

INSPECTION REPORT

ST BARNABAS' CE PRIMARY SCHOOL

Pimlico, London

LEA area: London Borough of Westminster

Unique reference number: 101126

Headteacher: Ms S Hooper

Lead inspector: Mr M Beale

Dates of inspection: 5-7 July 2004

Inspection number: 257592

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	148
School address:	St Barnabas Street Pimlico London
Postcode:	SW1W 8PF
Telephone number:	020 7641 4207
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Kent
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated in Pimlico near to central London. The number of pupils has risen since the last inspection and there are considerably more boys than girls. The vast majority of the pupils are from minority ethnic backgrounds, and although it is a Church of England school, 70 percent of the pupils are from Muslim families. Pupils of Bangladeshi or Black-African backgrounds form the major groups. There are also 18 refugee children. Mobility of pupils into and out of the school is very high, largely because of the temporary nature of their housing in what is otherwise a very affluent part of London. Few children have any pre-school experiences before arriving at the school. When children enter the Reception class in September or January their attainment is well below average. This falls further because mid-year arrivals often have little English. A very high proportion of the pupils have a first language that is not English. Of these, 31 are supported through the Ethnic Minority Achievement Grant. The local parish is in an urban priority area and well over half the pupils are entitled to a free school meal. Many come from low income families and live in overcrowded conditions. The number of pupils with special educational needs is well above the national average and two pupils have a statement for their needs. The school is involved in Excellence in Cities and the Small Schools Fund initiative. It received the Healthy Schools Award this year. Excellence in Cities participation provides funding for the salary of the learning mentor and for provision for gifted and talented pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19385	Mr M Beale	Lead inspector	Mathematics Information and communication technology Physical education
9275	Mrs C Kalms	Lay inspector	
22147	Mrs A Holland	Team inspector	Science Art and design Design and technology Music Foundation Stage
23805	Mrs M Lygoe	Team inspector	English Geography History Special educational needs English as an additional language

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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 areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This reasonably effective school is improving and provides satisfactory value for money. The school successfully meets its many challenges including the weak skills on entry of many children, the large number with English as an additional language including many refugee children, high rates of mobility and the poor accommodation which is unfit for the purpose of educating children. In spite of these barriers the pupils' achievement is satisfactory but standards are well below average by Year 6.

The main strengths and weaknesses are:

- Standards are improving but are lower than they should be particularly in writing.
- The children receive a very good start to their education in the Reception class.
- The school is successful in meeting the diverse needs of the pupils so that all are integrated well, participate confidently in lessons and are enabled to achieve.
- Leadership is sharply focused on improving the quality of teaching and learning.
- The very poor facilities and limited time allocated for physical education are leading to pupils not achieving as well as they should.
- There is considerable scope to improve the use of new technology to enhance teaching and to support learning.

Improvement since the last inspection is satisfactory. Test results have followed an improving trend and the action taken has significantly improved levels of attendance. The main weaknesses identified at the time have received appropriate attention. For example, planning in English and mathematics is now based securely on national guidance. However, assessment procedures had not benefited from robust development until the appointment of the new headteacher.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	A
mathematics	E*	E	E	C
science	E*	E	E*	C

*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.*

Achievement is satisfactory overall. The children make good progress during their time in the Reception year. However, a substantial minority do not meet the national goals for children of this age by the end of the Reception year because many have little pre-school educational experience or only benefit from two terms in the Reception class. Pupils' achievement is satisfactory in the core subjects of English, mathematics and science as well as in information and communication technology. Standards in reading are improving throughout the school and all but a very few in the current Year 6 have attained or exceeded national expectations. Weaknesses in writing pull down overall standards in English to well below average throughout the school. Standards in both mathematics and science are rising but remain well below average by Year 2 and Year 6. Nevertheless, pupils make at least satisfactory progress in each of reading, mathematics and science. Progress is also broadly satisfactory in information and communication technology, although standards are below average overall. Pupils with English as an additional language achieve well and in many cases are amongst the highest attaining in each class once they have been in the school for a reasonable period of time. The achievement of pupils with special educational needs, of whom there are many, is similar to others in their classes and they make satisfactory progress

towards their individual targets. **The pupils' personal development, including their spiritual, moral, social and cultural development is good.** The pupils' attitudes to learning and their behaviour are both good. The action taken to reduce absence has been successful and attendance is now satisfactory, although a small number of pupils are regularly late for school.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching is good overall, but is more effective in the Reception year and Years 1, 2 and 6 than across Years 3 to 5, where there have been several teaching staff changes this year. Learning is only satisfactory because of the many background factors that slow the rate at which pupils learn new skills and ideas. Lessons are well structured to meet the wide range of the pupils' needs, although there is insufficient use of the new technology available to enhance the process of teaching and learning. The curriculum is satisfactory and provision for the pupils' personal, social and health education is good. The school is also successful in providing a secure environment in which the pupils' well-being is fostered. Newly-arrived pupils are helped to settle quickly. Their language and learning needs are identified carefully and action taken to enable them to integrate and achieve. Assessment procedures are developing but the information is not used fully to set targets to inform teachers' planning. Links with parents, the community and other schools enrich the curriculum and add significantly to the pupils' learning. The accommodation remains a significant problem for the school for very many reasons, not least of which is the very small outdoor area.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is effectively supported by the governing body in providing a clear direction for the school based on improving the quality of teaching and learning. Rigorous processes have been introduced to monitor and evaluate the work of staff and provide support and guidance where necessary. The commitment to meeting the diverse needs of the pupils is successfully met. Key areas such as English and science are well led and managed, with mathematics and the provision in the Reception year being very well led and managed. Statutory responsibilities are met with the exception of some minor omissions from the governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very much in support of the work of the school. They particularly like the information they receive and the approachability of staff. Pupils are also happy with school life and feel trusted. They do not like the cramped play areas and the inspection team concurs with their views that this can lead to boisterous playtimes.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- raise standards particularly in writing;
- plan for more consistent use of new technology to enhance teaching and to support learning;
- increase the amount of teaching time and improve the quality of the accommodation for physical education;

and, to meet statutory requirements:

- for the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall, and good in the Reception class. Standards are well below average in Year 6 in English, mathematics and science but represent at least satisfactory progress for the pupils from their attainment on entry to the school. There is no significant pattern to any variation in the attainment of boys and girls. Similarly, there is no overall pattern to any variation in attainment by ethnicity.

Main strengths and weaknesses

- Pupil mobility is having an adverse effect on test results at Year 6 and on standards overall.
- Test results fluctuate considerably because of the small numbers in each year group and variations in the prior attainment of the pupils of each class.
- Weaknesses in pupils' writing lower standards in English and slow progress in other subjects; however, action taken in Year 5 has produced considerable improvements in the pupils' writing.
- The children receive a very good start to their education in the Reception year and make at least good progress in all areas of their learning.
- Teaching and support staff enable all pupils, whatever their background or learning needs, to achieve and make progress.
- Pupils do not achieve all that they should in physical education.

Commentary

1. Year 2 test results have followed an improving trend in recent years but have fluctuated considerably during this time. Results in reading, writing and mathematics fell in 2003 to well below average. Results were above the average of similar schools, based on the proportion claiming a free school meal, in writing and in line with this average in mathematics and reading. Initial indications are that results have improved again in 2004 but are still well below average. The teacher assessments in science were also well below average in 2003 but have improved in 2004. This test data and other inspection evidence leads to the judgement that standards are improving but are well below average in English, mathematics and science in Year 2.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.3 (16.4)	15.7 (15.8)
writing	13.3 (15.3)	14.6 (14.4)
mathematics	14.4 (17.4)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. Test results for Year 6 pupils have also been following an improving trend but with a fall in 2003. There were very few high attaining pupils in any subject. However, these results represented at least satisfactory progress for the pupils from their earlier Year 2 tests. Results have improved in 2004, particularly at the higher levels in mathematics, science and in the reading aspect of English. However, writing standards are low and have contributed to the little overall change in English results. These results also represent at least satisfactory progress in reading, mathematics and science, but insufficient progress in writing for many pupils.

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

Standards in:	School results	National results
English	24.7 (25.3)	26.8 (27.0)
mathematics	23.6 (23.9)	26.8 (26.7)
science	25.3 (25.9)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

3. The attainment of children on entry to the Reception class is well below the national average. Very few have pre-school experience and English is an additional language for the vast majority. Furthermore, because entry is in September or January depending on their date of birth, many children benefit from only two terms in the Reception year. Teaching is very good in this class and the provision is very well organised. The children behave well; they are enthusiastic about their work and keen to succeed. Consequently, they make good progress. However, many are unlikely to have attained the national goals for children of this age by the end of the Reception year. The English language needs of the children are met well and they become more confident speakers as the year progresses. The specific learning difficulties of other children are identified early and action taken that enables these needs to be tackled and progress to be good. The children who are capable of high attainment are appropriately challenged; it is this group who meet expected standards by the end of the Reception year.
4. The school has identified that there are weaknesses in the pupils' writing that need to be tackled if standards are to rise. Year 5 pupils were involved during the year in a project to look at ways in which writing could be improved. This work was very successful. Results of writing tests taken before and after the pupils' participation, showed a considerable improvement. Standards in writing are now higher than in reading for this group of pupils. The school is wisely considering how this work can be extended to other year groups.
5. The school's commitment to tackling the educational needs of all pupils is successfully met. This enables the pupils, whatever their background, time of entry to the school or specific learning needs to make at least satisfactory progress. Pupils are integrated into classes quickly and given the confidence and skills to participate and succeed. Virtually all of the pupils in most classes have English as an additional language, with a considerable proportion at an early stage of learning English. Teaching and support staff focus on language development and ensure that all pupils are actively engaged in lessons. This, along with focused withdrawal sessions, produces good progress. Once they have settled into the school and been there for some time, several achieve very well and reach above average standards. The learning difficulties of the large number of pupils with special educational needs are also tackled effectively. Their progress is satisfactory overall. The school is also mindful of the needs of pupils of potentially high attainment. Teachers generally ensure that they are challenged by the work and their achievement is similar to others in their classes. However, there is scope for further development here in mathematics, where limited use is made of investigation, resulting in pupils not readily applying their skills in unfamiliar situations.
6. Many pupils enter the school mid-way through the year. They join classes in all year groups with several joining as late as Year 6. In several cases, they have disrupted or little previous schooling. While this lowers overall standards, these pupils still make at least satisfactory progress from their starting points. Progress is currently more rapid in Years 1, 2 and 6, where teachers are more experienced and classes have not suffered from changes in teachers. The quality of teaching is more effective in these classes. The pupils' achievement throughout the school benefits from their positive attitudes and increasing levels of attendance. The pupils are generally working to their capacity and are doing as well as could be expected given their attainment on entry to the school. However, weaknesses in the pupils' written work are not only lowering overall standards in English but also in other subjects. Achievement in the development of information and communication technology skills is satisfactory, but pupils

do not have sufficient opportunity to apply these skills in other subjects. Consequently, standards are below average throughout the school. The very poor facilities for teaching physical education and the limited teaching time provided mean that pupils do not achieve as well as they should and have limited skills.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes to learning are good and they generally behave well. Pupils' personal development, including their spiritual, moral, social and cultural development is good. It is very good in the Reception class and pupils' awareness of other cultures is very good throughout the school. Attendance has improved and is now satisfactory.

Main strengths and weaknesses

- Pupils have a very good understanding of other faiths and cultures.
- Children's personal, social and emotional development in the Reception class is very good.
- The school promotes good relationships including racial harmony, and new arrivals to the school settle in well; this helps the pupils to develop confidence and self-esteem.
- There are occasions when a few boys in Years 3 to 6 present challenging behaviour in class and at play.
- Successful action has been taken to improve attendance particularly through the work of the home-school liaison officer.

Commentary

7. Pupils are interested in their lessons. The majority concentrate, work hard and take a full and enthusiastic part in activities. Members of staff are generally successful in supporting pupils with particular needs. Pupils respond well in most lessons because they are treated calmly and consistently. Good behaviour is praised and encouraged. Overall behaviour is good. There are a few older pupils whose behaviour can be disruptive both in class and at play, but they are usually managed well and rarely impact on the learning of others. Outdoor play space is inadequate. In spite of the confines of the playground, pupils generally play well together. The fact that incidents are rare reflects the efforts of all staff to adhere to a consistent behaviour policy. There have been no exclusions in the past two years. Relationships between pupils are good. They mainly play well together in mixed groups and no-one is isolated. Pupils who join the school through the school year are quickly absorbed into classes and during outside play, as a result, they settle quickly and well. Pupils develop respect for each other and there are very few incidents of bullying, racism or other forms of harassment. Pupils are confident that staff will deal with any problems that occur. Pupils have good levels of self esteem and readily accept the range of responsibilities on offer. The children in the Reception class show very good achievement in their personal, social and emotional development.
8. Spiritual development is enhanced by reflective assemblies and links with the church. Pupils have a good understanding of their place in the school and wider communities; they value the fact that their achievements are celebrated. The newly formed pupil parliament takes its responsibilities very seriously, as do the pupils appointed as 'playground friends'. Pupils have good attitudes and a good understanding of what is right and wrong. They are learning to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through personal, social, health and citizenship lessons. Pupils have a very good understanding of the different beliefs and cultures of others. They talk about these at levels that match their growing maturity. Pupils are encouraged to listen to music from other cultures. Currently there are limited opportunities for pupils to undertake educational visits to enhance this area of their learning.
9. The school has worked hard to promote the importance of regular attendance to both pupils and parents. It has introduced regular systems to monitor attendance, follow up absence and

identify pupils with poor or irregular patterns of attendance. Many parents have responded positively to the initiatives and send their children to school regularly. This has resulted in a significant improvement in attendance. However, these initiatives have had less impact on punctuality and several pupils still arrive late for school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.4
National data	5.4	National data	0.4

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 quality of education is satisfactory overall. Teachers are particularly successful at enabling all pupils in their classes to achieve whatever their learning needs. Assessment of the pupils work and progress is improving and is being given a clear direction by the new headteacher. The curriculum in the Reception class meets the children’s needs well. Productive links have been established with parents, other schools and the local community for the benefit of the pupils’ achievement. Members of staff successfully ensure the well-being of the pupils are give them good opportunities to be involved in decisions affecting them.

Teaching and learning

Teaching is good overall and is very good in the Reception class. Learning is only satisfactory overall. Assessment procedures are satisfactory overall and are good in Reception.

Main strengths and weaknesses

- Successful action has been taken to improve teaching, although staff changes have limited the impact.
- Teachers and support staff work effectively as a team to enable pupils to participate fully in lessons whatever their specific needs.
- Reception teaching is carefully planned and well structured with a good variety of activities to promote all aspects of learning and to develop the children’s language skills in particular.
- The high expectations of work and behaviour and the teachers’ judicious use of praise and encouragement, are leading to a purposeful atmosphere in the most effective classrooms.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	5 (16%)	14 (45%)	10 (32%)	2 (6%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Teaching has greatest impact in Reception and Years 1, 2 and 6. This is largely because these are the more experienced staff. Furthermore, these classes have not suffered from teaching staff changes over the last year. In spite of teaching being good overall, learning is only satisfactory. This is because the large number of pupils with English as an additional language do not learn new skills and ideas as rapidly when at an early stage of learning English as they do once settled into the school and having developed greater fluency. Careful

monitoring of the work of staff has enabled strengths to be identified and shared as well as areas for development identified and action taken. This has been instrumental in improving the overall quality of teaching compared with school and local authority evaluations and from an analysis of pupils' work from earlier this year.

11. Teaching and support staff contribute successfully to the school's commitment of meeting the learning needs of all pupils. For example, pupils with special educational needs are identified at an early stage, and the assessment of pupils who speak English as an additional language is in their mother tongue wherever possible. Teaching for pupils with special educational needs is satisfactory overall. Teachers are careful to include all pupils during whole-class teaching sessions and adapt their questioning sensitively. When pupils with special educational needs receive direct, targeted support their learning is good and they achieve well. In lessons where class teachers have no additional adult help progress is not as rapid because the pupils receive less attention. Teaching for pupils learning English as an additional language is good. Teachers are very aware of the importance of ensuring that vocabulary is explained and repeated. Concrete examples or pictures are used as visual reinforcement whenever possible and there is a sharp emphasis in most lessons on developing the pupils' speaking skills. Learning for pupils with English as an additional language is good and their progress is monitored carefully.
12. Assessment practice has improved considerably over the last year, particularly in English and mathematics. A considerable volume of valuable information is being built up on individual pupils. There is now scope to use this information to set individual and group targets to inform both teaching and learning. Teachers use their assessment of the pupils' progress to split their classes into different groups for English and mathematics in particular. Activities are then carefully targeted to build learning at an appropriate rate. This ensures that, just as the needs of pupils with special educational needs or English as an additional language are met, higher-attaining pupils are also challenged and extended. Members of the support staff are deployed well, not just to help and guide pupils when they are undertaking these activities, but also by checking understanding and giving encouragement to targeted pupils during whole-class teaching sessions. This helps to generate confidence in the pupils and results in none being isolated or not participating.
13. The most effective teachers also have high expectations which they ensure that pupils are aware of and fulfil by their firm but friendly manner. Praise and encouragement of good behaviour are used well so that others can see what is expected of them and that they too will be recognised and rewarded if they meet these requirements. All of this helps to produce a calm and purposeful atmosphere in which all pupils, even new arrivals, are integrated, learn and achieve. This is not the case at all times. When teaching is less effective and unsatisfactory on occasions this is largely because lessons do not have clear purpose and lack interest. As a result, pupils become disinterested and restless. Teachers with access to interactive whiteboards use these with varying effectiveness to make their lessons interesting. Teaching benefited where material had been prepared that focused sharply on the lesson's objectives. However, where this was not the case the potential of this new technology was lost.
14. Teaching in the Reception class is sharply focused, not just on covering all areas of learning, but also on ensuring that the specific needs of the children are identified and action taken to support their learning. Sessions are very carefully planned and structured with a wide range of interesting activities employed. The outside area is utilised well, as are other role-play areas in the classroom. The teacher and assistant work well as a team. They focus particularly well on developing speaking and listening skills in addition to ensuring that the children are clear about classroom routines and what is expected of them. As a result, the children mix well together, concentrate when at work and play even when not directly supervised and enjoy what they are doing. A secure and supportive atmosphere has been developed in which the learning of all children can thrive.

The curriculum

The school provides a satisfactory curriculum overall for pupils in Years 1 to 6. The curriculum for the Reception class is very good. There are satisfactory opportunities for widening pupils' experiences. Resources are satisfactory, but there are relatively few support staff in relation to the pupils' needs. The accommodation is poor.

Main strengths and weaknesses

- Children in the Reception class have a very good start to school because of the well-planned curriculum.
- Recent curriculum initiatives have proved particularly successful in improving standards in writing.
- Inclusion¹ is good, ensuring that all pupils have equal access to the curriculum.
- There are not enough support assistants to cater for the level of need in all classes.
- Provision for personal, social and health education is good, promoting pupils' confidence effectively.
- Provision for physical education is very limited and pupils have little opportunity to move energetically.
- The buildings and play areas are inadequate for the school's needs.

Commentary

15. The school has successfully tackled the planning issues from the last inspection and literacy and numeracy lessons are now planned satisfactorily. All aspects of the National Curriculum are covered, although the time allocated to physical education is insufficient. Years 1 to 6 only have one period of physical education each week. Provision for using computers across the curriculum is limited. The very good curriculum for the Reception class is planned carefully in line with national guidance for children of this age. There is a particular focus on developing the children's language and social skills. The outdoor area is used particularly well to support all aspects of learning.
16. During the current school year, the school has been involved in initiatives designed to improve pupils' language and literacy skills. An intensive visual literacy programme with Year 5 was followed by a significant improvement in their English writing test scores. All teachers have become more aware of the importance of different learning styles, and they provide visual stimuli and discussion activities in almost all lessons.
17. The school is committed to inclusion, and there is good provision for the many pupils whose home language is not English. Progress in English is assessed regularly and support is carefully targeted towards specific individuals or groups of pupils. Bangladeshi pupils have recently been identified as underachieving, for example, and they have received additional support. Gifted and talented pupils are identified and they are offered suitable support. Support for pupils with special educational needs is satisfactory overall. Individual education plans are well written, with clear and measurable targets; progress is regularly reviewed. The support from teachers and other support staff is good, but in lessons where teachers and pupils do not have this valuable help the pace of learning is often slower. In relation to the level of needs the provision of classroom support staff is insufficient. The school has invested considerable funds in non-class based teachers, and this expensive resource is not always used to best effect.
18. There is a good planned programme for personal, social and health education, and good provision for pupils' personal development underpins learning in many other lessons. Special events such as Bangladeshi Week and Refugee Week raise the profile and self-esteem of

¹ Inclusion refers to the arrangements for meeting the educational needs of all pupils, whatever their gender, ability or background.

different groups. The headteacher has immediate plans to improve extra-curricular provision and the enrichment of the curriculum and to make good use of the school's location close to central London.

19. There has been no real improvement in the accommodation since it was criticised in the last inspection report. The small hall and tiny playgrounds are inadequate and severely limit pupils' opportunities to enjoy physical movement. The physical education curriculum is restricted, and playtimes are overcrowded. Noise from the busy nearby main road affects many lessons. One classroom is extremely small, making practical work very difficult. There is no dedicated medical room. The building is not fully accessible for all pupils. The smell from the toilets in the Reception room is very unpleasant.

Care, guidance and support

The care, guidance and support given to pupils are good and provide them with the secure environment necessary to help them learn. Pupils' involvement in the school's work and development is good.

Main strengths and weaknesses

- The learning mentor provides valuable support for pupils with specific needs.
- There are effective procedures to enable children to settle into the Reception class and for mid-year arrivals who often have English as an additional language.
- Pupils have a variety of opportunities to become involved in the school's work and development.
- The school provides a caring and secure atmosphere that ensures the pupils' welfare, health and safety and supports their learning.

Commentary

20. Child protection is taken seriously. Local guidance is followed and members of staff have been made aware of the school's procedures. Regular informal checks of the site and premises take place and appropriate action is taken. Minor injuries are recorded but there are not enough staff with a first-aid qualification so that on occasions pupils are dealt with by a member of staff who is not qualified.
21. The school provides good support and guidance for its pupils. Teachers know the pupils in their class well despite the high staff turnover. They are responsive to their individual needs especially those pupils with specific requirements and experiencing difficulties that may affect their learning. Monitoring of their personal development is largely informal. Any concerns are shared with the headteacher enabling targeted support and guidance to be given including valuable support from the learning mentor for pupils identified as needing additional help. The school is thorough in identifying individual special needs and there are satisfactory systems for monitoring individual progress.
22. The school ensures that there is good support for pupils who enter the school speaking little English. Newly-arrived pupils, particularly those new to the country and with English as an additional language, have their needs thoroughly assessed. This helps them feel welcome and enables them to settle quickly into school routines. Pupils' progress in acquiring English is monitored twice yearly, individual targets are set and those giving cause for concern receive focused support. Good induction arrangements that include home visits ensure that younger pupils entering the Reception year settle in confidently.
23. Pupils who completed the questionnaires expressed mainly positive views about their school. They were clear about who to turn to for advice and help although a small number expressed concerns about the behaviour of other children. The pupil parliament offers pupils

opportunities to put forward their ideas about how to improve the school's facilities. They have helped devise their school rules. 'Playground friends' are involved in helping others in the playground. Older pupils help around the school including answering the office telephone. Systems are developing that allow pupils to assess their own work and discuss their targets, but they are not yet involved in the setting of these targets.

Partnership with parents, other schools and the community

The good and developing links with parents, the community and other schools enrich the curriculum and add significantly to pupils' learning.

Main strengths and weaknesses

- Parents have positive views about the school and an increasing confidence in the quality of its work with their children.
- Written reports are good and inform parents clearly about what their children know, understand and can do.
- The combined work of staff is enabling parents of children with English as an additional language to understand what goes on in school and to support their children's learning.
- The information provided for parents about the school is detailed; however, the prospectus and, particularly, the annual governors' report to parents do not include all the required information.

Commentary

24. Parents' confidence in the school is growing. Those who attended the meeting together with those who responded to the questionnaire illustrated this in their support for the school and what it offers their children. Links with parents are developing well. The school has worked hard to make parents feel welcome, although it has not yet established systems to seek their views on a regular and formal basis. The school recognises the value of parental involvement in their children's learning and runs a regular Family Learning Programme that helps parents support their children and understand what goes on in school. Consultation evenings and events are well attended. Very few parents help in lessons or around the school; however, they accompany visits and willingly support fund-raising events. The school consults parents when their children are identified as having special educational needs. Parents are invited to the regular reviews of their children's progress and they are encouraged to support their children. The home-school liaison worker works hard to involve parents whose first language is not English. Informal gatherings are held where parents are given information and resources to help them support their children's learning.
25. The weekly newsletter provides parents with information on what is happening in school. Each term parents are given information outlining the work their children will be covering in lessons and curriculum focus events are sometimes held. Meetings each term give parents the opportunity to discuss their children's progress. Annual written reports are detailed and set targets for future learning. Most documents are in English, but the school arranges interpreters and translates documents where necessary, particularly when liaising with parents whose children also have special educational needs.
26. Visitors to the school and the visits pupils make to places of interest enhance pupils' learning, but the school is not making full use of what London has to offer. This is recognised by the new headteacher who has prepared plans for regular visits in the new school year. Links with the church are becoming stronger and the new vicar is looking to develop them further. There are frequent links with the local secondary school as well as with the local Beacon school, all aimed at improving learning. Pupils are helped to make a smooth transition to the next stage of their education and the arrangements are good for supporting vulnerable pupils when they transfer to secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and other key staff provide effective leadership and the school is managed well. Governance is also good.

Main strengths and weaknesses

- The headteacher provides a clear direction for the school and has focused staff on improving the quality of teaching and learning.
- The governing body is well organised and has a good structure to its operation that enables it to fulfil its role well.
- Management procedures enable the school to identify its strengths and to plan carefully for its improvement.
- The school is successful in meeting its commitment to ensuring that all pupils are included in all aspects of school life.

Commentary

27. The school has been through a difficult period since the last inspection of fluctuating pupil numbers, considerable staff changes and its identification as causing some concern to the local education authority. That it has emerged in a secure position is due to the leadership of the previous and current headteachers, as well as the support from the governing body. There is now a sharp focus on improving teaching and learning, as well as a commitment to meeting the complex needs of the pupils. Members of staff share this commitment and work well as a team. The changes instigated by the new headteacher are already starting to bear fruit, with improvements in several areas. Governors have valuable expertise to bring to their role. They have developed a good understanding of the school's characteristics and the action that is needed to secure further improvements. They have established a close and productive relationship with school staff and are appropriately challenging in the targets set for the headteacher and the school.
28. Subject leadership has suffered because of staffing changes over the past year. Interim arrangements have been needed in some cases and the headteacher has wisely made the core subjects a priority. This has enabled developments and improvements to be maintained in English, mathematics, science and the Reception year. The management of support for pupils with English as an additional language and for those from minority ethnic groups is good. There are satisfactory arrangements for managing special educational needs provision during the one term gap between post holders. Provision for pupils with more acute needs is managed well. Present staffing arrangements mean that some classes do not have enough classroom assistant support. Where additional classroom support is deployed it has a positive impact on learning.
29. Structures and procedures within the school ensure its smooth management and support the drive to improve teaching and raise levels of achievement. Rigorous processes have been introduced to monitor the work of staff so that strengths can be identified and this good practice shared. Where shortcomings have been identified, the support and guidance provided has been effective in securing improvements. The unsatisfactory lessons during the inspection were taught by new or temporary teachers, who are being given good support and advice by senior staff. The school has benefited considerably from support, advice and guidance from the local education authority and has also used the expertise of an Advanced Skills Teacher from a local school. Subject co-ordinators have played a key role in advising their colleagues. The formal procedures for managing the performance of staff are securely in place. The arrangements to remodel working practices by removing routine administrative burdens from teachers are well underway and nearing completion. A race equality policy is in place and carefully monitored.
30. School improvement planning is based on a secure identification of where action is needed. A

detailed analysis of test data is undertaken to identify patterns and any action that is needed. The outcomes of monitoring the work of the school are also fed carefully into this process. Priorities are much clearer in the current document than in the previous plan and governors have been suitably consulted at all stages. However, there is scope for governors to be more active in generating a longer-term strategic view of the school to inform annual improvement planning. Financial planning is used well to meet school needs while keeping a healthy contingency to enable the number of classes to remain constant during periods when pupil numbers fluctuate. This has led to quite a large carry-forward figure, which the school has plans to reduce by increasing new technology resources and creating better facilities for the disabled. Given the background of the pupils and the above average costs, the school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	649,105
Total expenditure	625,321
Expenditure per pupil	4,197

Balances (£)	
Balance from previous year	44,136
Balance carried forward to the next	67,920

31. It was a key issue at the last inspection to improve the quality of the accommodation. The site itself is extremely cramped and offers very limited scope for redesigning. However, as it currently stands it is not suitable as a building for education in the 21st century. It is a major barrier to the pupils' achievement and their well-being. This aspect apart, the sharp focus on improving teaching and the quality of leadership and management place the school in a secure position to improve further.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Provision for children in the Reception class is very good and is providing children with a stable start to their educational life. Children are admitted to the Reception class in September and in January. Very few have the benefit of any pre-school education and the majority speak English as a second language. Children enter the Reception class with overall attainment which is well below that which is typically found. The children, including those with particular needs and those for whom English is an additional language make good progress overall. They make very good progress in their personal, social and emotional development. Higher-attaining children attain the national goals for early learning for children of this age in most aspects of their learning.
33. Teaching is very well planned and takes very careful account of the children's needs. A wide range of appropriate activities is provided to develop children's learning in all aspects of the curriculum. There is an adequate range of resources in the classroom and in the outdoor area. However, because of the dual use of the space and the lack of storage facilities, there is no room for large wheeled toys. There is a safe and secure outdoor area attached to the Reception class. This area is used very well to support learning in all areas of the curriculum. Classroom accommodation is appropriate except that the toilets open directly into the teaching area. These toilets are also used by pupils in Year 1 and Year 2 at lunchtimes; they also have to use the outdoor area because of very limited play space in the main school playground. This provision is inadequate and the Reception class is constantly pervaded by an unpleasant smell.
34. The school has worked hard and with success to improve induction procedures. The home-school liaison officer and a learning support assistant now make home visits before the children enter school. This has had a very positive effect on developing the links that exist between home and school. The school is trying to extend this and offers visits to the Reception class during term time as well as consultation evenings. The co-ordinator is a very effective leader. Under her guidance, children are assessed regularly on a day-to-day basis and this information is used well to build up individual profiles of the children. The provision is evaluated regularly and outcomes inform further development in teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well because of the very good teaching and the high expectations of staff.
- Supportive relationships are established and as a result the children are confident and happy.
- Every opportunity is taken to enhance children's development, and most are likely to attain the national goals for early learning by the end of the Reception year.

Commentary

35. Achievement is very good and most children are likely to attain the national goals expected for their age. Children have very good attitudes to learning and their independence and self confidence are increasing. They work well in groups and take turns sensibly both in the classroom and in the outdoor area. There is a very good balance between teacher-led and child-initiated activities. Good strategies are in place to develop the children's understanding of right and wrong. Members of staff interact well with the children and, as a result, children enjoy

their learning experiences. They are very clear about routines within the classroom. The clear boundaries and the consistent role-models set by the adults ensure that the children know what is expected of them. They concentrate well, even when not directly supervised, and enjoy their learning. The supportive relationships within the classroom ensure that the children feel secure and seek help when required. The evident gains in learning in this area are as a direct result of the continual reinforcement of rules by the teacher and support staff, and by treating each other and the children with respect. Opportunities to enhance this aspect of their learning are never missed and this helps the children to succeed, as does the calm and purposeful ethos within the classroom.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching is very good; all members of staff take every opportunity to develop the children's language skills.
- The children make good progress from a very low base and higher-attaining children are likely to attain the national goals for their age in this area of learning.

Commentary

36. When children enter the Reception class, most have levels of English language development which are well below those expected for children of this age. Children achieve well because teaching is very good and assessment information is used well to plan tasks and activities. They make good progress although standards for most remain below those that are typical for children of their age. The children listen well and they respond to stories with real enthusiasm. The teacher and support staff take every opportunity to develop the children's vocabulary. They ask probing questions and the calm ethos within the classroom encourages children to listen to the contributions of others. The good relationships that exist mean that the children have the confidence to talk and are not embarrassed to correct their language.
37. Children enjoy books. Higher-attaining children read simple texts with confidence and will talk happily about the text. Most children make a very good attempt to write their name. There is a good emphasis on the recognition of sounds to help children learn to read and write. The introduction of a visual literacy programme to support early learning in this area has had a positive impact on the progress of the children. Higher-attaining children recognise many letter sounds. Children are given opportunities to practise their writing skills and to write freely. Higher-attaining children are beginning to write independently and can be heard sounding out key words. Progress is assessed regularly and plans adapted to meet individual needs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The wide range of activities support mathematical development and ensure that the children achieve well.
- A very good range of practical activities reinforce the children's learning enabling them to make good progress from their limited mathematical understanding on admission.
- The outdoor area is used particularly well to support learning in this area of the curriculum.

Commentary

38. Children enter the Reception class with a very low level of mathematical knowledge and their understanding of mathematical language is particularly weak. The teacher plans a very good range of activities to support their learning. In one very good lesson observed during the inspection all areas of the classroom and the outdoors had number-related activities available to the children. Good use was made of sand and water play to reinforce learning in number. A group working with the teacher were working with number bonds to ten. Because the relationships between the children and the teacher are so good, they work very hard and want to succeed. The whole session was fun and the children enjoyed their learning. Higher-attaining pupils made very good progress. In this lesson, a significant contribution was made by the support staff who worked closely with a child with particular needs ensuring that the child followed the lesson with understanding.
39. There are many examples of number around the classroom and staff use these well. Counting is used in other areas of their learning such as counting in stories. All these practical activities prepare the way well for future learning and are very appropriate for this stage of development, ensuring that children sustain interest and do not become bored. Higher-attaining children are on course to attain the national goals for early learning but most children remain below the typical standards for children of this age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

40. It was not possible to make an overall judgement of provision or standards. An examination of children's work indicates that opportunities are provided for them to have regular access to this aspect of learning. They make good progress over time and the outdoor area is used well to support their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children learn to evaluate each other's performance.
- Children do not have access to play with large-wheeled toys.

Commentary

41. One hall session was observed during the inspection in which the teaching was good. The children's achievement is good and most are likely to attain the national goals for children of this age by the end of the Reception year. The teacher has established a strong relationship with the children and the ethos in the lesson contributed to its success. They are encouraged by the teacher to see ways in which they can improve their physical skills. Opportunities to extend speaking and listening skills are used well. In the outdoor area, children have opportunities to move freely, but as storage space is very limited and the area has to be used at lunchtimes by two other classes, there are no large wheeled toys available for the children to further develop their gross motor skills. Children develop their manipulative skills well by handling scissors, brushes and small construction equipment.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good; there are many high quality activities available to children and this ensures that they make good progress.

Commentary

42. Children achieve well. Higher-attaining children are on course to attain the national goals for early learning in this area by the end of the Reception year and all children make good progress. An examination of teacher's planning indicates that the children have access to a full range of creative activities. These also promote a great deal of good quality language development. The role-play areas both inside the classroom and outside are used well by the children. They use brushes and paint with confidence and have regular access to this activity including in the outdoor area. No sessions where music was the focus were observed but children sing well in assemblies.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teachers promote good speaking and listening skills effectively and most pupils talk confidently.
- Writing is the weakest area of literacy and few pupils in Year 6 reach the expected standard.
- The recent visual literacy initiative resulted in a significant improvement in Year 5 pupils' written work; however, the heavy use of worksheets does not promote writing effectively in other subjects.
- Marking of written work does not always help pupils to improve.
- Lessons are interesting and pupils enjoy the texts which teachers choose.

Commentary

43. Results in the most recently reported national tests in 2003 at the end of Years 2 and 6 were well below the national average but compared much more favourably with similar schools. The progress made by Year 6 pupils over four years was well above average. Early indications are that the 2004 results are broadly similar. Writing is somewhat stronger than reading at the end of Year 2; however, in Year 6 relatively few pupils attain the expected standard in writing. Year 6 reading results, by contrast, are much better. However, overall standards are well below average throughout the school.
44. Speaking and listening skills are taught well and standards are close to the average. Teachers provide good role models, speaking clearly and listening carefully to what pupils have to say. In spite of difficulties with noise from the main road, all lessons include opportunities for pupils to answer questions and frequently there are times for paired and group discussions. Pupils are given time to express their views at length, and pupils' self-esteem is raised by knowing that others value their opinions. For example, Year 6 pupils were all absorbed in 'conscience alley' activity, expressing their views confidently in front of the class, and listening thoughtfully to different solutions to a dilemma. The many pupils whose first language is not English benefit particularly from this emphasis on speaking skills and they make good progress.

45. The school has already identified writing as an area of concern, and is beginning to have some success in raising standards. Improvement since the last inspection is satisfactory. Good subject leadership and management have involved all staff in considering pupils' learning styles. Year 5 pupils followed a visual literacy programme during the spring and there has been a substantial improvement in their end of year test scores. Pupils make good progress in writing during Years 1 and 2, where they learn to punctuate simple sentences and in spell common words correctly. There is scope in Year 2 for increasing the challenge for average and above average writers. The weekly diary account of their weekend is very repetitive. Marking of pupils' written work, particularly in Years 3 to 6 is inconsistent, and at times pupils are given little guidance on how to improve their work. Staff changes have affected progress in some classes. Teachers' expectations of presentation are not always high enough, and sometimes work is not marked.
46. Overall the quality of teaching is satisfactory as is the pupils' achievement. Teaching in Years 1 and 2 is good and is satisfactory overall in Years 3 to 6. Very good lessons were observed in Years 1 and 6. A significant strength of all lessons was the choice of the texts. Pupils' interest was skilfully captured and in some lessons teachers used props skilfully to bring stories to life. The teachers work hard to promote interest and pleasure in reading, and pupils are introduced to a good range of books and poetry.

Language and literacy across the curriculum

47. Pupils do not have enough planned opportunities to practise their writing skills. Heavy use of worksheets in science and in the humanities does not promote writing across the curriculum, particularly for older pupils. Pupils have occasional opportunities to use the internet for research, and have satisfactory access to reference books in the classrooms. The school has no space for a library for independent research. However, speaking and listening skills are promoted well in all subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average, but progress is generally good from the low attainment of pupils when they enter the school.
- Subject leadership gives a clear direction for development and bases planning on a sharp understanding of where improvement is needed.
- Problem-solving is a feature of activities in many lessons, but there is insufficient use of mathematical investigations particularly for potentially high attaining pupils.
- Teachers are successful at ensuring that the learning needs of all pupils are met.

Commentary

48. While test results have fluctuated in recent years, the trend at Year 2 has been improving, but had been falling slightly at Year 6 up to 2003. Results for both year groups were well below average in 2003, but compared more favourably with similar schools. The early indications are that results have improved in 2004, although they still represent well below average standards. However, comparisons with earlier assessment data show that the vast majority of pupils have made at least satisfactory progress by Year 6. There are no significant patterns to any variations either by gender or ethnicity from year to year.
49. Achievement is satisfactory overall. Many pupils enter the school after the Reception year, often with disrupted earlier schooling. Teachers and support staff are skilful at identifying their needs, settling them into classes and ensuring that they are able to participate in lessons. The

techniques they use for enabling pupils with English as an additional language to understand and achieve are particularly effective. For example, key vocabulary is explained, visual cues are used and questions carefully repeated. Learning support assistants are well deployed to guide, assist and encourage targeted pupils with the result that they participate with confidence. This enables pupils with special educational needs or English as an additional language to progress as well as others in their class. It is often the case that the longer the pupils with English as an additional language are in the school the more likely they are to be amongst the higher-attaining in each class. Carefully targeted questions, the high expectations of the most effective teachers and activities set at different levels of difficulty also ensure that potentially high attaining pupils are extended. Consequently, each class has pupils, in varying numbers, working at levels above the national average.

50. These teaching skills are backed up by planning and a lesson structure based firmly on national guidance. This is leading to good teaching and learning. Mental arithmetic sessions at the start of each lesson are used to sharpen skills and to focus the pupils on what is to come. Teachers explain clearly what the pupils are going to do, giving them a sense of purpose. Whole-class teaching is structured well so that the main points of new learning are clearly explained and the work to be undertaken is understood. Methods are varied so that practical activities and group work are undertaken. Pupils often have problems to solve, but there is comparatively limited use of investigations. The result is that the pupils do not readily apply their skills to unfamiliar situations and the higher-attaining pupils show limited imagination to look beyond the routine. Classroom computers are used to provide variety to the tasks undertaken, but these are not always closely aligned to the particular purpose of the lesson. In the most effective lessons, the teachers use review sessions at the end to evaluate carefully how successful pupils have been in meeting the aims. Assessment practice is developing well, but there is scope for pupils' progress to be tracked more carefully and sharper targets introduced to inform teachers' planning and to give pupils a clear picture of how to move their work to the next level. Marking is helpful in this respect. Homework is set regularly in older classes, but is often completing worksheets that are not seen again by parents who would like to be able to support their children more effectively.
51. The co-ordinator has held the post for only one year and also has another management role. However, leadership and management are very good. The work of staff is carefully monitored by a variety of methods and effective support and guidance provided where necessary. External support and advice has been sought from local education authority consultants, and the co-ordinator's skills as a leading mathematics teacher have been effectively deployed. There is a clear picture of the action to be undertaken and well prepared plans for future developments. Improvement since the last inspection is satisfactory. Standards are lower than those reported at the time, but the main shortcomings identified then have been tackled successfully or, in the case of assessment, are now receiving robust attention. There is a strong and shared commitment to improve achievement. This, along with the skills of the teachers, places the subject in a secure position to meet this aim.

Mathematics across the curriculum

52. The application of mathematics across the curriculum is satisfactory. Suitable opportunities are provided to apply and develop the pupils' mathematical skills in other subjects. For example, their skills in measuring and graph drawing enable them to make progress in subjects such as science, design and technology and geography. Pupils also have suitable data handling skills to support their learning in these subjects. However, there is not a consistent whole-school approach to the development and application of the pupils' mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The school has successfully focused on increasing opportunities for pupils to develop their investigative skills.
- Higher-attaining pupils are challenged, although there is over-dependence on worksheets in some classes.
- The subject is managed well, but the use of assessment data and the analysis of test results are underdeveloped.

Commentary

53. Standards are well below the national average at Years 2 and Year 6. In the 2003 tests, pupils in Year 6 achieved results that were well below the national average and very low when compared with similar schools; no pupils achieved the higher Level 5. Indications are that good progress is currently being made in Year 6 as a result of improved teaching and an increased focus on basing pupil learning on practical activities. Higher-attaining pupils are being challenged and indications are that this has resulted in a fair percentage of pupils achieving the higher Level 5 in the 2004 national tests. Year 6 pupils have made satisfactory progress since Year 2.
54. Teaching is good overall. As a result, the pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. Achievement is satisfactory across the school. Teachers provide a wide range of experiences across all aspects of the science curriculum, so that pupils are developing a broad range of knowledge and understanding relating to living things, physical processes and materials and their properties. There has been a heavy emphasis this year on developing the pupils' investigative skills and this is improving their scientific understanding. Teachers share learning objectives at the start of lessons so that pupils are clear about what they are expected to learn. Higher-attaining pupils are given extension tasks in most classes. Pupils' books show pupils making satisfactory progress in making predictions. In some classes, teachers depend on worksheets for pupils to record their findings. This results in missed opportunities to encourage pupils to present their work independently and attempt to explain their findings. More opportunities to draw their own diagrams and record their own findings would give pupils increased experience in developing their writing and presentational skills. Although standards remain well below national expectations in Year 2, pupils have made sound progress from a very low base particularly as for most of them, English is an additional language.
55. Language skills are promoted well by discussions between pupils about possible outcomes for their investigations such as in a Year 6 lesson when pupils were trying to determine which of three liquids was likely to be the least dense and float to the top. Currently, although new technology is used in some lessons it is not featured in teachers' planning. Greater use of the computer facilities available would enhance learning in the subject.
56. The subject is well led and managed and has secured satisfactory improvement since the last inspection. There is a clear understanding of the strengths and weaknesses in the subject and appropriate plans for improvement. The focus on developing pupils' investigative skills is proving effective. Arrangements for assessing the pupils' work are underdeveloped. Marking in some classes is good with useful comments to help pupils improve, but this is not consistent throughout the school. The school is beginning to analyse test results and use the information from this analysis to set class targets; however, this is not linked to a rigorous process of target-setting. The co-ordinator monitors teaching and learning on a regular basis both through classroom observation, checking books and teacher planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in part because pupils have limited access to new technology.
- Teachers use the interactive whiteboards where available and classroom computers to make their lessons more interesting.

Commentary

57. The school has a reasonable level of computer and other information and communication technology resources. However, they are of varying ages and are not fully utilised because of their layout within the school. For example, the new suite of five computers can only be used by small groups when accompanied by an adult. Learning support assistants are only occasionally deployed to enable this to happen. Consequently, most teaching and learning of information and communication technology skills takes place around the small number of classroom computers. This severely limits the possibility for the pupils to have lengthy sessions where they can work individually or in pairs to practise and sharpen their skills. Much of the work undertaken by pupils has to be paper-based. An example of this was seen in Year 6; pupils worked in three groups of four to produce multi-media presentations while the remainder undertook a similar activity on paper. There was a wide variation in the skill levels and participation within and between the groups. The higher-attaining pupils dominated, leaving others limited scope to develop their own skills. The difficulty caused by the limited access to computers was also seen in a lesson using sensors to monitor sound levels caused by different instruments. The lesson was led by the teacher with few pupils being able to participate in any great depth. The remainder became bored and restless and limited learning occurred as a result.
58. Leadership and management are satisfactory, as is the improvement since the last inspection. Work has been undertaken to move provision forward over the course of the last year. The co-ordinator is providing a reasonable direction for the subject, but has only limited time to monitor the work of staff and provide support and guidance. Lesson planning now follows national guidance. Basic software and other resources are of a level that enables National Curriculum requirements to be met. Given the limited access to new technology, teachers try to develop skills in sessions of direct teaching as well as through other subjects. Teaching and learning are satisfactory as is the pupils' achievement. Work on display in classrooms and class folders shows that this results in the satisfactory development of the pupils' skills from year to year. However, this is not sufficiently rapid to raise standards from below average throughout the school.

Information and communication technology across the curriculum

59. The school currently has two interactive whiteboards with more planned. These are used reasonably effectively to make lessons more interesting, but there is scope for pupils to be more engaged in their use. Opportunities are provided for the pupils to apply their skills to support learning in other subjects such as by using art software or by word-processing their work in a variety of subjects. Year 6 pupils also apply a wide variety of skills when producing multi-media presentations linked to work about endangered species. In spite of these examples, there is scope for clearer planning in all subjects to ensure that the pupils have the opportunity to apply and develop their skills further.

HUMANITIES

60. It was not possible to make a judgement on overall provision in any of the subjects in the humanities. These subjects were not part of the inspection focus and were only sampled. One history and two geography lessons were observed; pupils' work was sampled along with teachers' planning. Planning shows that the full range of the National Curriculum programmes of study is covered. Religious education was part of a denominational inspection and is reported separately.
61. Pupils' books show relatively little written or recorded work in some year groups in **geography**. There is a little good written work by some Year 6 pupils on mountains and volcanoes, but no indication of practical activities. Coverage of some topics is sparse during Years 3 to 6 and there is limited evidence of map-work or graphs. Worksheets are used too frequently, and pupils are often not encouraged to write at any length. However, literacy was promoted well in a Year 6 lesson, where pupils wrote a newspaper account about Alaska. Year 2 pupils have used reference books well to research Bournemouth, and lower ability pupils had full access to this activity because they were given good support. In Year 1, the teacher encouraged pupils' speaking and listening skills in a well-prepared lesson about the seaside. Pupils questioned a visitor and enjoyed handling items such as shells.
62. Pupils' **history** books also contain limited evidence of written work, particularly in Years 3 to 5. Again worksheets are used too frequently, and pupils are not encouraged to write at length. There is little evidence of any work being covered in depth in some classes, although there was a good display in the Year 4 class on World War 2. Pupils had a good opportunity to write about their own heritage during Black History week. This was a good contribution to their personal development. Pupils in Year 2 had good opportunities to use their reference skills as they researched past and present seaside holidays.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. None of the subjects in this area was inspected in depth. It was not possible to observe sufficient lessons in art and design and design and technology. Pupils' work was sampled in each of these subjects. Two lessons were observed in music, these and observations in assemblies were used to support the judgements on teaching and standards. One full session and one part session were also observed in physical education.
64. In **art and design**, standards are average in Years 2 and 6. No lessons were seen. Observation of work on display indicates that the curriculum is well planned. The school building does not lend itself to display; however, teachers make the most of the available space and displays are well presented. Displays reflect the wide range of cultures within the school. There is evidence of satisfactory progression in knowledge, skills and understanding in the subject. Pupils are introduced to a variety of skills, techniques and materials. The work of artists such as Paul Klee is used to support learning in the subject. The subject is used to support learning in other subjects such as history and science.
65. In **design and technology**, two lessons were observed. A good lesson was observed in Year 4. The teacher read the story of '*Handa's Surprise*', following which the pupils planned how to make a fruit salad. This lesson was particularly effective in helping pupils with English as an additional language to identify the names of fruits. Support for a pupil with special educational needs was also good. Although standards are below those expected for pupils of this age, learning in the lesson was good. An examination of work around the school indicates that there is satisfactory coverage of the curriculum and pupils make satisfactory progress in their acquisition of the skills and techniques required in the subject.
66. In **music**, standards in Year 1 are in line with those expected. The standard of singing in assemblies and the pupil response to the music played as they come in and go out from these indicate that by the end of Year 6, standards in these aspects of music are average. No firm

overall judgements on teaching and learning can be made on the evidence seen. Two lessons taken by a music specialist were observed during the inspection. One in Year 1 was satisfactory, the teacher had planned the lesson well to meet the needs of the class and the pupils responded well to the lesson. They were disciplined in their use of instruments and demonstrated a growing understanding of the different ways you can use instruments and know that their voice can also be used as an instrument. In a mixed Year 3 and 4 class, teaching was unsatisfactory. The pupils did not respond well and little learning took place. The lesson did not meet its objectives because too much time was taken with managing behaviour and little learning took place. On the limited evidence seen, pupils' progress and achievement in the subject is satisfactory. Music is used well in assemblies and provision is made to increase pupil awareness of music as they enter and leave the hall. Currently, there is no co-ordinator for the subject and limited extra curricular opportunities in the subject. Assessment processes are underdeveloped. The appointment of a new music specialist and a member of staff who is also a music specialist should support learning in the subject. The school has identified the subject as a focus for improvement.

67. The very poor facilities for **physical education** and the time allocation of only one hour each week are not enabling all aspects of the subject to be taught to sufficient depth. This problem was highlighted at the last inspection. Only one full session was observed. This was a well taught dance lesson in Year 2. The lesson was structured well and progress benefited considerably from the pupils' perseverance and the purposeful atmosphere generated by the teacher. The quality of the dances produced improved considerably as the lesson progressed. A further brief Year 5 basketball session was observed on the very small playground. Although only 10 pupils were involved, the space was still too restricted. The pupils tried hard to develop chest passing techniques.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. No discrete lessons were observed in this area. Much of the school's provision is through the effective daily assemblies, the pupil parliament and direct teaching where matters are dealt with as they arise. There is a weekly lesson for each class that follows a rolling programme including sex education and drugs awareness. The school is currently reviewing how best to teach sex education; a particularly sensitive issue in a school with many Muslim children. One innovation has been the introduction of circle time through the work of the learning mentor. This is when pupils take turns to share their thoughts and discuss particular matters that might be affecting their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).