

# INSPECTION REPORT

## ST PETER'S CE PRIMARY SCHOOL

Paddington

LEA area: Westminster

Unique reference number: 101139

Acting headteacher: Mr Leigh Wolmarans

Lead inspector: Mrs Christine Huard

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 257943

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 – 11
Gender of pupils:	Mixed
Number on roll:	190
School address:	Chippenham Mews Paddington London
Postcode:	W9 2AN
Telephone number:	(0207) 641 4385
Fax number:	(0207) 641 4318
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Kitchen
Date of previous inspection:	15 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

St Peter's CE School is situated just off the Harrow Road in Paddington. It is part of the Westminster Education Action Zone. It caters for pupils between the ages of four and eleven and nearly all attend from the local area. Children are from a wide range of social backgrounds and the majority live in local authority or housing association flats and houses surrounding the school. The school is full and heavily over-subscribed. There are 190 pupils on roll and slightly more boys than girls, evenly spread amongst the classes. Children join the Reception class in the year they are five, with the oldest starting in September and the rest of the intake beginning in January. Most children have had some sort of pre-school experience and are well prepared for school. When they join the school, attainment is across a wide range but is broadly average. The population is very stable and in the last year, only four pupils left and four joined the school. A high percentage of pupils, about 72 per cent, come from ethnic minority groups, with 123 pupils receiving some support with learning English. The main ethnic groups represented in the school are mixed heritage and Black Caribbean, Asian and Bangladeshi. Forty three per cent of pupils are eligible for free school meals, which is well above the national average. About 26 per cent of pupils have been identified as having special educational needs or are on the school's concern register, which is above average. Three pupils - about one per cent - have statements of special educational need; this is about average. These statements relate to pupils with Down's Syndrome and moderate learning and physical difficulties. Extra support is provided for pupils who have difficulties with learning. The school has received achievement awards for the last three years from the Department of Education and Skills, and has also been awarded the Gold Activemark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	The Foundation Stage, science, art and design, design and technology, music.
9173	Mrs Sarah McDermott	Lay inspector	
26232	Mr Christopher Grove	Team inspector	Mathematics, information and communication technology (ICT), physical education, special educational needs.
21171	Mrs Sally Handford	Team inspector	English, geography, history, English as an additional language.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Peter's provides a very good education for its pupils.** Standards are above average in nearly all areas of the curriculum and well above average in English and mathematics. Pupils make very good progress and achieve very well in relation to their capabilities. The quality of teaching and learning is very good overall. The leadership and management of the school are very good, with a rigorous and tireless quest for further improvement. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher and the highly positive ethos of the school.
- Well above average standards in English and mathematics and above average standards in art and design, design and technology, information and communication technology (ICT), physical education and science.
- High quality teaching which enables pupils to learn effectively and achieve very well.
- Very good provision for pupils in the Reception class.
- The staff value all pupils as individuals and provide good support for pupils with English as an additional language, special educational needs and those who are gifted and talented.
- The excellent attitudes and very good relationships between the pupils. Their very good spiritual, moral, social and cultural development.
- The broad curriculum which is enriched by a wide variety of visits and visitors as well as a very good range of extra-curricular activities.
- The deployment of the support teacher for English as an additional language could be more effective.
- Currently there is no play area specially designated for the children in the Reception class.

The school was last inspected in June 1998. It was found to be a very good school and no key issues for development were identified at that time. However, the school has not been complacent since that time and has ceaselessly looked for ways in which its provision could be improved. The school's ethos is based firmly on its status as a Church school – but embracing within this a respect and tolerance for all faiths and cultures. Its main foci for improvement have been the development of ICT and the maintenance of high standards. The governing body has become considerably more focused since the last inspection and takes its role as a 'critical friend' very seriously.

### STANDARDS ACHIEVED

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

Children in the Reception class achieve well and nearly all meet, and some exceed, the Early Learning Goals<sup>1</sup> by the time they move into Year 1.

**Pupils in Years 1 and 2 achieve well.** Standards in tests at the end of Year 2 were above those seen nationally in reading and writing and in line with those in mathematics. The inspection findings confirm that standards are above average in reading, writing and mathematics.

<sup>1</sup> The Early learning refer to the six areas of learning covered by pupils in the Reception class.

The results of tests at the end of Year 6 showed standards to be well above average in English and mathematics and average in science. The same percentage of pupils reached the nationally expected levels in science as in mathematics and all pupils achieved very well. However, there were pupils with complex special educational needs in the year group who, although they achieved very well given their capabilities, did not reach the national average in any of the three tests. From examining pupils' work, inspectors found that standards in Years 3 to 6 are well above average in English and mathematics and above average in science. Work in information and communication technology is good and standards are above those expected

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** They love coming to school and have a real zest for learning. Pupils concentrate and persevere in lessons. They behave very well and have very good relationships with each other and adults. Their spiritual, moral, social and cultural development are very good and they have a very good awareness of the cultural diversity of the society in which they are growing up.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is very good.**

**The overall quality of teaching is very good.** Children in the Reception class receive a very good start to their education. Teaching is consistently good and often very good and is focused on initially developing personal social skills in order that children can be more involved in their learning. In the rest of the school, teachers plan very carefully, lessons are very well structured and the pace is very good. Teachers question pupils skilfully to ensure that they understand and gain from what they are being taught and encourage them to discuss problems amongst themselves. This is developing pupils' independent learning skills very well. Support staff are well deployed by teachers and are highly effective in assisting pupils' learning. The teaching of pupils with special educational needs is good. Teaching for pupils with English as an additional language is good and care is taken to ensure they understand and can fully participate in all lesson. Occasionally, however, the teacher is expected to support pupils with special needs and English as an additional language together and this is not so effective.

Pupils' excellent attitudes to their work assist their learning, they are highly attentive and inquisitive and behaviour is very good. They are very keen to learn and persevere well in class. Gifted and talented pupils benefit from challenging tasks well matched to their abilities.

The school offers a broad curriculum, and a wide range of visits and visitors enriches pupils' learning. The very good range of extra-curricular activities enhances this further. Accommodation is sound and used very well. However, there is no specific play area for the children in the Reception class and this is a weakness.

There is very good provision for the care and welfare of the pupils. The school works very closely and highly effectively with parents and the local community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The acting headteacher has shown that although he is in an acting capacity he is still clearly focused on what he wants the school to achieve, and has very high - but realistic - aspirations for pupils' academic and social development. Changes in staffing over the past two years have been effected with minimum disruption to the teaching and learning of the pupils because procedures for the running of the school are highly secure. There is a positive emphasis on improvement, which is pursued relentlessly by the headteacher and staff alike. Actions taken are rigorously monitored to ensure success and adjustments and amendments are made where necessary. Subject co-ordinators manage their subjects well and monitor planning, lessons and work appropriately. The school values all pupils equally as individuals and its aims and values are firmly embedded in the school and are firmly adhered to. The involvement of the governors has changed perceptibly over the last few years. They

now not only provide very good support for the headteacher and staff but also challenge the school appropriately and are fully involved in the school's strategic development. Spending is appropriately focused on actions taken to raise standards.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very pleased with the work of school and they are very happy with its ethos, aims and values. They talk about the joy of coming into the school. The pupils, equally, do enjoy their school. They have a highly effective school council and their views are canvassed regularly and taken into account. They say they are expected to work hard and behave well. In general, they enjoy their lessons and think they have very good relationships with their teachers.

## **IMPROVEMENTS NEEDED**

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

- Review the deployment of the teacher for English as an additional language to ensure her time is used in the best way possible.
- Provide a designated play area for the children under five – this is particularly important during the lunch break when the whole school is put at play together.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is very good and has improved over the past year. Standards are well above average in English and mathematics and above average in ICT and science.

#### Main strengths and weaknesses

- Achievement is very good for all pupils because of the very good systems the school has in place to assess and track the progress of all pupils.
- Standards in English and mathematics are consistently high throughout the school.
- Standards in ICT, science, art and design, design and technology and physical education are all above average.
- Children in the Reception class achieve well overall.

#### Commentary

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

Standards in:	School results	National results
reading	16.3 (16.4)	15.7 (15.8)
writing	15.8 (14.3)	14.6 (14.4)
mathematics	16.7 (16.5)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	28.9 (28.1)	26.8 (27.0)
mathematics	28.9 (28.9)	26.8 (26.7)
science	28.4 (28.7)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

1. Standards attained by pupils at St Peter's are consistently high. Although documentation shows that the trend in improvement is below the national norm, this is because the school welcomes all pupils and accepts some with severe learning difficulties. In a relatively small group of pupils this is, inevitably, reflected in the overall results. In the group of pupils taking the national tests last summer, this was true of three pupils, two of whom had statements of special educational need. As a result, although all three pupils achieved highly given their difficulties, they did not reach the national average in any of the tests. This meant that although the school's results were rated as well above average in English and mathematics, in science, where more pupils generally manage to achieve the nationally expected level, the school's overall performance was shown to have fallen. The school sets challenging targets for its own future development. The targets set for this year were exceeded in English, although not quite met in mathematics. However, the percentage of pupils achieving the higher Level 5 exceeded expectations. Targets for results in 2004 have been raised and are very challenging. However, with the stimulating and exciting teaching the pupils receive and the level of achievement already seen this term, the targets should be attainable.
2. The school successfully maintains high standards for all pupils because of the consistent and regular assessment and tracking of pupils' achievement. These very good systems enable staff

to closely monitor the progress of the pupils in their class and compare performance and achievement because of the consistent way in which records are kept. This has a positive effect on standards because teachers can ensure that pupils' needs are met in all areas. After the results in 2002 showed that results in English had fallen, the school undertook a more than usually rigorous analysis to try and discover the reasons for this. As a result, there has been a whole-school focus on writing, which had positive results, not only in the test results achieved this summer, but also in the quality of pupils' work throughout the school.

3. Children in the Foundation Stage enter the school with a wide range of capabilities, although overall, these are broadly average. A few pupils enter with below average levels of literacy and numeracy and restricted knowledge and understanding of the world about them. Children settle quickly and are already achieving well, particularly in the areas of personal, social and emotional development, communication, language and literacy, numeracy, and knowledge and understanding of the world. They are achieving satisfactorily in physical development. Careful ongoing assessments ensure that tasks set are clearly matched to each child's capabilities and the support provided by the classroom assistant is of high quality. The assessments made of the current Year 1 pupils show that they made good progress during their Reception Year and most met the expected goals for their ages.
4. As at the end of Year 6, assessments at the end of Year 2 are affected by the number of pupils with special educational needs. However, the 2003 results are still shown to be above average in reading and writing, average in mathematics and well above average in science. When compared to pupils in similar schools, the results are well above average in reading, very high and in the top five per cent for writing, and well above average in mathematics. Standards at the end of Year 2 are generally well above average in English and mathematics. The main reasons for the high standards are that lessons are well structured and pupils achieve well because each lesson builds carefully on the one before, and on the learning by each pupil. Standards in speaking and listening and reading and writing are all well above average, although a few pupils have difficulty reaching the higher levels in reading. In mathematics, the curriculum is varied and covers all areas of the curriculum thoroughly. Pupils are encouraged to solve problems, and their independent learning skills are well developed through short sharp opportunities to confer with their peers. Standards in science are above average. The curriculum for younger pupils is firmly built around investigative work and from an early stage, pupils learn to set up experiments and devise a fair test.
5. This very good broad learning continues into Years 3 to 6. At the end of Year 6, standards in English are well above average. Pupils' writing is of a very good quality and the examination of pupils' work shows how it develops as they move through the school. They write for a wide variety of audiences, read a wide range of genres and have ample opportunities to develop their speaking and listening skills through classroom debate and informal reporting back of work carried out. In mathematics, standards at the end of Year 6 are well above average. The curriculum is carefully structured, building on previous learning. Teachers carefully identify on a day-to-day basis what topics require further reinforcement or extension and appropriately adapt their planning. This means that pupils are enabled to perform to their optimum potential. Standards in science at the end of Year 6 are above average. Careful analysis of results in 2002 confirmed that work needed to be much more closely matched to pupils' individual needs. This is now happening and standards throughout the school have improved.
6. Standards in ICT are above average and the school is gaining considerable benefit from recently-installed technology such as the computer suite and interactive whiteboards. Pupils achieve well in this area because they have ample opportunity to learn and experiment with new skills, which are competently and confidently taught. Standards in art and design are above average, as are those in design and technology and physical education.
7. The performance of pupils from ethnic minorities and those for whom English is an additional language is monitored carefully. This shows that they achieve as well as other pupils. Pupils with special educational needs are achieving very well overall because work is effectively

matched to their needs. Pupils who have been identified by the school as being especially gifted and talented in particular areas of the curriculum are provided with tasks which appropriately challenge them enabling them, to achieve very well.

### **Pupils' attitudes, values and other personal qualities**

Attendance is satisfactory. Pupils' attitudes towards their work and other people are excellent and their behaviour is very good. Their spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Pupils are very well behaved at all times.
- There is no bullying, racism or sexism.
- Pupils' attitudes to school and to work are excellent.
- Provision for pupils' personal development, is very good.

### **Commentary**

8. The high quality of pupils' attitudes, behaviour and personal development has been maintained since the last inspection. Pupils' behaviour in the playground and around the school is very good. The school has a particularly calm and orderly atmosphere and has set high expectations for pupils' self-control. Children respond very well to this at all times, whether they are at work or at play. The tone is set from the outset of the day as soon as the morning bell is rung. Pupils form orderly lines and enter their classrooms quietly and sensibly for registration. The school has a good and consistently applied system of rewards and sanctions, and good behaviour is further reinforced by a system of behaviour 'Oscars'.
9. Racist or sexist behaviour is not tolerated, and parents strongly endorsed this at the parents' meeting. Pupils report no incidents of harassment or bullying, and, when asked about it, showed a degree of surprise at the thought of it. Parents remark on how happy their children are to come to school, and, because of the range of tasks they are expected to perform around the school, believe they are being helped to become mature and responsible.
10. Pupils' attitudes to work are excellent. Teachers enjoy secure caring relationships with their pupils. Positive attitudes towards work are successfully promoted because the teachers play their part in making learning enjoyable and interesting. As a result, pupils listen attentively and concentrate very well in lessons. Pupils are very enthusiastic about the school and about their work. They respond positively in discussions and apply themselves very well when working independently and when collaborating as part of a group in practical and written work. In whole-class sessions at the end of lessons, concentration levels remain very high as pupils report back on what they have achieved.
11. Overall, the school promotes pupils' spiritual, moral, social and cultural development very well. The aims and values of the school are firmly embedded in its Christian ethos. However, the school is totally open towards the other faiths represented in its community. In lessons, teachers value the contributions that individual pupils make, thus developing self-esteem and self-respect. Spiritual awareness and self-knowledge are very well promoted in assemblies as well as in lessons, where pupils are encouraged to explore, research and make discoveries for themselves. Pupils' levels of moral awareness are very good as result of the school's very high expectations about behaviour towards others. The school rules are discussed and shared. They enable pupils to understand what living and working together in a community entails. Circle time<sup>2</sup> is used effectively to promote moral principles and allows pupils to explore the rights and wrongs of a range of situations.

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<sup>2</sup> Circle time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

12. The school's excellent ethos helps pupils to relate well to one another and to co-operate easily in lessons, for example in paired work in the ICT suite. The school council, embracing pupils of all ages, provides a forum for sharing opinions and views about the school and its development. The school encourages pupils to explore, become familiar with, and to celebrate the many different cultures represented in the school. The school participates in a range of events which support and promote the arts, embracing Western and other cultures. For example, the pupils design and wear costumes for Carnival each year. The school promotes well the cultural diversity of which it is itself a part and prepares pupils very well for growing up in a culturally diverse society.
13. Reception children are supported very well in their personal, social and emotional development and the majority will reach, and some may exceed, the expected goals.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	6.3%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.5%

14. Attendance at the school is satisfactory, and the level of unauthorised absence is extremely low. Punctuality is good. The school monitors attendance scrupulously and is working hard with the appropriate authorities and the parents to improve this further. Some parents take children on extended visits abroad during school terms. This means that the school rate of authorised absence is higher than the national rate. The school tries to minimise this by requiring formal applications for holiday absence and noting attendance on annual reports.

## Exclusions

There were no exclusions in the last year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good overall. The school offers a broad curriculum which is well supported by a wide range of visits and extra-curricular activities. The very strong ethos ensures that very good care, support and guidance are provided for all pupils. The school has established strong links with parents, partner schools and the local community and these have a positive impact on the learning of the pupils.

## Teaching and learning

The quality of teaching and learning is very good overall. Assessment is also very good.

## Main strengths and weaknesses

- Teachers are very confident and have very good knowledge of their subjects and how to use resources most effectively to reinforce this.
- Planning is very good and ensures that in nearly all lessons, all pupils are provided for whatever their capabilities.
- Lessons are conducted at a good pace, and teachers have very high expectations of their pupils and challenge them well.
- Pupils learn effectively because they are interested in their work and are inspired by their teachers.

- Assessment is used very well to help track pupils' learning and ensures that work is carefully matched to their needs.
- At present, the teacher supporting pupils for whom English is an additional language, and those with special needs, is sometimes deployed to help both groups during lessons. This arrangement is not always effective.

## Commentary

15. The very good quality of teaching has been maintained since the previous inspection. Teaching is lively, vibrant and inspires the pupils to learn. The teachers are very confident, innovative and willing to embrace new ideas and initiatives and use them to good effect. For example, the school has very recently had interactive white boards installed in most of its classes. The staff have quickly become familiar with these and use them very well. This means they can call on a variety of sources during a lesson to make it more interesting for the pupils. For example, in a history lesson in Year 4, in the introductory session, pupils were comparing working life in Victorian times with those of today. To help them understand why children were employed, the teacher had some literature for them to read from Internet material, as well as a short video clip. They had the opportunity to discuss amongst themselves so that they fully understood Victorian working practices for children. Teachers' subject knowledge is good. This enables them to confidently answer pupils' questions and they ensure that pupils understand terminology and concepts. This confidence ensures that pupils learn effectively because teachers think round a problem for themselves before putting it to the pupils. For example, in a science lesson in Year 5, the teacher wanted pupils to be able to fully understand how sounds were made and transmitted and she provided tasks which enable pupils not only to hear how this occurred but also to see and feel how this happened. The tasks fascinated the pupils, and although the potential was present for chaos and cacophony, the pupils worked enthusiastically, with great enjoyment and with excellent attitudes. The quality of learning was very good and pupils could explain what they were discovering as the lesson progressed.
16. Teachers' planning is very good. The structure of lessons is consistent throughout the school and is common to all classes. Resources are always well prepared and ready to hand. Teachers know exactly what they want their pupils to learn and share this with them. The introductory sessions are full of open-ended questions, encouraging pupils to think and solve problems for themselves. Where explanations are required, they are very clear, and again backed up by questions to ensure understanding. The introductory session was never, in any lessons observed, longer than 20 minutes, which ensured that pupils' concentration and interest were sustained. Tasks are carefully prepared and may involve group discussion and group or individual research. Skills are taught well in English, mathematics and ICT to ensure that the pupils have the means to carry out research for themselves. The feedback sessions at the end of the lessons were highly effective, recounting what pupils had learned and, on occasions, establishing where pupils were not totally confident. This very good self-assessment fed into the overall assessment of the lesson and influenced the planning for the next lesson.
17. Lessons were all conducted at a good pace. Time did not drag. Questioning was precise and often related to learning in other areas, which established natural links between subjects. For example, in a Year 2 literacy lesson, pupils were exploring how they could identify features about the plot of a story from the cover, blurb and illustrations. The questions focused very well on the key elements of storybooks. The 'big book' selected linked in well with the theme of the personal, social and health education (PSHE) lesson and pupils used advanced vocabulary to describe feelings such as 'nervous' and 'indifferent'.

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (7%)	11 (38%)	12 (41%)	4 (14%)	0 (0%)	0 (0%)	0 (0%)

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

18. Pupils learn very effectively and achieve very well partly because they are being taught the right thing at the right time. The methods of assessment employed by the school are highly effective without being unduly complicated. There are effective systems which track pupils' achievements over time and in all subjects. This ensures that if any changes are identified, they are fully investigated. The school carries out a range of formal assessments which enables it to keep an eye on the 'big picture' throughout the school. In addition, a range of assessments are carried out on a half-termly basis to assess pupils' progress and achievement in all subjects. These identify exactly what has been covered and pupils' levels of understanding. Because they are so comprehensive and follow pupils through the school, it ensures that the next time the topic is covered, class teachers know exactly the point at which to start. On a short-term basis, marking is helpful and informative to pupils. Self-assessment takes place at the end of each lesson and pupils readily admit when they have not fully understood a concept or idea. The feedback from self-assessment and marking, which is regularly and conscientiously carried out, feeds into planning which is amended as necessary on a day-by-day basis.
19. Lower-attaining pupils and those who have individual education plans are well supported in their learning by teaching assistants. Steps in learning are carefully identified and teachers and teaching assistants effectively match work to the needs of these pupils. Pupils who have been identified as gifted and talented are well provided for and are given additional tasks and problems to solve in the areas in which they are particularly proficient.
20. The very good practice in the school which ensures pupils build up their basic skills in a systematic way helps all pupils, especially those from ethnic minority groups and pupils for whom English is an additional language, achieve well. Teachers are mainly sensitive to their needs and take care to include them and encourage them to participate. There are a small number of pupils for whom English is an additional language in Years 1 and 2 who are in the earlier stages of acquiring English. The specialist support teacher understands their needs very well, but support is only satisfactory in some classes because of the way it is organised. This sometimes groups pupils at an early stage of learning English together with pupils with special educational needs, who have different needs, and so the language needs of these early learners are not so well met.

## **The curriculum**

Curriculum provision throughout the school is good. It is broad and balanced and meets statutory requirements. The school plans well for developments in the curriculum. Staff are well qualified and have a secure knowledge of the curriculum and the needs of pupils. The school meets the needs of all its pupils. Provision for pupils with special educational needs is good and pupils with English as an additional language are given full access and achieve as well as other pupils. Accommodation is satisfactory and resources are good and used well.

## **Main strengths and weaknesses**

- The promotion of pupils' personal development and teaching of basic skills is central to the school's ethos.
- Pupils' learning is enriched by a very good range of extra-curricular opportunities
- Pupils are effectively prepared for the next stages of their education.
- Pupils with special educational needs and those for whom English is an additional language are well provided for.
- Support for pupils in the early stages of acquiring English is not always effective when pupils are taught with children with special educational needs.
- There is no secure play area for children in the Reception class.

## **Commentary**

21. The strength of the curriculum has been maintained since the previous inspection. The school ethos, which values all pupils, provides well for pupils' personal development, so that their behaviour is good and their attitudes are very positive. This helps them to learn well. Teachers have a secure knowledge of the curriculum and have high expectations, so that pupils achieve well. Literacy and numeracy skills are built on systematically. The consistent approach prepares pupils very well for their next stage of education. Health education, which includes sex and relationships and drugs education for older pupils, is well provided for.
22. The school provides pupils with a very good range of additional learning opportunities which are open to all pupils, including the youngest children. Sports coaching helps pupils improve their skills, as do visits to local sports centres. Their enjoyment of curriculum topics is greatly enhanced by the contribution of artists and theatre groups, as well as visits to local places of interest, museums and galleries. Pupils really value the opportunities they are given to contribute to their school community through the school council and in their classes and as members of "House" groups.
23. The school takes care to ensure that it provides for all pupils, and gives them the chance to develop their full potential. Pupils are identified for their special gifts and talents and provided with opportunities to develop these. Provision for pupils with special educational needs is good. They follow the same curriculum as other pupils, and the tasks set for them are appropriate and are well matched to their needs. Staff are receiving appropriate training to enable them to understand more about the specific need of pupils with Down's Syndrome so that they receive the best possible provision.
24. Pupils for whom English is an additional language achieve as well as other pupils and many are found among the higher-achieving pupils. Those who are still acquiring English proficiency are mainly found among the younger pupils. The specialist teacher provides good support. However, when support is combined with support for special educational needs pupils, this sometimes does not meet the language needs of pupils for whom English is an additional language so well.
25. The school makes the best use of limited accommodation. For example, pupils are taught playground games so that they play safely and productively in the small play area. However, the lack of a secure area where children in the Reception class can play limits their opportunities for physical and social development. Resources are good and enable the curriculum to be taught effectively.

### **Care, guidance and support**

The provision made for the care, welfare, health and safety of pupils is very good. Very good support and guidance is available for all pupils. The pupils have excellent involvement in the work of the school.

### **Main strengths and weaknesses**

- There are very good relationships between staff and pupils.
- There are very good procedures to ensure health and safety both on and off site.
- Playtimes are very well monitored, with plenty of stimulating activities to keep all occupied.
- All pupils are carefully tracked to ensure they achieve well.
- Pupils are fully consulted in the running of the school.

### **Commentary**

26. Over time, the school has established a reputation for valuing all pupils equally as individuals. In order to help them become familiar with the school, children from the local nurseries and pre-schools visit St Peter's as part of the induction process before transferring into the Reception class. All members of the school community show care and concern for each other and adults working in the school know and value the pupils. The great majority of pupils feel there is

someone they can go to for help and support, and they say they feel secure and happy at school. Support staff, midday supervisors and outside agencies work alongside teachers so that all adults working in school make significant contributions to raising pupils' self-esteem and encouraging independence.

27. Great care is taken to ensure that all health and safety procedures are established and followed. The school and playground are meticulously checked on a regular basis and very good records are kept. All staff are fully conversant with child protection procedures and refresher courses take place regularly to ensure they are updated.
28. The achievements of all pupils are carefully tracked as they move for through the school. This includes personal and social development as well as academic development. Pupils with special educational needs and those in public care have targets which are carefully tracked to ensure that the right support is being provided and progress is made. The specialist teacher for English as an additional language maintains good records and assesses the pupils' acquisition of English carefully.
29. Pupils are fully involved in many aspects of the running of the school. The school council has representatives from all year groups including the Reception class. This successfully brings about improvements to school life. The school values their views on issues such as playground equipment, giving them a budget and implementing their suggestions. Regular surveys identify concerns, which are acted upon and fed back on, and pupils are fully involved in the monitoring of playground games and behaviour at lunch and playtimes and in carrying out a number of tasks around the school.

### **Partnership with parents, other schools and the community**

The school has very good links with parents and the local community. The school's links with other schools are very good.

### **Main strengths and weaknesses**

- The school encourages parents to become involved in the life of the school.
- Strong links have been established with the local community.

### **Commentary**

30. The school is committed to reaching out to parents and making them feel welcome in school. It has maintained the good relationships identified at the last inspection. The parents' responses to Ofsted questionnaires were very positive about all the aspects of school life. They feel that the school is very well led and managed and find that staff are approachable if the parents have any worries or problems. The school conducts annual surveys of parents and appropriately acts on their concerns. Parents are provided with very good information about the school through a variety of sources such as regular newsletters and the prospectus. Signs around the school and important letters are translated where necessary. The pupils' annual reports are of high quality and contain clear targets about how pupils can improve their work, as well as reviewing the progress made against targets set the previous year.
31. The school has established a very good partnership with the local community and these links enrich the curriculum. The school is proud of its Christian heritage but sees itself as a school serving the whole community and appropriately addresses any issues of race and religion. There are very good links with the Islamic community and a shared commitment to improving parents' involvement in their children's education. There are beneficial links with the local community and arts projects such as the local sports centre and Paddington Arts. These links enrich the curriculum and enhance pupils' experiences and learning. Many visits take place, such as those to the Houses of Parliament and the Sikh temple.

32. The school has very good links with neighbouring schools and shares expertise whenever possible. The school takes advantage of the specialist teaching offered by some of the local secondary schools. For example, pupils in Years 5 and 6 attend a local comprehensive school for lessons in design and technology. Pupils from the school move on to many different secondary schools and the school endeavours to establish links with as many as possible.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good overall**. The governance of the school is **good**. The leadership of the headteacher and the other key staff is **very good** and the management of the school is **very effective**.

### **Main strengths and weaknesses**

- The high quality leadership identified at the last inspection has been maintained.
- The inspirational leadership of the headteacher motivates staff and pupils.
- The ethos of the school ensures that all pupils are valued and provided for.
- Subject leaders manage their areas very capably.
- New staff are very effectively inducted and good performance management helps to promote agreed curricular developments.
- The school's policy for monitoring and evaluating its own performance is rigorous and effective.
- Governors know their school well, they provide good support and most are aware of the need to continue to challenge the school.
- The school's finances are well managed.

### **Commentary**

33. At the previous inspection, the leadership of the school was judged to be very good and its management very effective. Since then, there has been an almost complete change of staff and management but because of astute appointments and the continuation of very secure systems, the leadership and management of the school remain very good and the school maintains its very good local reputation. The governance of the school has improved since the last inspection when it was found to be satisfactory. The governors now take a more active role, are more aware of their responsibilities, and appropriately and effectively challenge the school.

34. The acting headteacher has an inspirational vision for the future direction of the school. His vision builds on the strong aims and values of the school. There is a commitment by the whole staff to an approach that involves respect for all the various cultures and religions represented in the community and for the needs of all groups within the school. It has a comprehensive policy for racial equality and this is carefully monitored by the school and governors. The school is not complacent in its approach and constantly challenges itself to do better. It is justly proud of its good provision for pupils with special educational needs, including pupils with Down's Syndrome, and the many pupils for whom English is an additional language. The management of both special educational needs and English as an additional language is very good. Careful monitoring is carried out to ensure all pupils, including those from ethnic minority groups, are achieving their full potential. The school realises that by admitting a wide range of pupils, results in national tests may fluctuate from year-to-year. However, it is not deterred by this and celebrates its diverse culture whilst aiming to make as good provision as it can for all its pupils. This means, for example, the provision of whole-staff training to enable them to make the best possible provision for the pupils with Down's Syndrome. The school aims for the highest possible results. It never makes the pupils an excuse for achieving less than their full potential. The school carries out regular and extensive self-evaluation and monitoring. This includes regular high quality ongoing observations of teaching and learning all areas. This is carried out by the headteacher and subject co-ordinators who identify appropriate strengths and areas requiring improvement. This has a positive impact on standards. Planning is regularly monitored and children's work examined to ensure that they achieve well, given their starting points on entering the school. The

headteacher firmly believes that the education that the school provides should make a difference to pupils' lives.

35. New appointments to the school have been managed very well in the last two years. Of necessity, nearly all staff have subject responsibilities. Subject co-ordinators are conscientious and have a very good understanding of what their roles entail. Very good use is made of their skills and where these may require updating or improving, training is provided to enable them to fulfil their roles as effectively as possible. As a result, they provide high quality advice to colleagues. The school welcomes input from other sources and involves various educational groups and visitors to help further advance its provision. It seizes every opportunity to apply for additional funding in order to help the pupils' learning.
36. New staff, including newly-qualified teachers, are very effectively inducted into the school. Their teaching is observed and feedback is given, with the result that they feel valued and supported. Performance management arrangements for all teaching staff are good, in that objectives include agreed improvements to the curriculum, for instance the development of the quality of pupils' written work and the use of ICT in the classroom. The care by the school's leadership is reflected in the successful appointment in September 2002 of five new staff who have embraced the school philosophy and enhanced its work. This care means that the outstanding quality of the school's ethos and commitment to high standards are ensured.
37. The school's approach to strategic planning is very strong. There is a detailed three-year development plan which continues to emphasise ongoing improvement. Particularly good use is also made of information available to evaluate the quality of the school's work. This includes results from national and other tests and regular classroom assessment as well as the monitoring of teaching and analysis of pupils' work, and the outcomes of annual surveys of pupils' and parents' views.
38. The governors are effective and fulfil their statutory duties. The impact of the governors on the school has improved considerably. After the last inspection, the school was given no key issues to address. However, the school set its own targets based on what it regarded as issues arising from the report. These included further development of the governing body. Governors demonstrate a good overall understanding of the many strengths of the school, including its ethos. Governors talked about the 'joy of visiting the school'. They feel that one of the reasons for the school's success is its consistency of approach and the evidence of this ethos in class, in the playground and throughout the school. They now help to shape the overall direction of the school more effectively, for example through contributing to and reviewing the improvement plan. In addition, some visit the school on a regular basis in order to monitor the quality of the education provided and provide written reports. For example, one governor commented on how well the pupils were challenged in mathematics on a recent visit that she made and showed a good appreciation of the importance of problem-solving and investigative work in the curriculum. However, although all governors are very supportive, not all yet fully understand their role as 'critical friends'.
39. The Finance Officer is very experienced and exercises highly effective day-to-day budgetary control. The financial planning is very well organised. The headteacher and members of the governing body use the four principles of 'compare, challenge, consult, and compete' well to ensure that the school provides best value in its educational provision. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge. The financial information presented below shows an increasing carry-forward figure resulting from rising pupil numbers. The use of the underspend has already been identified and is to be used to offset additional costs in equipment and a predicted cut in some provision.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	659,262
Total expenditure	629,070
Expenditure per pupil	3,010

Balances (£)	
Balance from previous year	48,020
Balance carried forward to the next	84,349

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for pupils in the Reception class is **very good** overall. The oldest children entered the reception class in September and the remainder will start in January. They attend the school full-time. Most of the children have attended some sort of pre-school or nursery and are generally well prepared for entry into school. The attainment of children on entry to the school is broadly average, although there is a wide range within this. The children in the Reception class learn effectively and achieve well, because a good range of exciting and interesting activities are provided for them. The teaching is very good and shows a very good understanding of the needs of children of this age, and the support provided by the trained assistant is of high quality. Pupils with special educational needs receive well-targeted support carefully matched to their own capabilities. Children at an early stage of learning English, and those from ethnic minority groups, achieve as well as other children because staff ensure they understand what is expected of them and provide good levels of support. There is very good leadership and management of the Foundation Stage. Teaching time is well organised and there is meticulous monitoring of pupils' progress and very good record-keeping which is already building up into a comprehensive record of achievement. The accommodation for the pupils is satisfactory. Inside it is good, but the school suffers from very limited play space and as yet there is no designated play area for the Reception children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Teachers give priority to the development of children's social, emotional and social development on entry to the school.
- Very good relationships are evident in the classroom, which make the children feel secure and cared for.

#### **Commentary**

40. When pupils enter the school, they generally have reasonably well-developed personal skills but social skills are not as well developed. The teaching in this area is very good. Children quickly learn to relate to one another and daily routines have been quickly established. There is a good variety of activities and these ensure children are purposefully employed and enable them to move confidently from task to task. They work very well in small groups together and with a member of staff. Adults work constructively with the children, helping them to take turns and encouraging sharing. The way in which adults talk with and show respect for the children sets a good example. Children make good progress and already work independently, unsupervised, and maintaining their concentration well. When working as whole group, children are expected to take turns, put up their hands when answering questions, and listen carefully to each other. At the end of each session, they quickly clear away tidily before preparing for the next activity. They have already learned to line up swiftly and quietly and walk around the school sensibly. They take turns to perform set tasks such as taking the register to the office. Because the adults provide good role models for the children, they quickly learn good manners and say 'please' and 'thank you' as matter of course. All these activities lead the children to develop better personal and social skills and enable them to achieve well. By the time they enter Year 1, most pupils have achieved the goals in this area.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teachers plan and organise activities well so that the children can practise and develop their speaking and listening skills.
- Adults' skilled interaction with the children ensures that they learn to reason and use language with increasing expertise to tell, explain and describe.

### Commentary

41. From the assessments made last year, it is clear that most pupils enter Year 1 having met the expectations in this area. Teaching is good and children achieve well because they are given a wide range of activities to develop their speaking, listening and early reading and writing skills. Whole-group sessions ensure that pupils learn to listen carefully. They answer questions and are encouraged to do so in full sentences. When they work in small groups, adults take every opportunity to encourage the children to talk, ask questions for themselves and generally increase their vocabulary. Children listen eagerly to stories, and books are always put out for them to look at. Some children are beginning to recognise a few simple words and many have fun going through alphabet books recognising and sounding out the letters they have already learned. Early writing activities are provided for in a number of ways and the teacher encourages children to practise by providing exciting and different ways which inspire them. For example, during the inspection she had trays of coloured foam for each child. The children eagerly traced their letters in this and were fascinated by the way in which the foam held the shapes. In addition, pupils learn more conventional ways of writing, holding their pencils properly and forming their letters correctly from the start.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Strong emphasis is placed on developing children's mathematical language and is included as an integral part of many other activities.
- The teacher uses assessment well to ensure tasks are appropriately matched to children's abilities and provide good challenge.

### Commentary

42. Adults working with the children reinforce counting skills whenever possible, and number rhymes are frequently used, making mathematical development fun. Children are encouraged to use a variety of equipment, including number lines, to reinforce learning. Well-planned whole-class and group activities ensure that the breadth of mathematical development is covered. Most pupils move into Year 1 having reached the expected standard for their age. Adults reinforce learning well by questioning the children whilst engaged in a variety of tasks, constantly encouraging mathematical language and understanding.

43. The teaching in this area is good and the children achieve well. This is because the class teacher carefully plans activities based on the good assessments she makes of where the children are in their learning, reinforcing and extending this. Most of the children start with sound mathematical skills although a few are below the standards expected for their age. Good reinforcement of language was encouraged as the children discussed with the teacher what *one more* and *one less* actually meant. A game was played where animals were transferred across

'the river' according to the number thrown on a dice. This gave very good re-inforcement to counting on and back. Tasks set are well matched to children's capabilities, with the higher-attaining children working with numbers up to ten, whilst those taking longer to consolidate their learning were working with numbers to six. However, high-flying children are also provided for. For example, one particularly gifted pupil was able to say, when looking at the groups of ten cubes each child had, 'if we put all those ten groups of cubes together, we'll have a hundred, won't we?'

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The teacher provides a wide range of activities in order to develop pupils' knowledge of the world around them.

### **Commentary**

44. The only teaching observed relating to this area was in ICT. However, from wall displays and planning documentation, it is clear that a wide range of activities are provided for the children. Children had the opportunity to use the ICT suite for their lesson and an appropriate program - Making Teddy's Face - was available for all of them to practise their mouse skills. Teaching was very good and the children were clearly shown how they could use their mouse to click on and drag information across the screen. There was very good interaction between the adults and children, with lots of encouragement and praise which motivated and encouraged the children to do well. The activity was carefully graded which meant that higher-attaining pupils could go on to extend their skills and solve problems whilst others could consolidate the early skills they were developing. The children learned very effectively in this lesson and achieved well. Around the classroom, there is evidence that the children have been discussing themselves and naming their body parts. The current role-play area is a baby clinic where children can weigh and measure the baby, 'write' and record results.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of equipment and activities are provided, which means that children have the chance to become better co-ordinated and dextrous.
- There is no designated outdoor play area for the children in the Reception class, which means that access to outdoor activities is limited.

### **Commentary**

45. The school tries to ensure that the children have opportunities to develop their co-ordination and dexterity. The teaching is good. However, achievement is only satisfactory because children have too few opportunities to develop their skills independently because there is no designated outside play area for them. They have timetabled access to the hall and regular lessons are well planned contain a number of short-burst activities, all of which help develop pupils' skills. In a lesson observed during the inspection, children learned the need to be aware of their own and others' space and move safely around the room. The teacher challenged them to jump as high as possible from the bench and improve the quality of their landings. Later on, they were challenged to use a variety of movements as the teacher encouraged them to 'move like a dolphin'...'a duck'...'a butterfly'. The pupils responded well and were imaginative in the

interpretation of their own ideas. The children achieved well, gaining greater control of their bodies and the movements they make. The teacher has to carefully timetable outside activities as the school only has very restricted playground space. However, there is scope for the imaginative development of this, and the fact that the children do not currently have a designated area is a weakness. Although the activities provided are appropriate and well focused, they are not readily available and this is unsatisfactory. The use of large wheeled vehicles is sound and there is a satisfactory range of large playground for pupils' use on the occasions when they do play outside. Children develop their dexterity through learning how to handle pens and pencils properly and using scissors and other small resources, such as finger puppets, appropriately.

## **CREATIVE DEVELOPMENT**

46. It is not possible to make an overall judgement on provision or teaching in this area. However, from planning and the work on display, it is evident that this is appropriately planned for and pupils do have opportunities for painting and experimenting with a range of media such as clay and other modelling materials. In addition, the role-play area provided opportunities for pupils to use their imagination and play out situations.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Pupils achieve very good standards in English.
- The quality of teaching is very good.
- Leadership and management in the subject are very good.
- The very good standards of literacy that pupils achieve enable them to fully access the other curriculum areas.
- Although EAL pupils achieve as well as other pupils, the focus of support does not meet their language needs so well when they are supported in groups with SEN pupils.

#### **Commentary**

47. Speaking and listening skills are very good. In lessons in English and other subjects, teachers use questioning very well to encourage pupils to explain what they have learned and to express their opinions. In a very good lesson on instructions, pupils revised what they had learned about recipes by observing and checking their classmates' ability to follow instructions to add and mix ingredients for a cake. Through this experience, they learned the importance of giving accurate instructions and following them carefully.

48. Pupils achieve very well in their reading because younger pupils are given a very good basis in learning their letter sounds and other strategies to help them. Additional reading opportunities are provided for those who need more help. Teachers are careful to provide pupils with a good range of fiction and non-fiction reading material. Pupils are confident readers and enjoy reading books from a range of genres. They understand very well how to use books for research and many use the local library to research different topics. Parents contribute fully to their children's reading development.

49. Pupils achieve very well in their writing. Pupils have the opportunity to write for a range of audiences and a variety of purposes. Regular handwriting practice for younger pupils builds up skills so that work is well presented and writing is well formed. The very structured approach to building up writing skills ensures that pupils are secure in what is expected of them and produce very good work. Those of average and higher ability produce imaginative work with mainly

accurate spelling and punctuation. Pupils with special educational needs are given well-targeted support which helps them achieve to their full potential.

50. Teaching is very good. The significantly good feature of teaching is that teachers have very good knowledge of the curriculum and are careful to build up pupils' knowledge and skills in an organised and progressive way. Care is taken to model and demonstrate what is required so that pupils can achieve success. On going assessment is used very well to identify targets for development for a group as a whole and for individual pupils. Work is adapted to meet the needs of different pupils, and higher-attaining pupils are well challenged. The pace of lessons is very good and maintains pupils' interest. Topics are chosen which stimulate and interest pupils and are relevant to their experiences. Pupils with special educational needs are given support which helps them to achieve well. Pupils for whom English is an additional language achieve as well as others, although younger pupils in the early stages of acquiring English do not always get the best support for their language development when they are taught with pupils with special educational needs.
51. Leadership in the subject is very good. Although the standards in English are high, the subject leader is committed to developing the subject and continues to look for areas in which the subject can be improved. Assessment procedures provide very good information for setting targets for improvement. The subject is very well managed; for example, additional time has been allocated to developing speaking and listening skills, and grouping pupils by ability is helping to raise standards in Years 5 and 6.
52. Standards are now higher than found in the previous inspection, with pupils achieving well above national expectations at seven and eleven in speaking and listening, reading and writing. The same very high quality of teaching has been maintained.

### **Language and literacy across the curriculum**

53. The very good standards pupils achieve ensure that they are able to participate fully in the other subjects of the curriculum. They have good research skills and there is a good cross-over in subjects, so that, for example, writing is used well for pupils to record in science and history and geography. However, where worksheets are used, these do not always give pupils the best opportunity to develop their writing skills. Opportunities for pupils to use ICT to draft and word-process work are satisfactory.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils' attainment in mathematics is well above the national average.
- The quality of teaching and learning ranges from outstanding to good, and is very good overall.
- Teachers are adept at developing pupils' understanding by emphasising mathematical vocabulary and ideas.
- The mathematics co-ordinator is providing very good leadership and management for the subject.

### **Commentary**

54. At Year 2 and Year 6, pupils are reaching standards which are well above the national average. When pupils in Year 2 learn about odd and even numbers, they enjoy the brisk pace and problem-solving of oral work with their teacher before moving on to appropriate practical written activities which help them to consolidate their understanding. Pupils achieve very well overall. In Year 6, pupils begin work on the idea of probability and they quickly reach a good overall understanding. Exercise books and folders indicate that work is completed to a high standard

and pupils are covering an appropriately wide curriculum. Work is clearly matched to pupils' capabilities which challenges them appropriately and increases their knowledge and understanding. The presentation and layout of pupils' work are also of a high standard. Pupils in Year 1 and in Years 3 to Year 5 similarly have secure knowledge and skills in number work and are achieving well for their age.

55. Teachers plan the sequence of work in lessons very well, including matching work to pupils' individual needs. This enables pupils with special educational needs and those who are at an early stage of learning English to achieve as well as other others in the class. Longer-term planning is highly effective in ensuring that learning within topics deepens over time. Teachers organise their lessons very effectively and have high expectations of behaviour, participation and work rates which challenge pupils, and lead to good achievement. A notable feature of teaching right across the school is the very good use of mathematical vocabulary by the teachers and the ways in which they help pupils to understand mathematical language and ideas. Lessons on probability for Year 5 and 6 pupils and on odd and even numbers for Year 1 and Year 2 children showed this well. Such teaching leads pupils to give thoughtful answers and develops their confidence. Teachers are also very good at questioning pupils and giving them time to explain their thinking, which deepens the understanding that correct answers can be reached by different methods.
56. Very good use is being made of the school's interactive whiteboards to teach mathematics. Teachers are integrating this new technology into their lessons to very good effect and this is assisting in the logical presentation of new learning. When pupils work in groups, the tasks are well matched to their levels of attainment and teaching assistants often give extremely effective support, reinforcing the purpose of the lesson, particularly for lower-achieving pupils. Homework is set regularly, and this is giving pupils very good opportunities to work independently and to consolidate their learning. Another effective strategy, especially for higher-attaining pupils, is the practice of setting problems that require them to link current learning to previously mastered work. Such problem-solving activities are frequently set but the school has identified the need for increased use of investigative work.
57. The leadership and management of mathematics were judged to be very good at the last inspection and this is still so. The co-ordinator is setting a clear direction for the development of mathematics. The processes for checking are extremely thorough and involve analysing information from lesson observations, tests, pupils' work and teachers' planning. This results in a very comprehensive overview of pupils' standards and progress in the subject as well as identifying any weaknesses. This action has a positive impact on standards because action is promptly taken to effect improvement.

### **Mathematics across the curriculum**

58. The school involves the use of mathematics in a number of subject areas, for example, in design and technology, where pupils in Year 5 had to make very careful and accurate measurements when constructing their Tudor houses. In science, pupils in Year 2 constructed block graphs to show how far a car will go, having travelled down a ramp set at varying heights.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Standards in science are above average.
- There is a good focus on experimental and investigative skills.
- The subject is very well led and managed by the co-ordinator.
- The quality of teaching is good and enables pupils to learn effectively and achieve well

- There is a very good and thorough coverage of the curriculum.

## Commentary

59. Standards in science are above average throughout the school and the examination of pupils' work confirms this. Pupils make good progress in their learning and achieve well. This good achievement is because teaching is good. There has been a whole-school drive on the importance of matching work very closely to pupils' capabilities and as a result, the tasks set for pupils in science lessons have become more fun and more challenging for all.
60. Throughout the school, pupils are taught through first-hand experiences. During the inspection, Year 2 went on an 'electrical discovery' walk around the school. They proved to be very observant in identifying equipment that used electricity, such as the closed-circuit television cameras, the outside lights and the clock. The teacher continually asked probing questions that encouraged them to think carefully: 'Why do you think the wires are hidden away?'. In Year 4, who were also studying electricity, the focus was on how circuits work and on electrical conductors and insulators. This work included plenty of hands-on experience, discovering for themselves, as well as a very good interactive display for the pupils in the classroom. This work followed on very well from that covered two years previously. In Year 6, pupils were given more chances to work independently when investigating different types of micro-organisms. Teachers take care to select resources which will interest and enliven pupils' learning, and although some work sheets are used, these are highly relevant and often produced by the teacher to carefully match the content of the lesson. In this year group, a test was set up to see how long it would take for micro-organisms to grow on pieces of bread left out in the classroom under various conditions. Pupils' independent learning skills are well developed. They discuss effectively in their groups and make sensible predictions. In all classes there is an emphasis on discussion and this enables pupils to gain a greater understanding of what they are learning. As a result, pupils express themselves clearly when they are writing up the results of their investigations.
61. The quality of teaching overall is good with some very good teaching observed. During the inspection, lesson-planning ensured a clear structure to lessons with a very good emphasis on the development of scientific vocabulary. A particular strength was the quality of teachers' questioning. They asked for ideas, and valued pupils' responses. Tasks are very carefully matched to pupils' capabilities. For example, in Year 5, higher-attaining pupils were challenged to discover if and how sound can travel through water and through solids. Lower-attaining pupils were finding answers to problems about how sound travels through air. They received appropriate help with their organisation and recording, but were not told the answers by their support staff. Pupils with English as an additional language received good support in this lesson as scientific terminology was carefully explained to them to enable them to understand more clearly. Teachers review previous lessons well to ensure that pupils are clear before moving on to the next stage. This was evident in a Year 2 lesson where pupils were investigating electricity. The teacher established that the pupils understood that electricity could be provided through wires or through cells before embarking on their 'electrical discovery' walk. In addition, the opportunity was not missed to emphasise that electricity could be dangerous as well as helpful.
62. There is a very broad coverage of the curriculum as pupils move through the school and all areas are covered in depth. There is an emphasis on investigation and experimentation. Each half-termly topic is investigated very thoroughly. In pupils' work, it is possible to trace how their knowledge is extended as they move through the school. For example, pupils in Year 4 label the parts of a plant and give the main functions of the roots, stem, petals and sepals. In Year 6, they produce a detailed annotated diagram of a plant, showing the names and functions of the parts of the flower: for example, the stigma, style, anther and filament. Additional activities are provided in order to extend pupils' experiences and generate an enthusiasm for science. For example, The Planetarium visited the school to give pupils first-hand experiences when they were investigating

the Earth in Space; theatre groups visit to reinforce understanding about topics such as forces, and pupils visit the Royal Institute.

63. Science is led and managed very well. The co-ordinator has carefully monitored teacher and learning and meticulously analysed and evaluated ongoing test results, identifying actions which needed to be taken to improve standards in the subject. Although the 2003 test results taken at the end of Year 6 showed a slight fall, she was able to explain clearly the reasons for this. As a result of the fall in standards in 2002, she made a detailed analysis of the results and evaluated the subject very thoroughly. As a result of this, she identified the need to match work much more closely to pupils' capabilities. In addition, as a result of observing colleagues teach, she found that they were trying to cram too much into one lesson. These were both very useful and objective evaluations and these issues have largely been redressed. In addition, there has been a focus on developing pupils' investigative skills further and improving recording techniques so that a wider range of graphs and diagrams are used in order to extend pupils' experiences as far as possible. She has identified where teachers required, or wanted, further training to improve their confidence and ensured this has been undertaken. As a result, the quality of teaching has improved and pupils are being challenged more effectively in class.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The newly-introduced interactive whiteboards are having a positive impact on learning.
- Teachers' personal use of ICT is good.
- Teachers' organisation in the ICT suite is good, but time for discussion of achievements in lessons is sometimes cut short.
- Planning for improvement is targeted well.

### **Commentary**

64. Standards at the end of Year 6 are above average and pupils' achievement is good. Pupils demonstrate their skills by bringing a range of elements together to produce a brief but effective PowerPoint presentation after a limited opportunity to explore the application. In Year 2, standards are average and pupils' achievement is sound overall. This represents an improvement since the last inspection for the older pupils, although a slight falling back for the younger ones. They use an art program to produce a satisfactory ICT representation of a coloured drawing that they have already made. They use the icons satisfactorily to produce lines of varying thickness and blocks of colour, and erase electronically any work with which they are not satisfied. The achievement of pupils in other classes, including those with special educational needs, in such applications as spreadsheets and word-processing, is satisfactory overall. Pupils learning English as an additional language achieve satisfactorily as teachers ensure they receive appropriate support during lessons.

65. Whether they are working in the ICT suite or with interactive whiteboards in classrooms, teachers show a good personal knowledge and control of the technology overall, and of the applications which are being used. Since most teachers have only had access to the whiteboards for a few weeks, this represents good progress over a short period in integrating the technology into the curriculum. Teachers have the skills to demonstrate aspects of programs to be used. Some have proficient use of ICT; for example the Year 6 teacher put together a brief PowerPoint presentation which demonstrated to pupils the possibilities of the medium and aroused their excitement, before they produced work themselves. Similarly, a teacher working with Year 2 children showed them how to create a range of more subtle effects in an art program, which led to pupils making their own observations and asking questions.

66. Teaching is good. Teachers' planning for lessons is good and they provide clear explanations of how ICT tasks are to be completed. In the ICT suite, teachers ably organise the resource. All teachers also effectively manage the movement of pupils to and from the suite and settle them to work with minimal interruption to the lesson, which leads to efficient working. The teacher of the Year 1 pupils also wisely judged that their present limited range of skills indicated that they could make productive use of the suite for the completion of a short task only, and planned time accordingly. The quality of the final part of lessons, when the strengths and weaknesses of work are weighed up, is variable because teachers do not always allow sufficient time to achieve some depth in the discussion.
67. The co-ordinator is providing good leadership and management. Development planning indicates that he has a very good understanding of current priorities, including raising pupils' standards by improving the confidence of staff in the use of new computer programs and checking the quality of teaching, as is done in other subjects. The co-ordinator has the experience and insight to do this.

### **Information and communication technology across the curriculum**

68. Teachers are making good use of interactive whiteboards in a range of classroom-based subjects, and this is having a positive impact on learning. The use of the ICT suite to support the teaching of other subjects is more limited at this stage.

### **HUMANITIES**

69. In the humanities, work was sampled, with only one lesson seen in history and none in geography. It is not possible therefore to make an overall judgement about provision in these subjects. Pupils' work was examined, teachers' planning and assessment scrutinised and the co-ordinators' files examined. From the samples of work examined, standards were found to be broadly average in both subjects. Religious education was not inspected as part of this inspection as the school is voluntary aided.
70. There are good policies for both history and geography, and the scheme of work ensures that all elements of the subjects are covered. From a scrutiny of pupils' work, there is good evidence that pupils at the end of Years 2 and 6 achieve the nationally-expected standards in history and geography. Pupils gain a satisfactory understanding of the subjects and begin to develop appropriate skills as well as knowledge and understanding. However, although coverage of the curriculum is sound, older pupils have fewer opportunities to develop a more independent approach or initiate research areas, because much of their work in the subjects is a response to questions or tasks on worksheets. For example, pupils do not draw their own maps but identify features on photocopied ones. Both subjects have been identified for development.
71. Standards achieved, although similar to those found in the previous inspection in Years 1 and 2, have improved in Years 3 to 6. This is because the scheme of work for older pupils now covers all the required elements and this is reflected in improved standards.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

72. Only one lesson was seen in art and design and none in design and technology or music. It is not possible therefore to make a judgement about provision in these areas. However, it was possible to evaluate completed work in art and design, and design and technology, talk to pupils and examine co-ordinators' files.
73. From the work examined in **art and design**, it is evident that pupils experience a wide and varied curriculum and standards are above those which might be expected. From the evidence of pupils' work around the school, it is clear that they have experiences of working with a wide range of media, such as clay, Brusho dye, pastels and paint. Pupils explore the art from other cultures; for example, pupils in Year 4 studied the work of aboriginal artists and created their own pictures

using the appropriate earth colours and brush techniques. ICT is used effectively and pupils in Year 5 examined Seurat's 'Boats at Low Tide' and then produced their own pictures, using the computer to create a pointillism technique.

74. In **design and technology**, pupils gain a good understanding of a range of techniques and materials. From the work observed, it is clear that standards are above average. From early on, pupils learn the whole design process and learn how to evaluate and improve their designs. They learn a range of skills to enable them to complete their work successfully, and a good emphasis is placed on accurate planning, measuring and completion of a task. Younger pupils designed purses and money containers. They investigated a range of purses, practised techniques of sewing for different purposes such as joining and decoration. They then made paper prototypes before using all the knowledge gained to make their own purse. The evaluations were objective, listing strengths as well as weaknesses in the finished article. In the same way, the Tudor houses designed and constructed by pupils in Year 5 are of a high quality, with all the cross-beams of the right length so that the houses stand straight. The care with which work is carried out is evident. Pupils in Year 6 made and evaluated fairground rides. These were carefully evaluated afterwards, with pupils identifying areas for improvement, such as the length of the slope on the helter-skelter and the quality of decoration on the merry-go-rounds.
75. There were few opportunities to evaluate the quality of **music** in the school. However, it is an integral part of school life and taught regularly. The pupils were heard singing accompanied and unaccompanied in assembly. This was tuneful and clear and they maintained the pitch of the songs well. They have a very good sense of rhythm. Pupils listen to music from a range of cultures and also participate in a range of dramatic productions involving music. For example, the school produced a much acclaimed version of 'Guys and Dolls' at the end of last summer.

## Physical education

Provision in Physical education is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning in the different aspects of physical education is good overall.
- Teachers demonstrate skills well and use language effectively to support teaching.

### Commentary

76. Pupils' attainment in the development of physical education skills is good overall. Year 5 pupils make good progress in developing gymnastic skills involving rolls of various sorts, the crab position and cartwheels. Year 4 pupils make satisfactory progress in learning some of the skills involved in playing rugby, including catching an opponent and in passing the ball. Infant pupils achieved very well in an imaginative dance lesson.
77. Teachers set a purposeful and authoritative tone in physical education lessons. Lessons regularly begin with effective warm-up sessions which combine initial exercise with an element of fun. Pupils understand the importance of warming-up and having regard for health and safety issues. Teaching assistants play useful roles in supporting teachers in physical education activities and in helping younger pupils to change into suitable clothes. Teachers conduct physical education activities at a good pace, which ensures close involvement by pupils. The teachers ensure that all pupils, including those with special educational needs, are able to fully participate in lessons. Instructions are clear so that those at an early stage of learning English can understand the tasks set. The best lessons emphasise participation by everyone in a supportive climate. When a few Year 5 pupils strayed from this expectation by laughing at one pupil's work, the teacher responded immediately and appropriately to redress the situation quickly and to restore an approach which valued everyone's performance.

78. A strong feature of all lessons is the willingness of teachers to model the skills which are being taught. When the Year 5 teacher demonstrated how to perform a cartwheel or a sideways roll in a controlled way, pupils were helped to analyse what is involved in the movement. As the Year 1 teacher showed pupils how to move in the way that a caterpillar does, the children observed closely, which raised the quality of their subsequent work. The challenge of this lesson was increased by the introduction of music, and a maraca to simulate a swooping bird, leading to high-quality responses from the class. A further strength, common to all teachers observed, is their very good use of language to explain vividly the expectations of pupils and the skills to be practised. This contributes well to the enhancement of pupils' performance. The result of such teaching was seen after a pupil performed a forward roll effectively, and as she returned to her place said to another: 'I never knew I could do that'.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

79. No judgement can be made on the overall quality of teaching and learning or the standards achieved in personal, social and health education and citizenship as only one lesson was observed. There are regular lessons in the subject and good opportunities in classes for pupils to discuss issues. There are policies for health education, which include sex and relationships education for older pupils. Outside agencies and theatre groups help develop older pupils' awareness of the dangers of drugs. In the lesson seen, pupils in Year 2 gained in confidence to express their feelings about common issues which make them happy or which worry them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
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

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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