

INSPECTION REPORT

GARFIELD PRIMARY SCHOOL

London N11

LEA area: London Borough of Enfield

Unique reference number: 101992

Headteacher: Miss M E Wellings

Reporting inspector: Mrs M S Summers
25455

Dates of inspection: 24 - 25 June 2002

Inspection number: 196176

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 years
Gender of pupils:	Mixed
School address:	Springfield Road New Southgate London
Postcode:	N11 1RR
Telephone number:	020 8368 4500
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Appropriate authority:	The governing body
Name of chair of governors:	Ms. Sue Ives-Moiba
Date of previous inspection:	30 June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Garfield Primary is a large school serving 363 pupils, 182 boys and 181 girls, 52 of whom attend the nursery part-time. Pupils reflect the wide range of ethnic and cultural heritages in the borough, including White United Kingdom, White European, Black African and Indian families. There are 26 pupils from refugee families on roll. About two thirds of the pupils speak English as an additional language, which is more than in most schools and the school has two extra teachers to help these pupils. The numbers of pupils identified with special educational needs and with statements of special need are about average for a school of this size. Over a third of pupils are entitled to free school meals which is much more than average. A high number of pupils either leave or join the school mid way through the year. This year, only half the pupils in Year 6 were on roll in Year 2 and a quarter have joined within the last two years. Many of these pupils were new to the country and to learning English. The school has suffered from a very high turnover of teachers in the last year, although the situation appears more stable at the present time. Children's attainment on entry to the nursery varies greatly, but most are at levels which are well below those expected for their age and many are in the very early stages of learning English.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. The high turnover of staff has been managed effectively by the headteacher and the quality of teaching is sound, ensuring that pupils' achievement is satisfactory by the time they leave the school. The school provides satisfactory value for money.

What the school does well

- Children in the nursery and Reception classes get a good start to their education.
- Teachers manage their pupils well and plan interesting lessons which motivate the pupils to work hard.
- The school provides well for pupils' personal development, teaching them strong moral values, the benefits of working together and an appreciation and value for one another's cultures and backgrounds; pupils respond very well, showing an eagerness for learning and good behaviour in lessons and around the school.
- Relationships between everyone at the school, including pupils, teachers, assistants and other support staff, are good; these provide a good example to pupils, helping them to settle into school quickly and approach their learning with confidence.

What could be improved

- Teachers do not always plan appropriate work for pupils at different levels; sometimes the work is too easy for more able children or too difficult for those who learn at a slower rate.
- Support teachers and assistants are not always used efficiently to make a real difference to pupils' learning.
- Attendance is well below average and affects the progress which some pupils make at school; some pupils often arrive late in the mornings, disrupting the start of the day and missing important lesson introductions.

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 made satisfactory improvement since its last inspection in July 1997, despite the high turnover of staff. Although standards fluctuate greatly from year to year because of the high turnover of pupils, they have risen at a rate similar to the national picture. The teaching is better than in 1997 and the areas identified as needing improvement have been addressed appropriately. The curriculum is now planned more effectively in music and design and technology although the

plans for science still need further improvement. More practical work is set for pupils in mathematics, science and design and technology. Pupils' progress in basic subjects is tracked through termly tests and teacher assessments and statutory requirements for collective worship and for reporting to parents are met.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	E	C	A	well above average A above average B average C below average D well below average E
mathematics	C	E	B	A	
science	E	E	E	C	

Last year's results showed a great improvement in English and mathematics, with pupils in Year 6 performing much better than those in similar schools. Standards in science remained about average compared with schools in similar circumstances. Although standards fluctuate greatly from year to year, they have risen at a rate similar to the national trend. Standards seen in lessons reflect the lower targets set by the school for this year's Year 6 pupils. This is because half of them joined the school since Year 3 and about a quarter are new within the last two years. Many of the new pupils joined the school speaking little English and this also affects the standards they reach by the time they leave. Despite this, their achievement is satisfactory.

The results of the 2001 national tests for seven-year-olds were well below average in reading and writing and were average in mathematics, compared with all schools. Standards were well above similar schools in mathematics, above average in reading but still well below average in writing. Standards in science based on teachers' assessments were well below the national average and below those of similar schools.

Pupils in the nursery and Reception classes do well and reach expected levels for their age in many areas of their learning by the time they start in Year 1. However, they are still below average in communication, language and literacy and in their mathematical development.

More able pupils and those with special educational needs sometimes make insufficient progress in lessons because the work is not matched well enough to their stages of development. Pupils for whom English is an additional language progress steadily because class teachers give them sound opportunities to discuss their work and develop their language skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils settle down quickly in lessons and work hard.
Behaviour, in and out of classrooms	The majority of pupils behave well in and around the school.
Personal development and relationships	Relationships are good and there is a high degree of racial harmony. Pupils respect one another's values and beliefs.
Attendance	Well below the national average. Punctuality is poor amongst a significant number of pupils.

High rates of absence and punctuality affect the progress of some pupils in the school but the vast majority attend regularly and arrive on time. This, along with their enthusiasm and good behaviour, helps them to make steady progress at school.

TEACHING AND LEARNING

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

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

The teaching for the youngest pupils is good and helps them to make rapid progress during their earliest days at school. They receive a good range of well-planned, interesting experiences, which involve them practically in their learning. Adults encourage the children to talk about their activities and develop their language skills effectively.

In other areas of the school, teaching is satisfactory overall, although there were examples of good teaching seen in many classes. Teachers manage their pupils well and have good relationships with them and this helps the pupils feel confident and ready to approach new learning. Practical lessons in design and technology, science and music also help to interest and involve pupils; they enjoy these experiences and always try their best. Teachers often give pupils opportunities to work together and this helps all pupils, including those for whom English is an additional language, to develop their language skills appropriately. English, including literacy, and mathematics, including numeracy, are taught satisfactorily although in some lessons the work planned is not meeting the needs of the lower or higher attaining pupils effectively. Teachers often do not provide enough direction for support staff and this makes it difficult for them to have a real impact on pupils' learning.

Pupils' learning is satisfactory overall; they try hard and are particularly interested when the work is practical and they can work together. Sometimes the work is too difficult for lower attaining pupils and they lose interest, failing to complete it. More able pupils sometimes are not challenged enough by the work and mark time doing activities in which they are already confident.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects are taught in the school and the curriculum for the youngest pupils is particularly well planned.
Provision for pupils with special educational needs	These pupils have clear plans to identify what they need to do to improve but these are not used well enough by teachers to plan suitable work in lessons. Many assistants provide useful support but their work is not monitored closely enough to ensure that this is consistent across the school.
Provision for pupils with English as an additional language	Class teachers provide good opportunities for these pupils to develop their language skills. However, the work of specialist staff is not organised or monitored well enough to ensure it is having the best effect upon the progress of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Clear moral values are taught through assemblies and through frequent reference to school rules. Pupils are encouraged to work and play together and help one another. They are taught to value one another's cultural backgrounds, values and beliefs.
How well the school cares for its pupils	Arrangements for child protection and for pupils' welfare are good. There are clear systems to track pupils' progress as they grow older.

The curriculum meets statutory requirements. Planning for science needs more detail to help teachers plan effective lessons for different year groups.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed satisfactorily. The high turnover of teaching staff has been managed effectively so that it has not affected pupils' progress. The Foundation Stage co-ordinator does a good job.
How well the governors fulfil their responsibilities	There are useful systems in place to enable governors to collect relevant information and this helps them carry out their responsibilities appropriately. A core group of governors is active in monitoring and supporting the work of the school and this means the burden of responsibility rests heavily on their shoulders.
The school's evaluation of its performance	There are clear systems to monitor teaching and information from tests and assessments. The work of support staff however, is not being monitored well enough to see how effective it is in moving pupils on in their learning.
The strategic use of resources	The school is directing resources appropriately to support areas of need but is not monitoring the effectiveness of these decisions. Consequently, in some instances, the impact of extra staff is limited.

The headteacher and deputy have supported new teachers well and helped them settle in quickly and carry out an effective job. The school is beginning to apply some of the principles of best value successfully, for example in the way that it consults pupils about school improvement and in the way it compares its results with those of other schools. However, the school does not monitor the effectiveness of its support staff to ensure that it spends its money efficiently.

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. • The school expects their children to work hard. • They feel comfortable approaching the school with any concerns. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The range of activities on offer outside the school day. • They think the school should work more closely with parents.

Eight parents attended the meeting before the inspection and nearly 28 per cent responded to a questionnaire about their views of the school. The inspection team agrees with all the positive views of parents. Inspectors think that much of the homework is interesting and involves pupils in carrying out practical activities at home. However, the homework policy needs updating and parents need a clear idea of what homework to expect for pupils in each year group. The range of extra-curricular activities is limited but reflects the high turnover of staff in recent months. The school works very closely with parents of children in the youngest classes and there are satisfactory systems in place to involve parents further up the school, although there is scope for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children in the nursery and Reception classes get a good start to their education.

1. Children start in the nursery with a wide range of different levels of attainment but the staff get to know them very quickly and are able to assess their strengths and weaknesses. They can then provide valuable experiences to help them move on in all areas of their learning.

2. Good relationships are established with the parents of these young children from the earliest days. Parents know they can come in to see the teachers or assistants at any time and this is very valuable in letting them know that their concerns are valued as well as helping them understand what the school is doing for their children. The provision of a bilingual assistant in this part of the school further improves communication with many parents. Parents are invited to workshops to help them further understand how the school provides for their children.

3. The curriculum is designed according to national guidelines and ensures that all areas of learning are covered. There is a good range of equipment to support all these areas of learning. Children's progress is tracked carefully by adults through a combination of both focused and incidental assessments; the school is using the nationally recommended system of 'stepping stones' to do this. The classrooms are bright, cheerful and stimulating and contribute well towards the development of children's positive attitudes towards school.

4. Teachers focus appropriately on the development of pupils' language skills as a high proportion come from non-English speaking homes. They ask questions which make the children think and respond at length, rather than in single words. Even in creative and imaginative work, for example, where children pretend to organise a 'car wash' to clean all their outdoor toys, there are opportunities for children to pretend to write lists and check off which toys have been cleaned. These opportunities allow children to become confident in their writing attempts and learn the value of literacy in real life. However, because many children are still new to learning English, attainment in this area of learning is still below average when they move into Year 1.

5. Children's personal development is catered for effectively. They learn to clear up after lessons and they begin to value one another's opinions when they discuss their activities, for example, their floating and sinking experiments and when they make simple musical instruments. They become confident in choosing their own activities and enjoy working in a group, learning quickly about one of the school's basic rules – 'Be fair!' Most children reach expected levels for their age in this area of their learning by the time they move to Year 1.

6. Their mathematical knowledge, skills and understanding are built up steadily from the earliest days. They learn to count to 10 and back and begin to recognise simple two- and three-dimensional shapes. However, many children are still below expected levels for their age by the end of the Reception year.

7. In all other areas of learning, provision is good and enables children to reach expected levels for their age. Their creative development is fostered by a good emphasis on role-play, and their physical development by good outdoor opportunities using large toys as well as the use of small tools to develop fine motor skills. Children develop a broad knowledge and understanding of the world as they make pretend bridges, understanding some basic principles of construction and why some materials are better than others. They begin to use computers successfully, learning the position of some of the keys and how to manipulate the mouse.

8. The quality of teaching and learning in nursery and Reception classes is consistently good. Teachers have a good understanding of the needs of young children and use this effectively to plan activities with clear objectives in mind. All adults enjoy very good relationships with the children and their parents and this helps the children feel confident and eager to learn. They manage the

children sensitively, making their expectations clear and giving praise and recognition quickly when deserved. Pupils learn the value of working hard.

9. The Foundation Stage is managed effectively. Strengths and areas for development are identified and plans made for improvement. For example, more time for monitoring the work of colleagues in other classes, better supervision of outdoor activities and improved home-school liaison procedures have all been identified by the co-ordinator and planned for the coming year.

Teachers manage their pupils well and plan interesting lessons which motivate the pupils to work hard.

10. Although the quality of the teaching is satisfactory overall, considerable strengths are beginning to emerge from the current staff, many of whom are very new to the school. Teachers quickly establish good relationships with their pupils; pupils therefore respect their teachers and generally behave well and try their best. They manage their pupils extremely sensitively, praising good work, behaviour and effort so that pupils feel confident and valued. This was noted on many occasions during the inspection. In a literacy lesson in a Year 5 class, for example, while the teacher was working with one group of pupils she kept a close eye on other groups and was quickly able to spot any potential difficulties and sort them out immediately. In this way she was able to ensure that all groups worked hard and made good progress during the lesson. In a good mathematics lesson in a Year 2 class, the teacher kept the pupils on task all the way through by asking effective questions which focused them on their work. They were so interested that even the most excited amongst them worked well and completed their work on money calculations successfully.

11. Work on display around the school and evidence from lesson observations show that teachers prepare their lessons well, and make them interesting and relevant to the pupils. A design and technology lesson in Year 5, where the pupils had to design a musical instrument for their summer concert about the Ancient Egyptians, linked well with their previous studies in history and geography. Pupils were very enthusiastic and found the work stimulating and enjoyable. In the same year group, pupils had compiled a book of 'Architectural ideas and notes' about their designs for Ancient Egyptian gardens which again was relevant to their work in other subjects. Teachers often make good use of resources to make the lessons interesting and help them discover and understand specific concepts for themselves. In a Year 5 science lesson pairs of pupils were supplied with a tennis ball and a torch to help them find out how day and night occurred on the earth. They approached the task with great enthusiasm and it was clear from their diagrams and explanations that the vast majority had understood this difficult concept.

12. Work on display in a Year 1/2 class showed pupils had made Christening cards as part of their religious education work and studied a range of old kitchen implements to help them understand some of the changes that had occurred since Victorian times. These activities help pupils to relate learning to their own lives and experiences.

The school provides well for pupils' personal development, teaching them strong moral values, the benefits of working together and an appreciation and value for one another's cultures and backgrounds; pupils respond very well, showing an eagerness for learning and good behaviour in lessons and around the school.

13. The school states in its prospectus that 'Great emphasis is placed on the school as a community and the need for everyone in it to show tolerance, concern and respect for others.' It achieves this very well through a range of carefully planned experiences as well as through the everyday example set by all adults.

14. Strong moral values are taught through assemblies, explicit school rules and the high expectations of staff. The 'Golden Rules' have a high profile across the school and staff refer to them frequently in class. These rules were devised by the school council and are understood fully

by pupils. In one assembly, taken by the headteacher, the bible story of Joseph and his coat of many colours was explained carefully and children were asked to consider whether Joseph and his brother had been fair in their actions. This related well to the school rule – Be fair! – and the children responded sensitively, having thought carefully about how the actions of Joseph and his brothers affected one another. In another assembly, older pupils were asked to think about the previous week's World Cup football match and whether it had been played fairly. Some of the pupils had very clear ideas about this and showed a good understanding of right and wrong.

15. The benefits of co-operation are fostered effectively through lessons when teachers encourage pupils to discuss their work or produce a piece of work together. In a Year 6 lesson for example, groups of pupils worked together to compose a piece of music using a variety of tuned and untuned instruments which they performed successfully to their classmates. In a good Year 5 poetry lesson, the pupils worked firstly in pairs then in larger groups to decide upon suitably descriptive words to include in the poem, 'The Burning Sun.' They worked very sensibly and profitably together. Other opportunities for pupils to learn the benefits of co-operation and develop good social skills are provided through the school council, which meets fortnightly to discuss important school issues and through the class assemblies and concerts which pupils present to their parents and carers throughout the year.

16. The pupils' wide range of cultural backgrounds are valued and celebrated successfully. There are many displays around the school which value different languages, cultures and beliefs and in the entrance hall there are a number of photograph albums with captions in different languages explaining about different aspects of school life. Important religious festivals are celebrated in assemblies; pupils learn about different countries in their geography studies and also learn to value traditional British culture when they celebrate important events, such as Queen Elizabeth II's Jubilee. Discussions with pupils show that the school's aims in these areas of personal development are being met effectively.

Relationships between everyone at the school, including pupils, teachers, assistants and other support staff, are good; these provide a good example to pupils, helping them to settle into school quickly and approach their learning with confidence.

17. Good relationships are established very early in the youngest classes, but pupils who start in older classes are warmly welcomed and quickly establish good relationships with their classmates and adults in the school. The school has good systems to ensure that these pupils are supported appropriately during their earliest days. For instance, they are assigned a 'Buddy' in the class who helps them to learn their way around and to become accustomed to life in school. They are assigned someone who speaks their own home language if necessary. The teachers who support pupils for whom English is an additional language quickly develop good relationships with these pupils and their parents, so that they always have a point of contact in the school to help them with any queries or concerns.

18. Relationships between teachers and their pupils are good. Pupils are confident to ask for help if they do not understand anything and teachers and support assistants are quickly on hand to provide further explanations. Other adults, for example midday staff who support the children in the dining hall, show warmth and friendliness in their conversations with the children and are quickly able to spot any difficulties and give extra help.

19. Adults provide good examples to the pupils in their effective relationships with one another. Teachers of similar aged classes, for example, work together to plan lessons; they share equipment and books and provide good advice and guidance for less experienced staff. This has been vital in ensuring that all the new teachers quickly become aware of the school's policies and procedures and what the school expects of them. New staff have been further supported by the headteacher and deputy who have managed their induction well.

WHAT COULD BE IMPROVED

Teachers do not always plan appropriate work for pupils at different levels; sometimes the work is too easy for more able children or too difficult for those who learn at a slower rate.

20. Teachers' plans for literacy, numeracy and science lessons show that sometimes, not enough thought has been given to ensuring that the needs of pupils of different abilities are catered for effectively. Often the task set is the same for all pupils and extra support is given to the lower attaining pupils to help them carry it out. However, often these pupils have gaps in their learning which make it difficult for them to really understand what they are doing or make effective progress during the activity.

21. Similarly, the more able pupils are not always challenged enough and make little progress doing work which they find too easy. In a Year 3 lesson for example, the more able pupils worked on an activity which involved them adding amounts of money up to £2. Discussions with the group revealed that many could already calculate larger sums confidently in their heads. Similarly, plans for a Year 1/2 class show that the middle and top groups do the same work in English over the week, with no suitably challenging work to help the more able pupils move on at a faster rate.

22. Pupils' workbooks show further evidence of this. The work of one lower attaining pupil in Year 2 for example, shows that he is clearly not at a high enough level to tackle the tasks set by the teacher. The pupil is not yet able to write independently but is asked to complete a story plan in one lesson and, in another, to compare aspects of three different stories. The pupil is unable to complete the work successfully and makes little progress in developing his basic writing skills.

23. The school has good systems in place to track pupils' progress through the use of termly or half-termly tests and assessments. However, not enough use is made of teachers' ongoing assessments of pupils' progress to determine exactly what they can do and what aspects of their work need to be improved to enable them to reach the next level of attainment. Similarly, the very clear individual education plans for pupils with special educational needs are not being used well enough by teachers to help them plan activities that will help the pupils to reach their targets.

24. The school has already recognised the need to develop this aspect of teachers' planning and two teachers were due to attend an appropriate course shortly after the inspection.

Support teachers and assistants are not always used efficiently to make a real difference to pupils' learning.

25. The school spends a considerable amount of its delegated budget and specific grants on support assistants and teachers. While some of these staff provide good support for individual pupils, many are not directed well enough or their work monitored closely enough to ensure that they have a good impact on pupils' progress. Evidence from lesson observations carried out by senior managers shows that this has recently been noted although no action has yet been taken to address this weakness.

26. The school employs two part-time teachers to support pupils for whom English is an additional language but at present they are not being deployed efficiently to meet the needs of pupils in different parts of the school. One teacher is assigned to pupils in Years 1 and 2 and one to pupils in Years 3 to 6. This arrangement means that pupils in Key Stage 2, many of whom start school with limited English skills, do not receive enough support. The way the support is organised within each key stage further hinders its effectiveness. Each teacher provides half a term's support for each class on a rolling programme over the year; this means that Year 1 and 2 classes each receive two blocks of support per year but those in older classes receive only one. Furthermore, the support provided by these teachers is sometimes not planned well enough to help pupils make enough progress.

27. Other support teachers have been employed by the school on a supply basis to provide extra help to Year 1 and 2 classes or to release teachers for curriculum development work. Lessons observed during the inspection show that the impact of this extra support is often limited as their work has not been planned well enough either by class teachers or the support teachers themselves.

28. Classroom assistants often provide useful support to teachers and pupils by guiding pupils with their work or helping them to maintain their concentration. However, in some cases, especially during the introductory or main teaching sessions, they make a limited contribution towards encouraging pupils to respond to teachers' questions, explaining aspects of the lesson to pupils who have limited English skills or monitoring and assessing pupils' contributions. This is due to a number of reasons:

- the inexperience of some teachers who are not sure how to make best use of the extra support;
- there are no school guidelines about what to expect from the assistants; and
- lack of specific planning by teachers to show assistants exactly what they are expected to achieve with certain pupils or groups.

29. During lesson observations, senior managers in the school note the contributions made by support assistants but overall, the work of all the support staff, including the teachers of pupils for whom English is an additional language, is not being monitored rigorously enough to identify strengths and weaknesses and take specific action.

Attendance is well below average and affects the progress which some pupils make at school; some pupils often arrive late in the mornings, disrupting lessons and missing important lesson introductions.

30. In the last reporting year, 2000 to 2001, attendance figures were well below the national average, in the bottom 10 per cent of schools across the country. There was a very high rate of authorised absence although unauthorised absence was broadly average. However, the attendance rate was better than in the previous two years. The most recent figures suggest a further improvement over the past year. However, the high rate of absence noted during the inspection meant that in some classes, four or more pupils were missing out on important lessons including literacy and numeracy. The school's records show that the punctuality of some pupils is poor; some children are brought to school well past the official starting time and miss out on lesson introductions. This disrupts the teaching and the learning of other pupils in the class.

31. The school keeps careful records of attendance and punctuality and monitors these appropriately. Administrative staff contact parents by letter or telephone but because many parents do not understand English, these can have limited impact.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The school should now:

- (1) ensure that teachers plan suitable work for pupils of different abilities, based upon their ongoing assessments of pupils' progress;**
(Paragraphs 20-24)
- (2) use support staff more effectively so that they have a real impact on pupils' learning by:**
 - setting out clear guidelines which identify the school's expectations of these staff;

- ensuring that all teachers plan the use of these extra adults carefully and provide clear guidelines to show what they are expected to achieve with specific children or groups;
 - reviewing the deployment and organisation of the support for pupils for whom English is an additional language;
 - monitoring the work of all support staff more rigorously to identify strengths and areas for development and ensuring that any weaknesses are addressed;
- (Paragraphs 25-29)

(3) Improve attendance and punctuality by continuing to work with parents to stress the importance of these issues, particularly parents of pupils for whom English is an additional language.
(Paragraphs 30 and 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
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	0	0	14	11	1	0	0
Percentage	0	0	54	42	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	311
Number of full-time pupils known to be eligible for free school meals		112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	216

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	73
Pupils who left the school other than at the usual time of leaving	96

Attendance

Authorised absence	%
School data	7.2
National comparative data	5.6

Unauthorised absence	%
School data	0.2
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	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	21
	Girls	13	13	19
	Total	31	30	40
Percentage of pupils at NC level 2 or above	School	69 (62)	67 (72)	89 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	14	16	15
	Total	32	36	34
Percentage of pupils at NC level 2 or above	School	71 (69)	80 (87)	76 (79)
	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	25	20	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	19
	Girls	16	15	15
	Total	36	34	34
Percentage of pupils at NC level 4 or above	School	80 (63)	76 (55)	76 (65)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	11	11	10
	Total	28	29	28
Percentage of pupils at NC level 4 or above	School	62 (54)	64 (57)	62 (52)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	44
Black – other	8
Indian	35
Pakistani	8
Bangladeshi	9
Chinese	7
White	164
Any other minority ethnic group	46

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)	15.9
Number of pupils per qualified teacher	19.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	246.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	n/a
Total number of education support staff	2
Total aggregate hours worked per week	46.5
Number of pupils per FTE adult	10.8

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	1,009,929.04
Total expenditure	1,016,888.52
Expenditure per pupil	3,017.47
Balance brought forward from previous year	117,903.00
Balance carried forward to next year	110,943.52

Recruitment of teachers

Number of teachers who left the school during the last two years	12.6
Number of teachers appointed to the school during the last two years	11.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.6
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	337
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	28	2	1	2
My child is making good progress in school.	36	48	7	1	2
Behaviour in the school is good.	35	40	11	2	6
My child gets the right amount of work to do at home.	21	39	21	6	7
The teaching is good.	33	45	9	1	6
I am kept well informed about how my child is getting on.	37	38	14	3	2
I would feel comfortable about approaching the school with questions or a problem.	46	40	7	0	1
The school expects my child to work hard and achieve his or her best.	38	47	5	3	1
The school works closely with parents.	32	37	20	3	2
The school is well led and managed.	47	37	6	1	3
The school is helping my child become mature and responsible.	39	44	5	1	5
The school provides an interesting range of activities outside lessons.	29	35	17	6	7