

INSPECTION REPORT

WORCESTERS PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102020

Headteacher: Mrs J Phillips

Reporting inspector: Dr M Bradshaw
6169

Dates of inspection: 7th – 8th May 2002

Inspection number: 194851

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Goat Lane

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Middlesex

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Appropriate authority: The governing body

Name of chair of governors: Mr M Flaxman

Date of previous inspection: 16th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 425 pupils who attend full-time from Reception to Year 6, together with 60 children who attend the Nursery part-time, either mornings or afternoons. Children start in the Nursery in the September of the year of their fourth birthday, they transfer to Reception the following September, becoming full-time by half term. Over 52 per cent of pupils are boys. The majority of pupils (over 87 per cent) have white ethnic origins, but the figure includes a significant proportion from Turkish, Kurdish or Greek backgrounds. About 13 per cent of pupils are from a wide range of other ethnic backgrounds. There are 97 pupils whose first language is not English. Most of these are competent in English, but nine, mostly children in the Nursery or Reception classes, are at an early stage of English acquisition. The background of pupils is mixed, and somewhat below average; 91 pupils (over 21 per cent) claim free school meals, which is just above the average. The figure is tending to increase, especially lower down the school. The number of pupils identified as having special educational needs is above average; 147 pupils in Nursery to Year 6 (over 30 per cent) are on the register of special educational needs, of these three have statements of special educational needs. Attainment on entry to the Reception class has declined since the previous inspection and is below average, especially in the area of communication, language and literacy. Boys' attainment in particular is low in this area. The increases in pupils with special educational needs, English as an additional language and claiming free school meals, together with the decline in attainment on entry, all reflect changes since the previous inspection.

HOW GOOD THE SCHOOL IS

Worcesters Primary School is very effective. Pupils progress well and achieve standards that are generally above average by the end of Year 6; in addition pupils' attitudes to learning are excellent. They enjoy themselves in school. The school provides a welcoming and caring environment, which promotes pupils' personal development successfully. It is very effective at promoting racial tolerance and in its desire to include all pupils in what the school has to offer. The excellent leadership of the headteacher, supported by staff and governors, has ensured the school's continuing success. The quality of teaching is mostly good or very good. The school has income that is about average; it uses its resources very well to ensure pupils make very good progress and provides very good value for money.

What the school does well

- The headteacher provides excellent leadership and management; the deputy headteacher, staff and governors support her very effectively.
- Children in the Nursery and Reception classes receive a good curriculum and very good teaching. They are well prepared for joining Year 1.
- Teaching in the school is very good, this results in all pupils making consistently good progress and, by Year 6, pupils achieve standards well above those of similar schools.
- Very good provision for pupils' personal development results in thoughtful behaviour and friendly relationships; these help to ensure effective learning.
- The school's inclusive ethos, in which everyone is valued, coupled with the care and support provided, lead to pupils' excellent attitudes to school.
- A strong partnership with parents promotes their involvement in the work of the school and this has a positive impact on pupils' progress.

What could be improved

- The time devoted to some subjects of the curriculum is rather low.
- Senior members of staff, who are responsible for subjects such as English and science, do not have sufficient opportunity to monitor teaching in their subjects.
- Further training and support would help classroom assistants make an even greater contribution to pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last, in June 1997, Worcesters Primary School was found to be a good school and to have many strengths, although there were areas requiring improvement. Since then it has made very good progress, maintaining its strengths and successfully dealing with its areas of weakness. The results, achieved by its pupils in the National Curriculum tests at the end of Year 6, have risen since 1998. The improvement has been better than that found nationally, so that results are now average or above. Better resources, successful training and increased use in other subjects have helped standards of attainment rise in information and communication technology (ICT), a previous area of weakness. Teaching has improved; at the time of the previous inspection it was mostly satisfactory or good, with some unsatisfactory teaching; it is now mainly good and often very good. Assessment has improved and is especially good for children in the Nursery and Reception, and in English, mathematics and science. Teaching and learning are monitored systematically by the headteacher and deputy headteacher, although other senior staff are less involved. There is increased challenge for more able pupils, and this is reflected in the improving number of pupils who achieve high standards when they leave the school. Planning of the curriculum is better; the school uses national guidance which is adapted to meet the particular needs of the school.

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	C	C	C	A
mathematics	D	B	B	A
science	C	B	B	A

Key

well above average A

above average B

average C

below average D

well below average E

After a decline in 1998, there has been an improvement in the school's results; the rate of improvement has been better than that seen nationally. As a result, standards, when children leave the school at the end of Year 6 are similar to or above those found nationally, and well above those of similar schools, that is those with between 20 and 35 per cent of pupils claiming free school meals. In 2001, results in English were about average, and those in mathematics and science above average. Attainment of current pupils in Year 6 is not significantly different from last year. The school meets or exceeds its targets. In ICT, pupils are making good progress and using their skills well in other subjects; their attainment is

average overall. By Year 2, pupils have progressed well and attain standards in reading, writing and mathematics that are close to the average. Children in the Nursery and Reception classes make good progress and virtually all should achieve the expected standard by the time they enter Year 1, although their English skills, including writing and speaking, are not so strong as in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes towards school and their work.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and throughout the day. This contributes positively to the productive environment for learning. Pupils show consideration for each other, and are very polite and well mannered.
Personal development and relationships	The personal development of pupils is very good. Pupils show initiative when selecting resources and quickly settle down to work. They are mostly confident. Mutual respect is the cornerstone that results in relationships between staff and pupils, and pupils themselves, being very good.
Attendance	Levels of attendance are close to the national average.

Pupils display excellent attitudes to school; their behaviour and relationships with staff and each other are very good. A proportion of pupils are late for school too often.

TEACHING AND LEARNING

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

Throughout the school, teaching is very good overall. No unsatisfactory teaching was observed. Over four-fifths of lessons were good or better and over a fifth very good. Children in Nursery and Reception receive consistently very good teaching. Teaching of English is good overall, and that for mathematics very good. Effective teaching in science has helped to ensure that pupils' knowledge develops well; in virtually every class scientific skills are also promoted effectively. Successful teaching, which results in good or very good learning, is based on very good planning, a focus on the development of basic skills, high expectations, effective assessment, very good relationships and high quality behaviour management. Teachers successfully challenge pupils and stimulate their interest. Literacy and numeracy are both often used effectively across the whole curriculum, but the school has recognised that this needs to be developed further as the curriculum is reviewed. The high quality teaching helps to promote pupils' learning. They work hard, are always interested and concentrate on what they have to do; they enjoy being at school and try their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offered to children is satisfactory; it is broad and relevant to all pupils.
Provision for pupils with special educational needs	Pupils with special educational needs make good overall progress mainly because the school's strong commitment to inclusion, for all pupils into all aspects of school life, has been successfully translated into practice. Once pupils who may need extra support have been identified, the special educational needs co-ordinator works very closely with teachers to plan very comprehensive and detailed individual Programmes of Study.
Provision for pupils with English as an additional language	Pupils with English as an additional language make very good progress overall. The inclusive nature of the school ensures support for such pupils is thorough and ongoing. Evidence from pupils' progress books suggests that even those in the early stages of language development on entry to the school make very good progress in language acquisition and that most are soon able to access the curriculum in full. Those who started their school life in the Nursery are competent in English by the time they start Year 1. When they leave school, their attainment is similar to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. There is a strong focus on moral, social and cultural development, which contributes very effectively to the personal development of pupils. It has a significant impact on the very good relationships and behaviour in and around the school.
How well the school cares for its pupils	The school has very good procedures for child protection and for ensuring the health and welfare of all pupils. Assessment of pupils' academic performance in English, mathematics and science is good. The resulting data are analysed and used very effectively.

The school's curriculum meets statutory requirements, but the time devoted to some subjects is low. Children in the Nursery and Reception classes receive a rich curriculum. The provision for the care of pupils and their personal development are significant strengths. The school has a strong partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is extremely well led and managed. The headteacher offers outstanding leadership. The deputy headteacher, staff and governors support her very well. They form a strong and very effective team with a clear focus to continue to improve.

Aspect	Comment
How well the governors fulfil their responsibilities	Governors are very clear and positive in relation to their roles and responsibilities. They are fully aware of the strengths and weaknesses of the school. The governing body fulfils its duties very well.
The school's evaluation of its performance	The school evaluates its performance very effectively. It has a clear view of its work and analyses what is effective and what action needs to be taken to bring about further improvements.
The strategic use of resources	The school's financial resources are very well targeted to meet the needs of pupils, and to raise standards. The school provides very good value for money.

A significant factor in the continued success of the school is the very good leadership provided by the senior management team and the governors, and especially the outstanding contribution made to the overall leadership and management of the school by the headteacher, who has successfully transferred her vision of successful educational direction into all aspects of school life. The accommodation and resources are used effectively to help pupils achieve high standards. The principles of best value are implemented fully by both the headteacher and governors. Classroom assistants provide good support but would welcome, and benefit from, further training.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Children like school. Children's progress and behaviour are good. Teaching in the school is good. The school is approachable. The school expects children to work hard. The school works closely with parents. The school is well led and managed. Children are helped to become mature and responsible.	The range of activities outside of lessons. The amount of homework.

Inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is very good because of very effective, well-organised teaching and high quality relationships. Expectations of pupils are high, and they are expected to work hard. The headteacher provides excellent leadership and management. The school is very approachable and works very well with parents. Inspectors think that there is a good range of activities outside of lessons, although they agree that this is mainly for children in Years 3 to 6. The amount of homework set is typical of most primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership and management; the deputy headteacher, staff and governors support her very effectively.

1. The headteacher provides excellent leadership and management, and she is supported exceptionally well by the deputy headteacher, staff and governors. With their backing, she has transferred effectively her vision of successful educational direction into all aspects of school life and has ensured the continued success of the school in maintaining effective standards. The headteacher, governors and staff have helped create an environment where all pupils are made to feel valued and this has had the effect of creating a school in which pupils are very positive in their attitudes. They are, therefore, keen to learn and be a part of the life of the school.
2. Governors are very clear and positive in relation to their roles and responsibilities. The governing body is well informed about all aspects of school life and makes a significant contribution to the overall effectiveness of the school. Governors have a strong commitment to maintain the excellent ethos of the school and the effectiveness of the school's links with parents. They understand fully the school's strengths, and of those aspects and subjects that could be developed further. Governors are fully involved in monitoring aspects of the school's work. They also receive reports from co-ordinators about each subject and, when a particular subject becomes an area of focus, they receive reports from pupils themselves. The annual reports of the governing body to parents not only reflect this awareness but are also of high quality, and are informative and readable. They are also very detailed and written to appeal to all parents, regardless of their knowledge of the school or of the education system.
3. The school has taken positive steps to address a key issue from the previous inspection, which reported that the school should implement and develop a planned programme for monitoring the quality of teaching and learning in classrooms. This has now been addressed to some extent as the headteacher and deputy headteacher monitor teaching on a regular and systematic basis. Co-ordinators manage their subjects efficiently and this has a positive effect on maintaining, and raising, academic standards overall. However, senior members of staff with responsibility for subjects such as English and science have not been given sufficient opportunities to monitor and evaluate teaching in their subject areas.
4. The school evaluates its performance very effectively because of the way in which it analyses what works and why. Effective systems for tracking the progress of individual pupils have been implemented and information is analysed and used to set future targets for pupils on an individual basis. This approach has had a significant impact on maintaining and increasing standards in key areas, such as numeracy and literacy. In addition, the school's implementation of strategies for the appraisal of staff and those for performance management are both very good indeed. All staff have annual performance reviews and agree on areas for professional development with the headteacher. All teachers are observed teaching at least twice each term and their planning is monitored on a termly basis. Written and oral feedback is clear and precise, and is used to set future targets, usually linked to the current school development plan.
5. The school is efficiently run and financial resources are well targeted to meet the needs of the pupils and to raise standards. Strategic planning is good and the governors are fully informed of the range of options to consider before setting the school budget. The

accommodation and resources are used to best effect with the principles of best value being implemented fully by both the headteacher and the governing body. Specific grants are used very effectively for their designated purposes and, by prudent financial planning, the school is able to support further what it considers to be important initiatives, such as maintaining the number of very well used classroom assistants.

Children in the Nursery and Reception classes receive a good curriculum and very good teaching. They are well prepared for joining Year 1.

6. Assessment of children, shortly after they enter the Reception classes, shows that their attainment is below average. Their literacy skills, including speaking and listening, are the weakest area, and boys' attainment in particular is poor, being well below that of girls. This attainment reflects a change in the characteristics of the school's intake over recent years. This is also evident in the tendency for increasing proportions of children eligible for free school meals, those with special educational needs or English as an additional language. These lower baseline data are despite very good teaching of children in the school's Nursery.
7. Throughout the Foundation Stage, (Nursery and Reception classes), the development of children's literacy and numeracy skills is enhanced by the well-organised lessons and very good teaching. Children are encouraged to listen closely and are fully involved. Teachers give children many opportunities to talk about what they are doing. Adults are sensitive to when there is a need to talk to children and, hence, extend their learning, and when not to interrupt. The activities planned encourage co-operation and communication between children. In the 'Florist's Shop', two children were observed carefully cutting paper to wrap the flowers for a customer, and using paper to create decorative bows for the bunches. These activities also made a positive contribution to creative and physical development. The range of activities in both literacy and numeracy helps children do well. In Reception, children are being carefully introduced to aspects of the National Literacy and Numeracy Strategies. The time spent on introductory activities, however, is not excessive and, as a result, children do not become restless. They are fully involved and enjoy answering questions. Activities, such as using beans, painted red on one side, are effective at helping children develop an understanding of numbers below ten, and simple addition. The wide range of activities involving, for instance the use of the computer, sand or dough, is also effective in helping children develop their numeracy skills and knowledge of the world. When working with dough, children were encouraged to make a model of an insect that had six legs.
8. All adults working with the children talk to them effectively, again helping them develop good listening skills. The accommodation, including a purpose-built Nursery, and large outdoor areas, are used very effectively. In the Nursery, many adults, including parents and senior citizens, help to provide a stimulating atmosphere for the young children. Outside, the wide range of equipment helps children develop co-ordination skills, and an appreciation of the space of others. The indoor hall is also used effectively for well-planned physical education lessons. Adults use the opportunity effectively to extend children's mathematical language and literacy skills, as well as developing physical skills of jumping, hopping and running. Reception children were offered a good range of outdoor activities that promoted many different areas of learning. In one activity, a classroom assistant carefully assessed children's knowledge of letters and their sounds at the beginning and end of words. Personal and social development are also promoted because the teachers make sure that all children appreciate the need to behave well, work with each other and have the opportunity to work independently. In the Nursery, children listen well to the story of 'The Very Hungry Caterpillar', which is used very effectively to consolidate learning about the stages in the life cycle of butterflies. A

wide range of equipment, including binoculars and magnifying glasses, encourages children to observe living things closely. Nursery children sat fascinated as a mother showed clothes and other artefacts characteristic of Bangladeshi families. A bilingual assistant makes a very positive contribution to the learning of children for whom English is an additional language. Good progress is made in English, while, at the same time, valuing the child's language. In displays, many of the notices are in more than one language.

9. The provision for children in the Foundation Stage is very well managed and excellent teamwork between the different teachers and other adults helps to ensure carefully planned activities and excellent links between the Nursery and Reception. Very good arrangements are in place to establish strong links with home before children start in the Nursery, and there are regular contacts between Nursery and Reception children. The stimulating curriculum, very good teaching and strong management help to ensure children make good progress and virtually all should achieve the Early Learning Goals. They are, therefore, well prepared for starting in Year 1.

Teaching in the school is very good; this results in all pupils making consistently good progress and, by Year 6, they achieve standards well above those of similar schools.

10. In the 2001 National Curriculum tests for eleven-year olds, the results were above average in mathematics and science, and about average in English. In all three subjects, they were well above the results of similar schools. In recent years, results have generally been similar to or above the national average and better than those of similar schools. Virtually all pupils achieved at least Level 3 in each of the three subjects, and almost all the expected Level 4 in science. Almost a third achieved the higher Level 5 in English and over two-fifths in science. Since 1998, the upward trend in results has been greater than that nationally. Attainment of current pupils in Year 6 is similar. Virtually all pupils should attain at least Level 3, and the vast majority the expected Level 4 or higher in English, mathematics and science. At the end of Year 2, in 2001, pupils' results were about average in reading and just below the average in writing and mathematics. The results were above those of similar schools in reading and writing, and similar to them in mathematics. Teacher assessments in science indicated broadly average attainment, although just over a third achieved the higher Level 3, a good result. In reading, writing, mathematics and science, attainment is about average. Few pupils fail to achieve the expected standards at the end of Years 2 and 6, and an increasing proportion of pupils attain higher levels. These results reflect the school's success in ensuring all pupils, including those with special educational needs or those for whom English is an additional language, make very good progress overall. The school's recognition of the previous lower attainment of boys, compared with girls, has led it to give particular attention to boys' needs. The use of material to encourage boys to read more, the focused support given on occasions to boys by teachers and classroom assistants, together with suggesting that fathers at home listen to and read to their sons, have helped boys' progress. As a result, the attainment of boys and girls is similar.
11. The overall quality of teaching of English is good throughout the school and this contributes significantly to the quality of pupils' learning across the curriculum, and to the continued progress they make. Teachers have a secure understanding of the National Literacy Strategy and their planning usually takes account of the differing needs of all pupils in their class. Lessons are challenging and stimulating and, as a result, pupils achieve standards in English well above those of similar schools by the age of eleven. The pace of lessons is usually good and pupils complete work well. The

management of pupils is very good and teachers share learning objectives with pupils as a matter of course. Marking is good and usually gives pupils a clear understanding of what they do well and the ways in which they could improve. Of the nine English and literacy lessons observed during the inspection, six were judged to be good and one to be very good. As a result of this consistently good standard of teaching, pupils' attitudes to English are very positive and their overall enthusiasm for the subject reflects this. The school has improved the quality of provision for the higher attaining pupils in English and lessons are planned to maintain the challenge for all pupils. This is especially effective in Year 6 where pupils from the two classes are grouped according to their attainment. Pupils with special educational needs make good overall progress and this is, in many ways, linked to the way lessons are planned and the school's focus on individual target setting. Pupils with English as an additional language make very good progress because of thorough and ongoing support. Evidence from pupils' progress books confirmed that even those pupils in the early stages of language development on entry to the school made very good progress in language acquisition and that their progress in reading and writing was good overall.

12. Teaching of mathematics is now good throughout the school, and much is even better. The school uses the National Numeracy Strategy format to good effect. The work planned is consistently set at an appropriate level and, on occasions, above that normally expected for the age range in the class. This was well illustrated in the suitable introduction of formulae used to calculate the perimeter and area of a rectangle. Teachers enjoy mathematics and deliver well-planned lessons with clarity, which, in turn, ensures pupils' interest and promotes learning. In Year 6, pupils from the two classes are carefully grouped according to their attainment and divided into four sets. On three occasions a week, pupils are taught very effectively within these sets. The general area of work covered is similar, but the demands expected match well the attainment levels of each group. A particularly good feature of the teaching of mathematics is the attempt made by teachers to make the subject relevant to pupils' everyday lives. Thus, in Year 6, pupils studied rounding and considered when you might want to use this; pupils' learning was evident as they suggested shopping or doing summary accounts. In another example, pupils had used the scores of individual batsmen in an Australia versus England test match to calculate statistical features such as means, medians and modes. The work also had an historical context since England won the match. As a result, mathematical understanding and application of knowledge are enhanced. The consistently good teaching of mathematics includes the promotion of very good relationships and behaviour management strategies that aid success. Marking is thorough and there are examples of very effective assessment, and its use, to help to aid progress. This is evident in lessons, which reflect previous work, specific targets given to individual pupils and the effective use of whole-school assessment data.
13. In science, the good progress evident results from good teaching, which emphasises both the acquisition of knowledge and the development of scientific skills. The written work of the current Year 2 pupils indicates a broad knowledge base about, for instance, growing plants, electric circuits and change in materials. The work also shows that pupils use a good range of scientific skills, including observation, sorting and making predictions. In addition, they are introduced to the idea of a fair test and suggest reasons for their results. The recorded work is often identical for the range of pupils in the class, and shows that all pupils are introduced to a similar level of knowledge, some of which is at the higher Level 3. The work is organised to ensure that all pupils can make good progress in science and that weaknesses in English do not have a significant impact on learning. During Years 3 to 6, all pupils make good progress in science and the attainments of boys and girls is similar. The curriculum provides good coverage of both

skills and knowledge, and a good amount of practical work is undertaken. Evidence from pupils' work shows little difference in the way in which they carry out investigations. This means that, on occasions, pupils do not have sufficient opportunities to plan their own investigations, to collect greater amounts of data or to answer their own questions. With good teacher guidance, they carry out investigations in a systematic manner, analyse their procedures and make suggestions for improvements. They learn how to use thermometers accurately to measure temperature in degrees Celsius, and use Newton meters to measure forces. Older pupils use their numeracy skills effectively to draw line graphs of results and, in most classes, graphs are constructed using the computer. The higher attaining pupils evaluate the outcomes of their investigations and make generalisations about their findings. Homework is used to supplement lessons using a revision text that suitably develops both knowledge and an understanding of practical skills.

14. Weaknesses in information and communication technology (ICT) have been successfully dealt with since the previous inspection. The deputy headteacher, subject co-ordinator and responsible governor have worked closely together to bring about this improvement, and the subject has received high priority in governors' meetings. The school has developed a computer suite and improved its other resources. Schemes of work are being developed based on a national scheme adapted for school use. Short-term targets have been established with a good focus on developing ICT skills within other subjects of the curriculum. Pupils' attainment has been promoted by an effective programme of activities, which ensures that pupils' skills and knowledge are systematically taught. The appointment of a competent learning assistant has had a significant impact on pupils' learning. Liaising with class teachers and the co-ordinator, she works with groups of pupils in the computer suite and ensures that all receive the appropriate support. Planned staff training has been undertaken which has included all teachers, and they are becoming enthusiastic in the use of the resources. Classroom assistants have not yet been trained, but are eager for this to take place. Positive outcomes so far are the increased pupil access and the corresponding improvement in attainment, together with encouragement of positive attitudes. Further priorities include establishing an effective assessment system and development of schemes of work with cross-curricular links. Throughout the school, children's work across the curriculum is being enhanced by the development and use of ICT skills. Year 2 pupils draw graphs in science and Year 4 pupils are taught to re-size and position graphics to create wrapping paper design. Using a range of graphs, data about the planets are displayed by Year 5 pupils.

Very good provision for pupils' personal development results in thoughtful behaviour and friendly relationships; these help to ensure effective learning.

15. The school provides very good support for pupils' personal development, especially for the moral, social and cultural aspects. It is very effective in providing a secure and caring environment. All adults are very good role models for the pupils, as everybody shows great respect for each other, their values and beliefs. Staff have high expectations of behaviour and provide well for a wide range of abilities. This has a significant impact on the very good behaviour and positive attitudes, and the very good relationships at all levels. Pupils work well both independently and in groups, and behave in a mature and responsible manner which ensures the teacher has time to work with small groups or to hear individual readers. Assemblies celebrate good work and personal achievement, and this encourages a sense of pride and responsibility for all. This, together with other actions, such as carefully selected reading material and specific additional support, has had a positive effect in contributing to raising the attainment of boys. A poignant junior assembly used the example of the murder of

Stephen Lawrence to highlight the dangers of racism. A display of relevant materials in the school hall, and the encouragement to consider both the historical and modern perspectives of racism, further aided pupils' understanding, such as examples of slavery and the difficulties experienced by the Jewish politician Disraeli. The school's active promotion of racial harmony and tolerance is a reflection of its clear 'Policy for Racial Equality'. Pupils are alerted to the impact of humans on the environment by geography topics, such as environmental change in the rain forests and, closer to home, a study of the River Lea. Pupils show a good level of ability to think seriously about their work, but opportunities for spiritual reflection are limited in the assemblies and in lessons, where teachers do not allow sufficient time for pupils to contemplate or wonder at the significance of what they are discovering.

16. Pupils have excellent attitudes towards school and their work. This is a reflection of the stimulating teaching where every pupil in the class is involved and encouraged to make a contribution. As a result, from an early age, pupils of all abilities learn to love learning in whatever subject they are being taught. This contributes significantly to the standards of attainment, which are well above those of similar schools. The positive ethos for learning runs through most aspects of school life. Pupils are keen to come into school in the morning. They settle to their work quickly and are highly motivated in lessons. They are eager to answer questions and often pose stimulating questions themselves.
17. Pupils listen carefully whether the teacher or another pupil is talking. They are considerate of other viewpoints and show a high level of maturity in their discussions. This was demonstrated in a meeting of the school council as they discussed whether the amount of homework was appropriate at each age group. They are well aware of the needs of others as they work together. Older pupils help younger ones, and higher attaining pupils work happily in groups with those who are not attaining so highly as they plan and tackle their tasks.
18. Pupils show mature levels of self-discipline. Their behaviour is always thoughtful of others. With a result that the flow of learning in class is very rarely disrupted and lessons proceed at a good pace. Pupils know that they come to school to learn, but to also have fun. In Year 2, pupils choose their daily magic word such as 'snake pie', which will bring them to order. Pupils play well together in the playground, caring for one another particularly if anyone is in trouble. Their mutual respect for each other leads to the very friendly relationships between pupils, and with their teachers and other members of staff. Each pupil feels valued so they are confident in expressing opinions and in offering speculative contributions to the class. This has a marked effect on the social and moral aspects of their personal development.

The school's inclusive ethos, in which everyone is valued, coupled with the care and support provided, leads to pupils' excellent attitudes to school.

19. Inclusion of all pupils in the work of the school is at the heart of its success. The school's policies related to equality and racial harmony exemplify its approach. Displays around the school celebrate a wide range of backgrounds and the contributions of different individuals or groups to society. They also challenge pupils to consider how particular individuals have experienced difficulties because of their background. Within lessons, teachers plan carefully to meet the needs of all pupils, and they sensitively support those who might, for instance, have behavioural difficulties. Successes are consistently celebrated in lessons, assemblies and photographic displays. Personal care and support of pupils are organised very effectively and assessment information, especially in the core subjects of English, mathematics and science, is used systematically to monitor each pupil's progress and to set achievable targets. The

school has, therefore, successfully established an ethos in which each pupil feels valued and in which they can explore aspects of learning and their social and moral development together. The governing body also takes account of pupils' views, inviting groups to talk to governors about the school and particular subjects when they are being reviewed. All members of staff work hard to promote this ethos. This they do by insisting on high expectations of good behaviour and the standards of work. At the same time, they ensure that pupils are treated equally and fairly. All members of staff consistently apply the school's behaviour strategies. Their actions result in a particularly orderly learning environment and a happy atmosphere throughout the school. This inclusive ethos, coupled with the pastoral care and support provided, leads to the excellent attitudes to school.

A strong partnership with parents promotes their involvement in the work of the school and this has a positive impact on pupils' progress.

20. Parents have very positive views about all aspects of school life. Parents, who expressed their views during the inspection, were particularly pleased with the very good teaching and the high expectations the school has for their children. They thought their children achieved good standards and progressed well across all subjects. They specifically mentioned the standards achieved in reading and the quality of pupils' writing. Parents also recognised how well the school is led and managed. Inspectors agree completely with the parents' very positive views of the school. They also recognise the significant contribution parents make to the school and their children's education. Although some parents thought there was insufficient homework especially for younger children, inspectors judge that the level of homework is about right. They also think that, in response to parents' concerns, the school provides a good range of activities outside lessons, although they agree that they are mostly for pupils in Years 3 to 6.
21. The positive links with parents start before their children start school. Staff make visits to children's homes prior to them starting in the Nursery. At this stage, parents assist the school in the completion of initial assessments of children's strengths, weaknesses and characteristics. Parents and their children also visit the Nursery. Parents are encouraged to become involved in their children's education, and many were helping in the Nursery during the inspection. These strong links are built on as children move on to the Reception class and then into other years. These strong initial links help to ensure that parents feel confident to approach the school with any questions or concerns, and to realise the importance of their continued support of their children.
22. The quality and content of the information the school provides for parents are exceptional. The governors make a detailed and extensive report to parents on the activities and achievements of the school each year. Information designed for parents of children about to join the school is extremely helpful. Newsletters are full and friendly and information about the curriculum is supplied each half term. In response to parents' requests, the school provided a glossary of terms for numeracy. The annual reports about pupils' progress, which are sent to parents, are well written, saying what pupils know and can do and making helpful suggestions on how pupils could improve their progress. Parents are always welcomed to discuss any concerns either with a teacher or with the headteacher.

WHAT COULD BE IMPROVED

The time devoted to some subjects of the curriculum is rather low.

23. The school has recognised that there is a danger that the time spent on English and mathematics can have an impact on the curriculum in other subjects. In addition to the time associated with the National Literacy Strategy, significant additional time is devoted to other aspects of English. As a result, in virtually every class, the whole morning is devoted to English and mathematics. The school also ensures that each pupil has good opportunities to undertake physical exercise in physical education lessons. The time devoted to other subjects, especially art and design, design and technology, geography, history, music and religious education, is below that in many other schools. The provision for music has also been affected by staffing difficulties, which have resulted in the co-ordinator now having a class responsibility. Some compensation has been organised by the employment of a subject specialist who takes each class for half an hour a week. The school also acknowledges that relatively little time is devoted to religious education, which was reflected in limited evidence being available in the school's displays. As part of a strategy to limit the impact of these time allocations, many subjects are blocked within the particular terms and half terms. This helps the time available to be used effectively, but can adversely affect the progressive development of pupils' skills. As there has been a rise in pupils' attainment in English, mathematics and science by the end of Year 6, the school now intends to review the current timetable. It is also to consider the extent to which literacy and numeracy can be used within other subjects in a carefully planned way, and how they can help learning in other subjects.

Senior members of staff, who are responsible for subjects such as English and science, do not have sufficient opportunity to monitor teaching in their subjects.

24. A key issue in the previous inspection was to introduce systematic procedures for the monitoring of teaching and learning. A number of strategies have ensured that good progress has been made. Subject co-ordinators monitor teachers' planning to ensure curricular coverage and also have some opportunities to review examples of completed work. The headteacher and deputy headteacher undertake regular observations of teaching across the school. The deputy headteacher, who is also the co-ordinator for mathematics, uses these opportunities to get a good picture of the teaching in mathematics. He also includes some joint observations with other teachers. Other co-ordinators do not have similar planned opportunities because of the school's present policy that only the headteacher and deputy headteacher are empowered to observe teaching. This is particularly important for some of the senior members of staff who are responsible for the core subjects of English and science. It has had the effect of limiting co-ordinators' knowledge and understanding of the impact of teaching in their subjects across the school. As a result, co-ordinators have not been given the opportunities to use their specialist knowledge and understanding to influence the delivery of these subjects within the classroom and so aid the further raising of standards. The science co-ordinator has recognised, from scrutiny of planning and work, that there are some classes where the development of pupils' skills is not as great as that for knowledge. Although he has put in place strategies for rectifying this, he has not had the opportunity to observe lessons at first hand to determine how effective they are.

Further training and support would help classroom assistants make an even greater contribution to pupils' learning.

25. The school now employs increasing numbers of classroom assistants, who provide good support within lessons for their focus groups. These groups can, for instance, include pupils with special educational needs, those working with ICT or boys. In order to improve their impact, virtually all have received good training in the use of the National Numeracy Strategy. A learning support assistant, whose main area of responsibility is ICT, is having a positive impact. Classroom assistants have identified the need for greater training, in particular to enhance their ICT skills to enable them to make a greater contribution to this aspect of pupils' learning. During most lessons, classroom assistants are used to good effect, although this is not always the case when whole-class introductions, led by the teacher, are taking place. At times, these support staff are not involved much beyond ensuring the rare occasions of inattention or inappropriate behaviour are dealt with. In contrast, the use of support staff in the Nursery and Reception classes is organised very effectively, and often involves aspects of monitoring and assessment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school has many notable strengths and relatively few weaknesses; as a result, pupils progress very well and achieve very well compared with pupils in similar schools. Areas that could be improved include the curricular balance, developing the monitoring role of senior staff and providing more training for classroom assistants.

27. In order to improve standards further, the headteacher, staff and governors should:-

(1) Improve the curricular balance by:

- reviewing the amount of time allocated to each subject;
- examining the organisation and use of time during the mornings;
- establishing carefully planned opportunities for using literacy and numeracy to support learning in other subjects.

(2) Extend opportunities for senior members of staff, who are responsible for subjects such as English and science, to monitor teaching in their subjects.

(3) Enhance further the contribution that classroom assistants provide to extend pupils' learning by:

- providing further training opportunities in areas such as information and communication technology;
- considering how they may be best used during whole-class activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	16	5	0	0	0
Percentage	0	22.2	59.3	18.5	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 three percentage points.

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	425
Number of full-time pupils known to be eligible for free school meals	N/A	91

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	9	138

English as an additional language	No of pupils
Number of pupils with English as an additional language	97

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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
		2001	26	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	20
	Girls	35	35	35
	Total	53	53	55
Percentage of pupils at NC level 2 or above	School	85 (80)	85 (82)	89 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	23
	Girls	35	34	35
	Total	53	54	58
Percentage of pupils at NC level 2 or above	School	85 (78)	87 (88)	94 (92)
	National	85 (84)	89 (88)	89 (88)

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
		2001	28	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	27
	Girls	30	30	33
	Total	52	55	60
Percentage of pupils at NC level 4 or above	School	83 (79)	87 (79)	95 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	25	27
	Girls	28	29	31
	Total	49	54	58
Percentage of pupils at NC level 4 or above	School	78 (72)	87 (72)	92 (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	5
Black – African heritage	12
Black – other	9
Indian	3
Pakistani	0
Bangladeshi	3
Chinese	2
White	387
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.1
Number of pupils per qualified teacher	23.5
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	305

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30
Total number of education support staff	1.0
Total aggregate hours worked per week	37.5
Number of pupils per FTE adult	15.0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	5.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	1,086,584
Total expenditure	1,037,276
Expenditure per pupil	2,251
Balance brought forward from previous year	26,188
Balance carried forward to next year	75,496

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	485
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	57	40	2	0	1
Behaviour in the school is good.	41	54	2	0	3
My child gets the right amount of work to do at home.	37	45	16	2	0
The teaching is good.	62	35	1	0	2
I am kept well informed about how my child is getting on.	54	41	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	61	35	2	0	2
The school works closely with parents.	50	45	6	0	0
The school is well led and managed.	76	23	0	0	1
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	20	59	12	0	9