

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

**KING'S ST ALBAN'S JUNIOR SCHOOL
WORCESTER**

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

October 17th – 21st, 2005

SUMMARY

1. MAIN FINDINGS

Overall Summary

- 1.1 King's St Alban's Junior School is a thriving, happy and industrious community. It has good leadership and management and benefits from the governors' wise stewardship. Pupils achieve well as a result of imaginative teaching; they are known as individuals and supported well throughout the school; they benefit from a broad curriculum and from the many extra-curricular activities provided. The school enjoys the full confidence of parents and has a strong family atmosphere. Currently, some operational aspects of the library, curriculum co-ordination and recording of assessments require attention.

What the School Does Well

- 1.2 The school has many strengths of which the following are the most important.
- The positive ethos, friendly atmosphere and very good relationships promote a strong sense of community, give pupils self-confidence and result in their excellent behaviour and attitude to learning.
 - The good and often very good quality of the teaching contributes directly to the good progress and high standards achieved by pupils throughout the school.
 - The leadership of the school engenders a strong sense of common purpose; it is fervently committed to the well-being and personal development of each pupil.
 - The school's setting, its buildings, facilities and resources contribute very positively to the pupils' achievements inside and outside the classroom.
 - The school has established excellent links with parents and the wider community.
 - The provision for pupils' spiritual, moral, cultural and social development is excellent and is further enhanced by the high quality of the extra-curricular activities.

What the School Should Do Better

- 1.3 The school has no noteworthy weaknesses but the following are areas where the school could make some improvement to its already good provision.
- At present, pupils make insufficient use of the very good library resources; the systems for monitoring the extent and nature of borrowing are insufficient.
 - In a number of subjects, other than English and mathematics, pupils' attainment and progress are not systematically recorded in relation to specified learning objectives.
 - Not all co-ordinators monitor in sufficient depth the teaching and learning in the subjects for which they are responsible.

Standards of Attainment and Progress in Subjects

- 1.4 Pupils achieve good standards at age 11 and throughout the school in relation to their ability both in lessons and in their written work. Almost all pupils are successful in the senior school entrance examination and a good proportion achieves scholarships. Pupils' progress is good and at age 11 it is well above the levels predicted by the standardised tests on entry. Pupils with special needs achieve well relative to their difficulties and the most able have the scope they need to show their mettle. Standards of literacy, numeracy and information and communication technology (ICT) are good. Boys and girls achieve equally well.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.5 Pupils' attitudes and behaviour in and outside the classroom are excellent, and they support the good and often very good quality of their learning. As a result, pupils take full advantage of all that the school offers. They have well-developed learning skills that enable them to tackle new work and ideas; they concentrate well; they co-operate with each other; they respect others' views and opinions. The environment for learning is calm and ordered.

The Quality of Teaching

- 1.6 The good and often very good quality of the teaching contributes productively to pupils' attainment and progress. In the lessons seen, it was always at least satisfactory and in eight out of ten of them it was never less than good; in almost half the lessons it was very good and sometimes excellent. Pupils' books reveal innovative approaches that promote very effective learning.

Other Aspects of the School

Attendance

- 1.7 The level of pupils' attendance is very good. It enables them to benefit from continuity in the teaching and learning, and to participate extensively in the activities provided. The school's admission and attendance registers comply in full with current requirements.

Assessment and Recording

- 1.8 The assessment and recording of pupils' attainment and progress is good overall. It has strengths in the monitoring of performance but inconsistencies exist in the day-to-day recording of attainment and progress in some subjects.

Curriculum

- 1.9 The curriculum provided by the school is very good. It is balanced and broadly based and contributes very effectively to pupils' intellectual, physical and personal attainment and development. It is appropriate for their age, ability, gender and ethnicity and all pupils have equal access to it. It prepares them very well for the next stage of their education and provides good continuity and progression in learning.

Teaching and Non-teaching Staff

- 1.10 The provision of teaching and non-teaching staff is good. Teachers are well qualified and experienced and are deployed to good effect. The school implements effective induction, appraisal and training policies. The subject co-ordinators' role is still developing: as yet they do not routinely monitor teaching and learning in their subjects throughout the school. Ancillary staff support the work of the teachers well. The school carries out all necessary checks.

Resources for Learning

- 1.11 The range, availability and accessibility of resources are very good throughout the school. They are appropriate for the ages and abilities of the pupils. Provision for information and communication technology (ICT) is good and it is widely used across the curriculum. The books, equipment and materials are sufficient in quantity and quality; they are organised appropriately and used effectively to enhance the teaching and learning.

Libraries

- 1.12 The range, availability, quality and accessibility of the library stock are good in relation to the number of pupils in the school. The non-fiction stock offers up-to-date support for the curriculum but it is not at present used as extensively or effectively as it could be. Good quality class libraries, mainly fiction, supplement the central library.

Premises and Accommodation

- 1.13 The accommodation and facilities are very good. Their range and quality support the curriculum effectively, promote good quality teaching and learning, and enhance pupils' personal development. The buildings help to maintain the ethos of good relationships and easy communication. The school benefits substantially from access to senior school facilities, such as those for sport, drama, music and outdoor education, and from the dining arrangements.

Links with Parents and the Community

- 1.14 The school has developed an excellent and effective partnership with parents and worthwhile links with the community. These are strengths of the school. Parents are kept well informed about events and their children's progress. In the pre-inspection survey of their views of the school, parents' responses recorded very high levels of satisfaction with all aspects of its provision and performance.

Pupils' Personal Development

- 1.15 Provision for pupils' spiritual, moral, social and cultural development is excellent, and one of the strengths of the school. The pupils feel well supported and develop confidence and self-esteem through the many opportunities to interact socially and take responsibility. The school encourages tolerance, understanding and respect for others' beliefs. It imparts strong moral values and explores the heritage and culture of Britain, Europe and the wider world.

Pastoral Care

- 1.16 The high quality of pastoral care, support and guidance stems from the teachers' knowledge of the pupils as individuals and the action taken to help them make the most of their talents. Arrangements to safeguard pupils' health, safety and well-being are very good.

Governance and Management

- 1.17 The school benefits from the very good quality governance and strategic guidance provided by the Foundation. The powers delegated to the headmaster enable the school to create its own distinctive ethos and character, and to meet its own and the Foundation's aims. The leadership is clear sighted and management is very good. Human and material resources are deployed to support teaching and learning very well. Communication and routine administration function efficiently; the school has a clear sense of purpose and direction focused on the welfare and achievement of the pupils. Together, these features underpin a very good quality of education.

Achievement and Quality in Activities

- 1.18 The school provides an excellent extra-curricular programme that is one of its strengths. The wide range of sporting, musical, cultural and other lunch-time and after-school clubs is well chosen to match the ages and aptitudes of the pupils. The activities attract a high level of involvement from pupils and staff alike, and the quality achieved is very good.

Progress Made by the School since its Last Inspection

- 1.19 The school was last inspected in 1999. It has dealt with each of the recommendations made then. It has allocated more time to core subjects and in-class support; it has clarified the role of subject co-ordinators so that they report to the director of studies; it has introduced setting by prior attainment and increased specialist teaching in English and mathematics in Years 5 and 6, and specialist teaching in science in Year 6; it has improved the accommodation for art/design/technology (ADT), and music; it did not re-configure the ICT suite because the cost outweighed the benefits. The school has made good progress since the last inspection.

Compliance with the Regulations for Registration

DfES Standard		Does the school meet the regulatory requirements?
1. Quality of education:	1. (2) Curriculum	Yes
	1. (3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils		Yes
3. Welfare, health and safety of pupils		Yes
4. Suitability of proprietors and staff		Yes
5. Premises and accommodation		Yes
6. Provision of information		Yes
7. Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

- 1.20 No action is required.
- 1.21 The school is, however, asked to deal with the matters highlighted in *What the School Should Do Better*. These are set out as recommendations for the school in Section 2 of the report.