

INSPECTION REPORT

ST STEPHEN'S PRIMARY SCHOOL

East Ham

LEA area: Newham

Unique reference number: 102749

Headteacher: Mrs J Johnson

Reporting inspector: Mr J Woodcock
1624

Dates of inspection: 25th – 26th February 2002

Inspection number: 196169

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: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Whitfield Road East Ham London |
| Postcode: | E6 1AS |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr C Dempsey |
| Date of previous inspection: | 7 th July 1997 |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Stephen's is bigger than other primary schools in the country with a current roll of 378 full-time pupils, aged between 4 and 11 years. It is a popular school in a diverse multi-ethnic community in the St Stephen's ward of Newham. Pupils' attainment on entry to school is well below the expected level as measured by baseline assessments in reading, writing and mathematics. Three hundred and twenty nine pupils speak English as an additional language; this is very high. Forty eight per cent are at an early stage of learning to speak English; this is also very high and is a 60 per cent increase since the last inspection. The school has identified 13 per cent of pupils as having special educational needs; this is below the national average but a steady increase since the last inspection. Nearly two per cent of pupils have statements of special educational needs; this is broadly in line with the national average, but an increase since the last inspection. The proportion receiving free school meals at 34 per cent is above the national average. The movement of pupils joining and leaving the school has increased recently, particularly in the juniors with refugee pupils from North Africa and Eastern Europe joining the school.

HOW GOOD THE SCHOOL IS

This is a very good and effective school. By the end of Year 6, the pupils achieve well in English and mathematics when compared with their attainment on entry to school and with other schools in a similar context. A high proportion of teaching is very good and the pupils are enthusiastic learners. The school has very effective strategies for promoting educational inclusion and equal opportunities for all pupils. The school is very well led and managed by the headteacher and key staff. There is a strong commitment to maintaining successful practice and raising standards further. The school provides good value for money.

What the school does well

- Pupils' achievement and progress in English, mathematics, science and information and communication technology are very good.
- Teaching and learning are very good.
- The leadership and management of the headteacher, governors and key staff are very good.
- The quality and range of learning opportunities are very good.
- The school's ethos for learning is excellent.

What could be improved

- Pupils' achievement in music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to improve since the last inspection in July 1997. Pupils' achievement and progress have improved considerably and, although test results show only limited improvement, this is within the context of a 60 per cent increase in the number of pupils at an early stage of learning to speak English as an additional language. The quality of teaching has improved significantly. The effective leadership of the headteacher and key members of staff continues to give the school a strong sense of direction and purpose. The key issues from the last inspection have been addressed well. The teaching of information and communication technology has improved and, consequently, pupils now achieve above average levels of attainment. Provision for pupils with special educational needs has improved, particularly in the infants. The governors now have a good knowledge of the strengths and weaknesses of the school and monitor its performance well. The partnership with parents continues to improve and links with the local community are good. The teaching of music continues to be 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 |
| | 1997 | 1998 | 1999 | 2000 | 2001 | 2001 |
| English | D | C | C | B | D | B |
| mathematics | D | C | A | B | B | A |
| science | C | C | C | A | D | C |

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

By the end of Year 6, the 2001 test results are below the national average in English and science and above average in mathematics. They are well above average in mathematics, above average in English and average in science when compared with results in schools that have a similar intake. The proportion of pupils achieving high standards is above average in English, mathematics and science when compared with results in similar schools. Trends over time show that the school is improving at a rate broadly in line with the national picture. Boys and girls achieve broadly similar standards in English, mathematics and science, but many make very good progress when compared with their attainment on entry to school. In the current Year 6, pupils are making good progress and are on course to achieve above average standards in English and mathematics and average standards in science. The school is likely to exceed the statutory targets for 2002 and 2003. In each year, bilingual learners are achieving consistently higher standards than test results indicate. Standards in literacy and numeracy continue to improve rapidly because of very good teaching. In the reception classes, children are making good progress towards achieving the early learning goals by the end of the year. In Year 2, the pupils are achieving average standards in reading, writing, mathematics and science. Pupils' achievements in most other subjects are at least satisfactory, except in music, which is below average. Achievement in information and communication technology is above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Attitudes to learning are very good. Pupils are highly motivated and have a strong desire to improve. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good. No bullying, racist or sexist behaviour were seen and none reported by pupils. The oldest pupils conduct themselves with high levels of self-discipline and set a very good example to others. |
| Personal development and relationships | Pupils' personal development and relationships with others are very good. They have respect for the feelings, values and beliefs of others. The older pupils take responsibility for helping others, particularly younger pupils. Relationships between pupils and adults are excellent. |
| Attendance | Satisfactory. Unauthorised absence is above the national average. |

Pupils' attitudes and enthusiasm for learning make a significant contribution to the ethos of the school and to the very good progress made. Well presented work, sustained concentration and a productive work rate are regular features of lessons.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Very good | Very good | Very good |

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

Overall, teaching is very good. In nine out of ten lessons, teaching is good; it is very good or excellent in just under seven out of ten lessons; one lesson was unsatisfactory. In almost every year group, there were examples of very good teaching. The teaching of pupils learning to speak English as an additional language is very good and for pupils with special educational needs, it is at least good and often very good. The key skills of literacy and numeracy are taught very well throughout the school. The teaching of English, mathematics and information and communication technology is very good. The teaching of children under five is very good. The teaching of other subjects is also very good.

Throughout the school, there is a high level of collaboration between class teachers, other specialist teachers and support staff in planning and delivering the work. Teachers are highly skilled in helping pupils learning to speak English as an additional language. They manage pupils very well and expect pupils to work hard and make very good progress. The very good teaching challenges and extends pupils' learning. The use of key words and phrases provides pupils with excellent tools to share with teachers their newly acquired knowledge and understanding and to explain their thinking and the methods used. This is particularly the case with bilingual learners.

Pupils work productively and at a brisk pace. They show an increasing ability to work independently. They work with sustained concentration and are highly motivated. Pupils with special educational needs make good progress towards achieving their learning goals.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and balanced and caters very well for the differing interests and needs of the pupils. A very good range of extra-curricular activities enhances the statutory curriculum. All pupils have equal access and opportunity to participate fully in all learning experiences. Provision for personal, social, health education and citizenship is very good. |
| Provision for pupils with special educational needs | Good provision and effective support enable pupils to make good progress. A team of well-briefed classroom assistants is used effectively to support learning. Targets set for pupils are realistic and achievable. |
| Provision for pupils with English as an additional language | Provision in all classes is very good. Very good emphasis is placed on developing the speaking and listening skills of those beginning to speak English as an additional language. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' personal development is very good. Provision for moral, social and cultural development is very good. Provision for spiritual development is good. |
| How well the school cares for its pupils | Procedures for child protection and for ensuring pupils' welfare are efficient and effective. Very good procedures are in place for monitoring pupils' achievements and for staff to be aware of pupils' social and |

| | |
|--|------------------|
| | emotional needs. |
|--|------------------|

The school's links with parents are very good. Annual reports are informative, clearly identifying pupils' progress and indicating areas for improvement. Very good emphasis is placed on teaching the basic skills of literacy and numeracy. The school provides an exciting curriculum that helps pupils make very good progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The strong lead provided by the headteacher and the leadership team sets high expectations for the school community and they are very well supported by all the teaching and non-teaching staff. The staff are hard working and operate effectively as a team; morale is high. |
| How well the governors fulfil their responsibilities | Good. Governors work effectively through committees to meet their statutory responsibilities. They are well-informed and effective as critical friends, particularly in monitoring the school's achievements and the budget. |
| The school's evaluation of its performance | Monitoring arrangements are very good. Test results are analysed and used well to help determine priorities. Effective action is taken when weaknesses are identified. |
| The strategic use of resources | The budget is managed very well. The school seeks good value for money in all its expenditure. |

The leadership and management of the headteacher and leadership team are of the highest quality. They have established a strong learning ethos within the context of a diverse multicultural community that helps pupils make very good progress, particularly in learning to speak English as an additional language. The budget is managed judiciously and the funds carried forward from last year are being used well to meet the school's priorities this year and its current building programme.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like school and are well behaved. • Their children are taught well and are making good progress. • Teachers are approachable. • Teachers have high expectations of their pupils. • The school is well led and managed. • The school helps their children to become mature and responsible. • Most parents believe that the school works closely with them. | <p>An analysis of the pre-inspection questionnaires shows that</p> <ul style="list-style-type: none"> • 17 per cent of parents responding have concerns about children being set the right amount of homework. |

The inspection team endorses parents' views about the strengths of the school. Parents believe that St Stephen's is a very good school. Inspection evidence shows that the school has a homework policy that gives good advice to parents on the frequency of homework and on how to help their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievement and progress in English, mathematics, science and information and communication technology are very good.

1. By the end of Year 6, the National Curriculum 2001 test results are below the national average in English and science and above average in mathematics. They are well above average in mathematics, above average in English and average in science when compared with similar schools. The proportion of pupils achieving high standards is above average in English, mathematics and science when compared with similar schools. These results are also within the context of a 60 per cent increase in pupils being at an early stage of learning to speak English as an additional language since the last inspection. Currently, only ten per cent of these pupils achieve secure reading and writing that are similar to their peers by the end of Year 6. Trends over time show that the school is improving at a rate broadly in line with the national picture. Boys and girls achieve broadly similar standards in English, mathematics and science, but many make very good progress when compared with their attainment on entry to school.
2. In Year 2, pupils are on course to achieve average standards in reading, writing, mathematics and science by the end of the year. In the current Year 6, pupils are making good progress and are on course to achieve above average standards in English and mathematics and average standards in science. The school is likely to exceed the statutory targets for 2002 and 2003. In each year, inspection evidence shows that bilingual learners are achieving consistently higher standards than test results indicate. Samples of work, discussions with pupils and lesson observations show that many of these pupils achieve at least one level higher and some two levels higher than they score in National Curriculum tests. Standards in literacy and numeracy continue to improve rapidly because of very good teaching. In the current reception classes, children's skills in reading, writing and mathematics are at a higher than expected level because only 4 per cent of these pupils are at an early stage of learning to speak English when compared with over 60 per cent in previous years. They are making good progress towards achieving the early learning goals by the end of the year. Pupils' achievements in most other subjects are at least satisfactory, except in music, which is below average. Since the last inspection, pupils' achievements in information and communication technology have improved from being unsatisfactory to good.
3. Pupils enter school with very low speaking and listening skills as measured by baseline assessments. By the end of Year 2, standards are broadly in line with those expected nationally. Pupils are becoming increasingly confident speakers because of the good range of learning experiences provided by the teachers to develop these skills. They have good opportunities to talk in pairs to explore ideas and communicate meaning using the key words and phrases provided by the teachers. All staff give pupils sufficient time to articulate their responses and follow up quickly their answers to check their understanding. Progress is often very good. In the best lessons, pupils listen attentively and carefully follow the teachers' explanations and instructions. The successful strategies taught during the literacy hour are used and applied well in other lessons; this broadens pupils' vocabulary and helps them to increase their rate of progress. By the end of Year 6, the ability to question, to discuss ideas in groups, to listen to the views of others and to justify those views in a mature way, enables pupils to learn effectively from each other. When teachers intervene with probing questions, the quality of the dialogue is high - for example, in a science lesson in Year 6 about identifying the best conditions for healthy plant growth. Pupils are taught to use correct technical vocabulary to support their understanding in subjects such as mathematics, geography and information and communication technology; this contributes well to the standards achieved in these subjects. Pupils with special educational needs show a growing confidence and participate fully in these activities.
4. Pupils enter school with very low reading skills as measured by baseline assessments. Strong emphasis is placed on reading throughout the school; this is supported well by parents, as the regular entries in the homework books testify, and pupils make very good progress. By the end of Year 2, standards in reading are average when compared with similar schools. The teaching of phonics, word families and spellings is very good and pupils are becoming increasingly confident in tackling unfamiliar words. Higher attaining pupils in Year 2 are aware of authors and illustrators and are able to identify the

main characters and events in their reading books. The books pupils read are matched well to their differing needs. By the end of Year 6, pupils make rapid progress and many achieve standards that are above those expected nationally. They respond well to characters in favourite stories and learn to make deductions from ideas presented in key texts. Teachers encourage them to express opinions about their choice of characters and pupils can identify key words and phrases to illustrate a point they are making. These skills are used effectively when gathering information for other subjects such as science, geography and information and communication technology.

5. Pupils enter school with very limited writing skills as measured by baseline assessments. The national literacy hour and additional lessons have helped to create more time for pupils to write at length. These are being used well and pupils are making very good progress. By the end of Year 2, standards in writing are above average when compared with all schools and well above average when compared with those in similar schools and progress is very good. Pupils acquire the basic skills of handwriting, punctuation, spelling and grammar well. Higher and average attaining pupils in Year 2 use full stops and capital letters with increasing accuracy and most words are spelt correctly. They are developing writing in the correct order to give an accurate account of events. Pupils are beginning to use a wider range of words to add interest to the writing and to engage the attention of the reader. They enjoy writing poetry and can write imaginatively and at length about flying carpets and things that made children cry. In the current Year 6, standards are above average, although the number of pupils achieving higher levels is average. The pupils have made very good progress since joining the school. Samples of pupils' work show that they are given opportunities to write in many different styles and for a variety of purposes. Good attention is given to teaching the structure of writing and improving spelling skills, such as when Year 6 pupils studied active and passive sentences. Pupils can organise their writing into paragraphs and use the conventions of punctuation correctly. They are beginning to make good progress in developing the skills of drafting and editing. Pupils look for ways to improve their written work and make it more exciting and interesting for the reader, such as when writing about storms hitting St Stephen's School and autobiographies of their lives. They investigate how poets manipulate words to enliven texts and use this information well in their own writing. Pupils use their improving literacy skills well in other subjects. They use information and communication technology well to support their learning and this helps standards of writing improve.
6. Pupils enter school with very low numeracy skills as measured by baseline assessments. In mathematics lessons, mental practice is well focused on the quick recall of numbers facts and accuracy of mental calculations. Pupils' errors and misconceptions are used well by teachers to provide a greater level of clarity and explanation, for example when investigating the different range of colour combinations of football strips in Year 4. Overall, progress is very good and, by the end of Year 6 pupils are achieving above average standards for their age and well above average standards when compared with those in similar schools. This is due to the very good quality of teaching they receive. Higher attaining pupils are challenged and expected to work quickly and accurately. Pupils have a well-developed understanding of multiplication and division and very good investigative skills. Pupils with special educational needs receive good additional support, are growing in confidence and achieve appropriate standards by the age of eleven. In Year 2, pupils used key vocabulary well when explaining how they solved number problems by using tally charts and block graphs. In the reception class, subject-based vocabulary is demonstrated well and pupils are encouraged to use this when they explain how to count forward and backward. By the age of eleven, samples of pupils' work show that they can construct graphs and have a very good knowledge of angular measurement, directed number and coordinates. In all classes, pupils work productively at a good pace and show obvious enjoyment in the subject.
7. On entry to school, pupils have very limited scientific knowledge but, by the end of the current Year 6, they have made very good progress, with many achieving the national average standards for pupils of this age. However, last year's 2001 test results were below average, mainly because of pupils' poor understanding of the questions because of their lack of secure language skills. Inspection evidence, including the sampling of work, shows that most of them are achieving at least one level higher than test results indicate. This is confirmed by discussions with pupils when bilingual staff were used to help check the knowledge and understanding of these pupils in their first language. By the end of Year 2, pupils have a satisfactory knowledge of life and living processes, materials and physical processes. Their experimental and investigative skills are developing well. Year 4 pupils made very good progress in predicting accurately the effectiveness of different types of electrical circuits. In Year 5, pupils have a very good understanding about the need for a fair test and recording their findings accurately when

measuring the different rates of evaporation of a range of liquids. Year 6 pupils are developing a good knowledge and understanding about different types of materials and their properties. They undertake experiments successfully, showing very good observational and predictive skills when investigating how to restore damaged plants to good health. In lessons, very good use was made of key words and phrases to help pupils explain to the teachers what they had learnt. Pupils used successfully their information and communication technology skills to record, analyse and present their findings.

8. Pupils enter school with very limited information and communication technology skills. By the end of Year 6, they achieve above average standards and make very good progress because of effective teaching and the improved leadership and management of the subject. This is a significant improvement since the last inspection. In the reception class, the pupils make very good progress when learning about the different parts of a computer and its use. By the end of Year 2, pupils make good use of their word processing skills to draft and edit sea poems and stories about space flight. In Year 4, pupils used a computer program, their keyboard and mouse skills effectively to give instructions to a device for drawing increasingly complex geometric shapes. In Year 6, pupils are becoming increasingly skilled at using spreadsheets, entering data and using formulae to process and present information about buying a range of the equipment for use during wet playtimes. They made very good progress in manipulating this information to stay within a budget of £60. In lessons, very good use was made of key words and phrases to provide pupils with the appropriate language to express their ideas and to share this information with their teachers.

Teaching and learning are very good.

9. Overall, teaching is very good. In nine out of ten lessons, teaching is good; it is very good or excellent in just under seven out of ten lessons; in one lesson it was unsatisfactory. This is a significant improvement since the last inspection. In almost every year group, there were examples of very good teaching. The teaching of pupils learning to speak English as an additional language is very good and for pupils with special educational needs, it is at least good and often very good. The key skills of literacy and numeracy are taught very well throughout the school. The teaching of English, mathematics and information and communication technology is very good. The teaching of children under five is very good and pupils achieve well and make very good progress when compared with their attainment on entry to school. The teaching of other subjects is also very good.
10. Teachers' very good knowledge of the National Curriculum, the Foundation Stage for under fives and the National Literacy and Numeracy Strategies has a positive impact on pupils' learning. Lessons are well prepared and planned; they provide interesting and stimulating activities that add to the enjoyment of pupils' learning. Teachers are highly skilled in helping pupils learning to speak English as an additional language. They manage pupils very well and expect pupils to work hard and make very good progress. In the best lessons, very good links are made between assessments of pupils' prior learning and subsequent planning so those tasks are pitched at just the right level. At the end of lessons, pupils are encouraged to reflect on what they have learnt and how they have improved. Homework arrangements are satisfactory and there are appropriate systems for communicating with parents.
11. Many teachers have very good subject knowledge and high expectations. Pupils respond well and are challenged and extended by the tasks set, especially in English, mathematics and information and communication technology. Teachers provide interesting and stimulating activities that add to the enjoyment of learning and result in a very good pace of work and effort from pupils. The excellent and very good teaching is stimulating and perceptive. It makes intellectual and creative demands on the pupils to extend their learning. The use of key words and phrases provides pupils with excellent tools to share with teachers their newly acquired knowledge and understanding and to explain their thinking and the methods used. This is particularly the case with bilingual learners. Pupils work productively and at a brisk pace. They show an increasing ability to work independently and have very good knowledge of their own rates of learning and what they need to do to improve. They work with sustained concentration, are highly motivated and have excellent relationships with adults and their peers. Pupils with special educational needs make good progress towards achieving their learning goals. There is a high level of collaboration between class teachers, other specialist teachers and support staff in planning and delivering the work.
12. The key skills of literacy and numeracy are taught very well. In literacy lessons, a good balance is achieved between class teaching, group work, individual support and plenary sessions. In Year 6, the

teacher's very good subject knowledge was used well to help pupils revise and develop their knowledge of active and passive sentences. In Year 4, the teachers modelled language well, particularly when helping pupils to use apostrophes to shorten words. The teacher gave the pupils time to think about their answers using the key words provided. In Year 2, the teachers used probing questions to encourage pupils to think more deeply when writing stories and poems. They were particularly skilled at re-phrasing questions and adapting the pupils' suggestions to help them develop greater understanding of the task set, particularly those at a very early stage of learning to speak English as an additional language. In the reception classes, the teachers' enthusiasm and expressive use of language helped the children to identify correctly the key words and phrases used in a story and to help them predict its development.

13. In numeracy lessons, mental practice sessions are well focused on the quick recall of number facts and accuracy of mental calculations and are conducted at a brisk pace. Pupils' errors and misconceptions are used well by teachers to provide a greater level of clarity and explanation, for example when investigating different colour combinations of football strips in Year 4. In the reception classes, the teachers' good knowledge of how younger children learn helped provide a good range of apparatus and counting games to help them recognise different numbers when counting forwards and backwards. In Year 1, the tasks set matched the differing needs of pupils and good use was made of practical apparatus to help pupils develop a better understanding of number patterns and place value. Teaching in Year 2 was particularly effective when tally charts and block graphs were used to investigate the most or least common colours in a packet of sweets. In Year 3, very good support is given to pupils at an early stage of learning to speak English as an additional language and pupils with special educational needs to improve their mental arithmetic when solving one digit number problems and practising their multiplication skills. In Year 5, teachers' sound subject knowledge is used to check at the end of the lesson the pupils' understanding of standard and non-standard units of measurement. In Year 6, teachers have very good subject knowledge that is used well to diagnose pupils' difficulties and take corrective action quickly. They combine good questioning techniques with high expectations and this helps to extend pupils' knowledge and promotes high standards by challenging their thinking.

The leadership and management of the headteacher, governors and key members of staff are of high quality.

14. The leadership and management of the headteacher are very good. She is supported well by the deputy headteacher and assistant headteacher who are very good teachers. Together they set high standards and lead by example. Their evaluation of the school's performance is very good and identifies accurately the strengths and weaknesses of the school. The headteacher has a clear view of how she wants the school to develop. This is conveyed to staff and they share her commitment to provide a high quality education for pupils in a diverse multicultural community. The school's aims of producing an inclusive ethos and a stimulating learning environment are met well. The headteacher has high expectations of staff and provides them with positive and constructive advice on their performance. The staff are hard working and operate effectively as a team and morale is high. There is a high level of collaboration between class teachers, other specialist teachers and support staff in planning and delivering the work. Co-ordinators recognise the strengths and weaknesses in their areas of responsibility and give effective advice, support and guidance to their colleagues, such as in English, mathematics, information and communication technology and for teaching pupils who are learning to speak English as an additional language and pupils with special educational needs.
15. The school development plan is constructed well and clearly identifies costs, training needs and success criteria to bring about continuous improvement. The governing body is well informed and effective as a critical friend, particularly in monitoring the school's performance; this is an improvement since the last inspection. Governors have been particularly successful in recruiting and retaining many high quality staff during the last three years. The budget is managed very well, carefully monitored and the planned use of the current surplus meets the school's priorities well - for example, to provide improvements to the school building and extra resources for information and communication technology.
16. The headteacher and key staff regularly and rigorously monitor the quality of teaching and learning by direct classroom observation. This very good level of quality control is effective in planning for

improvement and in helping to maintain the overall ethos of the school. Subject coordinators sample pupils' work across the school in order to gain a better understanding of pupils' levels of attainment and what needs to be improved. Together with the headteacher, they have set realistic and challenging targets for improvement for their areas of responsibility. They have good opportunities to develop their monitoring and evaluating skills and, when appropriate, undertake lesson observations. Coordinators have regular opportunities to share with staff the insights gained and to share effective practice with colleagues and, as a consequence, morale is high and pupils receive a very good quality of education.

17. The monitoring and evaluation of school performance is very good. Teachers carefully analyse pupils' strengths and weaknesses and identify what they need to work on to make further improvements. Very good analyses of test results and a detailed system of tracking the attainment of individual pupils have been devised and developed by the headteacher and key members of staff. This has enabled the school to identify pupils' speaking and listening skills in science, for example, as an area for improvement. Challenging targets have been set for cohorts of pupil and teachers set class and individual targets, for example in English and mathematics. Teachers are constantly striving to raise pupils' levels of achievement.
18. There are good procedures in place for introducing new staff to the policies and routines of the school. The newly qualified teacher receives appropriate professional support from an experienced teacher colleague in addition to the training provided by the local education authority. Very good systems are in place for appraisal and performance management. The professional development of staff is very good. National funds for this purpose are used well. Teachers and non-teaching staff receive training regularly together and they share a strong commitment to continuous improvement and have a strong capacity to succeed. The training in literacy and numeracy, for example, has had and continues to have a significant impact on raising standards.
19. The leadership and management of pupils learning to speak English as an additional language are very good. Systems for the early diagnosis of these pupils' needs and the monitoring of their progress are very good and this helps with the effective deployment of teachers and learning support assistants as pupils join or leave the school. The staff work effectively as a team in developing an inclusive ethos for learning and, in particular, to improve these pupils' speaking and listening skills and, as a consequence, the pupils make rapid progress. The leadership and management of special educational needs are good and the school is well prepared for changes soon to take place nationally. The school also provides a suitable education for pupils with specific learning needs because of the open and inclusive attitudes that are prevalent.
20. Teachers are well qualified and sufficient in number to provide a good education for the pupils. The learning support staff are experienced and knowledgeable; they have a very good level of expertise and give the pupils in their care good support and guidance. Provision for personal, social and health education and citizenship is very good. The school building is welcoming, spacious and provides a pleasant environment in which to work but is about to be improved significantly. Biannual health and safety checks, particularly of electrical equipment, are to be undertaken once this extensive building work has been completed. The school has a good range of learning resources. The computer area is developing well, is used effectively and pupils' achievements are improving rapidly. The number and variety of library books to support the curriculum have been increased and this is an improvement since the previous inspection.
21. Financial control and administration are very good. The school has effective and efficient working practices to plan, manage and monitor its finances. The budget is firmly linked to the school development plan and reflects well the educational needs of the pupils. The school successfully applies the principles of best value. It analyses its performance using national and local data to evaluate the standards that pupils are achieving and to identify areas for improvement. The school makes good use of information and communication technology to improve its administration. Appropriate records are computerised and are kept well. The school continues to seek good value for money when purchasing resources and services.

The quality and range of learning opportunities are very good.

22. The curriculum is broad and balanced, caters very well for the differing needs of the ethnically diverse pupils and is a strength of the school. The school provides effectively for pupils of all ages, gender and

ethnic backgrounds. All pupils have equal opportunity and access to participate fully in all learning experiences. Good use has been made of the time available, particularly for improving pupils' speaking and listening skills, reading, writing and numeracy skills. Provision for personal, social, health education and citizenship is very good. All subjects are taught in accordance with the requirements of the National Curriculum and the Early Learning Goals for pupils under five. The school has been given special permissions for adopting a very flexible approach for the teaching of religious education and takes every appropriate opportunity to involve other faith groups in the life of the school. Planning systems are very good. The school gives strong emphasis to literacy and numeracy. The National Literacy and National Numeracy Strategies have been implemented well and are helping the school to raise standards.

23. In addition to the statutory curriculum, the school provides a very good range of extra-curricular activities for boys and girls. These include basketball, netball, football and cricket. Pupils have opportunities to participate in competitive sports. Effective use is made of visiting sports coaches to improve pupils' games skills. Other activities encourage pupils to participate in computer, drama and history clubs; this they do with enthusiasm. Pupils have very good opportunities to participate in a wide range of educational visits such as to opera houses, a Gurdwara and a local mosque. They enjoy visits from local theatre groups and professional storytellers.
24. Provision for pupils with special educational needs is good. They benefit from the good quality help they receive from the special needs teachers and classroom assistants. These pupils are identified as early as possible and contact is made with the parents so that they can be actively engaged in providing appropriate support in partnership with the school. Targets set for pupils are realistic and achievable. Provision for higher attaining pupils is being improved, particularly in English and mathematics in Year 6.
25. Provision for pupils learning to speak English as an additional language is very good. Many teachers are highly skilled in teaching English as an additional language and, therefore, pupils make very good progress. Additional specialist teachers and learning support assistants are well deployed to give effective support to pupils at an early stage of English language acquisition. Very good emphasis is placed on developing these pupils' speaking and listening skills. There is a high level of collaboration between class teachers, other specialist teachers and support staff in planning and delivering the work.
26. Overall, provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the last inspection. Provision for spiritual development is good. Pupils' spirituality is promoted appropriately through school assemblies, collective worship and religious education lessons. Times for quiet reflection are given for pupils to consider personal and spiritual experiences such as when discussing the importance of Palm Sunday from their own personal religious beliefs. The curriculum encourages pupils to develop an appreciation of the spiritual nature of music, art and literature.
27. Provision for moral development is very good. Stories in assemblies, the use of class rules and the underlying ethos of the school help to promote values such as fairness and respect. A positive discipline policy is in place, which rewards good conduct and there are clear expectations of what is acceptable and unacceptable behaviour from all staff, including lunchtime supervisors. Pupils are taught the difference between right and wrong and the school's rules are discussed frequently and displayed prominently. Pupils are self-assured and will talk to adults during break times to seek their advice before disputes arise. Teachers, and all other adults in the school, have excellent relationships with pupils and they provide good role models to which they can relate.
28. Provision for social development is very good. All classes encourage their pupils to take responsibilities, for example in putting out and clearing away equipment and taking registers to the office. A significant feature of many lessons is the way in which pupils cooperate and collaborate with each other, sharing ideas and resources in a mature manner. Members of the school council take their responsibilities seriously and share with other pupils the work they undertake to improve the school through discussion groups and regular newsletters.
29. Provision for cultural development is very good and reflects well the ethnic diversity of the pupils. Books, displays and notices recognise and value the multicultural nature of the school. School

registration and the sharing of information at the beginning of the day are often taken in different languages and this contributes to pupils valuing other cultures. Pupils have a good introduction to their local heritage and culture through a series of well planned local walks and educational visits. The school provides opportunities for pupils to speak their first language and these additional classes are very well attended, particularly by Bengali and Gujarati speakers.

30. Links with the community are very good. Parents are encouraged to help support pupils' learning in school. The partnership is reinforced by the work of the parent liaison coordinator who initiates courses for parents and helps deploy parents' skill in classrooms to great effect. Local business supports developments in information and communication technology. Effective liaison with the local police and fire service creates good opportunities for pupils to discuss issues that concern them in a supportive and sensitive manner. Educational visits are used to widen pupils' experiences of the locality, the region and communities further afield.

The school's ethos for learning is excellent.

31. Pupils' achievements and very good progress, their attitudes to learning, their behaviour and personal development, the care they receive and the partnership with parents produce an excellent inclusive climate for learning.
32. Pupils' attitudes to learning are very good and make a significant contribution to the ethos of the school and to the standards achieved and to the very good progress made in English, mathematics and information and communication technology. They enjoy coming to school. Pupils take a pride in their work, are highly motivated and have a strong desire to improve. They work hard and are determined to take advantage of what the school has to offer. Good concentration and a productive work rate are regular features of lessons. Many pupils attend the very good range of after-school and lunchtime clubs; they participate willingly in concerts and sporting activities. In 70 per cent of lessons, pupils' attitudes to learning are very good or excellent, particularly in English, mathematics and science; they are good in all other lessons. Teachers encourage pupils to ask questions, work things out together and have a go at new ideas. In response, pupils are interested and receptive learners.
33. All adults have high expectations of pupils' behaviour and give clear, consistent messages about what is right and wrong. A strong moral code of conduct is well established in the day-to-day habits of all the pupils; this grows from the complementary values taught both at home and in school. Pupils understand fully the school's system of rewards and sanctions and the action to be taken if anti-social behaviour occurs. They conduct themselves with mutual respect and self-discipline. Throughout the school, pupils are polite and well mannered to each other and to adults and visitors. No bullying, racist or sexist behaviour was seen and none reported by pupils.
34. Pupils' personal development and relationships with others are excellent. They have respect for the feelings, values and beliefs of others. The oldest pupils conduct themselves with high levels of self-discipline and set a very good example to others. They take responsibility for helping others, particularly younger pupils. Pupils are keen to be involved in all activities offered by the school. They work together well, sharing ideas and materials in a mature way. Older pupils have well-established work habits and their work-rate in lessons is consistently high. Many pupils are becoming independent, confident learners. Displays of pupils' work around the school make a strong visual impact and help to boost pupils' self-esteem.
35. Strong role models and good teamwork amongst teachers and support staff promote excellent relationships between adults and pupils, which are warm and friendly. Throughout the school, equipment and books are used carefully and shared fairly and pupils respect the school surroundings. Older pupils help in the smooth daily running of the school in many ways such as assisting in keeping resources tidy and easily accessible. They all have equal opportunities to experience responsibility because of the regular changes in the allocation of these tasks. Members of the school council set a good example to other pupils by promoting social inclusion and citizenship; they are well supported by the learning support mentor who provides impartial support for their work. The school provides many opportunities for pupils to work together in small groups and relationships within these are very good, such as when using the computers and undertaking investigative work in science. The many extra-curricular activities and educational visits enhance further pupils' excellent personal development.

36. Teachers provide very good support and guidance for all pupils. Pupils with special educational needs work hard to achieve the targets set in their individual education plans and make good progress. They respond well to the sensitive and effective support that classroom assistants give them. Pupils learning to speak English as an additional language are very well supported by the teachers and learning support staff; they make very good progress and achieve well. Staff are aware of the pupils' social and emotional needs and very good provision is made to monitor pupils' personal and academic development. The headteacher and leadership team know the children by name and constantly mix with them, giving words of encouragement and setting high expectations for achievement and personal development.
37. The school values highly the partnership with parents and their increasing active support in its daily life. Home-school agreements are supported well by parents. Parents value highly the good quality school reports and the opportunity to discuss regularly their children's progress. Together with the teachers, they share a strong commitment to help the school improve. They have recently raised considerable funds to improve provision for information and communication technology; this has had a significant impact on pupils' education.

WHAT COULD BE IMPROVED

Pupils' achievement in music.

38. The number of pupils achieving the expected standards by the end of Year 6 is below average; this is similar to the last inspection report. Since the last inspection, the school has adopted the guidance provided by the Qualification and Curriculum Authority for music and most lessons are planned well. The range and quality of musical instruments has been improved, including instruments from different cultures. There has been an increase in the opportunities provided for pupils to enjoy a wide range of musical experience through visitors to the school and live performances. In lessons, pupils sing with enthusiasm but not always tunefully. Pupils have limited experience of composing and appraising their own work. The recently appointed music coordinator is beginning to lead music lessons in Years 5 and 6, but has not had sufficient time to raise standards throughout the school. The school is very aware of these shortcomings and recognises fully the need to improve teachers' subject knowledge, their confidence to teach music and the creation of more opportunities for the coordinator to share effective practice with them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school is pursuing the correct priorities in order to raise standards. It should now:
- raise standards in music by:
 - taking steps to improve teachers' subject knowledge; and
 - providing the coordinator with more opportunities to share effective practice with colleagues.

(Paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

37

Number of discussions with staff, governors, other adults and pupils

18

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 4 | 21 | 7 | 4 | 1 | 0 | 0 |
| Percentage | 11 | 56 | 19 | 11 | 3 | 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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR– Y6

| | |
|---|-----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 378 |
| Number of full-time pupils known to be eligible for free school meals | 129 |

FTE means full-time equivalent.

Special educational needs

YR– Y6

| | |
|---|----|
| Number of pupils with statements of special educational needs | 6 |
| Number of pupils on the school's special educational needs register | 50 |

English as an additional language

No of pupils

| | |
|---|-----|
| Number of pupils with English as an additional language | 329 |
|---|-----|

Pupil mobility in the last school year

No of pupils

| | |
|--|----|
| Pupils who joined the school other than at the usual time of first admission | 36 |
| Pupils who left the school other than at the usual time of leaving | 17 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.3 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 1.4 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 30 | 25 | 55 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 24 | 26 | 24 |
| | Girls | 21 | 24 | 25 |
| | Total | 45 | 50 | 49 |
| Percentage of pupils at NC level 2 or above | School | 82 (80) | 91 (87) | 89 (93) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 24 | 24 | 24 |
| | Girls | 22 | 25 | 24 |
| | Total | 46 | 49 | 48 |
| Percentage of pupils at NC level 2 or above | School | 84 (76) | 89 (92) | 87 (78) |
| | 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 | 23 | 33 | 56 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 20 | 20 |
| | Girls | 28 | 26 | 28 |
| | Total | 45 | 46 | 48 |
| Percentage of pupils at NC level 4 or above | School | 80 (87) | 82 (82) | 86 (87) |
| | National | 75 (75) | 74 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 20 | 20 |
| | Girls | 28 | 26 | 27 |
| | Total | 45 | 46 | 47 |
| Percentage of pupils at NC level 4 or above | School | 79 (80) | 81 (89) | 82 (87) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 13 |
| Black – African heritage | 28 |
| Black – other | 15 |
| Indian | 128 |
| Pakistani | 88 |
| Bangladeshi | 52 |
| Chinese | 2 |
| White | 27 |
| Any other minority ethnic group | 1 |

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) | 17.1 |
| Number of pupils per qualified teacher | 22.1 |
| Average class size | 27 |

Education support staff: YR– Y6

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 315 |

FTE means full-time equivalent

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.

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 851927 |
| Total expenditure | 816920 |
| Expenditure per pupil | 2058 |
| Balance brought forward from previous year | 25382 |
| Balance carried forward to next year | 60389 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 5 |
| Number of teachers appointed to the school during the last two years | 5 |
| Total number of vacant teaching posts (FTE) | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| 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 | 378 |
| Number of questionnaires returned | 134 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 26 | 0 | 1 | 0 |
| My child is making good progress in school. | 54 | 41 | 1 | 1 | 3 |
| Behaviour in the school is good. | 65 | 29 | 2 | 2 | 3 |
| My child gets the right amount of work to do at home. | 50 | 31 | 13 | 4 | 2 |
| The teaching is good. | 67 | 28 | 2 | 1 | 3 |
| I am kept well informed about how my child is getting on. | 55 | 34 | 9 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 26 | 5 | 2 | 5 |
| The school expects my child to work hard and achieve his or her best. | 70 | 28 | 1 | 0 | 1 |
| The school works closely with parents. | 55 | 36 | 3 | 1 | 5 |
| The school is well led and managed. | 71 | 23 | 0 | 2 | 4 |
| The school is helping my child become mature and responsible. | 63 | 30 | 2 | 1 | 4 |
| The school provides an interesting range of activities outside lessons. | 45 | 40 | 3 | 4 | 7 |

Other issues raised by parents

All significant issues raised by parents are included in the parents' summary earlier in the report.