

INSPECTION REPORT

BYRON COURT PRIMARY SCHOOL

Wembley, Middlesex

LEA area: London Borough of Brent

Unique reference number: 101497

Headteacher: Mr T L Jones

Reporting inspector: Mr D P Cosway
2734

Dates of inspection: 17 – 20 January 2000

Inspection number: 187637

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Spencer Road
Wembley
Middlesex

Postcode: HA0 3SF

Telephone number: 0208 904 2785

Fax number: n/a

Appropriate authority: The governing body

Name of chair of governors: Mr John Fitzpatrick

Date of previous inspection: 15 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Cosway	Registered inspector
Husain Akhtar	Lay inspector
Sandra Tweddell	Team inspector
Cynthia Thumwood	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
51 St Andrew's Road
Chesterton
Cambridge
CB4 1EQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
The pupils reach standards above average in English and science at the end of their time in the school and standards are well above average in mathematics.	
The pupils work hard, concentrate and are interested in their work.	
The pupils are courteous to each other and to adults. They are well behaved.	
Teaching is good overall, with much that is very good and sometimes excellent.	
The headteacher, governors and staff ensure a good ethos within the school.	
WHAT COULD BE IMPROVED	14
The effectiveness of monitoring to identify what works well and what does not is lessons.	
The planning of lessons and the use of assessment to ensure that work is always appropriate for each pupil.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
THE TEACHING OF PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE.	15
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Byron Court Primary School is an infant and junior school with 547 pupils on roll. This is a much larger number than is the average for a school of its type. The pupils represent wide ethnic diversity. The school receives additional funding to help the eight per cent of its pupils who are in the most need of support in learning English. Ten per cent of pupils are eligible for free school meals, close to the average nationally, and 126 have been identified as having special educational needs, more than the national average, although the proportion with full statements of educational need is below average. There is no nursery provision. Attainment on entry varies widely, from above average to well below, but local authority base-line testing shows that pupils are slightly below average on entry overall.

HOW GOOD THE SCHOOL IS

This is an effective school, with many good and some very good features. It is effective because the pupils make good progress and attain high standards in English and mathematics by the end of their time in the school.

A key factor in the school's success is the very good attitude to school that is fostered in pupils by staff and parents, leading to very good behaviour and relationships. Parents support the school because they are pleased with its general ethos and the standards and values that it promotes. The parents' enthusiasm for the education the school provides is passed on to their children. These positive attitudes to the school and to learning, combined with good teaching and high expectations, result in high standards. The strengths of the school greatly outweigh its weaknesses, which are mainly in the systems it has for monitoring the effectiveness of its work, and it provides good value for money.

What the school does well

- The pupils reach standards above average in English and science at the end of their time in the school and standards are well above average in mathematics.
- The pupils work hard, concentrate and are interested in their work.
- The pupils are courteous to each other and to adults. They are well behaved.
- Teaching is good overall, with much that is very good and sometimes excellent.
- The headteacher, governors and staff ensure a good ethos within the school.

What could be improved

- The effectiveness of monitoring to identify what works well and what does not in lessons.
- The planning of lessons and the use of assessment to ensure that the work is always appropriate for each pupil. There are strengths in the planning for English and mathematics that need to be extended to other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in January 1996, with good progress in some important areas, such as the quality of teaching. The developments made have been sufficient to maintain the high standards in English. Standards in mathematics have improved significantly. The quality of teaching has improved since the last inspection, when 30 per cent of teaching in Key Stage 2 was unsatisfactory. There is now very little unsatisfactory teaching anywhere in the school and none in Key Stage 2. Resources have improved, especially in information technology and physical education. The teaching accommodation is satisfactory. The canteen is still cold and unattractive.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	B
mathematics	C	A	A	A
science	C	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

When the pupils enter the school, their attainment varies from above average to below average. It is slightly below, but close to, average overall. They make good progress through the school. At seven years of age, standards are above average in reading and writing and average in mathematics. At the age of 11, standards are above average in English compared with the schools nationally and with similar schools. They are well above the national average in mathematics and well above the standards in similar schools. They are above the national average in science and in line with standards in similar schools. The school has set itself targets for the year 2000 for the National Curriculum tests at the end of Key Stage 2 of 85 per cent of pupils gaining level 4 or above in English and 78 per cent in mathematics. The English target is particularly challenging, being well above the current national average, but is not out of reach and reflects the school's high expectations.

Over the last three years, attainment in the three core subjects taken together has been consistently above the national average and has risen broadly in line with the rate for the country as a whole. The inspection found work of an above average standard in English and mathematics and high achievement in music. Overall, standards in the school are high, especially in Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good
Behaviour, in and out of classrooms	Very good
Personal development and relationships	Good
Attendance	Average

Almost all pupils are eager to learn and very responsive in class. Behaviour is good in almost all lessons. Relationships throughout the school are good. Attendance figures are slightly below average, but the rate of unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching of both English and mathematics is good in almost all lessons. Teachers have a good knowledge and understanding of the principles underlying the literacy and numeracy strategies and apply them well in their teaching to ensure that their pupils learn the basic skills of the subjects well.

In the school overall, teaching is excellent in nine per cent of lessons, very good in 28 per cent, good in 28 per cent, satisfactory in 32 per cent and unsatisfactory in three per cent.

Teaching is satisfactory overall to the under-fives. During the inspection week, around half the lessons taught were satisfactory and half were good. There is no unsatisfactory teaching. Teachers prepare the children well for the first stages of the National Curriculum, but there are sometimes insufficient opportunities to learn through play for some children.

Teaching is good in Key Stage 1, with seven per cent of teaching being excellent, 28 per cent very good, 21 per cent good, 37 per cent satisfactory and seven per cent unsatisfactory. Teaching is also good overall at Key Stage 2, but has even more strengths than at Key Stage 1. Teaching is excellent in 14 per cent of lessons, very good in 36 per cent, good in 29 per cent and satisfactory in 21 per cent. There was no unsatisfactory teaching. In both key stages, teachers make good use of time, ensuring that pupils work and learn at a brisk pace. Their high expectations mean that pupils are challenged and extended in their learning. Good relationships and interesting tasks lead to pupils being motivated and eager to learn in many lessons. There are relatively few weaknesses in teaching. Sometimes the lessons in core subjects in Key Stage 1 last too long for younger pupils to sustain their concentration and their behaviour is affected. Planning is sometimes inadequate, especially for a range of tasks to meet the needs of all pupils in the class, so that some pupils find the work unsuitable, too easy or too hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: the curriculum is broad and gives considerable emphasis to the teaching of literacy and numeracy. There is insufficient time allowed for the teaching of information technology. Residential visits, field trips and extra-curricular activities provide good quality experiences for pupils to extend and enhance the work they do in class, but the range of after-school clubs is relatively small.
Provision for pupils with special educational needs	Good: with very effective teaching of reading skills to help those pupils who make a poor start in learning to read to make up ground.
Provision for pupils with English as an additional language	Good: pupils for whom English is an additional language are provided for well and they make good progress in their learning. All teachers are sensitive to their needs and good additional support is available on a regular basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The universal expectations that pupils will behave appropriately and respect others lead to pupils being courteous, considerate and co-operative. All teachers encourage pupils to be responsible and this helps to develop independent learning skills. The provision for the development of pupils' moral and social skills is very good. There is

	sound provision for spiritual development. Acts of collective worship include good opportunities for reflection. There are good opportunities for cultural development, reflecting the wide range of cultures and beliefs in the school.
How well the school cares for its pupils	Good: teachers know their pupils well and work effectively to meet their needs. Arrangements for child protection are good.

The strengths in all that the school offers its pupils lie in the care and concern that all adults show for the children in their care. The good example set by all staff in their relationships with each other and their pupils underpins the progress made by pupils in their moral and social development and furthers their personal development. The curriculum equips the pupils with the basic skills they will need to further their education and meet the challenges of life beyond school. There is a good understanding of the principles underlying successful study of the arts and humanities that prepares pupils well for secondary education.

The few weaknesses lie in the lack of balance of the curriculum. Information technology, for example, receives insufficient attention so that pupils' skills develop slowly. The provision for spiritual development is not planned across all subjects. There are too few after-school activities to match the interests of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The very good ethos created by the headteacher, supported by the deputy and the whole school community, supports pupils very well in their learning.
How well the governors fulfil their responsibilities	Satisfactory. The governing body supports the school well. They have informal methods for monitoring the work of the school, but need to develop more regular, formal monitoring.
The school's evaluation of its performance	Unsatisfactory. The senior management team has a good, general overview of the strengths and weaknesses of the school. The need for wider and more rigorous monitoring has been identified by the headteacher and is planned.
The strategic use of resources	Good. The school makes good use of the staff, learning materials and accommodation available to it. Time is used efficiently and every available space in the school is put to good use.

There are many strengths in the leadership and management of the school. The experience and wisdom of the headteacher provide clear educational direction for its work and ensure that the school is in safe hands. Areas for development are identified correctly and there is good planning to bring about the improvements needed. The governing body works hard to further the aims of the school and responds to the views of parents. Teachers with management responsibilities carry out their roles effectively. The school seeks best value in all its resourcing and funding decisions. The area for development is the monitoring of teaching, learning and lesson planning. This needs to be more rigorous.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Almost all believe that their children like the school and make good progress. • They are pleased with standards of behaviour in the school. • Almost all parents think that the teaching is of good quality and that their children are expected to work hard and achieve their best. • They believe that the school is led and managed well. • Parents report that the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • About a fifth of parents would like more homework for their children and want the school to work more closely with parents to help their children with their learning. • Almost a third of parents who responded would like the school to provide a wider range of activities outside of lessons. • Some parents, just over 15 per cent, would like more information about the work their children are doing at school.

The inspection endorses parents' positive views about the school. Teaching is generally of good quality and teachers expect pupils to work and behave well. The personal development of pupils is good and pupils make good progress. The children enjoy coming to school and the school is managed well.

There is not a clear policy for homework and it is not set consistently by all teachers. There is a good range of sporting activities after school, but relatively few other after-school clubs for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils reach standards above average in English and science at the end of their time in the school and standards are well above average in Mathematics.

1. Pupils make good progress in mathematics through Key Stage 1 and the standards that they attain at the end of the key stage are close to the national average. A reception class was observed working close to level 1 of the National Curriculum. Most of the children could count to 20 and played games successfully that involved counting skills, such as dominoes. In Year 1, pupils describe the relative sizes of objects with a good sense of larger and smaller. They use mathematics as an integral part of classroom tasks, weighing and measuring with reasonable accuracy. At the end of Year 2, all pupils understand how to add and subtract and sort and classify objects satisfactorily. Year 2 pupils were observed adding correctly lists of one- and two-digit numbers, such as $25+15+2$. Higher attaining pupils use mathematical language well and explain how they have solved problems.
2. By the end of Year 6, they have made very good progress in mathematics and the standards they attain in the National Curriculum tests are well above average overall, both against all schools and similar schools. The percentage of pupils attaining above the expected level for their age, level 5, is 48 per cent. This is double the national average. Almost all pupils can solve simple problems in their heads and can predict the likely answer by 'guesstimating' with reasonable accuracy. A class of Year 6 pupils was observed doing mental mathematics. Almost all could add, subtract, divide and multiply two-digit numbers in their heads, the higher attainers giving accurate answers to complicated calculations, such as 13×23 . They can solve problems accurately involving measurements of weight or time and add or subtract money confidently. Almost half the pupils have attained higher standards than the expected level for pupils of their age, can find fractions or percentages and have a good understanding of shape and space.
3. The teachers assess standards in science at the end of Key Stage 1 as being average overall. Year 2 pupils have satisfactory skills in experimental and investigative science, and in their understanding and knowledge of materials and their properties. Their understanding of physical processes and of life and living processes (the study of plants and other living organisms) was slightly below average at the end of the key stage in 1999, but there is evidence of improvement and it is now average. Pupils in Year 1 have done good work on habitats, exploring the school's wild life area and recording what they have seen. They have a sound understanding of the types of plants and animals that live on land and in water. Work in the books of Year 2 pupils shows good understanding of the life cycle of many plants and insects, including butterflies.
4. All pupils make good progress in science through Key Stage 2. At the end of the key stage, attainment in the National Curriculum tests in 1999 showed that their knowledge and skills were, overall, above the national average for all schools and in line with similar schools. The percentage of pupils reaching the expected grade, level 4, or above, was close to the national average. The percentage of pupils reaching the higher grade, level 5, was above the national average. Whereas nationally 27 per cent of pupils attain this level, at this school it was reached by 32 per cent of pupils. There is abundant evidence of good work in all aspects of National Curriculum science. There is in-depth coverage of sound, including seeing vibrations and altering the pitch of sounds; forces, including friction and gravity; and materials and their properties.
5. Standards in English are above average at the end of both key stages. All pupils make good progress because of the strong focus in the school on the development of literacy skills and the good teaching. In Year 6, the teaching is very good. The senior management team is using funding well to support a 'reading recovery' initiative that is having a very positive impact on the attainment and progress of pupils who previously had difficulty learning to read.

6. By the end of their time in the school, most pupils have well developed skills in speaking and listening and they read fluently. Their writing is often extensive and higher attaining pupils are skilful authors, as, for example, when they wrote very clever letters to the wolf from the three little pigs! Their choice of vocabulary was most apt. Many writers at the end of Key Stage 2 can enthuse the reader by their fluency and the maturity of their style; there were examples, in the writing about St Lucia, of passages that brought across a vivid impression of what life there is like. Pupils in one class who had redrafted their work had reached particularly high standards. Drafting skills are not developed consistently well in all classes. Nevertheless, teaching is often challenging, such as in the lesson on the poem *The Highwayman*, when pupils were asked to rewrite the verse in modern English. They rose to the challenge well and enjoyed the intellectual exercise it presented. Work is marked regularly and all teachers concentrate on marking spelling, grammar and punctuation. The consistent emphasis on developing these important skills across the school is an important factor in pupils' growing confidence and skill as writers as they get older.

The pupils work hard, concentrate and are interested in their work.

7. Both parents and teachers have high expectations of pupils' work. Pupils understand this and respond to it well. Teachers set out the aims of lessons clearly so that pupils are aware of what they are expected to learn. In a very good art lesson with a Year 5 class, the teacher demonstrated on the blackboard the techniques he wanted the pupils to use to paint a picture of a snowy landscape, using only tones of black and white. The quality of his own examples set the standard for the class and they all tried hard to use the techniques he had shown them to emulate this. They were fired with enthusiasm and in a relatively short time all had produced finished works of art, some of high quality. They worked hard and concentrated because they were excited by the possibilities they had been shown. At the end of the lesson, each showed her or his work to the class and there was mutual respect and admiration.
8. Another good example occurred in a Year 1 lesson in religious education. It was at the end of a long day for these young pupils, during which they had worked on literacy and numeracy. The teacher showed them a mandir and discussed with them its use and significance to Hindus. The pupils were fascinated by the intrinsic beauty of the artefact. They helped the teacher to compose a sentence about the holy object for them to copy into their books. Such was their interest, concentration and enthusiasm that all but the lowest attaining pupils managed to add sentences of their own that added further information, remembered from their discussion. They also drew detailed pictures to accompany their text, all within a very short time. As pupils went close to the mandir, to admire it and see the detail better to help them in their drawing, Hindu pupils willingly and voluntarily explained aspects of it to their friends, enjoying their interest and delight.
9. Lively discussion and mental problem solving activities are features of numeracy lessons in all year groups in the school. Teachers extend and challenge the pupils with quick-fire questions and the pupils respond very well. Excited and lively activity follows as the pupils try very hard to succeed and to be the one to give the teacher the right answer. The pupils show considerable interest in the different ways in which calculations can be carried out and listen carefully to the descriptions each child gives of the ways in which he or she arrived at an answer. In music lessons, too, pupils are eager to learn and they work very hard, as a result of very good, sometimes excellent, teaching. In a Year 4 lesson on the life and works of Elgar, the teacher challenged and inspired her pupils. The pace was very brisk so that much was covered in a short time. The pupils worked hard all through, with excellent concentration, putting considerable intellectual effort into their work. As a result, attainment was high.
10. In lessons overall during the inspection, pupils showed good, very good or excellent levels of interest and enthusiasm and worked hard in two thirds of the lessons observed. In only one lesson did their concentration flag to the point where it was unsatisfactory.

The pupils are courteous to each other and to adults. They are well behaved.

11. The pupils behave very well in lessons and around the school. They listen carefully to their teachers and respect them. They in turn are treated with respect by the staff of the school and it is their models of courtesy, as well as good attitudes that many children learn at home, that teach the pupils how they should behave. When pupils answer questions in class they do so confidently, because they know that whatever they say, whether right or wrong, it will be valued and they will not be made to feel silly or inadequate. This trust breeds trust, and pupils extend the same courtesy to each other. No pupil was ridiculed by another, in class or out of lessons, during the inspection, because tolerance and understanding are implicit in the values that the school successfully promotes.
12. The good and often very good behaviour in class ensures that little time is wasted in class bringing pupils to order or gaining their attention. Most come into their lessons ready to work and lessons begin briskly as a result and proceed at a good pace, so that much learning is covered. The good behaviour also means that teachers can extend pupils' learning by involving them in tasks that require maturity and responsibility.
13. The pupils help and support each other in lessons. In a Year 6 history lesson in which pupils worked together in small groups to 'reassemble' a Greek pot, their behaviour and relationships were very good. They collaborated very well in mixed gender groups, asking each other sensible questions and showing very good social skills. The teacher showed respect for them and their views and high expectations of how they should conduct themselves. As a result, she taught them to value each other and respect the opinions of others. This is just one of very many such examples. In the school overall, pupils' behaviour and attitudes are very good. They were very good or excellent in almost half the lessons seen and good in most of the rest. In only one lesson were they unsatisfactory and they were judged to be no better than sound in only two – about seven per cent of the total.

Teaching is good overall, with much that is very good and sometimes excellent.

14. Over half the teaching is good in the school. A third of it is very good and a tenth is excellent. Only one unsatisfactory lesson was observed during the inspection. This was the result of a teacher not ensuring that all the pupils were getting on with their work. Concentrating too much attention on one small group, the teacher was not aware that many other pupils had stopped concentrating on their task. This is a very rare occurrence.
15. Teachers have good class control and management skills overall. They also have good knowledge of the subjects they are teaching and high expectations of what their pupils can achieve. There were very many examples of good, very good and excellent teaching, some of which have already been mentioned. Teaching is consistently good in numeracy and music. There are many examples of good literacy lessons and good teaching of skills in physical education. In a Year 6 literacy hour, the teacher had focused correctly on skills the class needed to learn. She had high expectations of their work and behaviour, encouraging them to work independently – using a dictionary, for example. The extension task was challenging and took the higher attainers forward in their learning. It forced them to think carefully about their work. The lesson was well planned. Good, efficient use of resources meant that no time was wasted, so that a great deal of work was covered.

The headteacher, governors and staff ensure a good ethos within the school.

16. There are high expectations of behaviour, relationships and standards of work in the school. These factors create a good and positive ethos and this is an important element in the school's success. Pupils learn from their first days in the school, partly from the examples set for them by older children, that at Byron Court Primary School pupils try hard to succeed, behave well and are polite and respectful. A good example was a daily act of collective worship for pupils from reception to Year 4, taken by the headteacher. Over four hundred pupils entered the hall in good order and in silence. Although it took almost ten minutes for them all to assemble, even the youngest pupils stood and waited silently, without any sign of restlessness. Once the assembly had begun, all listened appreciatively to what they were told. They craned their necks to see better the range of candles the headteacher had gathered for them and there were gasps of wonder at the larger or more striking examples. The lighting of candles also drew awe and wonder from the audience. They were appreciative of all that was done for them and listened carefully to the message - that just as all candles, no matter how different, all burn as brightly, so children, no matter how different they appear, have much in common. The reception children, first in and last out, were well behaved and attentive to the end.
17. The high expectations are, in part, implicit in all the school does, led by the headteacher and governors and supported very well by the teachers and all other staff employed by the school. The governors and headteacher have set high targets for attainment, expecting 85 per cent of pupils to reach at least level 4 in English by the end of their time in the school this year, for example, as against the present national average of 70 per cent. When pupils achieve highly, they are expected to do so for no reward other than a word of praise from their teachers and the inward satisfaction of knowing that they have given of their best. There are no merit awards, certificates or prizes for good work or good behaviour. Good work and maximum effort are the expected norm in the school. This is the culture of the school. It is simply what is expected of pupils at Byron Court Primary School.

WHAT COULD BE IMPROVED

The effectiveness of monitoring to identify what works well and what does not in lessons.

18. The school's analysis of National Curriculum results over the last three years showed that pupils were not attaining as well in reading at the end of Key Stage 1 as their performance in other aspects. Accordingly, the headteacher and governing body instigated a reading recovery scheme that has been recognised by the inspection as providing well for the needs of pupils identified as needing additional support. Standards attained in mathematics were not as high in National Curriculum tests as the school would have liked, so £5000 of additional funding for resources was allocated to the subject and a comprehensive programme of professional development for teachers set in place. As a result, standards in mathematics are now well above the national average and inspectors found that teaching and learning in this important subject are almost always good or very good. The school has demonstrated that it can monitor major aspects of its own work effectively and use the information to raise standards significantly.
19. However, as the headteacher has already recognised, the monitoring that is done is not systematic or sufficiently rigorous across the whole curriculum. Appraisal has lapsed, pending new guidelines. Most monitoring of teaching is informal, without the criteria for success being shared and agreed with staff in advance. Classes are not visited, nor work scrutinised, on a regular basis. There are inconsistencies in the quality of teaching across classes and good, successful practice is not identified and shared widely enough. The headteacher has devised a new policy and system for monitoring the work of the school that will involve the whole of the senior management team in taking responsibility for reviewing teaching, planning and attainment in key stages and across subjects, but it has not been possible to implement the scheme because of recent ill-health amongst key members of the team.

20. The governors have a sound understanding of the overall strengths of the school and ideas of areas they would like to develop further. They too have some effective systems for monitoring the work of the school through reports from the headteacher and curriculum co-ordinators, test results, visits on the part of some governors and the views of parents. If they are to fulfil their role as informed critical friends of the school fully, however, they need to have a more systematic process for visiting lessons and monitoring the curriculum.

The planning of lessons and the use of assessment to ensure that the work is always appropriate for each pupil.

21. All teachers are providing experiences of quality for their pupils in English and mathematics. Work in these subjects is planned effectively to provide a range of teaching and learning strategies that keep the interest of the pupils and help them to attain the goals that the teachers set for them. The work builds progressively on what the pupils have already attained. Different tasks are set for pupils in the class of differing abilities, so that pupils are always challenged at an appropriate level and, as a result, make good progress. This is not true in many other subjects. The recent work on planning at a whole-school level now needs to be extended to other subject areas, so that all planning can be brought up to the same standards.
22. Planning outside of these two core subjects is sometimes very brief and rarely includes a range of tasks to match the needs and abilities of all pupils within mixed ability classes. In some lessons for the under-fives, for example, the planning was insufficiently detailed to provide tasks suitable to extend all the children. As a result, some were noisy and tended to distract the others for some of the time. The support assistants were not used efficiently, because for a significant time they were sitting with nothing to do. More effective lesson planning would have made better use of the valuable learning resource they represent.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school should now:
- devise effective and rigorous systems for the monitoring and evaluation of teaching, learning and attainment across the curriculum in order to ensure that standards are as consistently high in all subjects as they are in mathematics and English;
 - plan lessons in all subjects in sufficient detail to ensure that teaching takes account of the full range of abilities in the class and that pupils' achievements are recorded systematically and used to inform future planning, as is done successfully in mathematics.

Minor issue:

- Although not regarded as a key issue, the governors must also ensure in their action plan that the school meets all statutory requirements, including those for appraisal and a daily act of collective worship for all pupils.

OTHER ASPECTS OF THE SCHOOL INCLUDED IN THE INSPECTION

The teaching of pupils for whom English is an additional language

24. The provision for these pupils is effective and pupils make good progress. Six pupils are at a very early stage in their acquisition of English and a larger number of pupils, 192, still need some additional support. The teaching focuses on pupils most in need, but by working alongside class teachers, the support teacher finds good opportunities to assist others and this strategy is very effective. The teaching is good overall. When pupils are withdrawn from lessons for additional support, it is done sensitively and the teaching is matched very well to their pace and needs. In a lesson with Year 5 pupils, the teacher responded well when she discovered that a small group of boys had become interested in a particular book. She allowed

them to read and share it with the rest of the group and her skilful questioning ensured that all made good progress in their understanding of it. Their learning was the more effective because she made them re-read parts of it to increase their understanding even further.

25. The lessons in which the teacher for pupils for whom English is an additional language works alongside a class teacher are particularly effective. One reason is that the teacher discusses and joins in the lesson to broaden the input and ensure that all pupils understand the teaching well. In a Year 1 lesson, the discussion between the two teachers about whether a fairy tale character was good or bad enlivened the lesson for the pupils, as it did in a Year 5 class when the two teachers discussed the poem *The Highwayman*. The pupils being supported responded well and achieved highly.
26. One reason for the success of the partnerships between the class teachers and the support teacher is that planning is done jointly for those lessons in which two teachers work together. Another factor is the very good individual knowledge the support teacher has of individual pupils in her care, which enables her to provide for their needs well. Relationships are good and this helps to give the pupils confidence to speak and contribute even though their speaking skills are, in some cases, underdeveloped. The pupils are responsive and eager to learn, with very positive attitudes to school. Their progress is tracked twice a year using detailed notes kept by the teacher. Assessment systems are satisfactory.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	28	28	32	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	547
Number of full-time pupils eligible for free school meals	0	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	389

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	51	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	31	33
	Girls	47	49	45
	Total	76	80	78
Percentage of pupils at NC level 2 or above	School	89 ()	94 ()	92 ()
	National	82 ()	83 ()	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	28
	Girls	48	43	46
	Total	76	73	74
Percentage of pupils at NC level 2 or above	School	89 (87)	86 (85)	87 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	39	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	32
	Girls	34	31	31
	Total	62	62	63
Percentage of pupils at NC level 4 or above	School	83 (85)	83 (75)	84 (78)
	National	70 (65)	69 (63)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	30
	Girls	30	30	30
	Total	55	58	60
Percentage of pupils at NC level 4 or above	School	73 (72)	77 (77)	80 (80)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	44
Black – African heritage	3
Black – other	7
Indian	188
Pakistani	62
Bangladeshi	1
Chinese	6
White	93
Any other minority ethnic group	73

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	26.2
Number of pupils per qualified teacher	20.9
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	52.5

FTE means full-time equivalent.

Financial information

Financial year	1998-99
	£
Total income	1,011,036
Total expenditure	942,024
Expenditure per pupil	1,700
Balance brought forward from previous year	177,665
Balance carried forward to next year	246,677

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	547
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	1
My child is making good progress in school.	47	43	8	1	2
Behaviour in the school is good.	43	48	6	0	3
My child gets the right amount of work to do at home.	36	42	17	4	2
The teaching is good.	47	45	4	0	5
I am kept well informed about how my child is getting on.	39	44	12	4	2
I would feel comfortable about approaching the school with questions or a problem.	44	45	6	4	2
The school expects my child to work hard and achieve his or her best.	46	40	7	0	8
The school works closely with parents.	35	42	14	5	5
The school is well led and managed.	48	41	0	2	9
The school is helping my child become mature and responsible.	37	52	3	1	7
The school provides an interesting range of activities outside lessons.	34	25	23	8	10

Summary of parents' and carers' responses

<ul style="list-style-type: none"> • Almost all believe that their children like the school and make good progress. • They are pleased with standards of behaviour in the school. • Almost all parents think that the teaching is of good quality and that their children are expected to work hard and achieve their best. • They believe that the school is led and managed well. • Parents report that the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • About a fifth of parents would like more homework for their children and want the school to work more closely with parents to help their children with their learning. • Almost a third of parents who responded would like the school to provide a wider range of activities outside of lessons. • Some parents, just over 15 per cent, would like more information about the work their children are doing at school.
--	---

Other issues raised by parents

Parents are also concerned about the accommodation in the canteen and the quantity and choice of food available, especially for those pupils who are not able to go to lunch until late in the lunch hour. The quality and safety of play surfaces were also questioned, along with the supervision of pupils at lunchtime. The eating arrangements were satisfactory during the inspection, as was supervision, but the canteen is very cold.