

# INSPECTION REPORT

## **GROVE ROAD PRIMARY SCHOOL**

Hounslow

LEA area: Hounslow

Unique reference number: 102519

Headteacher: Ms. B. Causon

Reporting inspector: Mr. J. G. Quinn  
15676

Dates of inspection: 24<sup>th</sup> - 26<sup>th</sup> June

Inspection number: 195235

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 category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Cromwell Road  
Hounslow  
Middlesex

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Telephone number: 0208 570 6132

Fax number: 0208 230 4019

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. Prudence Lynch

Date of previous inspection: 23<sup>rd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average primary school situated in the London borough of Hounslow. There are 202 boys and girls on roll. The majority are drawn from the school's immediate vicinity which includes areas of significant deprivation. Most pupils are from families of ethnic minorities with 83 percent who speak English as an additional language which is a very high proportion. Forty eight pupils are at an early stage in their acquisition of English. Five pupils are refugees from Afghanistan. The main languages spoken in addition to English are Punjabi, Urdu, Gujarati, and Hindi. Twenty five percent of pupils have special educational needs, which is above average with a well above average proportion who have Statements of Special Educational Needs. The seven pupils with Statements are taught in a special centre which forms part of the school. These pupils are all between the ages of seven and eleven and attend from across the local authority. Approximately 26 percent of pupils are eligible for free school meals which is above average but lower than at the time of the previous inspection. Pupils are admitted to the school's nursery part time in the year that they become four years of age. Many children speak little English when they start school and attainment on entry for the majority is well below average.

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

This is a very effective school which serves its pupils and its community very well. Taking all appropriate factors into account it provides good value for money. It is a socially inclusive school which works hard and successfully to ensure that all pupils derive maximum benefit from their education regardless of age, ability or ethnic background. Pupils make very good progress and achieve high standards as the result of effective teaching and strong, purposeful leadership.

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

- Through a high proportion of effective teaching, pupils make very good and sometimes excellent progress and many achieve high standards in their work.
- Pupils have very good attitudes to school and to learning. They behave very well and relate very positively to one another and to the adults with whom they work
- The school provides a very positive ethos for learning where all are valued. It has the strong support of parents and successfully fosters the development of all pupils.
- The headteacher and senior management team provide very effective leadership and together with the staff are committed to building further on the school's many strengths.
- The curriculum is enriched significantly through visits and visitors to the school and by the way in which literacy and information and communication technology (ICT) are used in connection with other subjects.
- Arrangements for pupils' personal development are excellent and clearly reflect the school's commitment to the inclusion and integration of all pupils.

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

- The role of the governing body in fulfilling its responsibilities.
- Target setting for groups and individual pupils in all classes based on closer analysis of performance data and better use of assessment.
- The monitoring of attendance and punctuality of pupils.

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

The school's strengths strongly outweigh the areas in need of improvement.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection has been good. Results in national tests have improved significantly over the past year at both key stages. Teaching has improved with proportionally fewer lessons that are unsatisfactory and a significantly greater percentage that are very good or excellent. Good progress has been made on addressing the key issues from the last inspection. However, systems for assessment are still not fully established and the role of co-ordinators in analysing performance data is underdeveloped.

### 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	
English	D	E	B	A
mathematics	D	E	B	A
Science	C	D	C	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Results for pupils aged eleven over the past five years have improved in line with all schools, but over the past year they have improved markedly, particularly in English and mathematics as the result of better teaching. Consequently pupils achieve above average results in both subjects when compared to all schools and well above average in comparison with schools that have similar characteristics. In science results are average but above those of similar schools. Realistic statutory targets have been set in English and mathematics and these have been met.

At age 7 results again improved significantly over the past year in reading, writing and mathematics and as a consequence pupils attained well above the national average in all three subjects. When compared to similar schools they were very high and in the top five percent. In science, teachers assessed pupils as above average.

Standards of work seen during the inspection were above average overall with any discrepancy between these and the most recent test results being attributable to differences in teachers and in the cohort of pupils taking the tests. Pupils with special educational needs and those who need additional help with their understanding and use of English, make very good progress towards targets that are set for them.

Children in Nursery and Reception make very good progress indeed in all areas of their learning as a result of the extremely effective teaching and support they receive. Consequently, most are set to achieve the statutory early goals for learning by the time they enter Year 1 and some will exceed them.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to their work. They are well motivated and most work conscientiously and with very good application on the tasks that are set for them.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school generally. They are polite and courteous to each other and to visitors to the school.
Personal development and relationships	Pupils respond very well to the opportunities provided for their personal development. They are supportive of one another, respond maturely and sensibly to additional responsibilities. They relate well to other pupils and to the adults with whom they work.
Attendance	Although attendance over the last school year was satisfactory, current indications suggest that attendance could be declining. Also a significant proportion of pupils do not arrive at school punctually at the start of the school day.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good overall with a significant proportion that is very good, occasionally excellent and a small proportion that is unsatisfactory. It was best for pupils in Nursery and Reception where all teaching was very good and sometimes excellent. It was least effective for the oldest pupils at Key Stage 1 and 2 where it was occasionally unsatisfactory.

In the best lessons teachers plan carefully, have high expectations of pupils and make very good use of resources and additional adults to ensure that pupils derive maximum benefit from their time in school. Teachers do not always make best use of the sessions at the end of lessons to review lesson objectives and to assess whether learning has been effective. There is a strong and successful focus on literacy and on information and communication technology (ICT) to support pupils' learning in other subjects. Where teaching is less successful lessons are not planned well and a slow pace to learning fails to engage the interest and attention of pupils fully and they do not learn appropriately.

Overall, the basic skills of literacy and numeracy are taught very well and pupils learn very effectively as a result. Most teachers take every opportunity to develop pupils' understanding of spoken and written English in connection with all areas of the curriculum. This is particularly successful for children in Nursery and Reception where the support they receive in their own languages and in English provides a very good basis for further learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and very well balanced. There is a very successful emphasis on planning visits and visitors to the school that enrich pupils' learning. English and ICT are used well throughout the curriculum.
Provision for pupils with special educational needs	Pupils are very well supported both in the specially designated centre and within classes where they work with other pupils. Through sensitive teaching and guidance they are encouraged to overcome any obstacles to their learning and to approach new tasks confidently.
Provision for pupils with English as an additional language.	Provision for these pupils is very good. A successful emphasis on supporting those with a limited understanding of English, by using their home languages to enhance their understanding of English ensures that pupils are fully included in lessons and make appropriate progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision in this area is excellent. This is a very strong element of the school's work through which the positive emphasis on inclusion is clearly apparent. Social and cultural development are excellent and arrangements for spiritual and moral development are very good.
How well the school cares for its pupils	The school provides a caring and safe environment and staff are sensitive to the needs of individual pupils. However, the monitoring of attendance is unsatisfactory and the assessment of individual pupils' learning and target setting are underdeveloped.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	The head teacher provides very good leadership and since her appointment in September 2001 has been building sensitively on an already successful school. She is very well supported in this by the deputy head teacher and other senior staff. Together they provide very clear direction to the work of the school.
How well the governors fulfil their responsibilities.	Many governors are new to their roles and as yet are insufficiently involved in planning the further development of the school and in keeping its work under review. In addition there is certain statutory information missing from their annual report to parents and from the school prospectus.
The school's evaluation of its performance.	The school does this well. It has started evaluating its performance with the help of the local authority. The head teacher uses her inspectorial skills well to evaluate the quality of teaching. However co-ordinators are insufficiently involved in analysing performance data in order to help provide specific targets for groups of pupils and for individuals.
The strategic use of resources.	Resources and finances are used well on a day to day basis but as the school development plan is limited to one year, the strategic deployment of resources including finances over a longer period is unsatisfactory. The school seeks to provide best value in acquiring quotations for major purchases and services. It challenges itself to improve further by comparing its performance with other schools both nationally and locally. It consults pupils through the school council but does not systematically canvas the views of parents on aspects of their children's education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children make good progress.</li> <li>• Pupils' behaviour is good.</li> <li>• Teaching is good.</li> <li>• They feel comfortable about approaching the school with suggestions or complaints.</li> <li>• Children are expected to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school helps pupils to become responsible and mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that pupils are expected to do at home.</li> <li>• The range of activities provided in addition to lessons.</li> </ul>

Parents have very positive views of the school and regard the headteacher and staff as hardworking, approachable and helpful.

The inspection team endorses the strong features identified by parents but does not support their views on aspects they believe to be in need of improvement. The range and amount of homework is appropriate to the age and abilities of pupils. Extra curricular activities, including visits and visitors to the school, are good.

## **PART B: COMMENTARY**

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

**Through a high proportion of effective teaching, pupils make very good and sometimes excellent progress and many achieve high standards in their work.**

1. Teaching is good overall and has improved since the last inspection. There are now proportionally fewer lessons which are unsatisfactory and significantly more that are very good and excellent. The quality of teaching was satisfactory or better in 93 percent of lessons. It was very good and occasionally excellent in 38 percent. Only two lessons were unsatisfactory. Teaching was most effective in the Nursery and in Reception where all teaching was very good with one lesson that was excellent. The good teaching throughout the school is the single most important contributory factor to the quality of pupils' learning, to the very good and occasionally excellent progress they make and to the above average standards that many attain.
2. Many children begin school with attainment below and well below that which is normally found. A very high proportion speak little English. Pupils develop their understanding of spoken and written English very quickly which enables them to approach other subjects with confidence. They begin to speak clearly, but with limited vocabulary in response to stories, rhymes and teachers' questions initially and develop this well as they progress through the school to speaking in a widening range of situations. Many pupils read fluently and with good understanding. Pupils in Year 6 are able to interrogate text to discover the different ways in which characters in books are described. Throughout the school pupils write for a growing range of purposes as they pass through the year groups and in a variety of forms such as stories, poetry and letters. Handwriting is well-formed and joined from an early age. Spelling and the use of punctuation develop well and are often accurate and used correctly. In mathematics pupils develop their understanding of working with numbers rapidly and apply this to other areas of mathematics effectively. At Key Stage 1 pupils calculate using money and tell the time in quarters of an hour and in minutes. They understand reflective symmetry and know the names of three dimensional shapes. Older pupils at Key Stage 2 work confidently with fractions and percentages. They construct symmetrical shapes using co-ordinates and understand the relationship between radius, diameter and circumference. In science pupils learn to observe closely and to record the results of their observations accurately as in Year 1 where they were considering live snails. They conduct simple experiments with assistance to begin with and as they pass through the school they become more independent in their investigations. They predict outcomes, devise their own tests and record results in different ways. Older pupils have a clear understanding of what makes a test 'fair'.
3. The consistently very good teaching for children in Nursery and Reception is a highly significant element in providing a very good foundation for future learning. Through well-planned activities and sensitive support from teachers and multilingual support staff children make rapid progress in all areas of their learning and quickly acquire an understanding of English. Here, as in other very good lessons throughout the school, there is a strong emphasis on building up pupils' vocabulary and extending their skills in speaking, listening, reading and writing in connection with other subjects. Very good use is made in both Nursery and Reception of support staff who speak children's home languages. This helps new children feel secure and confident and makes learning more relevant. For example, in a very good story session in Reception, the class teacher read the English version of '*Dear Zoo*'.

Meanwhile the nursery nurse read the same story in Hindi. This engaged the interest of children well and their spoken interjections were encouraged and developed as they related parts of the story to their own experiences. They clearly enjoyed the story and joined in enthusiastically with familiar words and phrases such as *'...and I sent him back!*' Both Nursery and Reception classes are organised very effectively to ensure that children derive the maximum benefit from the learning opportunities provided. For example, in the outdoor play area large wheeled toys were numbered with corresponding figures to marked bays for parking. Carefully mounted displays of pupils' work are colourful and clearly labelled with single words and simple sentences designed to attract children's attention and to stimulate a response. By the time children leave reception therefore, the majority attain the nationally defined goals in all six areas of learning and some children exceed them.

4. Good and very good teaching in many lessons throughout the rest of the school ensures that pupils continue to learn effectively and make very good progress, developing well those skills that have been established in the Nursery and Reception. In the best lessons teachers plan in detail. There are clear objectives and activities are planned for pupils of different abilities. Teachers use methods which engage the interest of pupils effectively and pupils apply themselves enthusiastically as a result. This was clearly evident, for example, in a very good science lesson in Year 1, where pupils were considering snails as part of a topic on *'minibeasts'*. There were many expressions of surprise and excitement when the containers with snails were produced. The teacher directed the pupils' observations closely, building and reinforcing their vocabulary well with such words as *'antennae'*, *'shell'* and *'feelers'*. Pupils were engrossed in their work which stimulated both interest and discussion. Those whose understanding of English was limited were very well supported in a small group by someone experienced in teaching English as an additional language.
5. Teachers' high expectations combined with a brisk pace were also features of the most successful lessons. These occurred, for example, in literacy, numeracy and science lessons in Year 5 where the teacher's subject knowledge was very good and questioning incisive and challenging as a result. Pupils were encouraged to think hard about their responses and were praised appropriately when it was evident that they had done so. This encouraged them to greater efforts and as a result they gained considerably in their knowledge and understanding. In lessons where assessment was used to good effect, teachers evaluated whether teaching points had been fully understood by pupils and adapted subsequent lessons accordingly. This was evident, for example in a mathematics lesson on sorting objects by different properties in Year 3 and in a lesson on writing a persuasive letter in Year 5. In both these classes pupils have clear, attainable personal targets for writing which promotes a greater understanding and sense of purpose in their own learning. Pupils enjoy such objectives as *'...try to make the start of stories more interesting'* and say that this helps them to improve.
6. The support that is provided for pupils with special educational needs and those at an early stage in their acquisition of English is very effective and contributes greatly to their progress. Pupils are withdrawn regularly during the school day for additional help in small groups on lesson materials that are directly related to the work that is undertaken by the remainder of the class. This not only increases pupils' understanding considerably, but fosters confidence to take a full and active part in whole-class sessions. Teaching and support for pupils with Statements of Special Educational Needs in the Centre are very good. They are both responsive to the individual differences of the pupils and stimulating. The teacher and learning support assistant work closely together to provide activities which are interesting, engage and sustain the attention of pupils well and ensures that pupils acquire appropriate knowledge and understanding. For example, in one lesson the two adults simulated a simple telephone

conversation very realistically. Pupils enjoyed this activity and enthusiastically took part themselves in pairs, thinking carefully about their spoken greetings and responses, under the direction of staff. All pupils withdrawn for additional support have small, achievable targets based on clear assessment of previous learning. Consequently pupils build well on their success, make very good and occasionally excellent progress and face new challenges confidently.

**Pupils have very good attitudes to school and to learning. They behave very well and relate very positively to one another and to the adults with whom they work**

7. Pupils respond very positively to the good and often very good teaching they receive and to school's high expectations of their behaviour. They understand also that they are expected to do their best in lessons and most are eager to learn. As pupils' behaviour is consistently very good, teachers are able to concentrate fully on the content and delivery of their lessons rather than on maintaining order or wasting time dealing with misdemeanours. Pupils work with good concentration, sometimes for extended periods and there is little incidental discussion or behaviour that is not related to the task in hand. Pupils enjoy lessons that are presented in a different or interesting way or where items are introduced to enliven teaching. In the Centre, for example pupils responded very well to the simulated telephone conversation performed by the class teacher and support assistant. They listened very carefully and were keen to have their turn. Also in a science lesson in Year 1 there were many expressions of amazement at the live snails brought in by the class teacher. This engaged pupils' interest well and provoked a considerable amount of conversation and careful observation. Pupils are keen to answer teachers' questions in whole class sessions and often think carefully to provide well-chosen responses.
8. Pupils listen attentively to each other and in this, follow the example set by staff. Teachers and support staff listen carefully to pupils' answers and comments. This sends an important message to pupils and affects the way they behave towards one another. Consequently pupils express themselves confidently, secure in the knowledge that they are valued, that they will be listened to and that their views are important.
9. Pupils behave very well in lessons and at other times around the school. During lunch and break times they play amicably together and disagreements are few. They are polite, courteous and helpful to visitors. Many of the older pupils are sensible and have a mature outlook which reflects a positive self image and high self esteem. Lunchtime in the school dining hall involves large numbers of pupils but is an orderly occasion where the oldest pupils help the youngest.
10. Relationships between pupils and between pupils and adults are very good and contribute strongly to the quality of pupils' learning. Pupils discuss tasks sensibly when working in groups and co-operate well when sharing equipment and taking turns as in an ICT lesson in Year 6 where pupils were entering data into a spreadsheet. Teachers provide very good role models. They treat pupils with respect and pupils are respectful in return, toward all adults and towards one another. The use of *'Please'* and *'Thank you'* often accompanied instructions to pupils in many lessons and were reciprocated by pupils. Pupils enjoy the humour that teachers occasionally introduce into lessons. A group of Year 6 pupils, for example commented that *'...learning is fun, because (the teacher) always tells jokes and makes us laugh.'*
11. Pupils' interest and good concentration in lessons and their very good relationships make a major contribution to the success of the school.



**The school provides a very positive ethos for learning where all are valued. It has the strong support of parents and successfully fosters the development of all pupils.**

12. Although the ethos of the school was commented on positively in the previous inspection report it has improved even further since the appointment of the present headteacher almost a year ago. It has a major impact on the quality of pupils' learning. The school values the cultural diversity of its pupils and the ability of many to speak more than one language. This is clearly reflected in the school's ethos statement '*Our family school where all are valued...we are all equal and precious and so must be looked after*'. Other comments in the school prospectus endorse this positively, such as '*...children are encouraged to appreciate the advantages of living in a multi ethnic society*' and '*...some of our children are fortunate in being able to speak and write more than one language...*'. There is a strong and appropriate emphasis on the school's key tasks of teaching and learning. All other activities that take place within school support these.
13. Under the head teacher's leadership there is a shared focus on identifying the possibilities inherent in new initiatives rather than a negative attitude that sees only problems. The school has high expectations of pupils and as a result pupils think well of themselves and most take pride in their work. The many colourful and carefully displayed examples of pupils' work reflecting a range of subjects and cultures celebrate pupils' achievements well. This sends important messages to them about how they and their work are valued.
14. Teaching and support staff form a committed and hard-working team under the head teacher's purposeful direction. They share their expertise widely and confidently with one another, which greatly enhances the contribution that all are able to make to pupils' learning. There is a positive approach to managing the behaviour of pupils which is widely implemented across the school. For example, the focus on praise, rather than censure has very beneficial effects on pupils' behaviour. In Reception and Year 1, for instance, the teacher praises individual pupils for sitting properly and listening well. As a result all pupils then respond similarly. This positive encouragement, which was a feature of several lessons, supports pupils' self esteem effectively and engenders good attitudes to learning. Most teaching and support staff know pupils well and respond to them appropriately as individuals. Consequently pupils regard the school highly and know that they are expected to do their best. They speak of '*...everyone being important*' and '*everyone... treated the same*'. They are proud of their school. This was clearly evident in a school assembly for worship when older pupils sang the words of the school mission statement with feeling, to a tune which they had composed.
15. Staff, parents and governors identify strongly with the school. Many parents approve of the changes that the headteacher has brought to develop further what was already a good school. They comment that she has been '*...sensitive in maintaining the character and ethos of the school*' and is '*...building on the school's excellence with energy and enthusiasm*'. The high proportion of parents responding to the pre-inspection survey, have confidence in the school in important areas such as the school's expectations of pupils, the progress that pupils make, the quality of teaching and the strength of management and leadership.
16. The school's effectiveness is clearly reflected in the quality of relationships and a strong sense of including all pupils regardless of ability, gender or ethnic background. Throughout the school there is a high emphasis placed on supporting pupils and on achieving high standards. The school's success in this is apparent in the results of statutory tests for pupils aged 7 and 11 which were well above average and above average respectively.

**The headteacher and senior management team provide very effective leadership and together with the staff are committed to building further on the school's many strengths.**

17. The headteacher provides very positive leadership with strong support from a senior management team comprising teachers who are well established in the school. The school has been consistently well led over a prolonged period. The particular challenge facing the head teacher upon her appointment approximately a year ago was to improve further what was already a good school.
18. The headteacher has been both sensible and sensitive in her approach and has developed a vision for improvement that will build on the school's many strengths. She has consulted widely with staff, governors and pupils about their perceptions for school improvement and has incorporated their ideas into a carefully-constructed development plan containing many targets to be pursued over the next year. This has created a feeling of common purpose and has generated greater commitment and a sense of ownership in school improvement. The senior management team, governors and parents regard the head teacher highly. They acknowledge that she has the considerable energy necessary to take the school forward and that she adopts a high profile within the school. In the words of one person *'She has tremendous energy and seems to be everywhere!'* Some staff refer to her strong management skills and to the greater rigour she has introduced to the work of the school. The head teacher has already initiated a number of changes aimed at improving the quality of pupils' learning further. For example, in order to encourage teachers to be more analytical and reflective about their work, she asks for written evaluations of planned lessons. These she reviews regularly and provides teachers with written feedback including targets for improvement. In addition, she uses the skills acquired as a school inspector to monitor the quality of teaching herself and to assist other members of her senior management team in reviewing the performance of their colleagues in line with statutory guidance. There is a planned programme of lesson observations, the results of which are duly recorded and are fed back to teachers with points for development. Together with the assistance of the local authority she has started to evaluate the work of the school on a range of fronts and has already identified areas for improvement.
19. The head teacher fully acknowledges the part played by her predecessor in providing a good basis on which to build. Also she has found the contribution of the deputy headteacher to be invaluable as an experienced member of staff who knows the school well and has the respect of parents and the community. In conjunction with other senior staff they work closely together and have particular management styles that complement one another. The headteacher also speaks highly of the two Key Stage co-ordinators who form part of the senior management team. As leading professionals they provide examples of very good teaching to other staff. This was clearly endorsed by inspection findings where both teachers taught lessons that were judged very good and excellent. They meet regularly together to review developments and to look at pupils' work. They have also started to evaluate the results in statutory tests, which enables the school to compare itself with all schools nationally and with those having similar characteristics. The headteacher's view is that there is enormous potential within the staff in terms of their own development as reflective and evaluative professionals, and in their capacity to contribute to school improvement.

**The curriculum is enriched significantly through visits and visitors to the school and by the way in which literacy and information and communication technology are used in connection with other subjects.**

20. The school curriculum is broad and balanced. It recognises and values different cultures and cultural experiences and so enriches pupils' learning effectively. The school provides many opportunities for pupils to broaden their understanding through visits to places of interest and visitors to the school. This is very important as many of the pupils have relatively limited opportunities to do so outside school. These experiences build very effectively on pupils' past work and bring additional dimensions to their learning. For example, pupils use the immediate vicinity and local supermarkets to support their work on food in geography. They also travel further afield to a village, in order to compare life in an urban area with that in a rural setting. In addition pupils visit nearby places of worship, such as the local gurdwara, a mosque, a church and a synagogue in their religious education studies of different religions. Visits to national museums, theatres, art galleries and well known concert venues such as the Royal Festival Hall do much to promote pupils' interest in the performing arts and in science. Pupils remember these outings with obvious pleasure and older pupils anticipate the proposed annual residential visit to an activity centre in a neighbouring county with excitement.
21. It is a welcoming school that is enterprising in finding visitors who have particular skills or items of interest that can be shared with the pupils. For example, the visit from a Nigerian drumming group prompted African art work in the form of drums, masks and shields. Also a professional theatre workshop from a neighbouring borough has provided drama activities, thereby building the confidence of pupils and effectively promoting performing skills including speaking and listening. There have been visitors with snakes and the opportunity for pupils to care for living things by hatching chicks and through watching butterflies emerge. These activities capture the interest of pupils well as was clearly demonstrated in Year 1 where pupils were keen to show and talk about the chrysalises on display in a container in the classroom. They knew the correct terminology and understood that these were once caterpillars and that they would emerge as butterflies.
22. Staff take every opportunity to build pupils' understanding of English and to develop their spoken language and their skills of reading and writing from an early stage. This is a significant factor which contributes strongly to their learning in other subjects. There is a clear emphasis on supporting pupils in their own language in addition to building their emergent skills in speaking English particularly in Nursery and Reception. This provides a very good basis on which to build future learning. Children in Nursery receive individual and small group assistance from support staff who are fluent in their different home languages. Their vocabulary is extended further through listening to stories and through the many opportunities to practise their skills in imaginative role play and in working co-operatively with others. This is an important precursor to reading and writing, the skills of which are developed equally rapidly throughout these early years. Children become increasingly familiar with written words and phrases and progress from simulated writing to forming letters correctly and writing recognisable words and simple sentences.
23. In many lessons throughout the school, teachers pay particular attention to developing pupils' understanding of specialist vocabulary. In maths in Year 6 for instance, the difference between '*median*', '*mean*', '*mode*' and '*range*' was clearly explained and then used correctly by pupils in subsequent work. Similarly, in a literacy lesson in Year 3 where pupils were writing a synopsis of a book, they learnt terms such as '*blurb*' and were able to phrase questions correctly in spoken and written form incorporating the correct punctuation. Also the carefully planned provision for pupils who need additional support in small groups and in the school's Centre for special educational needs provides important opportunities for pupils to develop confidence in speaking and listening. There is a strong emphasis on linking learning to literacy in different subjects which reinforces further pupils understanding of English and



encourages them to appreciate its relevance in different contexts. For example pupils in Year 1 write the names of different parts of a snail to label their diagrams in science and then hear a fictional story about a snail. In all classes pupils write in connection with subjects such as history, geography and science. Consequently pupils develop their skills well in a meaningful context.

24. Provision for ICT has improved considerably to take account of the increasing demands on schools and on pupils who are now expected to achieve so much more than they did at the time of the last inspection. Consequently standards throughout the school meet expectations. Resources, the confidence of teachers and leadership in the subject have improved further. ICT is used very effectively to support work in other subjects and particularly to enhance pupils' understanding of English. For example, children use tape recorders to listen to stories in Nursery and Reception and create patterns and pictures on the computer using a paint program, in connection with their topics. They are beginning to understand how to use a 'mouse' and can enter simple numerical instructions into a programmable device which moves across the floor, thereby developing some mathematical understanding. Throughout Key Stage 1 pupils learn to insert pictures to accompany the text they produce and write newspaper reports on The Great Fire of London in connection with history. Throughout Key Stage 2 they interrogate a database to find biographical information on a given author. Pupils type letters to parents and the minutes of school council meetings and use programs effectively to investigate the properties of shapes in mathematics. Older pupils use computers well, to enter figures into spreadsheets and to calculate in mathematics and to support persuasive writing in English. In their historical study of Ancient Greeks they write factual accounts related to Greek masks. Pupils with special educational needs who are taught in the Centre use computers to produce a record of their visit to the Victoria and Albert Museum.
25. The co-ordinator is extremely knowledgeable and enthusiastic. She has clear plans for the further development of ICT. She foresees a need to improve resources to support mathematics, research materials for history, geography and religious education and to provide opportunities for pupils in Years 5 and 6 to control devices by using a computer.

**Arrangements for pupils' personal development are excellent and clearly reflect the school's commitment to the inclusion and integration of all pupils.**

26. Provision for pupils' social and cultural development is excellent and that for spiritual and moral development is very good. This is a significant strength which was strong at the time of the last inspection and has improved further. This provision contributes very positively to pupils' perceptions of themselves, their self-confidence in learning and to the standards they attain. It strongly endorses the school's philosophy embedded in such statements as '*...our ethnicity enriches our school*' and '*...school life is driven by inclusion*'
27. Pupils' social integration to school is facilitated well through the school's community room which welcomes parents with their preschool children. This provides a very good basis on which to build and helps children enter Nursery with greater confidence.
28. As they pass through the school pupils are given increasing opportunities to develop responsibility and to share with one another. For example, in the Nursery and Reception children often select their own materials from those provided. They begin to make choices and start to negotiate- and sometimes argue – about the use of equipment. Staff have high expectations of children in terms of their personal development and as a result most are self-

sufficient, for example, when dressing and undressing themselves in preparation for activities in the school hall.

29. Staff are very aware of the social and cultural differences between their pupils and of the need to include all pupils equally throughout the school. This is clearly reflected in lessons and in the way that responsibilities are shared between pupils. Older pupils are given many opportunities to play their part in maintaining the social order of the school. This encourages high self esteem in individuals and promotes a secure self image. For example, they take it in turns, on a rota basis, to assist the younger pupils during lunch time. As they are respected and their contributions are valued, older pupils are encouraged to use their initiative in providing assistance to the teachers of the youngest children over break times. They volunteer to help prepare equipment, to clear away materials if necessary and to supervise the children as they play. There are many other examples of pupils having the confidence to use their initiative secure in the knowledge that their ideas and responses are appreciated. For example, some of the pupils composed the school song which has been adopted and is sung in assemblies. Also Year 6 pupils take turns in answering the telephone efficiently during lunchtimes when there is no one in the school office. They use their initiative in answering routine questions or referring queries to the appropriate member of staff. Most significantly, the opportunities for pupils to influence the work of the school through the School Council are particularly effective. Pupils are elected to the positions by their classmates and make real decisions about fund-raising activities and submit ideas for the school development plan. They produce their own minutes of meetings, report to governors and send letters to parents.
30. Adults throughout the school provide very positive role models. They show pupils clearly the correct way to behave, in how they relate to one another. Pupils form good attitudes to social behaviour and self discipline as a result. Staff treat pupils with respect and they, in their turn, are respected by pupils.
31. There is a very strong emphasis indeed on actively promoting and celebrating the different cultures in the school and ensuring racial harmony. This reflects the positive statements about multilingualism and ethnic diversity contained in the school prospectus and development plan.
32. The school is very fortunate in having a school administration officer who is fluent in the main languages represented. Consequently most parents can approach the school with their suggestions or concerns confident in the knowledge that they will be understood.
33. Major religious festivals such as Harvest, Divali, Eid and Hanukah are celebrated and the local Imam is invited to lead prayers for Muslim pupils during Ramadan. Also pupils visit places of worship such as the gurdwara, synagogue and mosque within the vicinity of the school in order to promote better understanding of different religions. The deputy head teacher as co-ordinator with responsibility for securing the inclusion of pupils is aware of the dangers of stereotyping. She sees the need to emphasise Judaism as there are no Jewish pupils in school and consequently pupils have a very limited understanding of their cultural and religious beliefs. Of the many visitors to the school and visits made by pupils, a significant proportion are arranged to enrich cultural understanding. For example, the school held an Afro-Caribbean day and there was also a drumming workshop which was the inspiration for art work and for music. Also pupils took part in a Chinese dance festival and worked with local theatre groups and with visiting artists to produce a Millennium tapestry to reflect '*What it means to be British*'.

34. Arrangements for pupils to develop spiritually are planned very effectively in school assemblies and through religious education particularly. For example, when considering the theme of *'Greed'* during the period of inspection, pupils in assembly were not only encouraged to consider the social and moral implications of sharing fairly but were also prompted to think about the feelings of the main characters in a modern performance of the *Prodigal Son*. Spiritual development through religious education is linked closely to the appreciation of cultural differences. The whole school emphasis is on tolerance and the acceptance of other pupils' ideas and beliefs. Pupils are keen to reflect on their own experiences and teachers often give them time to do so during lessons.
35. The school's strong code of conduct and rules for acceptable and unacceptable behaviour are phrased positively and based on the central expectation that *'Everyone will act with courtesy and consideration to others at all times'*. Consequently pupils understand what is expected of them and as a result most treat other pupils and the adults with whom they work with considerable respect. With support, children from a very young age are made aware of what is acceptable and unacceptable. For example, the class teacher intervened quickly and effectively in Reception where two children were arguing about a cereal box as they made models with reclaimed materials. Also, where an altercation between two pupils in Year 1 resulted in one being upset, the class teacher talked quietly but firmly pointing out what was unacceptable and prompting the pupil to consider the effect his behaviour had on his partner.

## **WHAT COULD BE IMPROVED**

### **The role of the governing body in fulfilling its responsibilities.**

36. Governors support the school strongly and are committed to its success. However, many are new to their roles and so the part that they play in planning the development of the school in the longer term and finding out for themselves about important aspects of the school's work is underdeveloped and currently unsatisfactory. At the time of the last inspection governors fulfilled their duties well, but so much more is expected of governors now than was required at that time. The school has identified the role of governors as an area for development through its own self-evaluation and has introduced an effective system of *'buddying'* where more experienced governors are paired with individuals who are new.
37. The governing body has no clear strategic view of how it wishes the school to develop over the next two to five years. Consequently, the school development plan, devised by the head teacher, has many commendable features and includes suggestions from parents, staff and pupils but is too short term with no proposed actions beyond autumn 2003. This limits its effectiveness. There are a considerable number of targets to be pursued over the next twelve months with no obvious indication of those which are to be addressed most urgently and those less immediately. The governors have not been sufficiently involved in school development planning in the past and so have little experience in this important aspect of their work.
38. Although specific governors visit the school for particular reasons such as to review health and safety matters, there is currently no system of planned visits during the school day through which governors might become better acquainted with the work of the school. They rely almost exclusively on reports they receive at their termly meetings from the head teacher and members of staff rather than experiencing activities first hand. Consequently, they are not in a position to ask the searching questions which would challenge the school to examine what it does in order to improve further.

39. There are a number of statutory items missing from the governors' annual report to parents and from the school prospectus. The following are omitted from the annual report:
- the date and time of the meeting to discuss the report.
  - Indication of the next parent/governor elections.
  - Insufficient information on the admission and provision for disabled pupils.
  - School security
  - Progress on implementing the action plan following the last OFSTED inspection.
  - Progress on implementing the policy on special educational needs and any changes that have been made.

The following are missing from the prospectus:

- national test results against which parents might compare the school's performance.
- School statutory test results do not provide enough detail
- Contact details for the chair of governors and the clerk.

**Target setting for groups and individual pupils in all classes based on closer analysis of performance data and better use of assessment.**

40. The school has made good progress on addressing the key issue related to assessment arising from the previous inspection, but acknowledges that there is still work to be done in this respect.
41. Although co-ordinators have started to evaluate results in national tests in order to compare the school's performance with all schools nationally and with those that have similar characteristics, they do not make full use of all the comparative information and new technology available to identify trends in underperformance of particular groups and individual pupils. This is particularly important in a school where the numbers of pupils taking the tests each year are relatively small and each pupil accounts for six percent or four percent of the total results as in 2001 for Key Stage 1 and Key Stage 2 respectively. This would help the school to provide specific targets and support for pupils and groups that underachieve consistently.
42. In addition, the good practice in setting individual targets for pupils in English in Years 3 and 5 has yet to be extended to all classes and to other subjects. Consequently in a few lessons, for example, teachers do not plan specifically to extend the most able pupils with suitably challenging work for the duration of the time available. The quality of teachers' assessment, including marking, varies considerably between subjects and year groups. Where assessment is used well teachers evaluate how effectively teaching points have been understood and what needs to be reinforced in subsequent lessons. However, teachers do not regularly make best use of the plenary sessions at the end of lessons to draw together the main points covered, to assess the extent of pupils' understanding and to identify future targets for learning. In some cases the plenary session is too rushed to be effective and in others it does not occur at all. Not all marking of pupils' work is of a sufficiently high standard to take pupils' learning forward successfully and there is inconsistency between classes. A small minority of teachers expect too little of pupils and are inclined to accept substandard and incomplete work too readily. Some teachers praise pupils' efforts well but do not indicate how pupils might improve further. This is commonly reflected in reports to parents on pupils' progress. Teachers write a full description of work covered and experiences encountered, but do not often indicate to

parents targets for future learning, in order that they might provide better support for their children.

### **The monitoring of attendance and punctuality of pupils.**

43. Although the level of attendance in the last full school year was satisfactory compared to all schools nationally, there are current indications that attendance could be declining. The monitoring of attendance is unsatisfactory, because it is given insufficient attention and therefore the school cannot quickly identify emerging attendance patterns, or pupils whose attendance or punctuality is starting to cause concern. Registers are computerised. Attendance sheets are completed properly and teachers are vigilant in identifying absences. However, regular computer printouts of weekly attendance are not made. A termly printout identifies pupils with excellent (100 percent) attendance and these pupils are rewarded. A whole school printout of a typical week's attendance showed that there was some daily and weekly attendance of well below 90 percent in several classes, and considerable pupil lateness in the mornings. Many classes had lower attendance on Monday and Fridays. Average attendance for the week analysed was 91 percent, well below the national average. In addition, the school is concerned about the number of holidays taken by families in term time. Parents comment that the school very clearly explains the detrimental impact of term time holidays. However, without regular and rigorous monitoring systems in place, the school cannot take the effective, speedy action needed to ensure that attendance remains, at least, satisfactory.
44. In addition there are regular instances of pupils arriving at school late in the morning. Although teachers do their best to minimise the disruption that this causes, it is a distraction to other pupils and interferes with the smooth introduction to lessons.

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

45. The governors, head teacher and staff should address the following:
- (1) Increase governor involvement by:
    - Developing a strategic view for school improvement and incorporating this into a longer term school development plan.
    - Developing systems and procedures to keep important aspects of the school's work under close review.
    - Ensuring that all statutory information is included in the governors' annual report to parents and the school prospectus.

*(see paragraphs 36 -39)*
  - (2) Further improve target-setting for individual pupils and groups by:
    - extending existing arrangements for English in Years 3 and 5 to other classes and subjects.
    - regular and rigorous analysis of performance data by co-ordinators to track the progress of individuals and groups of pupils in order to provide additional support or more specific targets for learning.

- Ensuring greater consistency in teacher assessment including the quality of marking.
- reporting individual targets for future learning to parents in order that they might support their children more effectively.

*(see paragraphs 40-42)*

- (3) Monitor attendance and punctuality more rigorously to establish trends and take effective action when necessary.

*(see paragraphs 43 - 44)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

29

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	2	9	12	4	2	0	0
Percentage	7	31	41	14	7	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)	13	189
Number of full-time pupils known to be eligible for free school meals	0	52

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	50

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

	No of pupils
Number of pupils with English as an additional language	168

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

### *Attendance*

#### **Authorised absence**

	%
School data	5.4

#### **Unauthorised absence**

	%
School data	0.6

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	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	94 (69)	100 (81)	100 (75)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	83 (75)	89 (75)	100 (81)
	National	85 (84)	89 (88)	89 (88)

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

(\* A small numbers of girls took the national tests in 2001. In order that individuals may not be identified, therefore, the totals are omitted and percentages only are included.)

### *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	19	9	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	81 (61)	78 (68)	89 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	14
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	63 (48)	67 (48)	78 (65)
	National	72 (70)	74 (72)	82 (79)

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

(\* A small numbers of girls took the national tests in 2001. In order that individuals may not be identified, therefore, the totals are omitted and percentages only are included.)

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	14
Black – other	0
Indian	63
Pakistani	38
Bangladeshi	2
Chinese	2
White	33
Any other minority ethnic group	29

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	27
Average class size	27

#### **Education support staff: YR-Y6**

Total number of education support staff	7
Total aggregate hours worked per week	149

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	4
Total aggregate hours worked per week	31
Number of pupils per FTE adult	5.2

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002
	£
Total income	627033
Total expenditure	620215
Expenditure per pupil	3353
Balance brought forward from previous year	36416
Balance carried forward to next year	43234

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	7.1
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	215
Number of questionnaires returned	170

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	1	0	1
My child is making good progress in school.	67	31	1	0	1
Behaviour in the school is good.	69	28	1	0	2
My child gets the right amount of work to do at home.	34	35	12	11	8
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	60	29	4	2	5
I would feel comfortable about approaching the school with questions or a problem.	73	22	1	0	4
The school expects my child to work hard and achieve his or her best.	66	26	1	0	6
The school works closely with parents.	55	36	5	1	2
The school is well led and managed.	71	25	0	0	4
The school is helping my child become mature and responsible.	71	26	1	0	3
The school provides an interesting range of activities outside lessons.	48	28	6	5	12

### **Other issues raised by parents**

Parents speak highly of the contribution of the recently - appointed head teacher in improving further what was already a good school. They value the fact that she is approachable and makes herself readily available to discuss any concerns they might have.