

# INSPECTION REPORT

## **ST MARY'S PRIORY RC JUNIOR SCHOOL**

South Tottenham, London

LEA area: Haringey

Unique reference number: 102145

Headteacher: Mrs Florence Collins

Reporting inspector: Elisabeth de Lancey  
22272

Dates of inspection: 23<sup>rd</sup> - 24<sup>th</sup> April 2002

Inspection number: 194652

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                       |
|------------------------------|---------------------------------------|
| Type of school:              | Junior                                |
| School category:             | Voluntary Aided                       |
| Age range of pupils:         | 7-11                                  |
| Gender of pupils             | Mixed                                 |
| School address:              | Hermitage Road<br>Tottenham<br>London |
| Postcode                     | N15 5RE                               |
| Telephone number:            | 020 8800 9305                         |
| Fax number:                  | 020 8880 1142                         |
| Appropriate authority:       | The governing body                    |
| Name of chair of governors:  | Mrs Marva Hibbert                     |
| Date of previous inspection: | June 1997                             |

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Priory Roman Catholic Junior School is situated in the 'urban regeneration area' of Seven Sisters in South Tottenham within the Borough of Haringey. It caters for pupils between the ages of seven and 11. Almost all the pupils come from the local Roman Catholic parishes, with a small but significant number coming from further afield, largely due to the school's good reputation. Unemployment in this area is high, and almost all families live in rented accommodation. The school is about the same size as other junior schools, with a current roll of 235 pupils of whom 108 are girls and 127 are boys, which is about the same as at the last inspection. A significant number of pupils move in to the school at times other than the usual times of joining. Pupils' attainment on entry to the school is below average. The school's population reflects the ethnically diverse neighbourhood of the school. About one-third of the pupils are white and one-third are of black African heritage. There are also a few black Caribbean pupils. Around one-tenth of the school's population are refugees, mostly from Africa. Over one-half of the pupils speak English as an additional language, which is very high, and much higher than at the time of the last inspection; 21 of these pupils are at an early stage of language acquisition. There are eight traveller children. One third of the pupils are eligible for free school meals which is well above average. Of the 82 pupils on the school's register of special educational needs, for a variety of learning difficulties and emotional, speech and behavioural problems, three have a statement of special educational needs. This too is above average and higher than at the time of the last inspection. No pupils are looked after. The school benefits from a government grant to promote the achievement of pupils from minority ethnic backgrounds.

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

This is an effective school which provides good value for money. It has good strategies to promote educational inclusion and equal opportunities for all its pupils. The pupils make good progress and attain at least average standards by the age of 11, largely as a result of the good quality teaching they receive. Pupils are very enthusiastic, responsible and hard-working. The school is very well led and managed. There is a strong commitment to maintaining successful practice and raising standards further.

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

- Pupils make good progress and attain high standards in comparison with similar schools.
- The quality of teaching is good overall, and there are examples of very good and excellent teaching.
- The very good leadership and management of the headteacher and staff demonstrate the school's commitment to continuous educational improvement.
- Pupils' personal development is very good.
- The school is an inclusive and supportive community.

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

- Standards in writing are not high enough.
- Parents do not receive adequate written information about the work their children are doing in school.
- The school does not have a sufficiently structured approach to homework to extend pupils' learning in class.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1997, and a number of areas for improvement were identified at that time. Most of these have been addressed well and improvement since the last inspection has been good. Procedures for ensuring the health and safety of pupils have been attended to. The limited opportunities for pupils to engage in independent learning have been extended effectively with activities such as research in the library and using information and communication technology to access the internet. The responsibilities of the subject co-ordinators are established and they play a positive role in guiding the work of the staff. There is now a good range of extra-curricular activities. Marking in English

now offers useful guidance to help pupils improve but marking in mathematics and homework arrangements remain inconsistent. There has been an improvement in the National Curriculum test results, in particular in mathematics. At the time of the last inspection there was a small proportion of unsatisfactory teaching; teaching is now good overall. The provision for information and communication technology has improved markedly; a well-resourced computer suite has been installed and this is now a strong feature of work across the curriculum. The school has strong procedures for judging its own strengths and weaknesses and is, therefore, well placed to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | D             | C    | C    | A               |
| mathematics     | D             | D    | B    | A               |
| science         | C             | C    | C    | B               |

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

The school's results in the national tests at the end of Year 6 in 2001 were average in English and science and above average in mathematics. Compared with similar schools pupils' results were well above average in English and mathematics and above average in science. Pupils' results in mathematics have improved considerably in the past year. Their results in reading, mathematics and science were better than those in writing. In writing they were below average.

Standards have risen at a similar rate to that seen nationally. Inspection findings show that pupils make good progress and achieve well in relation to the below average levels at which they enter the school. The school has set realistic targets for improvement and is well placed to achieve them.

Work seen during the inspection confirms the school's analysis of pupils' attainment in the present Year 6 group. This shows that attainment among this group is lower than in the previous year. However, it is clear from the work seen during the inspection that these pupils are attaining well enough in relation to their attainment in previous years. Generally standards in mathematics and science are good and better than those in English. Throughout the school standards in writing are weak and this is a significant area for school improvement.

Although, over the past three years the attainment of boys has been higher than girls across all three subjects in the national tests, during the inspection there was no discernible difference between the attainment of boys and girls or between pupils of different ethnic groups. The support for pupils who speak English as an additional language is very good and these pupils make very good progress in learning English. The provision for pupils who have special educational needs is very effective and contributes to the pupils' very good progress.

## PUPILS' ATTITUDES AND VALUES

| Aspect                  | Comment                                                                                                                  |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Very good. Pupils are proud of their school and respond enthusiastically to the learning opportunities they are offered. |

|                                        |                                                                                                                                                                                               |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour, in and out of classrooms    | Very good. Pupils behave well in lessons and around the school. They are polite and considerate and work well, both on their own and in groups. There are no signs of harassment or bullying. |
| Personal development and relationships | Very good. Pupils are mature and confident. They take their responsibilities very seriously. They are sensitive to the feelings of others and show respect for different viewpoints.          |
| Attendance                             | Good. Attendance is above the national average and there is no unauthorised absence.                                                                                                          |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery | Years 3 – 6 |
|------------------------|---------|-------------|
| Quality of teaching    | N/A     | 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.*

Teaching in the school is good overall and has a significant impact on pupils' learning and achievement, especially in speaking and listening and mathematics. Teachers' subject knowledge is good and their use of subject specific vocabulary ensures that pupils use the correct terminology. They manage their pupils well and the quality of the relationships between adults and pupils creates a feeling of mutual respect. All lessons are well planned and prepared. Pupils are told what they are expected to achieve in order to understand more about their learning.

The school successfully meets the needs of all its pupils. The teaching of pupils with special educational needs is very good. Pupils are identified early and given extra support to ensure that they achieve as well as they can. The school meets the need of pupils for whom English is an additional language; these pupils are very well supported and as a result, make rapid progress and achieve very well. When appropriate, the school makes good use of the local education authority's support services for traveller children to enable these pupils to make good use of their time in school. The teaching of the basic skills of literacy and numeracy is good.

Teaching and learning are less successful when teachers do not give clear instructions and pupils are unsure what they expected to do. In these lessons the pace is slow and pupils' attention is not sustained. Lessons are over-directed and there are insufficient opportunities for pupils to reflect upon their learning.

Marking has improved since the last inspection but weaknesses remain in mathematics at Year 6.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                      | Comment                                                                                                                                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                     | Good. Statutory requirements are met and the school provides a broad and balanced curriculum.                                                                                       |
| Provision for pupils with special educational needs         | Very good. The support for pupils with special educational needs is very carefully planned and helps them to make very good progress.                                               |
| Provision for pupils with English as an additional language | Very good. Excellent opportunities are offered to pupils to acquire a new vocabulary. Most pupils advance rapidly in their learning of English and are fluent by the age of eleven. |



|                                                                                             |                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school is successful in promoting all aspects of pupils' personal development. It is evident in all areas of the school's work. The school is very successful in promoting pupils' confidence and self-esteem. |
| How well the school cares for its pupils                                                    | Good. Each pupil is valued as an individual. Procedures for monitoring pupils' progress are good and their health, safety and welfare are given a high priority.                                                              |

Teachers are aware of child protection procedures, and the headteacher oversees any issues that may arise. It is, however, a while since every member of the school staff was reminded of child protection requirements and this needs to be addressed.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Very good. All members of staff with management responsibilities work well together and there is a shared commitment to continuous improvement. There are clear management systems for all aspects of school life.                                                                           |
| How well the governors fulfil their responsibilities             | Good. Governors are well organised and well informed. They have complete trust in the headteacher and play an active part in providing a sense of direction for the school.                                                                                                                  |
| The school's evaluation of its performance                       | Very good. The school has well-developed systems for evaluating how well it is doing through the rigorous assessment of data, analysis of pupils' work and lesson observations. It keeps a thorough check on how well it is doing and has a very clear view of its strengths and weaknesses. |
| The strategic use of resources                                   | Very good. Educational priorities are appropriately funded. Spending decisions are made according to the principles of best value.                                                                                                                                                           |

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

| What pleases parents most                                                                                                                                                                                                                                                                                                                                                                         | What parents would like to see improved                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Children are making good progress.</li> <li>• The good quality of the teaching.</li> <li>• Children behave well.</li> <li>• The school is well led and managed.</li> <li>• The school expects their children to work hard.</li> <li>• Children are helped to become mature and responsible.</li> </ul> | <ul style="list-style-type: none"> <li>• Parents do not receive sufficient information about the work that their children do in school.</li> <li>• The amount of homework provided.</li> </ul> |

The inspection team agree with the very positive views of the parents. The school has responded to parents' requests for more information about the work their children are doing and agreed to send curriculum information to them at the beginning of each half-term starting in April 2002. The team agrees with those parents who reported that homework is inconsistent. The school is currently reviewing its homework policy.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and attain high standards in English and mathematics in comparison with similar schools.**

- 1 In 2001, pupils' results in the national tests for 11 year olds were above average in mathematics and average in English and science. In mathematics and English, results were well above those of pupils attending similar schools and in science they were above. Pupils' performance at the higher level, (level 5) in mathematics was particularly good. It was above average when compared with all schools and well above average when compared to similar schools. In English and science, compared with all and similar schools, results at the higher level were average. The results in mathematics reflect very good achievement. They were better than those in English and science. This is because standards in writing were below average.
- 2 When pupils' achievements are compared with their prior attainment at the age of seven, they have made very good progress in mathematics, good progress in reading and satisfactory progress in writing. These results were achieved through careful monitoring, the introduction of realistic target setting for individuals and very good quality support.
- 3 Inspection evidence confirms the school's analysis of pupils' attainment in the present Year 6 group of pupils which shows that attainment is lower than in the previous year. This is because a significant number of pupils join the school at different times and they have not had the benefit of continuous school experience. However, it is clear from the work seen during the inspection that these pupils are attaining well enough in relation to their attainment in previous years.
- 4 Pupils make very good progress in developing their speaking and listening skills and attain standards that are above average by the time they leave the school. This is because the school places a strong emphasis on the development of pupils' oral skills. Teachers and classroom assistants use questions effectively to promote pupils' oral skills in group activities and during the feedback sessions at the end of lessons, and this helps them to develop their ideas. They provide valuable opportunities for pupils to work in pairs so that they can discuss their work. They give good emphasis to the specific vocabulary pupils are expected to use, displaying it clearly during lessons. As a result, pupils understand the meaning of a wide range of words. They enjoy the many opportunities they are offered to contribute to class discussions and to a wider audience in school assemblies and productions. They talk confidently about a range of topics. For example, pupils in Year 5 sensitively discuss the impact of the war in Bosnia on friends and families of different ethnic origins.
- 5 By the end of Year 6, standards in reading are average. Teachers provide pupils with a good range of reading opportunities and by the time they reach the end of Year 6, many pupils are committed and enthusiastic readers who read a range of poetry and novels, including some from other cultures. Whilst most pupils demonstrate good technical reading skills, a number of pupils do not fully understand what they are reading. Higher attaining pupils however, have a clear understanding of the story, talk lucidly about the characters and plot and express clearly their preferences for reading books by Anne Fine, JRR Tolkien and Philip Pullman.
- 6 Pupils' research skills are developing well. They are confident in looking for information in non-fiction books, They use the index and contents pages appropriately

to look for information in non-fiction texts and download relevant information from the internet to support their work.

- 7 Pupils attain above average standards in mathematics and make very good progress in developing their skills in numeracy as they move through the school. Pupils are becoming very confident at mental mathematics. They learn effectively through the good opportunities they are given to practice and improve their rapid recall and mental calculation at the start of each lesson. By Year 6, pupils solve problems effectively to two decimal places. They calculate accurately the perimeters of regular shapes using simple formulae. They use and interpret co-ordinators in all four quadrants and calculate percentages correctly. Higher attaining pupils know the sum of the angles in a triangle and that of angles at a point. As pupils move through the school, they explain their methods with increasing confidence and accuracy.
- 8 Pupils are often given good opportunities to use their mathematical knowledge in other subjects. Measuring temperatures in science, for example, to find the best temperature to make sugar dissolve in water, or collecting data for displaying in charts and graphs. In some classes, information and communication technology is used well to support learning in mathematics. Pupils in Year 5, for example, make effective use of a data handling program, selecting bar charts, pie charts and line graphs to present information in the most appropriate way.
- 9 The improvement in standards in mathematics is due largely to the schools successful implementation of the National Numeracy Strategy, and the use of number in other subjects has a positive impact on pupils' achievement.

**The quality of teaching is good overall, and there are examples of very good and excellent teaching.**

- 10 The quality of teaching throughout the school has improved significantly since the last inspection. It is now good. During this inspection, in the 12 lessons seen teaching was assessed as excellent in one lesson, very good in three lessons, good in four lessons and satisfactory in the remaining four lessons. Examples of excellent and very good teaching were observed in English and very good teaching in mathematics. No unsatisfactory teaching was seen.
- 11 This good quality teaching is underpinned by the good relationships between the staff and the pupils and the teachers' sensitive use of praise. This promotes pupils' confidence and helps them to understand that they are valued and their contributions are welcomed. Teachers plan their lesson well, identifying clearly what they want pupils of all abilities to learn. This is a measure of the school's commitment to continuing to raise standards. Staff inform pupils of their high expectations of pupils' work and behaviour, and clearly inform them about what they will be learning in the lesson. As a result pupils know what they are to do and what is required of them. The teachers stress the importance of pupils having command of the basic skills of literacy and numeracy. For example, in Year 3, a teacher insisted pupils read instructions carefully, set their work out neatly and demonstrate their competence with addition facts. Teachers make effective use of questions to probe pupils' understanding and develop their knowledge. In a Year 6 lesson, for example, the teacher asked pupils to refer to the given newspaper article to support their comments and then say whether their quotations were drawn from reported or direct speech. Staff help pupils to develop their research skills by encouraging them to scrutinise photographs, retrieve specific references from appropriate texts and acquire computer skills to access the internet for appropriate information sources.

- 12 In the best lessons teachers' subject knowledge is good and their use of technical language makes work more demanding. Their insistence on pupils using correct language helps to reinforce their learning as they improve the accuracy of their responses and the precision of their observations. For example, in a Year 6 lesson, the teacher asks pupils to define the terms 'division' and 'quotient' and then rephrase a given question by using them correctly. Teachers listen carefully to pupils' responses and build effectively upon them to develop the lesson and extend pupils' learning. For example, in a Year 4 lesson, having given pupils a choice of products the teacher asked the pupils to justify their decisions by explaining why they had made their choice. The teacher then drew on their comments to help them compare the qualities of the products.
- 13 Where teaching is less successful, some elements of the following are present: pace slows and pupils' attention wanes; teachers' instructions are unclear and pupils are confused about what they are to do; teacher's directions limit pupils' contributions and reduce the opportunity for pupils to reflect on their learning; and teachers' marking does not offer sufficient guidance to help pupils improve their work.
- 14 The quality of teaching of pupils for whom English is an additional language is very good throughout the school. The specialist staff offer effective support, especially when pupils first join the school. The staff have high expectations of their pupils. They set clear and appropriate targets for each of the pupils and all of them are successful in moving to independent learning. When necessary staff give individual support to bolster a pupil's confidence, meet specific needs and aid achievement. On one occasion, for example, the specialist teacher used a computer effectively to encourage a pupil to type, from his dictated text, captions for his photographs. This helped him to develop letter recognition and word building, supported his reading and sentence writing, and provided practice in basic computer skills. Pupils with special educational needs are also well supported and fully included in all aspects of the curriculum. Consequently, pupils achieve well and make very good progress towards the appropriate targets set for them.
- 15 The quality of marking has improved since the last inspection, but weaknesses remain in mathematics, where Year 6 pupils are given insufficient guidance to help them improve their work.

**The very good leadership and management of the headteacher and staff demonstrate the school's commitment to continuous educational improvement.**

- 16 The headteacher offers decisive leadership and an effective, inclusive management style. Arriving at a time of significant change for the school, she moved sensitively to build on the school's established achievements with the informed support of senior staff. This formed the base for the good teamwork in evidence throughout the school. All members of staff with management responsibilities work together towards a common purpose and very good use is made of their individual strengths. This is reinforced by the headteacher's lively and engaging approach and her fostering of improved consultation with parents, and greater participation of pupils through a school's council. With the support of the governing body this clear-sighted leadership has made a significant contribution to sustaining the pupils' good achievement and the school's commitment to the raising of standards. All members of staff and governors take pride in what they have accomplished together.
- 17 The mutual trust and confidence the staff have for each other are strongly demonstrated in the school's well-structured procedures for the monitoring and evaluation of standards and teaching, and the setting of targets. The roles of the

curriculum co-ordinators in all subjects are now clearly defined. At different stages of development, their responsibilities range from reviewing what pupils are to learn and the evaluation of planning, to the surveying of pupils' work and the monitoring of teaching. This well-structured and systematic approach to management procedures ensures staff are well prepared for their roles, fully supported and their tasks are relevant and manageable. For example, one recently appointed co-ordinator used the detailed analysis of a thorough subject audit to draw up a clearly prioritised strategic plan for the comprehensive development of the subject. The school's emphasis on the advisory and supportive roles of the co-ordinators underlines the credibility of its management procedures, and recognises mentoring as a key element in the staff's development. One co-ordinator, for example, has identified the need for specific skills' guidance for staff to raise pupils' attainment and has organised a training event to help colleagues acquire those skills. This provides the background against which individuals and groups of pupils are supported effectively. This ranges from the senior staff's careful analysis of test results to the sensitive work of co-ordinators assisting individual pupils. For example, the school's highly informed and effective special educational needs co-ordinator has close ties with related schools, and maintains effective contact with outside agencies to ensure the school sustains access to the specialist advice the staff require to help them in identifying and addressing pupils' needs.

- 18 Governors properly fulfil their statutory requirements. The governing body is well organised and its active committees cover all aspects of school life and form the agreed means by which they carry out their obligations. This includes the writing of their annual report to parents for which an innovative practice has been established. One governor leads this exercise and to help her compilation of the report the headteacher and governors have restructured the headteacher's regular reports to the governing body so that relevant material can be extracted easily. Governors are keen to play an active part in the life of the school and the chair of governors visits the school each week to meet with the headteacher and consider current issues. They take an active part in strategic planning and in the monitoring of the implementation of the school's improvement plan. They see their role of critical friend and that of overseeing standards and educational provision as integral to these processes. As a result of their successful fulfilment of these roles they are fully acquainted with what the school does well and where it can improve further. The governors' financial management is guided by the principles of best value and ensures that the funding available to the school is properly directed towards its educational priorities, for example, the new information and communication technology suite. This is a good resource which is having a clear impact on the achievements of pupils. Governors appreciate the advice and guidance they receive from the headteacher and key staff, and they have every confidence in the headteacher's day-to-day management of the school.

**Pupils' personal development is very good.**

- 19 The school promotes pupils' personal development very well. Its provision for their spiritual, moral, social and cultural development permeates the whole curriculum and is a significant strength of the school. The pupils grow in understanding and maturity as they progress through the school. Parents were right when they applauded the way in which the school helps their children to become mature and responsible.
- 20 Assemblies and collective worship are well planned and affirm the strong moral and Christian values that the school promotes in its everyday life. Pupils respond well to planned and informal opportunities to think and reflect. For example, they read stories with moral dilemmas, such as 'No Gun for Asmir' and are encouraged to speak about

their own thoughts and feelings, and to respect the thoughts and feelings of others. Circle Time, when pupils talk about issues that are important to them, makes a good contribution to their personal development.

- 21 Pupils are encouraged to take responsibility through developing rules for behaviour. These are prominently displayed in all classrooms and in some classes pupils have signed the poster to show that they agree to abide by these rules.
- 22 The newly formed school council promotes the principles of good citizenship, providing opportunities to turn the pupils' ideas for school improvement into action. They address issues in a sensible and mature manner. For example, they have responded to pupils' requests for sports equipment by enlisting parents' help to raise money for football posts. At present they are seeking the views of pupils, staff, parents and governors about changing the rules for school uniform to allow girls to wear trousers to school.
- 23 The successful introduction of a 'Buddy System' in the playground demonstrates how older pupils help younger ones and those who find difficulty in finding friends to play with. The playground buddies, who apply and are interviewed for their posts, take their responsibilities seriously and are proud to have been selected. They are very clear what they should do if any pupil is having problems. They are looking forward to acquiring a 'Bus Stop', where lonely or distressed pupils can sit and they can help to alleviate their problems.
- 24 The wide range of cultures represented in the school is highly valued by everyone. Staff successfully promote an understanding of other cultures by encouraging pupils to share their differences, for example by asking pupils to say a prayer in their own language. There are many examples of displays labelled in different languages around the school.

### **The school is an inclusive and supportive community.**

- 25 The school welcomes all pupils and successfully creates an ethos which is firmly based on respect and care for others. It seeks to develop self-esteem in all its pupils and to ensure that they are successfully integrated into all aspects of school life. It is constantly seeking ways to adapt its methods to support pupils' well-being and progress. As one pupil said,

*'Teachers give you a boost if you are not very good at something'.*

- 26 The school's assessment procedures are good and there are rigorous systems in place to keep track of pupils' progress. Teachers use these records well to check that pupils are achieving as well as they can and additional support is allocated accordingly. Just over one-third of pupils have special educational needs. These pupils are identified early and are well supported by the school's high quality procedures, which fully meet the nationally agreed Code of Practice. Procedures for assessing pupils' specific needs are good and the targets set in their individual education plans are well focused and regularly reviewed.
- 27 The school's introduction of the National Literacy and Numeracy Strategies and its use of the training and support materials to target intervention for those pupils who fall behind the expected rate of progress has had a significant effect on raising standards for pupils who have special educational needs. Learning support assistants provide good quality additional literacy support, they take responsibility for groups of pupils

during part of the Literacy Hour, withdrawing them from the classroom to focus on a structured 'catch-up' programme, and this is particularly effective in raising standards in reading.

- 28 Learning support assistants also work with groups of pupils in lessons. They provide very good support for pupils of all abilities and make a valuable contribution to pupils' learning, in particular for those with special educational needs. Special needs support assistants provide individual help and encouragement for pupils who have a statement of special educational need. This support is focused on motivating pupils and developing their confidence so that they are successful in reaching the targets identified in their individual education plans.
- 29 The parents of pupils with special educational needs are kept well informed of the progress made by their children. They are invited to all review meetings. There are good links with outside agencies who offer specialist advice and support.
- 30 A good example of the school's commitment to meeting the needs of individual pupils is seen in its appointment of a part-time counsellor who provides specialist and effective help for those pupils who need someone to talk to about their behavioural and emotional difficulties; this helps these pupils to work and play with their peers.
- 31 The school's accelerated learning programmes, which include booster classes and mathematics clubs contribute effectively to pupils' progress in mathematics and ensure that almost all pupils leave the school with standards that are above average.
- 32 The pupils come from a wide range of ethnic backgrounds; just over one-half speak English as an additional language. These pupils make very good progress through the school. The school offers a supportive learning environment and ensures that pupils have suitable opportunities to develop their use and understanding of English. When necessary, support for these pupils is organised within classes and is directly related to the work of the class.
- 33 There are good procedures for assessing the needs of pupils who speak English as an additional language. A register of the pupils at the various stages of learning English is kept and their progress is carefully monitored. Test results are analysed on a gender and ethnicity basis and support is provided to combat underachievement. A good example of this is the school's effective implementation of a programme to raise the attainment of Black African boys.
- 34 Pupils who move into the school at other than usual times, including traveller children and refugees, are welcomed and fully included into the school community and benefit from the wide range of learning opportunities provided by the school. Additional funding for pupils from minority ethnic backgrounds is used effectively to ensure that these pupils attain well.

## **WHAT COULD BE IMPROVED**

### **Standards in writing are not high enough**

- 35 Attainment in writing is low when pupils enter the school and continues to be a weakness. Over the past few years, standards in writing at the end of Year 6 have been weaker than those in reading and have fallen behind those in mathematics and science.
- 36 Pupils write for a range of purposes and audiences in English, using their reading and discussions of a wide range of literary and non-fiction texts to improve their work. However, pupils do not apply their knowledge of spelling rules and exceptions accurately, the grammatical structure of sentences is weak and their use of punctuation is inconsistent. There are some good examples of fluent handwriting and presentation but these too are inconsistent and too many pupils present work that is printed and written with inappropriate implements such as felt tip pens.
- 37 A major weakness lies in the lack of opportunities for pupils to practise and apply the skills learned in the Literacy Hour in new contexts in other subjects. Standards of writing in other subjects are poorer than those in English. Teachers do not develop pupils' independent writing sufficiently across the curriculum and there is often an over-emphasis on work sheets, which limit pupils' written responses.

### **Parents do not receive adequate written information about the work their children are doing in school.**

- 38 In the past the school has not provided information for parents about the work their children are about to do in class. The school is responding to the requests made by parents during the recent consultations and has agreed to send half-termly curricular newsletters to parents to advise them what their children will be learning and how they can help at home.

### **The school does not have a sufficiently structured approach to homework to extend pupils' learning in class.**

- 39 The school does not have a consistent and comprehensive homework policy and this confirms the views of some parents who expressed concern about the setting of homework. Although, during the inspection, there were good examples of homework activities being offered to pupils who are keen to extend their work, homework is not used well enough to make a consistent contribution to pupils' attainment. At present, there is no clear timetable for homework; pupils and their parents are unsure when homework is compulsory or when it is an optional activity for those pupils who are sufficiently interested in a topic to enhance their learning at home.



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

40 In order to build upon its considerable strengths and to improve standards further, the school should:

### **Improve the quality of writing throughout the school by:**

- providing opportunities for pupils to apply, practise and develop their writing skills in other subjects.

**Ensure that parents are given adequate written information about the work their children are doing in school.**

### **Make better use of homework by:**

- introducing a more comprehensive homework policy to be followed throughout the school;
- ensuring that homework expectations are made clear to both pupils and parents.

*These areas for improvement have been identified by the school*

## PART C: SCHOOL DATA AND INDICATORS

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

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 12 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 3         | 4    | 4            | 0              | 0    | 0         |
| Percentage | 8         | 25        | 33   | 33           | 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. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

### 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)      | N/A     | 239     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 86      |

FTE means full-time equivalent.

| Special educational needs                                           | Nursery | Y3– Y6 |
|---------------------------------------------------------------------|---------|--------|
| Number of pupils with statements of special educational needs       | N/A     | 3      |
| Number of pupils on the school's special educational needs register | N/A     | 82     |

| English as an additional language                       | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 137          |

| Pupil mobility in the last school year                                       | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 14           |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### Attendance

#### Authorised absence

|             | %    |
|-------------|------|
| School data | 95.2 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.0 |

|                           |      |
|---------------------------|------|
| National comparative data | 93.5 |
|---------------------------|------|

|                           |     |
|---------------------------|-----|
| 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 2 (Year 6)**

|                                                                                        |      |      |       |       |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
|                                                                                        | Year | Boys | Girls | Total |
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 34   | 25    | 59    |

| <b>National Curriculum Test/Task Results</b> |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|----------------------------------------------|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above    | Boys     | 28             | 30                 | 34             |
|                                              | Girls    | 17             | 18                 | 24             |
|                                              | Total    | 45             | 48                 | 58             |
| Percentage of pupils at NC level 4 or above  | School   | 76 (77)        | 81 (73)            | 98 (82)        |
|                                              | National | 75 (75)        | 71 (72)            | 87 (85)        |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---------------------------------------------|----------|----------------|--------------------|----------------|
| Numbers of pupils at N.C level 4 and above  | Boys     | 31             | 45                 | 43             |
|                                             | Girls    | 40             | 40                 | 42             |
|                                             | Total    | 71             | 80                 | 85             |
| Percentage of pupils at NC level 4 or above | School   | 77 ( 71 )      | 73 ( 78 )          | 82 ( 80 )      |
|                                             | National | 72 ( 70 )      | 74 ( 72 )          | 82 ( 79 )      |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 13           |
| Black – African heritage        | 76           |
| Black – other                   | 7            |
| Indian                          | 3            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 86           |
| Any other minority ethnic group | 50           |

*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) | 11.3 |
| Number of pupils per qualified teacher   | 22.8 |
| Average class size                       | 29.4 |

#### **Education support staff: Y3 – Y6**

|                                         |    |
|-----------------------------------------|----|
| Total number of education support staff | 6  |
| Total aggregate hours worked per week   | 95 |

#### **Qualified teachers and support staff: nursery**

|                                          |     |
|------------------------------------------|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher   | N/A |
| Total number of education support staff  | N/A |
| Total aggregate hours worked per week    | N/A |
| Number of pupils per FTE adult           | N/A |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|                                                                                                                |     |
|----------------------------------------------------------------------------------------------------------------|-----|
| Number of teachers who left the school during the last two years                                               | 4.0 |
| Number of teachers appointed to the school during the last two years                                           | 4.8 |
| Total number of vacant teaching posts (FTE)                                                                    | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1.8 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 5            | 0         |
| Black – African heritage     | 2            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 1            | 0         |
| Other minority ethnic groups | 1            | 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                               | 515,349   |
| Total expenditure                          | 531,672   |
| Expenditure per pupil                      | 2,282     |
| Balance brought forward from previous year | 40,821    |
| Balance carried forward to next year       | 24,498    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 235 |
| Number of questionnaires returned | 75  |

### Percentage of responses in each category

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 75             | 19            | 1                | 4                 | 0          |
| My child is making good progress in school.                                        | 52             | 44            | 4                | 0                 | 0          |
| Behaviour in the school is good.                                                   | 60             | 30            | 5                | 1                 | 3          |
| My child gets the right amount of work to do at home.                              | 34             | 44            | 14               | 8                 | 0          |
| The teaching is good.                                                              | 56             | 41            | 0                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 59             | 33            | 7                | 0                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 64             | 29            | 1                | 0                 | 5          |
| The school expects my child to work hard and achieve his or her best.              | 68             | 29            | 0                | 0                 | 3          |
| The school works closely with parents.                                             | 58             | 33            | 5                | 0                 | 4          |
| The school is well led and managed.                                                | 74             | 23            | 0                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 60             | 36            | 1                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 51             | 36            | 4                | 3                 | 7          |