

# INSPECTION REPORT

**THOMAS JONES PRIMARY SCHOOL**

London W11

L E A area: Kensington and Chelsea

Unique reference number: 100488

Headteacher: Mr M C Bull

Reporting inspector: Mrs C Skinner  
23160

Dates of inspection: 10<sup>th</sup>-11<sup>th</sup> July 2000

Inspection number: 188904

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	St Mark's Road London
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Appropriate authority:	The governing body, Thomas Jones Primary School
Name of chair of governors:	Mr S Blanchflower
Date of previous inspection:	24 <sup>th</sup> June 1996

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Thomas Jones Primary School educates boys and girls aged between three and 11. There are 218 pupils who attend full-time, including 21 children aged under five in the Nursery. The school is about the same size as most other schools of the same type. There are ten more girls than boys on roll. Sixty-two per cent of pupils come from ethnic minority backgrounds, and 34 pupils are refugees. One hundred and seventeen pupils speak English as an additional language, which is very high compared to most other schools. Of these, 47 are at an early stage of learning English. Sixty-six per cent of the pupils are entitled to free school meals, which is well above the national average. The school has 46 pupils on its register of special educational needs, which is broadly the national average. Seven pupils have a statement of special educational need, which is higher than the national average. During the last school year, 20 pupils entered the school other than at the usual time of first admission, and 25 left it at times other than those of the normal leaving or transfer. This represents a relatively high level of mobility among the pupils. There is some variation in attainment on entry between different years and areas of learning, but overall, it is well below average, particularly in language and literacy. For the previous two years, the school had the second lowest attainment on entry in the borough. In April 1999, the Local Education Authority made a proposal to close the school in July 2000, as its response to falling rolls in the north of the borough. This decision was rescinded in September 1999 after a campaign by parents, staff and governors.

### **HOW GOOD THE SCHOOL IS**

Thomas Jones Primary School is a good and effective school. The attainment of pupils on entry to the school is well below average. As a result of good teaching and high expectations, the pupils make good progress. By the time they leave the school, they achieve standards in English and science which are above those found in most schools, and similar standards to most schools in mathematics. The leadership and management of the school are good. The school's performance is regularly and effectively reviewed and staff are committed to achieving high standards in their work. The school gives good value for money.

#### **What the school does well**

- Pupils achieve very well and attain high standards in English and science by the time they leave the school.
- The pupils' attitudes to their work, their behaviour, their personal development and the quality of relationships in the school promote a very positive atmosphere in which to learn.
- The quality of teaching is good and enables pupils to make good progress in their learning.
- The school makes good and effective provision for children aged under five through a broad range of opportunities to learn through play and enquiry.
- The good quality of the leadership and management provided by the headteacher, deputy headteacher, key staff and governors creates an effective school, in which there is a shared commitment to high standards and continuous improvement.

#### **What could be improved**

- Standards in reading at Key Stage 1, which are well below average, and standards in mathematics, which are below average at Key Stage 1 and average at Key Stage 2.
- The pupils' attendance, which is well below the national average, and which has an adverse effect on the attainment and progress of a minority of pupils.
- The provision for information technology, which is not meeting the requirements of the National Curriculum at Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 and, since then, it has made a good improvement. It has a good capacity to continue to improve. Following its last inspection, the school produced a good action plan to address the key issues that had been identified. This has been implemented well, despite the setback caused by the threat of closure in 1999. Standards in English have improved significantly at Key Stage 2 as a result of the effective implementation of the National Literacy Strategy. At Key Stage 1, standards in reading have fallen, because there is insufficient teaching of comprehension skills. Standards in science have also improved at Key Stage 2 because of good teaching of scientific knowledge. The quality of teaching is significantly better than it was as a result of rigorous monitoring and good in-service training. In the previous inspection, 13 per cent of the teaching was unsatisfactory and only eight per cent was very good or better. In this inspection, no unsatisfactory teaching was observed and 26 per cent was very good. There have been improvements in the teaching of information technology, religious education, handwriting and presentation and in the marking and assessment of pupils' work. Work is usually matched well to pupils' capabilities and higher attaining pupils are challenged well. Governors have an effective involvement in the curriculum and staff with management responsibilities monitor and evaluate their subjects effectively. There is a greater emphasis on rewarding good behaviour and giving pupils opportunities to show initiative and take responsibility.

## 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	E	D	A	A*
Mathematics	E	E	C	A
Science	E	E	A	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

Standards have risen significantly over the past three years from low levels, placing the school in the top five per cent of similar schools in English and science, and well above average in mathematics. The improvement in the school's results has been greater than the national trend and represents good progress in the pupils' learning. The findings of the inspection are that attainment is above that found in most schools in English and science, and similar to most schools in mathematics. The proportion of higher achieving pupils is lower in the current Year 6 than in 1999. In mathematics, pupils attain lower standards than in English and science because there is insufficient emphasis on teaching mental strategies and giving pupils opportunities to apply their mathematical knowledge and understanding in a range of different contexts. The school has set challenging but attainable targets to raise standards further in English and mathematics.

Children aged under five make good progress in their personal and social development, creative development, physical development and knowledge and understanding of the world and attain standards similar to those found in most schools by the age of five. In language and literacy and mathematics, children make good progress but standards are still below average by the age of five as over 60 per cent

are at an early stage of learning English. In Year 2, standards are below average in writing and mathematics and well below average in reading. This represents satisfactory progress from a very low starting point on entry to the school. Pupils in Year 1, however, are achieving average standards in these subjects, because there are more higher achieving pupils and fewer lower achieving pupils in the year group. Pupils with special educational needs and those who speak English as an additional language make good progress in their learning and reach good, and sometimes very good, standards in relation to their previous attainment.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The pupils' attitudes to learning are very good. They are eager to learn, concentrate well and apply considerable effort to their work.
Behaviour, in and out of classrooms	Pupils generally behave well in lessons and in the playground. They are friendly and courteous to visitors and show respect towards others.
Personal development and relationships	There is a high degree of racial harmony within the school and very good relationships exist between pupils and between pupils and teachers. Pupils enjoy taking responsibility for jobs around the school and show initiative. They co-operate well in group activities.
Attendance	Attendance is very low compared to other schools and unauthorised absence is well above the national average. Most pupils have a good attendance record, and the school's poor attendance can be attributed largely to a few pupils with persistent problems.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	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.*

Throughout the school, the quality of teaching is good and promotes good progress in the pupils' learning. During the inspection, 26 per cent of the teaching seen was very good, 53 per cent was good and 21 per cent was satisfactory. The quality of teaching in English, including literacy, mathematics, including numeracy, and science is good. For children aged under five the quality of teaching is very good. Throughout the school, lessons are well planned and begin with interesting introductions that capture the pupils' interest and motivate them to learn. All teachers manage pupils well; those who are most effective reinforce and praise good behaviour and attitudes and create a calm but industrious working atmosphere in the classroom. Basic skills in English and mathematics are taught effectively, except in reading at Key Stage 1, where there is not enough teaching of comprehension skills. Teachers pay particular attention to developing pupils' vocabulary, and the specialist teacher for pupils who speak English as an additional language works very well in partnership with class teachers to provide effective support for these pupils. The quality of teaching for pupils with special educational needs is good.

The good quality of teaching promotes a good quality of learning. Pupils listen carefully to teachers, sustain concentration well and show interest and enjoyment in their work. They apply considerable intellectual and creative effort to their work and complete a good amount of work in the given time.

Pupils are eager to learn and have a good understanding of their own learning. The quality of learning is lower when pupils receive insufficient supervision during literacy and numeracy lessons because the teacher is focusing her attention on one or two groups and has no support in the classroom.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The curriculum is broad, and is planned effectively to achieve progression in the pupils' learning from year to year. It does not meet statutory requirements in information technology at Key Stage 2 because the school does not have enough equipment to teach all aspects of the subject adequately. The national strategies for literacy and numeracy are being implemented effectively, although in numeracy, there is still insufficient emphasis on developing pupils' mental strategies and their ability to use and apply mathematical knowledge. The curriculum for children aged under five provides a good range of opportunities for learning through play, talk and enquiry.
Provision for pupils with special educational needs	Good. Pupils make good progress as their needs are carefully identified and teachers plan effectively to meet them through work which is well planned and matched to their capabilities. Pupils have clear targets for improvement, which are reviewed regularly, and their progress is monitored closely.
Provision for pupils with English as an additional language	Good. Pupils make good progress in acquiring English as they move through the school as a result of the good teaching and provision of specialist staff to meet their needs. There is good partnership teaching between the specialist teacher and class teachers, which ensures that all pupils are able to participate fully in lessons while also receiving individual help when required to address particular problems.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development, and very good provision for their social development. Moral development is promoted well through assemblies and discussions in lessons. There is a good range of opportunities to develop pupils' cultural awareness through English, art, music, visits to museums and by celebrating the cultural diversity represented in the school. Provision for spiritual development is satisfactory, but opportunities for reflection are not always fully developed in collective worship.
How well the school cares for its pupils	Good. The school monitors pupils' academic and personal development well. There are good procedures for promoting good behaviour and ensuring pupils' welfare, but procedures for promoting good attendance are not effective enough.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher, deputy headteacher and key co-ordinators work effectively as a team to raise standards and improve the quality of education provided for the pupils. They have not allowed the threat of closure to affect the school's performance adversely and have continued to build a strong team of staff with a commitment to high standards. They are particularly effective in monitoring and evaluating the quality of teaching throughout the school and are constantly looking for ways to improve their practice.



How well the governors fulfil their responsibilities	The governors have a good understanding of the school's strengths and weaknesses and fulfil their responsibilities well. Through focused visits and receiving reports from the headteacher and staff, they have improved their involvement in the curriculum and are much better informed than at the time of the last inspection. Governors who have an overview of literacy and numeracy have visited the school to see the new strategies in action and have discussed these at length with the headteacher and co-ordinators.
The school's evaluation of its performance	Good. The headteacher, governors and staff analyse in detail the standards achieved by the pupils and how these could be improved. They identify clear priorities for action and put strategies in place to address identified weaknesses. Governors ask challenging questions about the school's performance in a number of areas and are effective in their role as critical friends to the school. Performance targets for the headteacher and deputy are clearly related to raising standards of achievement and improving attendance.
The strategic use of resources	Good. There is effective financial planning, which is clearly linked to the educational priorities in the school development plan. Expenditure is carefully monitored. The school's accommodation and learning resources are used well. Staff are effectively deployed although the use of assistants to support teachers in the literacy hour is not always effective at Key Stage 1. Contracts are negotiated to achieve savings where possible and pupils are involved through the school council in identifying ways to improve the range of resources available to them. This helps to ensure that money is well spent.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The quality of teaching.</li> <li>• The school has high expectations of their children.</li> <li>• They are comfortable about approaching the school with questions or problems.</li> <li>• Behaviour is good.</li> <li>• Their children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> </ul>

The findings of the inspection support the positive views of the parents. The school provides comprehensive information for parents about their children's progress in the very good end of year reports. It is looking for ways to improve the information that parents are given throughout the rest of the year.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve very well and attain high standards in English and science by the time they leave the school**

1. There has been a marked improvement in the pupils' results in the national tests for 11 year olds over the past three years. This is confirmed by the findings of this inspection. In English and science, the pupils' results in 1999 were well above the national average. They placed the school in the top five per cent of similar schools. Forty-one per cent of the pupils attained above average standards (Level 5) in English, and 52 per cent reached this level in science. The findings of the inspection show that, by the age of 11, pupils achieve standards which are above those found in most schools in English, including literacy, and science. This is an improvement since the last inspection, when standards were found to be average. Very few pupils are achieving below expected standards (Level 4) in these subjects. However, the proportion of pupils who are reaching Level 5 is not as high as it was in the 1999 national tests. Such variations between national test results and the findings of the inspection are not uncommon because different groups of pupils are involved. Overall, pupils achieve very well in these subjects during their time in school and acquire a wide range of skills in speaking, listening reading and writing. They also increase their scientific knowledge and understanding to a high degree. A very high proportion of the pupils speak English as an additional language. These pupils make very good progress in acquiring English and expanding their vocabulary, which enables them to make good progress in other areas of learning. Pupils with special educational needs also make good progress and achieve very well in relation to their previous attainment.

2. The development of pupils' speaking and listening skills is very good and is central to the progress they make in other areas of the curriculum. Specialist teachers and assistants work very closely with class teachers to encourage pupils to develop a good understanding of English and fluency in speaking the language. Adults have high expectations of the pupils and place an appropriate emphasis on teaching vocabulary which is specific to each subject and extending the pupils' awareness of different grammatical structures. For example, in a literacy lesson, pupils in Year 3 explained how to use conjunctions and higher attaining pupils gave examples of pronouns. There is also effective teaching of how writers use language to create a particular effect. For example, pupils in Year 6 commented critically on how a poet used similes and metaphors to create a portrait of a character. Higher achieving pupils were able to use inference and deduction very well when analysing and comparing poems.

3. Pupils read a wide variety of texts from different genres and show a good understanding of the themes, ideas and characters contained in them when responding to questions. They refer to the text when explaining their views and understand how writers use language to create a mood or paint a picture. Pupils' written work covers a broad range of styles, including responses to poetry and Shakespearean drama, writing persuasive arguments and different kinds of poetry, including Haiku and limericks. The pupils' writing is lively and interesting. A very good example is the highly imaginative writing about the discovery of Tutankhamen's tomb in connection with the history topic. Pupils choose vocabulary carefully, often using words to good effect, and use grammatically complex sentences. Spelling and punctuation are generally accurate and handwriting is neat, joined and legible. This is an improvement since the last inspection when handwriting and presentation were found to be unsatisfactory. Higher achieving pupils use words imaginatively and creatively to produce work of a high standard.

4. In science, pupils have a good range of scientific knowledge. They understand scientific ideas and their relevance to everyday life. They know and use scientific names for organs in the human body and

identify parts of a plant. Pupils explain, for example, how the lungs work and make important links between this and the effects of smoking. Pupils understand that food chains show feeding relationships between plants and animals. They demonstrate understanding of the properties of some materials and how they can be changed, for example by mixing them with water. Pupils investigate whether substances dissolve better in warm water than in cold water to extend their understanding of solubility. They know that motion is affected by forces such as friction and gravity. Evidence shows that pupils are taught to plan and carry out experimental work, and learn how to make sure a test is fair, and how to record their observations in a variety of ways. In a Year 3 lesson, for example, pupils compared and investigated different types of material to find out which fabric was the most stretchy. However, in Year 6, there is insufficient emphasis on this aspect of science in favour of reinforcing pupils' scientific knowledge.

**The pupils' attitudes to their work, their behaviour, their personal development and the quality of relationships in the school promote a very positive atmosphere in which to learn**

5. Pupils have very good attitudes to their work, and this helps them to make good progress in their learning. They are eager to learn and show enjoyment in their lessons. Pupils listen attentively to the teacher and to each other, and concentrate very well on their work. They willingly offer ideas and are keen to answer questions. In Year 6, for example, pupils became engrossed in studying and comparing poems and were eager to suggest ideas and make observations. In Year 1, the pupils participated in a shared reading activity with great enthusiasm. Children in the Nursery co-operate well when playing with construction toys and are happy to share resources and take turns. These very good attitudes are much improved since the last inspection when they were judged to be satisfactory.

6. The pupils behave well in class, around the school and at playtimes. They are polite and friendly to visitors and show concern for each other. There is very little evidence of bullying, and on the rare occasions when it happens, it is dealt with swiftly and effectively by the school. A few pupils demonstrate unacceptable behaviour from time to time, but there are clear guidelines for dealing with this. Since the last inspection, the school has identified the need for a more consistent approach to managing pupils' behaviour and is working hard to implement positive strategies that focus on rewarding good behaviour and avoid undue emphasis on negative responses. In the main, this is working well, but there were a few occasions during the inspection when some adults resorted to shouting at the pupils. This detracted from the predominantly harmonious atmosphere in the school. Overall, there has been good improvement in the pupils' behaviour since the last inspection.

7. Pupils enjoy taking responsibility and show initiative as they carry out various tasks around the school, such as preparing the hall for assembly and clearing away afterwards. They participate with enthusiasm in the school council and are keen to offer ideas and make suggestions about how the school might be improved. Relationships between pupils, and between pupils and adults, are mostly good. There is a high degree of racial harmony and respect for each other's differences. Most adults treat pupils with kindness and respect and have a good rapport with them. This encourages pupils to do their best and builds their self-esteem. The pupils' relationships and personal development have improved since the last inspection.

**The quality of teaching is good and enables pupils to make good progress in their learning**

8. Overall, the quality of teaching and its impact on pupils' learning are good. Teaching takes good account of the needs of all pupils, including those with special educational needs and the very high proportion of pupils who speak English as an additional language. This is an improvement since the school's previous inspection, when teaching was found to be satisfactory. At that time, teaching was

unsatisfactory in 13 per cent of the lessons observed. In this inspection, no unsatisfactory teaching was observed. Issues from the last inspection included improving teachers' knowledge and understanding of all subjects of the National Curriculum, improving marking and assessment procedures, matching work to pupils' capabilities and providing greater challenge for more able pupils. These issues have been addressed well. Teachers now have good knowledge and understanding of the subjects they teach as a result of well-planned in-service training. An analysis of pupils' work shows that the school's marking policy is implemented consistently. Teachers write helpful comments on pupils' work that show them how to improve, encourage them and value their work. Assessment procedures are effective in guiding teachers' planning, and work is well matched to the needs of the pupils. Higher achieving pupils receive challenging work which extends their thinking and enables them to attain high standards.

9. The quality of teaching is very good for children aged under five. They are given a wide range of opportunities to develop their knowledge, skills and understanding through play, talk and investigation. The teacher plans activities very well and works closely with the nursery nurse to ensure that all children make good progress in their learning. Both place great emphasis on talking with the children as they engage in different activities to develop their understanding of language and extend their vocabulary. This is very important for these children as over 60 per cent of them speak English as an additional language. Very good ongoing assessments are recorded in each child's profile, which effectively shows how much progress has been made, month by month, and highlights those areas where each child needs further development.

10. At Key Stages 1 and 2, the quality of teaching is good, overall. In the lessons seen, it ranged from satisfactory to very good. An analysis of the pupils' work shows that good teaching enables the pupils to make good progress throughout the year. Lessons are well planned and have clear objectives, which are shared with the pupils at the beginning of the lesson. Introductions are lively and interesting and serve to motivate pupils and hold their attention. For example, in a Year 1 literacy lesson, the teacher created an atmosphere of fun and enjoyment as she used a large text to develop the pupils' understanding of sounds and the difference between questions and statements. There is a very good emphasis on teaching basic skills such as identifying sounds, the mechanics of reading, using correct punctuation and analysing texts at Key Stage 2. However, there is not enough emphasis on developing the pupils' understanding of what they have read at Key Stage 1. In mathematics, pupils' number skills are developed well, as is their understanding of shape, space and measures. There is insufficient emphasis on developing the pupils' ability to use and apply their mathematical knowledge and understanding in a variety of contexts.

11. Teachers have high expectations of the pupils and encourage them to strive for high standards. This was particularly evident in a numeracy lesson in the Reception class and in a very good science lesson in Year 1. In both of these lessons, the teachers constantly challenged the pupils by asking "Why?", encouraging them to think for themselves and to draw conclusions from their observations. Some of the best features of the teaching throughout the school were illustrated in a Year 6 literacy lesson, in which pupils commented critically on the impact of a poem entitled *Timothy Winters* by Charles Causley and discussed how the poet used language to create particular effects. Very good partnership teaching between the class teacher and the specialist teacher for pupils who speak English as an additional language created a lively atmosphere for learning. The specialist teacher had previously worked with a pupil who had arrived in school earlier in the year with no knowledge of English in order to prepare her for the lesson, so that she was able to participate in some of it with the rest of the class. Very good questioning focused pupils' attention on the poet's use of simile and metaphor and the distinction between the two. "Why is Timothy's hair like an exclamation mark?" and "What do you think the poet means by *a blitz of a boy*?" drew good responses from the pupils, which showed a good understanding of poetic technique. Subsequent comparisons between this and other poems increased the level of challenge for higher achieving pupils and developed their use of inference and deduction well. Both teachers communicated their own enthusiasm for the subject and encouraged pupils to think critically.

**The school makes good and effective provision for children aged under five through a broad range of opportunities to learn through plan and enquiry**

12. The school provides a good range of learning opportunities for children aged under five, which lay a solid foundation on which to build their future learning. The teachers in the Nursery and Reception classes have a very good understanding of the needs of very young children and how they learn. They concentrate appropriately on teaching children the basic skills in literacy and numeracy, as well as providing a variety of opportunities for children to increase their knowledge, skills and understanding through play and enquiry. There is a very good emphasis on improving the children's personal and social development through co-operative and imaginative play and encouraging independence when choosing and carrying out activities. Learning is enhanced by a plentiful supply of resources, which children are encouraged to share and handle carefully. The Nursery is very well organised to promote independent learning and its outside play area is used very well to develop pupils' physical dexterity. The accommodation for Reception children is much smaller and affords less scope for the teacher to create separate areas as in the Nursery. Opportunities for outdoor play are also more limited than for children in the Nursery. However, this situation is being reviewed as the school prepares to introduce the new curriculum for children in the foundation stage of learning, which will include both Nursery and Reception, in September 2000.

13. The very good emphasis on developing children's speaking and listening skills has a significant impact on the progress that they make. Teachers and assistants communicate with children frequently, asking questions, giving instructions and explanations, telling stories and participating in conversations as children are engaged in activities. This helps to expand children's vocabulary and their awareness of the conventions of language. A very good example in the Nursery was when the teacher was sitting with a group of children and teaching them how to mould with dough, using rolling pins and pastry cutters to simulate making biscuits. Not only did this help to increase the children's manual dexterity, it also provided a valuable opportunity for the teacher to develop the language associated with the activity and to engage children in conversation.

**The good quality of the leadership and management provided by the headteacher, key staff and governors creates an effective school in which there is a shared commitment to high standards and continuous improvement**

14. The school is well led and managed by the headteacher, deputy headteacher, key co-ordinators and the governing body. A particularly strong feature is the monitoring, evaluation and development of teaching that has led to a significant improvement in its quality and a subsequent rise in the standards achieved by the pupils. Classroom observations are carried out by the headteacher, deputy headteacher and some co-ordinators. Some governors have also observed lessons as part of their monitoring role. Recently, the focus of these observations has been on literacy and numeracy, and they have served to highlight the strengths and weaknesses in teaching in these subjects. The outcome of lesson observations is discussed with each teacher and used as a basis for future development.

15. A key issue from the school's previous inspection was to extend job descriptions for subject co-ordinators to include monitoring and evaluating the curriculum and to ensure that co-ordinators managed their subjects effectively. The teachers who have responsibility for subjects now play an active role in shaping the development of their subjects and in monitoring and evaluating the implementation of the curriculum and the pupils' work. The headteacher and deputy head teach every class in rotation, which gives them a broad overview of both the curriculum and the standards that pupils achieve. It also releases class teachers to carry out their management responsibilities and ensures that all work well together as a team to improve provision and raise standards.

16. The headteacher, deputy headteacher, co-ordinators and governors carry out detailed analyses of the pupils' results in national and internal tests, and the standards they achieve throughout the year, in order to identify clear priorities for action. For example, it became apparent that the implementation of the literacy hour at Key Stage 1 was having an adverse effect on the pupils' progress in reading and writing. A decision to increase the amount of time devoted to writing during the week and a greater emphasis on developing pupils' skills in extended writing have already brought about some improvement, though this is more noticeable in Year 1 than Year 2. Further analysis indicated that pupils were under-achieving in reading tests because they do not have a secure understanding of what they have read. This has been identified appropriately as a priority for improvement during the next year. Similarly, the school has identified the need to focus on developing the pupils' ability to use and apply their mathematical knowledge and understanding in a variety of contexts in order to raise standards in mathematics.

17. At the time of the last inspection, governors were not involved sufficiently in the curriculum to be able to evaluate the success of the school development plan effectively. The governing body was not meeting its statutory obligations in relation to the Code of Practice for special educational needs and some subjects of the National Curriculum. It is now fulfilling the requirements for special educational needs and for the National Curriculum, except in one aspect of information technology where the school is not yet equipped to teach it. Governors are effective in their role as critical friends to the school and have a good awareness of the school's strengths and weaknesses. They are kept well informed through regular visits and observations, receiving reports from the headteacher, deputy headteacher and co-ordinators, and asking searching questions in meetings. For example, governors who oversee literacy and numeracy have visited the school to observe how the new strategies are being implemented and to discuss these with staff. The governors have set appropriate performance targets for the headteacher and deputy headteacher, which are clearly linked to raising standards of achievement and improving attendance.

## **WHAT COULD BE IMPROVED**

### **Standards in reading at Key Stage 1 which are well below average and standards in mathematics which are below average at Key Stage 1 and average at Key Stage 2**

18. In the 1999 national tests for seven year olds, the pupils' results were very low in reading compared to both the national average and the average for similar schools. This group of pupils had very low attainment on entry to the school. The findings of the inspection show that standards in reading are still very low in the present Year 2, which also had very low attainment on entry to the school. However, in Year 1, where the pupils' attainment on entry was also very low, standards are better and approaching those found in most schools. The school's analysis of the pupils' performance in the tests has pinpointed the cause of the poor results. Although there is good teaching of the mechanics of reading, so that pupils are able to use their knowledge of sounds to help them read unfamiliar words, there is not enough emphasis on developing their understanding of what they have read as they become more proficient in reading. Consequently, pupils perform poorly in comprehension tests. There is good emphasis on teaching word recognition, knowledge of sounds and grammatical structures. In shared reading sessions, large texts are used effectively to teach pupils how to use punctuation, identify rhyming words and spelling patterns and explore language. This develops the pupils' familiarity with English and extends their use of vocabulary very well. However, there are not enough opportunities for pupils to explore the content of what they have read, predict what might happen next or talk about characters or events. This is also the reason why few pupils attain above average standards in reading.

19. For example, in a Year 2 lesson, where pupils read a challenging text, the focus was on identifying interesting words and the use of tenses, rather than on developing the pupils' understanding of what they were reading. In a group reading session, some pupils were unable to engage in the activity

without close supervision, which limited their ability to benefit fully from reading a text together. One of the drawbacks at this key stage is that teachers' assistants are not always deployed to achieve maximum effectiveness, which means that the class teacher sometimes has to manage four groups on her own. On one occasion, an assistant sat and listened to the whole-class shared reading session but was not available to work with groups. This is an unsatisfactory arrangement. The school is aware of the need to improve the teaching of reading and has identified this as a priority for the coming year.

20. In mathematics, a similar picture emerges. The findings of the inspection confirm that standards are below those found in most schools at Key Stage 1, where few pupils attain above average standards. At Key Stage 2, standards are similar to those in most schools but, within this, there are variations between different aspects of the subject. There is good teaching of the basic skills in number, shape, measures and handling data and pupils attain good standards in numeracy. For example, pupils in Year 5 use appropriate mental strategies to divide numbers by 10 and 100, and, in Year 6, pupils convert kilometres to millimetres and litres to millilitres in a mental mathematics session. The implementation of the National Numeracy Strategy has brought about a greater emphasis on teaching pupils to think about and explain the mental strategies they use, and this aspect is improving. However, there are insufficient opportunities for pupils to use and apply their mathematical knowledge and understanding in new situations and to solve problems in which they have to decide which mathematical operations to use. The school's analysis of the pupils' performance in the national tests for 11 year olds identified this as the main reason why they did not achieve as well as in English and science. At Key Stage 1, although standards overall were still well below the national average in the 1999 national tests, the pupils' results compared favourably with those of pupils in similar schools and more pupils achieved average and above average standards than in reading and writing. Although attainment in the current Year 2 is still below average, there is evidence that, as the new strategies are taking effect, standards are rising. In Year 1, 80 per cent of the pupils are achieving standards similar to those found in most other schools.

**The pupils' attendance, which is well below the national average, and which has an adverse effect on the attainment and progress of a minority of pupils**

21. At the time of the previous inspection, the pupils' attendance was judged to be satisfactory. Since that time, the rate of attendance has declined from 91.9 per cent to 89.3 per cent in 1998/99, which is very low in comparison with other schools. Unauthorised absence has risen over the same period from 2.5 per cent to 3.1 per cent in 1998/99. This is well above the national average. Attendance fell at the time of the proposed closure of the school. It recovered by 0.6 per cent in 1999/2000, but the level remains unsatisfactory. The main reason is that a very small number of families miss large numbers of days at school. Scrutiny of a typical class register shows that most of the pupils in the class are averaging over 94 per cent attendance. A small number of pupils are averaging less than 75 per cent. Some of these families have severe difficulties, and the educational welfare officer and other local agencies work with the school to improve the attendance of these pupils. The school recognises that it needs to take further measures to encourage these pupils to come to school more regularly and to enable them to achieve more in their learning.

**The provision for information technology which is not meeting the requirements of the National Curriculum at Key Stage 2**

22. The previous inspection found that standards of attainment in information technology were unsatisfactory throughout the school and that pupils were making limited progress. This was because there were limited opportunities for pupils to use computers and there were not enough computers to make teaching effective. The school was not meeting the requirements of the National Curriculum. There have been many improvements in the teaching of information technology since that time. For instance, teachers' planning of the subject has improved, as has the range of equipment available to the

pupils. As a result, pupils achieve expected standards by the age of seven. Good foundations are laid in the Nursery and Reception classes, where, for example, pupils use a computer to reinforce counting skills and knowledge of numbers and use a graphics program to make shape pictures. In Year 1, pupils learn to program and operate a floor robot in order to make it follow a prescribed course around the classroom. They also learn to play a game using a CD-ROM. Pupils in Year 2 generate graphs to show their favourite foods and use their word processing skills to type text.

23. At Key Stage 2, despite the improvements that have been made, there are still insufficient computers to enable teachers to cover the whole curriculum, which becomes increasingly demanding as the pupils get older. Although each class has a new computer with a good range of software and a CD-ROM, this is not sufficient to meet the requirements of the curriculum for a class of 30 pupils. The school has recently purchased external monitors, which will enable it to meet the requirements for this aspect of the subject from September 2000, but these are not being met at present. Four new computers, situated in the library, are dedicated to operating an integrated learning system, which is designed to assess and improve the pupils' attainment in English and mathematics. This is not yet fully operational due to a software malfunction, but pupils are able to use it to improve their reading and spelling skills. A good feature of this system is that pupils use it independently and become acquainted with how to log on and off and how to operate the programs.

24. An analysis of pupils' work shows that they achieve satisfactory standards in communicating and handling information. Their attainment in control technology, modelling and monitoring is below average. By Year 6, pupils are able to combine text and graphics to make a travel brochure about Egypt in conjunction with their work in history. They also use a graphics program to create pictures of artefacts that were found in Tutankhamen's tomb. Pupils in Year 5 produce greeting cards and in Year 4, pupils use a CD-ROM to search for information about different animal habitats in conjunction with their work in geography and science. The school has recently set up an Internet link, which has been used by pupils in Year 5 to look for information about Notting Hill as part of the pupils' urban studies project. Pupils in Year 6 also searched a website for information about Egyptian gods and goddesses. Overall, teachers plan experiences well to support the pupils' learning in other subjects, but the effectiveness of these experiences is limited by the shortage of equipment and the time it takes for each pupil to carry out the set task. The school has identified as a priority in its long term planning the creation of a computer suite as a means of addressing current problems.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

### **25. Raise the standards achieved by the pupils in reading at Key Stage 1 and mathematics at both key stages by:**

- placing greater emphasis on developing pupils' understanding of what they have read so that they attain good standards in reading comprehension;
- providing increased opportunities for pupils to use and apply their mathematical knowledge and understanding in a variety of situations.

### **26. Improve the pupils' rate of attendance and reduce the number of unauthorised absences by:**

- continuing to implement the strategies set out in the school development plan, evaluating their effectiveness and modifying them appropriately in the light of experience.

### **27. Continue to improve the provision of information technology, especially at Key Stage 2, in order to meet fully the requirements of the National Curriculum for all pupils by:**

- ensuring that there are enough computers to meet pupils' needs at Key Stage 2 and sufficient equipment to meet the needs of the curriculum in control technology, monitoring and modelling;
- continuing to provide training for all staff to meet the requirements of the new scheme of work.



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	16

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	53	21	0	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)	21	197
Number of full-time pupils eligible for free school meals		135

*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	1	45

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	117

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	25

### *Attendance*

#### **Authorised absence**

	%
School data	7.5
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	3.1
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	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	9	9
	Total	15	17	17
Percentage of pupils at NC level 2 or above	School	56 (63)	63 (63)	63 (73)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	10	11
	Total	15	18	19
Percentage of pupils at NC level 2 or above	School	56 (63)	67 (73)	70 (63)
	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	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	13	11	14
	Total	23	21	26
Percentage of pupils at NC level 4 or above	School	79 (45)	72 (31)	90 (38)
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	14
	Girls	13	12	14
	Total	23	22	28
Percentage of pupils at NC level 4 or above	School	79 (55)	76 (52)	97 (48)
	National	68 [65]	69 [65]	75 [72]

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	21
Black – other	17
Indian	0
Pakistani	3
Bangladeshi	2
Chinese	0
White	64
Any other minority ethnic group	44

*This table refers to pupils of compulsory school age only.*

***Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	19
Average class size	27

**Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	275

***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	1
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.*

***Financial information***

Financial year	1999/00
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	£
Total income	622320
Total expenditure	628281
Expenditure per pupil	2950
Balance brought forward from previous year	0
Balance carried forward to next year	(5961)

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	11
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*FTE means full-time equivalent.*

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	218
Number of questionnaires returned	61

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	0	0	2
My child is making good progress in school.	51	36	7	2	4
Behaviour in the school is good.	46	48	0	2	4
My child gets the right amount of work to do at home.	49	39	8	4	0
The teaching is good.	69	23	2	3	3
I am kept well informed about how my child is getting on.	48	27	13	7	5
I would feel comfortable about approaching the school with questions or a problem.	60	32	3	0	5
The school expects my child to work hard and achieve his or her best.	66	30	2	0	2
The school works closely with parents.	38	44	5	2	11
The school is well led and managed.	60	27	2	2	9
The school is helping my child become mature and responsible.	57	34	2	3	4
The school provides an interesting range of activities outside lessons.	52	30	7	0	11