

INSPECTION REPORT

NELSON MANDELA COMMUNITY PRIMARY SCHOOL

Sparkbrook, Birmingham

LEA area: Birmingham

Unique reference number:103384

Headteacher: Mrs Frieda Billingham

Reporting inspector: Douglas Hayward
21234

Dates of inspection: 8th – 9th May 2000

Inspection number: 189493

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Colville Road
Sparkbrook
Birmingham

Postcode: B12 8EH

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Appropriate authority: Governing body

Name of chair of governors: Mr Roy Benjamin

Date of previous inspection: September 1996

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Its pupils make excellent progress and achieve results that are very high in national tests in English and mathematics when they are seven and eleven years of age. These results put Nelson Mandela in the top five per cent of schools in the country.

Teaching is very good. Teachers are enthusiastic, very hard working and enjoy their jobs. They work very well as a team and care very much for their pupils. They have very high expectations of what pupils can achieve and give lots of praise to encourage pupils to do well. The school helps the pupils to become very confident about their learning and to develop very high self-esteem about what they can do. Pupils are determined to succeed.

The school provides excellent support for the many pupils who do not speak English as their first language. Classroom helpers are very skilled in developing the pupils' high standards of written and spoken English.

The school is a very exciting place in which to learn. There are wonderful, colourful displays that are lovely to look at and show the very high standards that pupils can achieve in many subjects, such as English, art, history and design and technology.

The school helps pupils to grow in maturity and to develop excellent relationships with adults and other pupils. They care very much about each other and their school.

The headteacher and deputy headteacher provide excellent leadership. They have helped to form strong links between the school and the local community. All staff and governors support them very well.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nelson Mandela Community Primary School is a very large primary school situated in the suburb of Sparkbrook, about three miles from the centre of Birmingham. The school was built 12 years ago and serves an area of high unemployment. Currently there are 503 pupils on roll, which includes 78 part-time nursery children. Ninety per cent of the pupils are of Pakistani, Bangladeshi and Indian origin. Most of these pupils (95 per cent) have English as an additional language, which is very high. The attainment of pupils on entry to the reception class is below the average level for Birmingham schools and for all schools nationally.

The school is well designed and very well used. It is ideal for the 12 pupils with mobility difficulties who attend. Children are admitted to the nursery after their third birthday and then to one of the reception classes. The number of pupils on the school's register of special educational needs (21 per cent) is broadly in line with the national average. The percentage of pupils eligible for free school meals (48 per cent) is well above the national average.

HOW GOOD THE SCHOOL IS

Nelson Mandela Community Primary School is an outstanding school. It makes the best possible use of staff, resources and time to achieve exceptionally good results. It provides excellent value for money.

What the school does well

- Its pupils make excellent progress and achieve results that are very high in national tests in English and mathematics when they are seven and eleven years of age. These results put Nelson Mandela in the top five per cent of schools in the country.
- Teaching is very good. Teachers are enthusiastic, very hard working and enjoy their jobs. They work very well as a team and care very much for their pupils. They have very high expectations of what pupils can achieve and give lots and lots of praise to encourage pupils to do well. The school helps the pupils to become very confident about their learning and to develop very high self-esteem about what they can do. Pupils are determined to succeed.
- The school provides excellent support for the many pupils who do not speak English as their first language. Classroom helpers are very skilled in developing the pupils' high standards of written and spoken English.
- The school is a very exciting place in which to learn. There are wonderful, colourful displays that are lovely to look at and show the very high standards that pupils can achieve in many subjects, such as English, art, history and design and technology.
- The school helps pupils to grow in maturity and to develop excellent relationships with adults and other pupils. Their behaviour is very good. They care very much about each other and their school.
- The headteacher and deputy headteacher provide excellent leadership. They have helped to form strong links between the school and the local community. All staff and governors support them very well.

What could be improved

- Pupils' punctuality and attendance.

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 previously inspected in October 1996 when it was judged to provide very good value for money. Standards attained by pupils then have been maintained and, in some cases such as information technology, have improved. Test results for seven-year-olds have improved since 1996 in reading, writing and mathematics and are now very high. Results at eleven years of age have remained very high in English, mathematics and science for the last three years. Strengths identified in that inspection, such as pupils' self esteem and confidence, their relationships and behaviour, and the management of the school, have all been maintained. Target setting, the progress that pupils make in all subjects, and pupils' standards in music have all improved. The quality of teaching has improved considerably. Only one in every ten lessons was judged to be very good teaching in that inspection, whilst over half the lessons in this inspection were judged to be very good, and often excellent.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	A	A*	very high A*
Mathematics	A*	A	A*	A*	well above average A
Science	A*	A	A	A*	above average B
					average C
					below average D
					well below average E

The school has maintained standards that are at least well above average in national tests overall between 1997 and 1999, with the exception of English in 1998. Last year the school's results were very high compared with similar school and these results place Nelson Mandela School in the top five per cent of schools in England. During the inspection it was judged that pupils' work in English, mathematics and science is well above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils think their school is wonderful and are desperately keen to tell visitors how good it is and to show them around! They have tremendous respect for all the adults who work in the school and enjoy being with them.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved in lessons and at other times during the school day, such as playtimes. They are very welcoming and polite.
Personal development and relationships	Excellent. Pupils work very well together and grow up to be mature and reliable. They are very caring and sensitive to the needs of others.
Attendance	Not as good as it should be. Pupils often arrive late for school, even though they may live nearby.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very 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.

During the inspection 44 lessons were observed and no unsatisfactory teaching was seen. Almost every lesson was good and over half the lessons were at least very good. Nine lessons were excellent. There is very high quality teaching throughout the school. The teaching of English and mathematics is very good and helps pupils to make excellent progress. The way in which the school organises groups for English and mathematics for older pupils is very successful. It helps teachers to plan their work very carefully for different abilities so that pupils are stretched. Teachers are very dedicated and hardworking. There is a tremendous team spirit amongst the staff and they provide each other with lots of support. Teachers have very high expectations of the standards of work that pupils can do and they make lessons interesting, exciting and challenging. They obviously enjoy their teaching and have a lovely relationship with pupils. They use the very talented classroom assistants extremely well to provide the pupils with lots of excellent support, especially those with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school rightly emphasises the importance of English and mathematics. It also gives the pupils high quality activities in a wide range of other subjects. There are very good links between all subjects and the school has begun to make very good use of computers, for example in English, mathematics and history.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified early and they have lots of extra support to help them make very good progress in reading and writing.
Provision for pupils with English as an additional language	The quality of bilingual support from classroom assistants is excellent. It is so good that by seven and eleven years of age pupils' standards in English are amongst the highest in the country.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school develops a high level of tolerance, respect and understanding. Everyone's talents and contributions are valued. The school provides excellent opportunities for pupils to learn about the wider world and their place in it. Visitors to the school and trips to places of interest help develop pupils' appreciation of the arts.
How well the school cares for its pupils	Very good. The school provides a very secure and caring setting. The quality of support for pupils with very special educational needs is a particular strength of the school.

All areas of the school's curriculum meet statutory requirements. As well as providing many excellent opportunities for pupils to study English and mathematics, it also provides a wide range of opportunities in other subjects. For example, pupils have made working models of *'fairground*

rides in design and technology and have studied life in the rainforest. They know what it was like to live in Victorian times or to be a child evacuated from home during the Second World War. The excellent quality and range of subjects is clearly evident in the wonderful displays of pupils' work throughout the school. The school has recently invested in modern computers and pupils of all ages are quickly learning how they can be best used to help them in other subjects. Pupils are learning how to use the Internet to send their writing to Japan and to help them find information to use in their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide excellent leadership. It is their special understanding of how pupils learn that has helped to make Nelson Mandela School such an outstanding school. They give the senior management team and subject co-ordinators many opportunities to share responsibility in the running of the school.
How well the governors fulfil their responsibilities	The chair of governors is well informed and provides strong leadership. Governors are very supportive of the school and are keen to become more involved. Parent governors play a particularly important part in strengthening links between the school and the community.
The school's evaluation of its performance	The school is well aware of its many strengths and is constantly looking to improve further.
The strategic use of resources	The school makes excellent use of people, time, the building and books and equipment to provide a very high quality education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching • High expectations • The way in which the school is managed 	<ul style="list-style-type: none"> • There are no significant concerns.

There was very strong support from parents in their questionnaires and at the pre-inspection meeting for the work of the school. They hold the school in very high regard. The inspection team agrees with the positive comments that parents made.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Its pupils make excellent progress and achieve results that are very high in national tests in English and mathematics when they are seven and eleven years of age. These results put Nelson Mandela in the top five per cent of schools in the country.

1. The results of the 1999 national tests in reading for seven-year-old pupils were well above average compared with all schools nationally. In writing and mathematics they were very high. Results in reading, writing and mathematics have steadily improved since 1997. In the 1999 tests for eleven-year-old pupils, results in English and science were well above average and in mathematics they were very high. With the exception of English in 1998, results for eleven-year-old pupils have been either well above average or very high, compared with the national average since 1997. These consistently very high results place Nelson Mandela in the top five per cent of all schools in England and the school is justifiably proud of them. Compared with those in similar schools the results at Nelson Mandela for seven and eleven-year-olds were very high and could not have been better. The percentage of pupils reaching Level 3¹ was well above average in reading and very high in writing and science. The percentage of pupils reaching Level 5 was well above average in English and science and very high in mathematics. These results mean that the school stretches pupils of all abilities to achieve the highest results they can. These results are all the more remarkable and commendable considering that almost all children who start Nelson Mandela School have English as an additional language and their attainment is below average.
2. In English pupils have very good speaking and listening skills. They listen very attentively in lessons to adults and other pupils. The development of their English vocabulary is remarkable, especially at Key Stage 1, considering the limited English vocabulary of many children on entry to the school. For example, in a numeracy session, pupils in Year 1 use precise terms, such as *'partitioning'* and *'non-consecutive numbers'* correctly. Pupils in the reception class use correct information technology terms, such as *'space bar'*, *'menu'* and *'mouse'*, despite having little or no experience of these terms before starting school. Older pupils use a range of very descriptive spoken language. Pupils talk enthusiastically about their school and discuss in detail the work on display. Pupils in Year 6 speak confidently about a range of issues and show real sensitivity about their own and others' work. When they are discussing the merits of different authors they use thoughtful responses, such as *'he's creating an atmosphere'* or *'there's a build up of tension'*.
3. Pupils read an increasingly difficult range of texts confidently and expressively. The school makes very good use of a well-stocked library and a full-time librarian who has a considerable impact on pupils' ability to use the library and in developing their good reading habits. She has computerised the school's book stock and plays an important part in helping pupils to locate information, either in texts or by obtaining information through the Internet. The importance of the written word is clearly emphasised in displays throughout the school. Many of them refer to favourite books the pupils have read and often link into other subjects, such as the *'Toys'* project pupils in Year 1 are studying. In Year 6 pupils read *'The Hobbit'* by *J.R.Tolkien* and have written their own stories in that genre, using the common starting theme, *'We had no food left and as the wood seemed to enclose us in darkness there was no sign of hope. I thought it could be no worse when....'*

¹ Levels – By the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing and mathematics. Those who achieve Level 3 are therefore, attaining higher than average levels. By the end of Key Stage 2 pupils are expected to attain Level 4 in English, mathematics and science. Those who achieve Level 5 are, therefore, attaining above average results.

4. Pupils make excellent progress in writing throughout the school. The school has achieved very good results in writing for seven-year-old pupils since 1997. This is because it already successfully used a formal teaching system, with a similar content to the Literacy Hour, before its introduction into schools throughout the country. Pupils in Key Stage 1 develop a very good writing style in a very short time. They become increasingly aware of the importance of developing precise written language, such as adjectives and connectives, and use them very well in their stories and poems. For example, pupils in Year 1 suggested a wide range of vocabulary, such as *'gigantic'*, *'huge'* and *'enormous'* linked to a particular *'giant'* theme. Their written work is closely linked to their ability to read increasingly difficult texts and their writing is frequently outstanding by the time they are eleven years of age. For example, when they were thinking of metaphors to include in their *'story flashbacks'*, pupils came up with ideas such as *'The trees were a'swaying like a ticking clock'* and *'There was an unearthly sigh, like a whole forest of trees rustling their leaves'*.
5. Pupils reach the same high standards of work in mathematics that they do in English. From an early age pupils use correct mathematical vocabulary extremely confidently. They cover a wide range of challenging work at all ages, frequently working at a level that could be expected of older pupils. The numeracy strategy has clearly helped to provide a clear plan to make their work more difficult as pupils get older. The recent introduction of individual mathematics computer programs is especially designed to improve pupils' speed and accuracy in working out sums. Pupils enjoy the work and are determined to improve each time they have a chance to use the programs. Pupils' results in mathematics at the end of Key Stage 1 have become better and better with each year since 1997. For eleven-year-olds the very high standards have been maintained for the last three years. These results demonstrate the remarkable progress pupils make at Nelson Mandela, especially considering their below average attainment when they enter school.

Teaching is very good. Teachers are enthusiastic, very hard working and enjoy their jobs. They work very well as a team and care very much for their pupils. They have very high expectations of what pupils can achieve and give lots and lots of praise to encourage pupils to do well. The school helps the pupils to become very confident about their learning and to develop very high self-esteem about what they can do. Pupils are determined to succeed.

6. Teaching was good in 98 per cent of lessons observed. It was very good in almost 60 per cent of lessons observed and excellent in 20 per cent. There is very high quality teaching throughout the school. Lessons are exciting and interesting and it is clear why almost every pupil at Nelson Mandela likes coming to school. They have a busy time there, and there is no time to get bored. They learn about all sorts of different things. But mainly they say it is because they like their teachers so much and think they are very good at what they do! Pupils feel that teachers expect high standards of work, they expect them to behave well and they want the pupils in their classes to do well. Relationships between pupils and teachers are caring and supportive. Teachers know a great deal about the subjects they teach and they pass on their enthusiasm for learning to the pupils. They are very good at planning work that is at just the right level of difficulty, but challenging enough to make sure pupils learn and make excellent progress. The grouping arrangements for older pupils in English and mathematics work very well. Teachers' very high expectations of what the pupils can do are obvious from the standards of work that pupils attain in classes. Almost all parents agree that the school has high expectations for their children and that teaching is good.

7. The headteacher and staff firmly believe that pupils' self-esteem is one of the most important keys to learning. That is, the school has to make pupils believe that they are capable of achieving very high standards and rewarding them when they do well. It also makes them feel good about themselves in a wider sense that is not restricted to work. For example, the school prominently and proudly displays photographs of pupils and adults who are *'spectacle wearers'* as a way of promoting the importance of differences between people. Pupils can volunteer to become *'Young Teachers'* to help others to learn to read and pupils have opportunities to become School Council representatives.
8. The successful ways in which teachers promote pupils' self-esteem can be seen in all lessons. The praise that pupils enjoy is one of the reasons why they like coming to school. Pupils talk about what they can do well and how good they are at doing certain things. Not once were any pupils heard to say *'I can't do this'* or *'I don't know what to do'*. This confidence, positive attitude and high self-esteem comes directly from the very high quality of teaching. For example, a teacher working with a group of pupils needing additional help in English commented to them *'Do you know? I just love working with you, you're brilliant!'* The way in which she constantly reminded them how good their work was clearly raised their confidence and their belief in what they could do. Another teacher working with Year 1 pupils commented about their ability to work out answers in their heads, *'You are just fantastic mathematicians! I'm really proud of you!'* As a result the pupils did indeed see themselves as mathematicians and were willing to really try to give quick, accurate answers to problems. A classroom support assistant, seeing that a pupil was experiencing some difficulty working with a computer program constantly reassured her with *'Good girl! Excellent!'* From the nursery to Year 6 the frequent use of praise by teachers and support assistants can be heard repeatedly in every lesson, whatever the activity. In turn pupils know that their efforts and ideas are highly regarded and valued.
9. It is also very clear that the school's emphasis on developing pupils' self-esteem has a very positive impact on those pupils with mobility and physical impairment. The school has a deliberate and very successful policy of including these pupils in all the activities enjoyed by others. Pupils with disabilities, such as Downes syndrome and cerebral palsy, are fully involved in all activities and are very well supported by staff. The fact that some are confined to wheelchairs places no barriers to their learning. The teachers' high expectations fully include these pupils who take obvious delight in joining in all lessons and achieving high standards of work. There is no doubt that their self-esteem is boosted by the school's deliberate policy of inclusion. The same is true of pupils with learning difficulties. Their work is very well planned and co-ordinated and they make the same degree of progress as other pupils. Throughout the inspection they regularly attained standards of work that belied the fact that they experience learning difficulties.
10. Teachers have developed very clever ways of making their lessons as interesting and exciting as possible. Although the time available for subjects other than English and mathematics has been reduced, the ways in which teachers plan work ensures that pupils still learn about a wide range of very interesting subjects. Teachers work very well together as part of a large team. Sometimes teachers plan together and share the 'teaching' part of a lesson. For example, in an excellent history lesson with pupils in Year 6, two teachers contributed very good ideas to the discussion. Both had very good historical knowledge and both stressed the importance of thinking like historians. Their teaching talents complimented each other's and they were able to ensure that encouragement and praise raised pupils' confidence. The way in which teachers and support assistants work together as a classroom team is excellent. Their joint talents ensure that pupils have a wealth of experience. For example, in a lesson in the computer suite, reception pupils, including a pupil with mobility difficulties, enjoyed the support of three classroom assistants as well as the class teacher. The school's far-sighted use of

its budget to provide additional teachers who do not have a class responsibility enables them to become part of the teaching team wherever they are needed. For example, the teacher with responsibility for information technology provides high-quality assistance to teachers whose own skills are not as well developed. The use of teachers in this way enables the school to form smaller teaching groups and provide more 'individual' support.

11. One feature that was clearly apparent was the way in which teachers did not allow lessons to become slow and boring. Teachers use a number of very good methods to do this. For example, the way in which they use questions to find out what pupils know is excellent. This is often most obvious in literacy and numeracy lessons when teachers quickly 'recap' at the beginning of lessons to find out what pupils have remembered from previous lessons. For example, in a literacy lesson in Year 4 the teacher constantly asked questions, in correct technical language, such as *'Have you thought of key words to give him a personality? What are we going to do with these notes to form a story? What do we need to slot into our stories to form sentences? Can anyone give me an example of a connective?'*
12. Teachers' use of questioning involves all pupils in the lesson. They cannot 'sit back' and hope that they will not have to answer any questions. Teachers ensure that all pupils are involved in answering whether they want to be or not! Teachers cleverly use pupils' first names to direct questioning, for example *'what do you think of that Majid?'* or *'tell us your ideas Faisal'*, rather than leaving the question open for anyone to answer. During question and answer time, teachers deliberately leave statements incomplete so that pupils can finish the sentence. Other teachers deliberately make incorrect comments to test the pupils' knowledge. These strategies make the pupils *'hang on every word'*, knowing that they will be required at some point to complete or correct what the teacher has said. Teachers *'build up'* the excitement of their lessons to such a degree that pupils are *'desperate'* to answer questions. For example, in a literacy lesson in Key Stage 1 the teacher constantly probed the pupils' knowledge about non-fiction books, without actually confirming their answers. By the time the teacher was ready to open the book the pupils could hardly wait to find out if their answers had been correct. Another lesson dealt with the ways in which authors create tension and excitement. The teacher's own style of reading and choice of authors, such as *Sherlock Holmes*, created such feelings of danger and suspense that pupils literally sat open-mouthed with anticipation.

The school provides excellent support for the many pupils who do not speak English as their first language. Classroom helpers are very skilled in developing the pupils' high standards of written and spoken English.

13. Prominently displayed on the wall of the headteacher's office is a quotation from Sigmund Boloz, an eminent child psychologist who lived in the 19th century. His words aptly sum up the school's approach to pupils, almost all of whom start school with English as an additional language, and explain why the school is so successful in overcoming difficulties associated with pupils having to learn and work in a language other than their own. *'A child will only learn to use a language if he has the opportunity to use that language. A child will learn to read a language if he finds meaning in that language. A child will learn to write a language if he finds that others find meaning in his work.'* In short, the school provides every opportunity to show that it does not regard the lack of English as a main language as any sort of disadvantage, and that pupils' use of the English language at whatever stage of proficiency is valued.
14. About 95 per cent of pupils start Nelson Mandela speaking a language other than English as the main language at home. Pupils with Pakistani, Indian and Bangladeshi backgrounds may speak Punjabi, Bengali, Urdu, Sylheti or Gujarati. An increasing number of pupils now start school speaking Arabic as their first language. Nevertheless,

by the time pupils are seven and eleven years of age they have made excellent progress in learning to speak, read and write English. Their results in tests and assessments last year at the age of seven were well above average in reading and speaking and listening, and very high in writing. Their excellent progress is maintained to the end of their primary schooling. In national tests last year eleven-year-old pupils achieved results in English that were well above average. These results place the school in the top five per cent of schools in England. The school not only gives pupils a very good start to learning the basics in English. Last year, the percentage of seven and eleven-year-old pupils attaining results (Level 3 and Level 5) that were higher than expected, was well above average in comparison with most schools in England.

15. Throughout the school teachers are very sensitive of the need to ensure that pupils understand oral and written instructions. Nevertheless, teachers do not use 'simple' or 'easy' language in an attempt to overcome pupils' lack of understanding of English. Indeed, the rapid speed at which pupils learn and develop their use of English proves that teachers accept the importance of pupils' main language and use a combination of English and first languages extremely effectively. It is clearly apparent throughout the school that teachers challenge pupils of all ages to use written and spoken language that they might not use as a matter of course. The success of this strategy is evident in the confident, articulate way in which pupils discuss in lessons and in the quality of their written work. For example, a pupil in Year 3, creating mood and atmosphere at the beginning of stories wrote, *'Scattered dark clouds thundered in the black, night sky. The whistling wind grew colder and colder. There was a moment of silence and a sudden shiver ran down my spine. There was a definite chill in the cold night air'*. During the inspection, children in the reception classes enjoyed a performance given by a member of the local drama group, *'Language Alive.'* The theme was mathematical and centred around developing the children's understanding of three-dimensional shapes. During the discussion with the female performer the children were able to call out answers to questions, such as *'square'*, *'rectangular'* and *'circular'*. They were also, much to her surprise, confidently able to tell her that *'the shapes have faces as well!'*
16. The role of the classroom support assistants is vitally important, especially in the nursery and in Key Stage 1, to the pace at which pupils learn to speak, read and write English. Their role in Key Stage 2, while no less important, is one of consolidating what has already been learned and in challenging pupils to use increasingly complex language. The school uses its budget very effectively to employ nine classroom support staff in the nursery and Key Stage 1, and three classroom support staff at Key Stage 2, most of whom speak Punjabi, Urdu or Gujarati. The school is so aware of the need to cater for all languages that it employed a Bengali speaking assistant specifically to support this language in Key Stage 1 when it became aware that an increasing number of Bengali speaking pupils were starting school. All these support staff speak at least one other language, in addition to English, and use their bilingual skills very effectively when they work with the pupils. For example, when a teacher is introducing a lesson she will sometimes pause while a classroom support assistant translates this in order to explain a technical point in greater detail. If an assistant is hearing a pupil read a book she will often ask questions about its content in a pupil's first language and the pupil will reply in English. It is this constant interchange between languages, effectively used to support each other and to ensure understanding, that is a key element in the school's success in teaching English as an additional language. Their ability to assess the development in pupils' proficiency in English, as well as in their first language, plays a vital part in the level of work provided for individual pupils.

The school is a very exciting place in which to learn. There are wonderful, colourful displays that are lovely to look at and show the very high standards that pupils can achieve in many subjects, such as English, art, history and design and technology.

17. Visitors' first impressions of the school are difficult to put into words. The exterior and interior of the building are clean and attractive and reflect the care given by the site supervisor. There can be very few schools that have the same visual impact that makes people stand and stare. There is sheer wonderment at the huge range of pupils' work that covers every spare inch of walls, shelves and even hanging from ceilings. The impact of the outstanding quality of displays from one end of the school to the other makes the school appear very much like an art gallery. However, work is not displayed for special occasions or visitors; it is very much a celebration of what pupils are capable of achieving. There are many and varied examples of two- and three-dimensional art work, for example art in the style of famous artists and clay masks that have been painted and glazed. Art work is used extremely well to complement other subjects; for example, a small room has been decorated with '*creepers*', '*leaves*' and '*branches*' in the style of a rainforest to illustrate the pupils' geography studies. A history display about the Second World War includes imaginatively displayed pupils' written work as well as artefacts of the time that have been brought in by teachers and parents.
18. The range of activities that are displayed captures pupils' imaginations. They say that they enjoy seeing the work '*build up*' into a complete display and that they '*do not find it too much to look at but they enjoy looking at different things each day*'. There is clear evidence that the school places important and correct emphasis on English and mathematics. This, in turn, has reduced the time available for teaching other subjects. Nevertheless, the quality of planning in other subjects makes up for any loss of time and pupils still learn about an excellent all-round range of subjects. Pupils' completed models of working '*fairground rides*' show a detailed understanding of design and technology. Seasonal work, such as growing runner bean seeds, forms an important part of young pupils' work. The overall impression of the displays is one of a school that places enormous importance in creating a place where pupils and adults will want to work.
19. The school is very keen to try to teach a wide range of subjects and is currently looking very carefully at how computers can be best used to help pupils' learning. It has, very sensibly, used some of its budget to release a teacher from her class to concentrate on supporting pupils and teachers with different computer programs. This teacher has overseen the installation of the school's computer suite and the networking of the machines and is helping teachers and pupils to become more familiar with information technology. Very few pupils have access to computers at home but they have become extremely confident and competent in a very short time. Pupils use programs to help with their mathematics. They use word-processors to write stories and captions. They learn how to access the Internet to find out information to help their studies in other subjects; for example, pupils in Year 3 found out information about animals and their habitats, whilst pupils in Year 4 found out about the Chinese New Year. One group of pupils plans to use the Internet to send their '*senrye*' (humorous Haiku poems) to a school in Japan. The school has also started to study the value of independent learning systems to judge their effectiveness in developing pupils' skills in literacy and numeracy.
20. Visitors to school and trips to places outside are a very important part of the school's work as the pupils' descriptions of these visits and work arising from them on display shows. For example, a trip to Sarehole Mill, a local history resource, resulted in very dramatic pieces of imaginative writing. '*I heard Mr Adams' footsteps leaving the mill. Now I was on my own in the darkness with steep, uneven stairs and, to make it worse, I had no candle!*' The development of pupils' experience and appreciation of the arts is a clear priority in school. Pupils in Year 4 are currently part of the '*Five Galleries Project*' where

children's art experiences are focused around visits to a range of galleries over a period of four years. Pupils in Year 5 have provided exhibition material for the IKON Gallery in Birmingham. Pupils in Year 6 studied the work of different artists and wrote about Edward Hopper's 'Café Scene', *'I could hear the girl drinking her coffee and smell the delicious fruit in the glass bowl. As I looked through the crystal window she stared at me with her ruby red eyes'*.

The school helps pupils to grow in maturity and to develop excellent relationships with adults and other pupils. Their behaviour is very good. They care very much about each other and their school.

21. Almost all parents feel that the school helps their children to become mature and responsible. The racial harmony, positive attitudes of the pupils and the excellent relationships that exist within the school were also positively commented on in the previous report. Pupils talk very enthusiastically about their school and their work. They are very proud of Nelson Mandela, as are the staff and parents. Their willingness to listen carefully to what they have to do, to start work promptly and to concentrate and work hard means that no time is wasted in lessons. Pupils' attitudes to support staff are the same as they are to their class teachers. There is a real desire to do their best that starts with the youngest children and continues throughout the school. For example, some children in the nursery were engrossed in their efforts to shape their letters exactly out of playdough, whilst others worked very well without direct supervision writing letters on a whiteboard, and another group talked quietly together in English and their first language while painting.
22. The design of the building means that pupils are able to work in classroom areas, quiet areas, or shared spaces. Sometimes they are able to access the Internet using computers in the library. The school's use of the new independent learning system means that some pupils have to work in the computer suite whilst others remain in their classrooms. Wherever pupils work, they work very well, even if this means that for short periods of time they have no direct teacher supervision. They bring their positive and conscientious attitudes to all their work and carry out their tasks sensibly and thoughtfully. Pupils work very well together on shared tasks. Not once was any pupil seen refusing to co-operate with another. In fact, the reverse is true. Pupils are very keen to help each other and see it as part of their role to be helpful to others. Pupils from different ethnic groups work and play together well. They have many opportunities to develop an awareness of their own cultures, but welcome opportunities to find out more about ideas that are different from their own. Pupils support those with mobility difficulties very well. They work well with them and have very positive attitudes to how best they can help them.
23. Almost all parents agree that pupils' behaviour is very good inside school and when they go on visits. Pupils are very aware of how they are expected to behave in school and they are extremely polite to adults and visitors. Pupils are allowed many opportunities to move around the school; for instance, going to the computer suite or the school office. On no occasion was any pupil badly behaved in school or on the playground. Pupils are aware of the responsibility placed on them to behave well. They insist that bullying is not a problem at Nelson Mandela.

The headteacher and deputy headteacher provide excellent leadership. They have helped to form strong links between the school and the local community. All staff and governors support them very well.

24. The impact of the excellent leadership from the headteacher and deputy headteacher is clear from the school's outstanding results in national tests for seven and eleven-year-old

pupils over a number of years. Almost all the parents agree that the school is well led. Leadership and management were singled out for praise in the school's previous inspection report. The headteacher and deputy headteacher have worked together for 10 years and form an extremely effective partnership. It is their particular shared view of how children learn best that has helped make Nelson Mandela such a special and successful school. The school's results are all the more remarkable considering the attainment of children when they enter the nursery and the fact that almost all pupils have English as an additional language. It is the headteacher's special view that raising the pupils' belief in themselves is one of the keys to success, and this has proved to be the case. The fact that the headteacher and deputy headteacher are able to spend most of their time working very effectively with pupils is due in no small measure to the work and support of the excellent school administrator. This is a school that welcomes change when it can be seen to be for the best. For example, the school already had formal systems for teaching English and mathematics in place before the introduction of National Literacy and Numeracy Strategies. It has implemented what it considers to be the best aspects of literacy strategy organisation and the results of its decisions are obvious. The appointment of talented, like-minded teachers and support staff since the school opened 12 years ago has been a major factor in providing very high quality education.

25. The worth of teamwork in school is emphasised by the ways in which teachers are encouraged to take responsibility for specific areas, from subjects such as English and mathematics to areas like equal opportunities or key stage leadership. There are clear expectations of what responsibility this entails and teachers have become extremely knowledgeable about their duties. For instance, as well as being responsible for ensuring the quality of books and resources, teachers monitor the standards of pupils' work as well as teachers' planning and the quality of teaching. They take their lead from the headteacher and deputy headteacher who regularly monitor teaching throughout the school and provide advice, if needed, on how improvements can be made.
26. The school has worked extremely hard to form strong links with parents and to keep them well informed about their children's progress. The school views the parents' contribution as a very positive feature of the school. The headteacher and deputy headteacher provide a genuine welcome to the school, which they view as an essential part of developing respect for differing cultures. Almost all parents agree that they are happy to approach the school with problems or concerns and that the school works closely with parents.
27. The chair of governors has been in post since the school opened. He is very knowledgeable and supportive of the school and its aims and provides strong leadership. Governors are becoming increasingly involved in the work of the school, especially with an increase in the number of governors who have links with the school as parents. They have regular formal and informal contact with the school. Governors play a positive part in reviewing the performance of the school and support educational priorities through careful financial planning.

WHAT COULD BE IMPROVED

Pupils' punctuality and attendance

28. The school's attendance rate is lower than in many primary schools in England and its rate of unauthorised absence is higher. This reflects the custom of many families in taking extended leave during term time. Nevertheless, the school's attendance rate has improved steadily and the incidence of unauthorised absence has fallen. This is because the school has worked hard to impress on parents the importance of regular attendance and attempts to persuade them not to take holidays in term time. Accordingly the governors have recently reduced the extended holiday period which many families have requested, from six to four weeks. The school is sensitive to the fact that holidays to the Indian sub-continent during August will be more expensive for families and will have to be taken at the height of summer temperatures. Many families have also tried hard to accommodate the wishes of the school and recognise the importance of unbroken education.
29. A number of pupils regularly arrive late at the beginning of morning school. Their lateness can extend at least until 15 minutes after lessons have started. Whilst some pupils travel long distances to school and rely on public transport, the majority of latecomers live locally. Their arrival tends to cause some disruption to lessons that have started on time, especially to fixed timings such as those for literacy and numeracy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In the context of its success in improving attendance and reducing lateness the school should:

continue to work closely with parents and the school welfare service to try to further improve attendance and to eliminate the late arrival of pupils to school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
20	37	41	2	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	463
Number of full-time pupils eligible for free school meals		203

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register	13	83

English as an additional language	No of pupils
Number of pupils with English as an additional language	479

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	1.7
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	36	24	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	32	35	36
	Girls	23	24	24
	Total	55	59	60
Percentage of pupils at NC Level 2 or above	School	92 (91)	98 (98)	100 (97)
	National	82 (81)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	34	36	36
	Girls	24	24	24
	Total	58	60	60
Percentage of pupils at NC Level 2 or above	School	97 (88)	100 (89)	100 (72)
	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	28	30	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	26	27	27
	Girls	28	29	29
	Total	54	56	56
Percentage of pupils at NC Level 4 or above	School	93 (68)	97 (83)	97 (83)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	23	24
	Girls	19	23	24
	Total	33	46	48
Percentage of pupils at NC Level 4 or above	School	57 (41)	79 (54)	84 (70)
	National	68 (63)	69 (64)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	5
Black – other	0
Indian	35
Pakistani	319
Bangladeshi	100
Chinese	0
White	6
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 - Y6

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: Y3— Y6

Total number of education support staff	16
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Exclusions in the last school year

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

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	1998 / 1999
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	£
Total income	893,967
Total expenditure	901,464
Expenditure per pupil	1,934
Balance brought forward from previous year	152,746
Balance carried forward to next year	145,249

Results of the survey of parents and carers

Questionnaire return rate 27%

Number of questionnaires sent out	420
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	1	0	1
My child is making good progress in school.	63	33	1	0	3
Behaviour in the school is good.	68	27	3	0	2
My child gets the right amount of work to do at home.	60	26	7	3	4
The teaching is good.	76	21	1	0	2
I am kept well informed about how my child is getting on.	64	30	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	23	1	1	6
The school expects my child to work hard and achieve his or her best.	74	20	1	0	5
The school works closely with parents.	61	32	2	0	5
The school is well led and managed.	74	21	1	0	4
The school is helping my child become mature and responsible.	68	29	2	1	0
The school provides an interesting range of activities outside lessons.	70	19	5	1	5