

INSPECTION REPORT

OAKINGTON MANOR PRIMARY SCHOOL

Wembley

LEA area: London Borough of Brent

Unique reference number: 101552

Headteacher: Mrs Sylvia Libson

Reporting inspector: Mrs Tusha Chakraborti
12603

Dates of inspection: 2nd and 3rd October 2001

Inspection number: 193505

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Oakington Manor Drive Wembley Middlesex
Postcode:	HA9 6NF
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Tina Mehta
Date of previous inspection:	14 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakington Manor Primary is a Foundation school, situated in the Wembley area of Brent. It is much bigger than average size primary schools, with 343 boys and 297 girls on roll. The school has a speech and language unit with 25 pupils who have statements of special educational needs for speech and language development. Eighty eight per cent of pupils come from a variety of ethnic backgrounds reflecting the large, ethnically diverse population of the area. Three hundred and sixty pupils speak English as an additional language and 150 of these pupils start school with little or no English. Eighty eight pupils joined and 72 pupils left the school last year. Some of these pupils are refugees or travellers. The school has 32 per cent of pupils with special learning needs which is above the national average. The percentage of pupils with statements of special educational needs, including those in the unit, are well above the national average. The number of pupils entitled to free school meals is above the national average. Levels of attainment on admission to the nursery and the school are low.

HOW GOOD THE SCHOOL IS

Oakington Manor is a very good school which is vibrant and serves its community very well. Teaching is very good, so that pupils receive an interesting and rewarding education. Pupils work hard and produce good quality work and make very good progress over the years, especially in English, mathematics and science. The school has a strong commitment to equality of opportunity and ensures a good level of inclusion for all its pupils. As a result, standards have improved significantly over the years. It is an effective school and provides very good value for money.

What the school does well

- Teaching is very good and inspires and interests the pupils. As a result, they make very good progress in all subjects and standards are improving.
- The excellent ethos of the school provides a very caring and effective learning environment for all pupils and fosters their independence and initiative.
- The management of the school and its finances are excellent. The high quality of leadership provided by the headteacher and the very efficient teamwork involving the senior management and the governors ensure steady improvement in standards in all areas of school life.
- The provision for special educational needs is very good in the speech and language unit and across the school. This ensures very effective integration of the pupils with special educational needs in all areas of the curriculum.
- Parents' involvement is highly valued by the school and adds much to pupils' experiences.

What could be improved

- Higher attaining pupils across the school do not always attain the standards in English of which they are capable.
- Learning resources in the library are in need of updating so that pupils have the opportunity to develop research skills.

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 April 1997 and has made good progress in the areas identified in the inspection report for improvement. The provision for special educational needs has improved significantly. The procedures for integrating pupils in all areas of the curriculum are systematic and implemented very effectively, ensuring that all pupils gain equal access to the curriculum. The school has implemented several strategies, such as inservice training for teachers on issues regarding literacy and achievement levels of boys, to improve their attainment. A consistent approach to assessment to track pupils' progress has been developed in all subjects and is monitored by the subject leaders effectively. Medium and short term planning ensure teachers are clear about

what they are teaching and how they are to teach. The staff are all committed to the school's continued improvement. The school's capacity to improve further is good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			¹ similar schools	
	1998	1999	2000	2000	
English	E	C	D	B	well above average A above average B average C below average D well below average E
mathematics	B	A	B	A	
science	D	B	C	B	

The above table shows the attainment for 11 year olds in 2000 as below the national average in English because these grades are based on the average points scored over the last four years. However, 2000 national test results show that the 78 per cent of pupils attained standards in line with the national average. Standards of attainment in 2000 national tests were above average in mathematics and average in science. In comparison with similar schools, the standards were above average in English and science and well above average in mathematics. Results of 2001 national tests also show a rising trend in standards of attainment. Over the last three years standards are improving steadily, despite high pupil mobility and a high proportion of pupils joining the school with little or no English. The current inspection also finds that the standards in English are in line with the national expectations.

Results in the national tests for seven year olds in 2000 were above the national average in reading and writing and well above average in mathematics and were just as good when compared with similar¹ schools. Currently, there is no significant difference between the achievements of boys and girls.

The progress pupils make whilst they are at the school is very good and they achieve well. The trend in results over time has been in line with the national trend. The school's targets for 2000 and 2001 accurately reflect the profile of pupils in those year groups. The targets were challenging enough and the school met its targets successfully in both years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and expect to work hard. They are enthusiastic about what they are learning and keen to take part in events.
Behaviour, in and out of classrooms	Good. Pupils are well behaved. In the playground they are thoughtful and kind to each other. They understand the importance of following class and school rules.
Personal development and relationships	Very good. Relationships between staff and pupils and between pupils are very good and they treat each other with respect. Pupils make good friendships and enjoy each other's company. Boys and girls work together well.
Attendance	Satisfactory and improving.

¹ Schools with a similar number of free school meals.

Pupils readily take the initiative and are supported by staff with their ideas. They enjoy and take full part in the school council.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The quality of teaching as seen in the speech and language unit and in literacy lessons is very good, with some excellent teaching in the lower ability groups in literacy. The literacy strategies are well established at the school. All the adults who work with pupils in class, not just the teachers, contribute to their good learning experience and help them develop good learning habits.

The consistency in teaching is one of the main reasons why pupils do well. The school works hard to meet the needs of all pupils, for example, staff get to know each individual child well so that they can understand how best to support them and help them learn. Literacy and numeracy are taught very effectively across the school. Teachers introduce their pupils to a wide curriculum and expect them to complete a substantial amount of good quality work. Pupils respond positively to these demands; they are keen to do well and also know that their parents expect them to achieve their best. One of the most effective strategies teachers use to interest pupils is the way they quickly involve them in the lesson by using a range of techniques including individual whiteboards or by sensitive questioning. Pupils of all ages understand that they come to school to work hard and readily concentrate and persevere. They quickly see links in their new work with work they have done before and this helps them understand new ideas. Year 6 have mature attitudes to their work and to the role they play in school helping it run smoothly and supporting younger children's learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have a rich and varied experience at school. Lessons are interesting and well taught and there are good opportunities to visit interesting places and take part in club activities.
Provision for pupils with special educational needs	Very good provision overall. Teachers and other adults working in the school know the special educational needs of the pupils well and give them the right amount of support and challenge.
Provision for pupils with English as an additional language	Pupils with English as an additional language make good progress because of the good teaching they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Opportunities given to pupils to develop their social skills and sense of responsibility are very good. Their spiritual awareness is fostered very well as is their understanding of moral and cultural issues. Pupils have a strong sense of justice and fairness.
How well the school cares for its pupils	All adults in the school know every pupil well and do everything they can to promote the pupils' welfare and development. The health and safety of pupils is a priority. Staff even take personal responsibility to ensure the safety of pupils outside the school gate where the traffic situation is a danger for pupils at the end of the day.

Parents play an important part in the life of the school. Many commit time and expertise and give support in a variety of ways.

The school has a well-written and thorough behaviour policy, which includes comprehensive and clear guidance on what is considered to be bullying and how to get help. Incidents of bullying are very infrequent and if any incident of bullying occurs, it is dealt with well. Almost every parent described the pupils' behaviour as good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent management. The senior managers work together with drive and perseverance to ensure the school lives up to its aims. The headteacher leads the school very efficiently and is supported very effectively by the deputy headteacher, other senior managers and the governors.
How well the governors fulfil their responsibilities	Governors know the school well from visits and from the information they receive. They support the school, understand their corporate role well and play an important part in shaping the school's future.
The school's evaluation of its performance	The headteacher and staff are all committed to making the school an even better place for pupils to learn and to achieve high standards. They constantly examine what they do in order to improve it.
The strategic use of resources	The school supports the good quality education it provides by spending a considerable amount per pupil. Money is targeted to the most important developments.

The headteacher has developed a strong and capable staff team who have successfully maintained the school's ethos, raised standards and retained a commitment to professional development and improvement. The school strives for very good value for money and applies the principles of best value very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with parents. • Parents are kept well informed about their children's progress. • The school provides an interesting range of extra-curricular activities. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive sufficient homework.

The inspection team agrees with parents' positive views. The team finds that pupils receive homework consistently and it is sufficient. Pupils find homework interesting.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good and inspires and interests the pupils. As a result, they make very good progress in all subjects and standards are improving.

1. Teaching throughout the school is very good. The consistency in teaching is one of the main reasons why pupils do so well. Teachers not only inspire and interest pupils, they also demand a great deal of them. Teachers introduce their pupils to a wide curriculum and expect them to complete a substantial amount of good quality work. Pupils are given good support and guidance with their learning and are taught good work habits and strategies to help them. Pupils respond positively to these demands; they are keen to do well and also know that their parents expect them to achieve their best. One of the most effective strategies teachers use to interest pupils is the way they quickly involve them in the lesson, by using a range of techniques including individual whiteboards or by sensitive questioning.
2. Teachers plan their lessons carefully for pupils with varying abilities and ages. They use the literacy and numeracy strategies very effectively and this enhances pupils' learning in these areas very well. Whole class discussion sessions, at the end of the lessons, are used efficiently to consolidate pupils' learning. This means that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of punctuation and extend vocabulary effectively. For example, in a Year 2 literacy lesson, the teacher uses the whole class discussion session to consolidate pupils' skills of writing traditional tales, such as 'Jack and the Beanstalk', through sequencing the events using words like 'next', 'later' and 'after'. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was evident in many lessons, especially in English, where lessons begin with evaluating learning in previous lessons, as was seen in a Year 6 lesson where pupils developed a clear understanding of the characteristics of a biography and an autobiography. Teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.
3. Teachers are particularly skilful in behaviour management. Praise is used very effectively to make pupils feel confident about their ability to learn and to reinforce good behaviour. Relationships between classes and their teachers are very good and based on mutual respect. This means that pupils feel their efforts are valued and encourages them to try hard. These positive relationships allow teachers to plan work that is practical and interesting. For example, Year 4 pupils investigating how to create shapes on the computer screen were amazed to discover how shapes change if angles used are less or greater than 90 degrees. Information and communication technology (ICT) skills are taught well and pupils use their computer skills well to support their learning in literacy, science and history. Teachers handled the pupils' enthusiasm and interest extremely well so that they made important links in their understanding and learnt new information. These provide a safe and rich learning environment, especially for the newly arrived children.
4. Teachers have secure subject knowledge and assess pupils well to identify their progress in lessons and to track their progress over the years. Information gained from assessment is used very effectively for future planning and this makes a good contribution to pupils' standards of attainment. Marking is used well to enhance pupils' learning by suggesting how they can improve. However, this is not consistently done in all classes.
5. The quality of teaching for pupils with special educational needs is good and promotes a good rate of progress for these pupils. Teachers' lesson plans ensure that pupils with special needs have appropriate work that is challenging but achievable. As a result, pupils make good progress, both in their grasp of the basic skills and in their confidence and attitudes to work. Classroom assistants provide good support in lessons and work very well with teachers. They understand pupils' needs and take care to work alongside them, recording the outcomes and the level of support they give.

6. Pupils who speak English as an additional language are supported well by their class teachers alongside other pupils in the classes, in collaboration with support teachers and classroom assistants who make very good contribution to the learning of these pupils.

The excellent ethos of the school provides a very caring and effective learning environment for all pupils and fosters their independence and initiative.

7. The ethos of the school is directed towards pupils developing in self-confidence and self-esteem and in understanding their responsibilities. Pupils are given many opportunities to develop their social skills and a strong sense of responsibility. When asked, pupils of all ages spoke eloquently about bullying and why it is wrong and how it should be dealt with.
8. Pupils are involved in the school council. Each class votes for two representatives who meet regularly to discuss concerns and ways of improving the school. They explain their role and have a clear view about their worth and how important the part they play in school life is. Pupils' attitudes, values and personal development reflect the aim of the school.
9. In assemblies, pupils are often asked to reflect on the spiritual, social, moral and cultural implications of events or ideas they are considering. They listen to songs and music by famous composers and singers, such as Henry Purcell and Eva Cassidy. Pupils have a strong sense of justice and fairness which are encouraged when they are debating ideas in lessons, as well as in their behaviour to one another. In a whole school assembly, a drama performed by four teachers, including the headteacher and the deputy headteacher, encourages pupils to celebrate diversity. Teachers treat pupils' ideas with sincerity and seriousness so that they feel valued and respected.
10. Pupils' independence and initiative is encouraged in many ways. If pupils have ideas for clubs, these are listened to and encouraged. Pupils have been involved in the planning of the playground and are now working with artists planning designs for decorating the playground. During the course of every year, pupils identify and take part in raising money for charity. The headteacher is keen to encourage these ideas and over the year the pupils raise a good deal of money for charity. Children in the nursery and reception classes are supported very well to develop independence through role play and whole class discussions to develop their social skills.
11. The safety of the pupils are treated as a high priority by the school. This was evident in the way the staff take personal responsibility to ensure that pupils are safe outside the school gate where the traffic situation is dangerous, especially at the end of the day.

The management of the school and its finances are excellent. The high quality of leadership provided by the headteacher and the very efficient teamwork involving the senior management and the governors ensure steady improvement in standards in all areas of school life.

12. The leadership and management of the school are excellent. The headteacher has a very clear vision and provides strong leadership. She is supported very well in her task of leading the school forward by a hard-working deputy headteacher, subject leaders and a very effective governing body. The roles and responsibilities of senior managers are well established and this strengthens the management. The key issues identified by the last inspection have been addressed successfully. The subject managers' roles are well developed and teaching is consistently monitored by the headteacher, deputy headteacher and subject managers.
13. The governors fulfil their statutory responsibilities very well and have a significant role in the development of the school's policies and curriculum. There is a range of expertise within the governing body which is used well. For example, the chair of the finance committee is very experienced in financial planning and monitors the effectiveness of the school's spending on a regular basis. The Chair of Governors monitors the effectiveness of the school through regular visits and contacts with the headteacher, staff and parents. The governors are fully aware of

the strengths and weaknesses of the school and work very effectively as a team with the staff towards school improvement.

14. One of the strong features of the school is the headteacher's success in recruiting and retaining good teachers, reducing staff turn-over to an absolute minimum. One of her innovative solutions to retain her teachers was to establish a private nursery, attached to the school's nursery, for staff with young children. Many of the staff make use of this nursery. She has also arranged for some parents to be trained as childminders for those of her staff who do not choose a private nursery. As a result, the school enjoys a high level of stability in staffing and, thereby, opportunities for more effective learning for all pupils. Staff training and their professional development are high on the school's priority list. All staff receive suitable training systematically to enhance their expertise and some of the teachers in school are lead teachers in their subjects for the local education authority. Staff are well aware of equal opportunity issues and are successful in ensuring that all pupils are involved in all subject areas.
15. The school development plan gives a strategic overview of the needs of the school and is an effective tool for bringing about improvement. It includes appropriate targets for school development which are carefully prioritised. It is well linked to the staff development and the school's performance management.
16. The budget of the school is managed very efficiently. A very thorough approach to financial planning ensures that different funds are spent very efficiently. The headteacher maintains a close overview of spending and regular reports about the school's financial position are presented to the governing body to ensure that the budget is used appropriately. The school earns a substantial amount of money from lettings and other services, such as supplying cooked lunch to some other schools. The spending decision of this income and other fundings are made judiciously according to the priorities for school development. For example, the school building has been improved enormously through careful planning of the budget since 1999. It now provides a very pleasant learning environment for pupils. The school has now a multi-functional hall and the community uses it extensively at weekends. A high quality suite for teaching ICT is established and is being used for whole class teaching of ICT skills for all year groups. Playgrounds are being developed, in consultation with pupils and parents, and this will provide very good sporting facilities for pupils. Funding is also spent very carefully to recruit suitably qualified staff and for developing their expertise in order to provide and maintain good quality education and raise standards of attainment. Funds for pupils with special educational needs are used very well. Funds for the pupils who speak English as an additional language are targeted for deploying the bilingual teacher who is the co-ordinator for this area in the nursery and reception years in order to support children's language skills from a very early stage and to maintain effective links with the parents of the youngest children. The teaching and non-teaching staff are deployed very effectively to ensure efficient management of the school.

The provision for special educational needs is very good in the speech and language Unit and across the school. This ensures very effective integration of the pupils with special educational needs in all areas of the curriculum.

17. The provision for pupils with special educational needs in the main school and the provision and integration of pupils with speech and language difficulties in the unit are considerable strengths of the school.
18. There are 25 pupils with statements of special educational needs in the unit. Pupils are taught literacy and numeracy in the unit in the mornings and are gradually integrated in the main school, mainly in the afternoons, for other subjects.
19. The teaching of pupils in the speech and language unit is very good and sometimes excellent, both when pupils are in the unit and when they are integrated into main stream classes. Considerable care is taken of pupils on their first day at the school, ensuring that they receive sufficient support, both in the unit as well as in the classes in the afternoons. Relationships are exceptionally good and, as a result, pupils want to learn and enjoy the activities prepared for

them. Behaviour is almost always good and, where reprimand is needed, this is firm and fair, with time given to rebuilding relationships. Work in lessons and assessments are set at an appropriate level, which enables pupils to achieve at their own level and retain positive self-esteem. Pupils are reminded of their targets during lessons. Particular strengths that pupils have, such as in drawing, are acknowledged and this too promotes positive attitudes. Care is taken to include all pupils in class discussions and draw out answers from the quieter pupils. There is a very good balance of individual teaching, group teaching and speech therapy across the school. When integrated into the main school, teachers fully support these pupils, ensuring that they develop strategies to cope on their own in a main school environment.

20. Lessons clearly focus on the particular needs of each pupil in the speech and language unit and the targets are set in their individual educational plans. These targets are appropriate, measurable and achievable and include speech targets, in addition to those for language, numeracy and personal development. Continuous assessment takes place, ensuring that the provision planned is appropriate and, where changes need to be made, these are discussed with parents at an early stage. There is excellent co-operation between teachers, the classroom assistant and speech therapists. These adults have well-defined roles and their particular expertise is used to the full. The management of staffing and the ethos in the unit is excellent. The availability of speech therapy resources for all teachers throughout the school is a particular strength.
21. The teaching of pupils with special educational needs in the main school is also very good across the school. In Years 1 and 2, the team teaching by teacher and classroom assistant is a particular strength, with the group teaching being prepared by the teacher and carried out by the classroom assistant to a high standard. The fact that both are working in the same room means that feedback can be given at the end of the lessons and high standards of teaching maintained. The guided reading of these lower attaining pupils is a strength, with opportunities given for them to have time for one to one discussions with a highly trained adult. Throughout the school the sessions are very well paced. Teaching is of a high quality in Years 3 to 6 and learning is therefore very good. The learning objectives of the lessons are achieved very well in these groups. Individual educational plans are written appropriately. However, these are sometime more vague and not always in small enough steps to be regularly measurable. All class teachers are fully aware of the particular needs of these pupils.
22. The special needs co-ordinator in the main school now has appropriate time to fulfil her job well. Being class-based last year and overseeing the unit in addition to pupils with special educational needs in the main school was inappropriately demanding. She is now able to support teachers and pupils, both in class and in withdrawal sessions, and has time for the necessary administration required to fulfil her role. She is aware of the shortcomings of some of the individual educational plans.

Parents' involvement is highly valued by the school and adds much to pupils' experiences.

23. Parents make a good contribution to the quality of experience pupils have at Oakington Manor Primary School. They support the school through the parents' association as well as individually. They do this in a variety of ways; some are able to offer time during the school day, in the evenings or at weekends, some through supporting their own child's learning. Parents show a keen interest in their own children's experience; they attend in very good numbers open meetings, curriculum events, social functions, plays and concerts. They play an important part in the workings of the school by instilling in their own children the importance and pleasure of learning. If pupils are given homework, whether it consists of spellings or tables to learn, or is a much more lengthy project to complete, parents encourage their children to complete it and ensure it is done well.
24. The vast majority of parents support the school's behaviour policy and work well in partnership with teachers to help their children understand what is expected and to know what is right and what is wrong. Some parents spoke about the good quality support their children have received from the school in a variety of ways.

25. Parents are kept very well informed about the school and the progress made by their children. Parents' meetings include discussions of individuals' progress and class forums where parents and teachers can discuss curriculum information and other educational ideas with their child's teacher.
26. The Parent Staff Association (PSA) is well supported by the school and continues to thrive. The Christmas Bazaar and International Evening, along with other social evenings organised by the PSA, reflect the school's commitment to involve the parents and the wider community in the life of the school. The school serves its community very well and is a true community school. This is reflected in the range of community work in which the Facilities Officer is involved, making it available to the community for various social events.

WHAT COULD BE IMPROVED

Higher attaining pupils across the school do not always attain the standards in English of which they are capable.

27. The school works very hard to raise standards of attainment. It has a high number of pupils with English as an additional language across the school who are at the early stages of learning English and, also, a high proportion of pupils with special educational needs. In addition, high pupil turn-over makes the situation much more challenging for the school. At present, the staff work very effectively to raise the standards of these pupils so that they attain the national average at the end of Year 6. The national test results over the last three years show a steady improvement in standards, with greater number of pupils reaching the national average. However, the results also show that the proportion of pupils reaching the higher level is below the national average in English. The current inspection evidence shows that, although pupils are taught in ability groups of higher attaining, average and lower attaining groups, some higher attainers are not challenged sufficiently to achieve the standards of which they are capable. Guided reading is well established during the literacy period, but the writing skills, especially imaginative and extended writing with good use of appropriate vocabulary, are not sufficiently developed for these pupils. Although many of these pupils who speak English as an additional language are fluent in English, they would benefit from careful planning of more challenging tasks for them. Extra specialist support for these pupils at an advanced stage of learning English would ensure that they achieve the higher standards of which they are capable.

Learning resources in the library are in need of updating to provide pupils opportunities for developing research skills.

28. Learning resources, such as books, equipment and artefacts, are much improved since the last inspection. Sufficient number of fiction and non-fiction books are available in the classroom for guided reading in English and in other areas of the curriculum and these are used well to support pupils' reading skills. However, the library needs to be improved to make it much more welcoming for pupils, including the younger ones. Many books are in need of replacement by quality resources to promote pupils' research and independent learning skills further. All year groups would benefit from regular library classes to develop their library skills and improve their reading skills further. An improved library provision would promote pupils' reading for pleasure and enhance their knowledge of literature and other areas of the curriculum. The school is aware of this issue and intends to address it in the near future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:

- i. ensure that the standards of the higher attaining pupils are raised further in English, by:
 - providing them with more challenging work;
 - providing extra specialist support for those with English as an additional language;(paragraph 27)
- ii. improve the library provision by:
 - replacing the dated resources in the library;
 - ensuring that all classes are given the opportunity to develop their library skills.(paragraph 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	8	2	0	0	0
Percentage	17	28	44	11	0	0	0

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

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)	30	640
Number of full-time pupils known to be eligible for free school meals		190

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	34
Number of pupils on the school's special educational needs register	16	226

English as an additional language

	No of pupils
Number of pupils with English as an additional language	360

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	88
Pupils who left the school other than at the usual time of leaving	72

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	46	43	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	42	40	43
	Girls	42	40	43
	Total	84	80	86
Percentage of pupils at NC level 2 or above	School	94 (84)	90 (91)	97 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	45	45
	Girls	38	42	42
	Total	78	87	87
Percentage of pupils at NC level 2 or above	School	88 (85)	98 (84)	98 (90)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	47	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	34	36
	Girls	42	38	43
	Total	69	72	79
Percentage of pupils at NC level 4 or above	School	78 (79)	82 (83)	90 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	34	36
	Girls	42	38	43
	Total	69	72	79
Percentage of pupils at NC level 4 or above	School	78 (79)	82 (82)	90 (88)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	158
Black – African heritage	106
Black – other	19
Indian	113
Pakistani	42
Bangladeshi	7
Chinese	3
White	70
Any other minority ethnic group	28

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	34.4
Number of pupils per qualified teacher	23.4
Average class size	30.5

Education support staff: YN – Y6

Total number of education support staff	18
Total aggregate hours worked per week	497

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	8	1
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	2055591
Total expenditure	2030612
Expenditure per pupil	2893
Balance brought forward from previous year	-
Balance carried forward to next year	24979

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	670
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	0	0	1
My child is making good progress in school.	65	30	2	0	1
Behaviour in the school is good.	58	37	2	2	0
My child gets the right amount of work to do at home.	42	43	9	5	1
The teaching is good.	72	25	1	0	1
I am kept well informed about how my child is getting on.	58	40	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	22	1	2	1
The school expects my child to work hard and achieve his or her best.	78	21	0	0	0
The school works closely with parents.	59	31	4	1	2
The school is well led and managed.	75	20	0	2	1
The school is helping my child become mature and responsible.	57	36	2	1	4
The school provides an interesting range of activities outside lessons.	43	48	1	0	5