thoroughly.
- There is good emphasis on the use of scientific terms and vocabulary.
- Teachers' marking of pupils' work is good.
- Poor accommodation limits the investigative aspect of the science curriculum.

Commentary

44. Standards in science match national expectations by age 11 years. This judgement is supported by the results of the most recent national tests, which were extremely close to the national average for attainment at the expected level. These results show improvement in standards from previous years as assessment systems become used more consistently and the teaching programme offers teachers more support. The percentage of pupils attaining the higher levels in tests and in lessons is below the national average as the space for pupils to carry out their own explorations and investigations is severely limited, and to do so would often be unsafe. The co-ordinator's thorough analysis of national test results shows that Year 6 pupils do less well in areas where they have no opportunities to experiment. This lack of practical experience also inhibits the attainment of some pupils with special educational needs, who need concrete experiences to help them learn most effectively.
45. Teaching and learning are satisfactory. The teachers do their best to provide wider experiences in scientific investigation by using video clips and computer simulations where it is impossible to provide more 'hands-on' experiences. Much of the investigative work, particularly that using water or heat sources, is done through teachers' demonstrations. Pupils in Year 6 have some lessons at the partner high school so that they have an extended period of time using equipment at the appropriate levels, but these opportunities are limited. The teaching of science knowledge is good. Lessons build well on previous knowledge and are related to the pupils' own experiences wherever possible. Year 3 pupils achieve satisfactorily in understanding the concept of diet and use their knowledge of the major food groups to understand the function of different kinds of teeth and the difference between childhood and adult teeth. The teaching of themes such as micro-organisms and disease at Year 6 covers a wide range of knowledge and the role of bacteria in such areas as dental decay is explored fully, so that achievement in this is good. Work is recorded in a wide range of ways, which mean that science teaching makes a good contribution to improving standards in literacy. Lack of space means that it is difficult for pupils to carry out observations over a period of time and measure results accordingly. Therefore, pupils' ability to interpret data is not extended to the higher levels and contribution to mathematical

development is limited. Despite these restrictions, achievement is satisfactory in each year group as pupils have good science knowledge and a satisfactory knowledge of science processes, such as fair testing. Teachers ensure that scientific terms and vocabulary are taught clearly and understood by the pupils so that they are used correctly. .

46. Good quality marking accurately helps pupils to understand what they are doing well and where they need to improve. Lesson plans for higher attaining pupils are often not detailed enough and better achievement relies on their ability to write in greater detail and structure their observations very clearly to include their own experiences and ideas. Co-ordination of science is satisfactory and the co-ordinator has a sound grasp of standards and provision through monitoring teaching and a thorough scrutiny of pupils' science work. Although she aims to raise the percentage of pupils attaining higher levels, in accordance with the school's current focus, there are no targets or action plans to help bring about improvement or to translate hopes into reality. Despite this, improvement since the previous inspection is satisfactory, given the very severe accommodation constraints.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards in ICT are well above expectations throughout the school.
- The leadership and management of the ICT co-ordinator are excellent.
- The ICT curriculum is exciting and innovative.
- Teachers have good subject knowledge so that ICT is used very effectively to extend learning in all subjects.
- Conditions in the ICT suite are noisy and uncomfortable.

Commentary

47. Standards in ICT are well above expectations at the age of 11 years. These pupils entered the school at age seven with standards below national expectations. They have benefited from the school's very good improvement in teaching and resourcing of ICT and their achievement is very good. Pupils in the current Year 3 entered the school with standards below expectations and they are working at levels expected nationally at the end of Year 4. Their achievement is very good after two terms at this school. They routinely combine text and graphics in their work and create their own soundtracks. 'Email detectives' simulation gives them a reason for sending emails and this skill is used to help them collaborate with local schools and writers in projects. Year 4 pupils understand and use complex logo to predict and test control procedures for docking aircraft in different areas of the airport. Pupils in Year 6 update their own web pages and video diaries, investigate input/output to control a model car and prepare PowerPoint presentations with hyperlinks and their own soundtracks and video clips such as that for prospective Year 3 pupils' parents. In this they go far beyond the requirements of the Year 6 curriculum. The co-ordinator's aim to release pupils with special educational needs from 'the tyranny of writing' is realised in all this and these pupils are working at levels beyond national expectations. Pupils who speak English as an additional language also benefit from the school's use of relevant software to develop linguistic skills. The school's very high expectations and the commitment of staff ensure the pupils' very good attitudes, enjoyment and pride in their learning.
48. The impressive improvement since the previous inspection has been quite recent. The current headteacher has far-sighted vision for the school, and regards ICT as the means of encouraging creativity and excitement in learning so that the pupils can 'escape out into the world'. To this end she has made radical staffing and budget decisions and they are paying off to the extent that St Mary Magdalen's became an exemplar of excellence after only one year of her leadership.

49. The co-ordinator has risen to the high challenge offered and his leadership and management are excellent. He has helped the staff to become increasingly confident and knowledgeable in their teaching of ICT so that they use it to enrich and extend learning in all subjects, in almost all lessons. His very good teaching, using ICT across the curriculum, supports staff very well and provides a very good role model for their further professional development. His very deep subject knowledge enables him to produce very strong development plans for ICT, which ensure that the school is constantly exploring the frontiers of use of ICT and pushing forwards.
50. The curriculum is exciting and innovative, backed by a wide range of high quality resources, which enthuse and engage the pupils' interest to a very high degree. They are often engrossed in their work in the computer suite and use ICT equipment and programs with confidence. This is an achievement given the heat, noise and cramped conditions under which they have to work in the computer room.

Information and communication technology across the curriculum

51. The use of ICT across the curriculum is impressive. The use of computers is planned into almost every lesson and this adds an extra dimension to the learning. The co-ordinator's weekly teaching plans show a conscious effort to link ICT to other subjects wherever possible so that the pupils see ICT as a tool for learning as well as a skill in its own right. Clubs for different year groups are used to promote high standards, as when Year 5 pupils use the Internet to search large databases to interpret information in order to prepare a multimedia PowerPoint presentation comparing a location in Hampshire with Willesden. Pupils in different classes have filmed assemblies, making impressive presentations using sophisticated editing techniques. They have made a virtual tour of the school for parents of Year 2 pupils who will be transferring, and have filmed physical education lessons in order to evaluate the quality of pupils' movements. In collaboration with students from a local secondary school, older pupils are making a video diary of the demolition and rebuilding of Wembley Stadium as an historical archive for the community. The extension programme for gifted and talented pupils uses ICT very beneficially, as when pupils in Year 6 use an on-line tutorial to explore mythic narrative in contemporary Hollywood cinema. The quality of the tutorial and the time to write freely promotes very high quality work indeed.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The curriculum is carefully planned to develop the pupils' knowledge of their own locality and to use this when studying new places.
- Visits to other areas of London enrich work in geography.
- Video resources are used well to capture pupils' interest.
- There are limited opportunities in lessons to use the skills of geographical enquiry.

Commentary

52. Standards in geography in each year match national expectations. Pupils' achievement is satisfactory. The locality is used well across the curriculum so that pupils have a sound understanding of what the local environment of Willesden is like, in terms of shops, housing and transport, for example. Visits to other parts of London enrich learning in geography as well as other subjects, such as art and design and music. This gives the pupils experiences of other environments so that they research, for example, the tourist attractions of London at Year 3 in order to produce a tour of their own. In this, Internet searches are used very effectively to prepare a taped tour guide. As the pupils get older they begin to compare and

contrast conditions within their own experiences with those further away. Pupils in Year 4 compare their school to one in St Lucia and in doing so build up a satisfactory knowledge of geographical characteristics, such as the weather, of the island. At Year 6, pupils have satisfactory geographical knowledge and understanding of a range of geographical processes, such as river formation and the human and physical aspects of life in the Indian village of Chembakoli.

53. High quality videos are effective in capturing the pupils' interest so that they are eager to contribute to discussions. These give pupils with limited English, and those with special educational needs information in a way that is easier for them to understand than the written or spoken word alone. Class teaching is satisfactory but fails to build on the good start given by the videos, as space to organise pupils into discussion groups or for them to look through books and use other equipment is extremely limited. This prevents the pupils from using a full range of geography skills to investigate geographical themes and places, so that although achievement and learning are satisfactory, progress to higher levels is limited. Work is correctly planned to give extra help to pupils in lower ability groups and to extend the learning of higher attaining pupils within the severe classroom constraints. Despite the difficulties, the pupils have well developed learning skills so that they generally listen attentively and try hard to do their best, and their attitude to learning in geography is good, overall.
54. The leadership and management of the geography curriculum are satisfactory and the co-ordinator has an accurate picture of standards, through a satisfactory assessment system, and provision. She checks that the overall school priorities for development are happening in geography and helps teachers with their planning as needed. However, she does not have a clear plan to support future development. Improvement since the previous inspection is satisfactory. There is an increased use of maps, atlases and aerial photographs and the curriculum has embraced the use of information and communication technology to make learning more interesting and relevant wherever possible. Other national initiatives have prevented geography from having a high profile within school development.

History

55. Due to other inspection priorities and limited opportunities to observe teaching and learning in history, the subject was not inspected in depth. Sampling of past work and discussions with pupils provide evidence of good coverage of all aspects of the programmes of study. Pupils attain standards that are in line with expected levels by the end of Year 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The provision for art and design is **satisfactory**.

Main strengths and weaknesses

- Work done with specialist teachers is of a very high quality.
- Art and design work in Year 3 is good.
- Standards are not consistent at each stage.

Commentary

56. Standards in art and design are in line with expected levels and there are examples of very good work in specific art projects throughout the school. The teaching of art and design is satisfactory overall, and there are often good elements in both the pupils' experiences and in the quality of the work produced. However, there are inconsistencies in the standards attained. For example, work produced in Year 3 is often of a very high quality, especially when it forms part of an enriching initiative supported by artists within the community.

Specific examples of the good quality appear in works such as printed landscapes, collections of patterns, fabric prints and computer-generated images. However, the experiences gained by pupils in developing their artistic skills are not consistently promoted through the age groups. The good overall standards set in Year 3 do not emerge in the other year groups, except in isolated instances.

57. Progression in the development of skills and experiences is not planned well enough to ensure that standards are consistently better than the expected level in all aspects of work in art and design. The range of media used includes two and three-dimensional resources, but is limited. There is also confusion between the demands of the fine art and design curriculum and that of design and technology. While these can sometimes usefully merge, they have separate creative purposes that the school has not yet clarified. This is epitomised by the dual use of art sketchbooks as notebooks for technology.
58. The school has concentrated on many other significant curricular initiatives in the period since the previous inspection and art and design has not been a priority subject. Nevertheless, the pupils attain satisfactory standards in their knowledge, skills and understanding by the end of the key stage due to the positive attitudes of teachers and the good opportunities to study art and artists in visits to galleries, and in the numerous additional curriculum enhancement activities. The co-ordinator for art and design is new to the post and is both keen and dedicated. The subject co-ordinator provides satisfactory leadership and management. Resources are satisfactory, but the accommodation is inadequate. It places many insurmountable restrictions upon provision.

Design and technology

59. Design and technology is taught regularly throughout the school. In the one lesson seen, in a Year 4 class, standards matched those expected for pupils of this age. Effective teaching fully involved the pupils and they developed some imaginative images to make storybooks containing illustrations with moving parts. In this the pupils showed good knowledge of simple mechanical techniques, and their achievement was good. A Year 6 display of slipper designs shows some that are detailed and imaginative based on a full design brief which required evaluation of a range of designs for different purposes. This work was at the expected standard.

Music

The provision for music is **good**.

Main strengths and weaknesses

- The curriculum is very broad and pupils' performance and composing skills are developed well.
- Musical experiences add to the development of pupils' cultural understanding.
- Staff expertise and the use of visiting specialists contribute significantly to pupils' achievements.

Commentary

60. Pupils achieve well in music and reach standards that exceed expected levels by the end of Year 6. Pupils sing well and demonstrate good performance skills. They have many opportunities to compose their own music and use their experiences of listening to a variety of music and composers to create their own work, which is of a good quality. Despite the lack of space in all classrooms, teachers enable pupils to experiment and practise their compositions to the point of performance. This is very difficult, as the cramped working environment accentuates noise levels. Pupils work on regardless, as they become accustomed to these conditions. They enjoy music lessons and are very happy to present their work.

61. The co-ordinator leads and manages the subject well and has particular subject specialism. A number of other staff are able musicians and this adds significantly to the overall provision for the subject. Teachers demonstrate their own talents with a range of musical instruments and motivate pupils to learn. Many teachers sing well and this inspires pupils to be confident and try hard. In assembly, pupils sing tunefully, with good diction and enjoy the opportunity to perform well. Teaching is good overall and well enriched by a wide range of visiting musicians and specialist performers, including parents. The school celebrates the cultural diversity of pupils through its music programme and this was demonstrated very well at the St. Patrick's Day assembly where pupils played Irish jigs on an accordion and flutes and one girl sang in Irish. Pupils' cultural and spiritual development is well enhanced through the subject.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- The range of physical activities is beneficially broad.
- The curriculum provides well for the development of pupils' good sport skills.

Commentary

62. Good and often very good teaching in physical education lessons ensures that pupils achieve well and attain standards that exceed the expected levels. During the previous inspection standards were in line with expectations. There has been significant improvement due to good leadership and management and the efforts and commitment of all staff.
63. The restrictions of the accommodation found in many other aspects of the curriculum have been addressed well by the school. There is a satisfactory hall space and a very good all-weather sports area. The range of equipment is good and much thought has gone into the planning of the curriculum. The range of activities is very wide, with regular lessons in gymnastics, games skills and dance, supplemented very beneficially by after-school sports activities, visiting specialists, and involvement in local and area sports and competitions. Swimming is the only element missing from the curriculum. Years 4 and 6 attended swimming lessons in the autumn and spring terms, but currently, the local pool is being refurbished and cannot be used. The school's efforts to find an alternative venue have not been successful.
64. Good attention is paid to both increasing individual achievement through high levels of challenge, and the development of teamwork skills. Consequently, the pupils are supportive of one another, and keen and energetic in their approach to lessons. Good attention is paid also to the concept of fitness and health, ensuring the pupils' good awareness of the benefits of exercise. Physical education is a positive strength of the school and a very positive area of learning. Its quality adds much to the spiritual, moral and social development of the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for the personal, social and health education of the pupils is **good** and the ideals of good citizenship are **very well** promoted.

Main strengths and weaknesses

- The school's positive ethos promotes this aspect very well.
- Planning, provision and teaching are good.
- Pupils are enthusiastic in discussions and make extensive and thoughtful contributions.
- Citizenship is beneficially made an integral part of the overall curriculum.
- Previous staff development has addressed the area of citizenship well.

Commentary

65. The personal development of the pupils is carefully considered at St. Mary Magdalen's. It is seen as an integral element in creating the positive ethos of this caring community. Pupils of all abilities are fully supported in their individual development. Their talents and confidence are fostered and strengthened wherever possible through consideration of pupils' differing needs, good teaching, and a wide-ranging curriculum that offers many opportunities to meet those needs. The varied ethnic, religious and cultural backgrounds of the pupils are welcomed and shared with equal value. There are many celebrations of religious beliefs and cultural celebrations. The pupils consequently make good, and often very good progress in their personal development. Staff provide good role models.
66. The social education of the pupils is very good. The pupils frequently discuss social issues through carefully planned lessons, assemblies and other activities. Together with the overarching caring ethos, activities such as the work of the school council, visits into the community, numerous visitors, the supportive use of a variety of languages, and pertinent discussions of issues, provide a wide platform of development for the pupils from which they benefit greatly. The subject of bullying, for example, is very effectively considered. The pupils understand its malign implications and are generally supportive and considerate of each other. Prefects, and other school helpers are given specific tasks in supporting other pupils in both work and play activities and there is a strong sense of cooperation and community pervading the school. The pupils become increasingly confident and purposefully involved. The earnest development of good manners is another positive feature. For example, a visitor usually has the door opened for her or him by either pupil or staff member with a welcoming smile.
67. As with personal and social education, the health education of the pupils is promoted well by good leadership and carefully managed activities. Statutory requirements are met with regard to relationships and drug education. Physical education lessons include strong elements of exercise and information about the need for maintaining a healthy body. For example, Year 6 pupils were expected to measure their pulses as a matter of routine at intervals during a lesson. The school plans, shortly, to extend its work on healthy eating.
68. Since 2002, 'citizenship' has been the focus for staff development. This has ensured good staff awareness and promoted good development for the pupils. Firm efforts are made to keep the pupils informed about local and wider issues. There are specific elements relating to citizenship in many specific personal, social and health education lessons, sometimes with dramatised features and presentations. Additionally, the positive work of the school council deals largely with issues of pupils' needs and ideas for the development of the school. Visitors and visits help to maintain alertness to local issues, developments, and interests. Participation in discussions and debates encourages responsibility and involvement in the communities of the school and the world outside. Internet links and involvement with community groups and other schools, further aid the good development. These features of the good provision at St. Mary Magdalen's ensure development of the pupils' skills, a sense of participation, and the outlining of ideas of what is responsible action. It is a further strength of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	6
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).