

# INSPECTION REPORT

## **WALKER PRIMARY SCHOOL**

Southgate, London

LEA area: Enfield

Unique reference number: 102007

Headteacher: Mrs Liz Whincop

Reporting inspector: Mr Martin Beale  
19385

Dates of inspection: 14 - 15 January 2002

Inspection number: 197421

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 to 11 years

Gender of pupils: Mixed

School address: The Green  
Waterfall Road  
Southgate  
London

Postcode: N14 7EG

Telephone number: 020 8886 3904

Fax number: 020 8882 4406

Appropriate authority: The governing body

Name of chair of governors: Mrs June Keyte

Date of previous inspection: 15 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Walker Primary School is large, popular and over-subscribed. There are 432 boys and girls between the ages of four and 11, drawn almost exclusively from families in owner-occupied housing in the close vicinity of the school. Most pupils come from economically advantaged backgrounds and less than five per cent are eligible to free school meals. Pupils also come from a wide range of cultural and ethnic backgrounds, the largest minority group represented being second and third generation Greek Cypriot. The proportion of minority ethnic pupils is increasing. A high proportion of pupils has English as an additional language but few are at an early stage of learning English. The proportion of pupils identified as having special educational needs, including statements, is below average. Most pupils have pre-school experiences before entering reception, and their overall attainment on entry is above average.

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

Walker Primary School is very successfully meeting the academic and personal needs of all pupils and provides very good value for money. Clear and effective leadership by the headteacher, senior staff and governors has maintained a strong emphasis on raising standards while providing a broad and enriching education for all pupils. The school is happy and harmonious, where pupils strive hard to do their best. The high quality of much of the teaching is leading to pupils making very good progress and achieving well above average National Curriculum test results by Year 6.

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

- The high standard of the pupils' work reflects the very good test results achieved in Year 6.
- Well-planned lessons, skilfully taught with a variety of interesting activities, result in rapid learning and promote good progress for all pupils.
- Strong leadership and management have been instrumental in securing improvements and providing a clear direction to the work of the school.
- Staff very successfully develop and cultivate an interest in and an enthusiasm for learning.
- The broad curriculum is enriched by an extensive variety of interesting activities that support the pupils' personal development very effectively.
- The development of reading skills and an interest in literature are fostered well from an early age.

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

- The standard of pupils' writing is not as high as it should be by the end of Year 2 because pupils are not challenged sufficiently.

*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 good progress since the last inspection in 1997. Test results at Year 2 and Year 6 have improved and shortcomings identified in the report have been eliminated. Standards have risen in part because work set is now closely matched to the identified needs of all pupils. Homework is set regularly and communications with parents are varied and extensive. An act of collective worship now takes place on a daily basis contributing to the considerable improvement in the promotion of the pupils' spiritual development. The shared commitment of staff and governors to raise standards further, the challenging targets that have been set and the effectiveness with which the school is led and managed place it in a strong position to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	B
mathematics	A*	A	A*	A
science	A	A	A	B

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

National Curriculum test results at Year 6 have regularly been well above average or better but were lower in 2001 than the high point reached in 1999. English and mathematics results in 1999 and mathematics results in 2001 were very high, placing the school in the top five per cent of schools. The school's targets were exceeded in 2000, largely met in 2001 having been substantially increased, and have been set at a higher, challenging level for the future. The results in 2000 and 2001 represented very good progress from the pupils' earlier results when they were in Year 2. There was little significant variation in results by ethnicity or between boys and girls. Test results at Year 2 have not been as strong with the exception of a peak reached in 1999, since when they have fallen. Reading and mathematics results were above average in 2001, while writing was only close to the national average.

All pupils, including those with special educational needs and English as an additional language achieve very well and make very good progress during their time in the school in most aspects of their work. Their attainment steadily improves, so that by Year 6, standards are well above average in English, mathematics and science. The lower results at Year 2, particularly in writing have been a cause of concern to the school. Steps have been introduced and other plans developed to tackle this relative shortcoming; however, more able pupils in particular are not achieving as well as they should in writing in Years 1 and 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to do well and to succeed. They work hard, concentrate well and participate fully the wide range of opportunities offered by the school.
Behaviour, in and out of classrooms	The very good behaviour of the pupils contributes significantly to the calm and harmonious atmosphere in the school.
Personal development and relationships	Most pupils grow considerably in maturity, taking responsibilities given to them enthusiastically and conscientiously. Strong and productive relationships are developed, and pupils of all backgrounds work and play happily together.
Attendance	Attendance levels are very high and punctuality is good. Efforts are being made to deal with a small core of persistent latecomers.

Staff are very successful in promoting positive attitudes and good behaviour in all pupils. Pupils are polite and courteous. They respond well to opportunities provided to work together in pairs and small groups, collaborating well and sharing tasks happily.

### TEACHING AND LEARNING

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

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

The high quality of much of the teaching ensures that pupils make good progress overall and learn new skills and ideas rapidly, particularly in Years 5 and 6. English and mathematics are both very well taught because the national strategies for each subject have been successfully implemented throughout the school. Lessons are well planned so that pupils develop new skills systematically and securely consolidate their understanding of each subject. Interesting activities are provided and teaching is often lively so that pupils are enthused by their lessons, work hard and learn at a rapid pace. In the most successful lessons, teachers communicate their high expectations to the pupils who respond by rising to the challenge. More able pupils and those with particular talents are extended effectively. Literacy and numeracy are promoted very well in a wide range of subjects. The learning needs of pupils with special educational needs and with English as an additional language are being met well, and the contribution of classroom assistants is very effective.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	High standards are promoted by a well-organised and well-planned curriculum, which is enriched by a wide variety of interesting trips, visits and other activities. Music plays a significant part in the life of the school.
Provision for pupils with special educational needs	The very good provision for pupils with special educational needs is based on the thorough identification of their needs and carefully planned support that tackles the targets in their well-prepared individual education plans.
Provision for pupils with English as an additional language	Satisfactory arrangements are made for the identification of the language needs of the few pupils at an early stage of learning English, who received effective and well-targeted support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the pupils' moral, social and cultural development and the promotion of spiritual development is good. The school is very successful in its aim of fostering all aspects of the pupils' development.
How well the school cares for its pupils	Thorough and effective arrangements are in place to ensure the health, safety and welfare of all pupils.

There is a strong focus on the development of reading skills and the promotion of an enjoyment and interest in books. The curriculum in Reception is planned carefully to national guidance for children of this age. All National Curriculum requirements are met, although more use could be made of computers and other technology to support learning in Years 1 and 2. The progress of pupils is carefully evaluated and monitored and the information used effectively to plan the next stages of each pupil's learning. A



strong and effective partnership has been established with parents, many of whom give generously of their time in support of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher, ably supported by senior staff and subject co-ordinators has provided a fresh impetus and strong leadership in the drive to secure continued improvement.
How well the governors fulfil their responsibilities	The restructuring of the governing body over the last two years has enabled governors to fulfil their roles and responsibilities very well, and to support the headteacher in the shared goal of raising standards.
The school's evaluation of its performance	Thorough and systematic procedures have been introduced to monitor the work of teachers and to evaluate the performance of the school, enabling senior managers to have a clear picture of strengths and areas that need improvement.
The strategic use of resources	Resources, particularly financial, are used well to support the main priorities of the school and to support the school's aims. Staff are used well to help raise achievement.

Planning for the improvement of the school is based on clearly identified priorities that are aimed at raising standards. Challenging targets are set and steps are vigorously taken to achieve them. The principles of best value are used well when allocating funding and purchasing goods and services.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Staff have high expectations of their children.</li> <li>• Teaching is good and their children make good progress.</li> <li>• The school is well led and managed.</li> <li>• Behaviour is good.</li> <li>• The staff help their children to grow up and take responsibility.</li> <li>• They find staff approachable and are kept well-informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency and expectations for homework.</li> <li>• The range of extra-curricular activities.</li> <li>• Greater challenge for younger pupils.</li> </ul>

The inspection team supports the high opinions that parents have of the school but not the concerns expressed by a small number of parents through the questionnaire. Homework supports learning well and there is a good range of extra-curricular activities. However, the inspection team does support the view of some parents that younger more able pupils are not consistently challenged, particularly in the expectations for their writing.

## **PART B: COMMENTARY**

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

#### **The high standard of the pupils' work reflects the very good test results achieved in Year 6.**

1. National Curriculum test results of Year 6 pupils in English and science in both 2000 and 2001 were well above the national average, as they also were in mathematics in 2000. Results fell slightly in English and science in 2001 but improved in mathematics to such an extent that the school was in the top five per cent nationally. Overall results have also been well above those in similar schools for the last two years. Test results have declined slightly from a high point in 1999, which was an outstanding year when results in English and mathematics were in the top five per cent nationally; however, the improving trend in the school's results since the last inspection has been similar to improvements nationally. The school is very successful in enabling virtually all of its pupils to reach at least Level 4 (the standard expected of 11-year-olds) in each subject, with a high proportion achieving beyond this. Indeed, in 2001 a small number of very able pupils achieved Level 6 in mathematics and science, which is the standard expected at the age of 14. These high standards ensure that pupils from Walker Primary School are very well prepared for the demands of the curriculum in the secondary schools to which they transfer.
2. Considerable value is added to the pupils' achievements in the core subjects in Years 3 to 6. The results achieved by pupils in both 2000 and 2001 represented well above average progress from their earlier results in Year 2, particularly in mathematics where the progress of the 2001 cohort was very high. Test results considerably exceeded government targets in 2001. The school's targets were also exceeded by a considerable margin in 2000 and the substantially higher 2001 targets were met. These targets have been raised further, particularly for the proportion of pupils expected to reach Level 5 in each subject.
3. These high test results are also reflected in the high standards seen in the work of pupils, particularly by the time they reach the top end of the school. Pupils achieve very well and make very good progress during their time at Walker Primary School.
4. Most pupils develop good number skills, which they use confidently and can apply effectively when solving problems or undertaking mathematical investigations. The structure of the daily mathematics lesson has been implemented successfully in all classes. Teachers pay good attention to the development of mental arithmetic skills with the result that pupils gain considerable confidence in their ability to calculate with whole numbers, decimals, fractions and percentages. Good attention is also paid to the use, application and development of these skills in subjects other than mathematics. Pupils handle and interpret data presented in a variety of forms and apply their graphical skills to good effect in science, geography and design and technology.
5. Pupils achieve high standards of speaking because teachers plan opportunities in all subjects for pupils to develop their skills. Most pupils speak clearly, in full sentences using interesting vocabulary, which catches the attention of the listener. They are articulate and can adapt their speaking to a range of audiences. The pupils' writing is imaginative and creative by Year 6, whether they are writing a story, a description of a visit, a scientific experiment or factual information in history or geography. Complex sentences are well structured and grammatically correct, with accurate spelling. Most pupils also take great care with the presentation of their work and their handwriting is neat and accurate.
6. Attainment in many other subjects is also well above levels expected for their age by the time that pupils reach Year 6. This is particularly the case in subjects such as science and design and technology where the pupils' investigative skills are used well to extend their understanding. Here pupils learn to plan and design the tasks they are to undertake and evaluate thoughtfully what they have achieved. The pupils' language skills also have significant impact on the standards

achieved in subjects such as history and geography. They can research for information and draw out the important facts needed to answer questions posed.

7. Pupils make good progress because much of the teaching is good or better and the curriculum offered is carefully planned and interesting. The mature and responsible approach shown by pupils towards their studies also contributes considerably to the pace at which they learn and the progress that they make.

**Well-planned lessons, skilfully taught with a variety of interesting activities, result in rapid learning and promote good progress for all pupils.**

8. The high overall quality of the teaching, particularly in Years 5 and 6, results in pupils learning new ideas and skills quickly and making very good progress during their time at Walker Primary School. Lessons are very carefully planned with clear objectives for what the pupils are to learn, which are shared and discussed with the pupils in the best lessons. Most lessons have a good sequence to the activities that build skills well and support the main objectives for learning.
9. Introductions to the whole class usually start with a valuable review of work undertaken in previous lessons, to remind pupils what they have done and to focus their minds on new areas of learning as in a Year 6 science lesson. Teachers use their questioning skills well to probe the pupils' knowledge and understanding and to extend their thinking. Questions are skilfully targeted so that the more able are stretched and the weaker pupils given confidence that their contributions are valued. Effective questioning in a Year 4 guided reading session, ensured that the pupils involved focused well on the text being used. The teacher of a Year 5 English lesson also used questioning to good effect to encourage the pupils to think beyond the text being studied to use their skills of inference and deduction. Teachers have high expectations of the pupils in their classes and set work that is challenging. This is particularly so for the pupils in the older classes, but is less marked at the lower end of the school, a matter picked up and commented on by parents. The very high expectations of a Year 6 teacher in a literacy lesson, for example, helped to generate a strong work ethic amongst the pupils. The high level of subject expertise that several teachers exhibit is reflected in dynamic presentations of new work and very good modelling through examples of what pupils are expected to do. Teaching was lively and carried out with the good involvement of the pupils in a very well taught Year 5 mathematics lesson. Explanations were clear, helping the pupils to understand how remainders could be expressed as fractions when undertaking simple division and how answers could then be checked by multiplication.
10. The activities that pupils are given to enable them to practise their skills and to consolidate their learning and understanding are often interesting and capture the pupils' imaginations. The teacher in a Year 2 history lesson, for example, acted the part of Florence Nightingale so that the pupils could rehearse questions they had prepared in advance of a visit the following week from a history workshop group. Activities and tasks set are usually thoughtfully prepared, well resourced and provided at varying levels of difficulty so that the more able are challenged and the weaker pupils' learning is built carefully in small steps. The adult support is well deployed and is a significant factor in the good progress made by pupils with special educational needs in particular. Teachers and learning support assistants also discuss the work being undertaken by each pupil so that they have a clear picture of how they are getting on and what they need to do to improve.
11. The most successful lessons finish with a carefully planned and skilfully executed review of the learning that has taken place such as in a very well taught Year 1 mathematics lesson. This enables teachers to assess how successful pupils have been in achieving the objectives for the lesson, to emphasise the important points, to enable some pupils to demonstrate to others what they have learnt and to set the scene for future lessons.
12. Much work and effort has been successfully undertaken to improve the quality of teaching throughout the school. The few shortcomings, such as the need for greater challenge in the lower part of the school, have been identified and plans prepared to overcome this weakness that detracts from otherwise well-taught lessons.

**Strong leadership and management have been instrumental in securing improvements and providing a clear direction to the work of the school.**

13. The high quality of the leadership of the new headteacher has provided a fresh impetus in the search for higher standards. Walker Primary is a successful and popular school but has not become complacent. The headteacher has introduced new strategies to help to secure improvements and has strengthened the role of others with management responsibilities. High and challenging targets have been set, particularly for the more able pupils. The headteacher expects and achieves high standards from her staff, and that they in turn have high expectations of the pupils. She has a strong and visible presence around the school and a significant impact on the pupils, many of whom report to their parents what she has said to them individually, as a class or in assembly. The headteacher has the support of parents in what she is striving to achieve. She has strengthened the close and effective partnership between the school and parents, to the considerable benefit of the pupils.
14. She is supported very ably in this by the deputy head, senior staff and co-ordinators. All have clearly defined roles and responsibilities. They have a significant impact on the quality of teaching and provision in their subjects, as well as sharing the commitment to search for the means of raising standards further. They support their colleagues very effectively by sharing their expertise and giving valuable advice and guidance.
15. The procedures introduced to monitor the work of teachers and evaluate the effectiveness of the school have played a significant part in supporting recent improvements. The headteacher has developed an atmosphere in which staff strive continually to improve their teaching and the quality of education that they provide. Through the systematic and regular observation of teachers and by an analysis of test and other data, the school has developed a clear understanding of its strengths and has identified areas for improvement. One example is that relative weaknesses in writing at the lower end of the school have been identified and discussion started to identify causes for these and how they might be eliminated.
16. The reorganisation and restructuring of the governing body in the last two years has resulted in the increased effectiveness of governors. They share the headteacher's commitment to high standards and bring considerable expertise to areas such as finance, staffing and the school accommodation. Governors fulfil their roles and responsibilities very well. They play a significant part in helping to shape the future direction of the school and support the headteacher and staff through any changes required. Governors also ensure that the headteacher fulfils their requirements by holding the school to account through its effective committee structure and regular visits to observe the school at work. They have a clear picture of the school's strengths and what steps are required to secure further improvements. Financial planning has improved and funding is used well to support priorities such as increasing classroom support and maintaining a good level of books and resources. Plans are in place to reduce the comparatively high underspend on the budget at the end of the last financial year to a more reasonable level.
17. Strong and effective leadership and management at all levels have been a major factor in maintaining the success and popularity of the school and its good progress since the last inspection. The clear direction provided by the headteacher and governors, the impact of others with management responsibilities and the structures introduced to monitor and evaluate the school's effectiveness, place it in a strong position to improve further and to achieve the challenging targets it has set itself.

**Staff very successfully develop and cultivate an interest in and an enthusiasm for learning.**

18. Pupils enjoy going to school and are keen to learn and to do well. They work hard in lessons and many take advantage of the wide range of activities provided beyond the classroom and the school day. Pupils take great pride in their work. Staff are adept at praising and encouraging the

pupils, who as a result gain in confidence and are prepared to experiment and investigate without fear of failure, and so learn by their mistakes. The high quality of the displays in classrooms and corridors generates a sense of pride and achievement as well as considerably enriching the environment in which they work and learn.

19. Behaviour in lessons is very good. Pupils respond well to the high expectations for their behaviour by listening carefully to their teachers and with respect to the contributions of others. Most wait patiently to answer and are happy to participate in demonstrations or to give presentations to the rest of the class. A particularly strong feature of many lessons, and a feature that contributes significantly to learning, is the support that pupils give to each other when working in pairs or small groups. Very good collaboration and the sharing of ideas helped Year 5 pupils to solve problems posed by the computer software, while Year 2 pupils worked well in small groups using a picture of Florence Nightingale as a stimulus for preparing questions that they might like to ask her.
20. Behaviour is also very good around the school and at break and lunchtime. Pupils play happily together in quite cramped playground space (the school having been built originally for half the number of pupils currently on roll). The supervision of pupils is very good, and the very few incidents of unacceptable behaviour that occur are dealt with quickly and effectively.
21. The youngest children settle quickly into the routines of the school and grow considerably in maturity as they get older. They take responsibility well for their work and their actions in response to the emphasis placed by staff on the development of the pupils' independence. The pupils become articulate and confident. They are polite and courteous to visitors, being happy to discuss their work. Most are thoughtful, such as when holding doors open for adults and each other, and take care of their friends if they are unwell. Pupils undertake conscientiously the many and varied responsibilities that they are given either in their class or around the school. They value the trust placed on them by staff and are keen not to let them down. School council members represent the views of others fairly and learn how to influence decisions through discussion. Pupils are allocated a variety of jobs to do in their classrooms. For example, some have responsibility for passing their skills on to others, such as in Year 5 where each week two pupils act as 'computer consultants', while others help to organise and distribute resources.
22. The very positive attitudes and behaviour of the pupils, the strength of relationships and the high levels of attendance help to generate a happy, harmonious and purposeful atmosphere in which the pupils feel confident and where their contributions and achievements are recognised, valued and celebrated.

**The broad curriculum is enriched by an extensive variety of interesting activities that support the pupils' personal development very effectively.**

23. The curriculum provided throughout the school is effective, with all subjects covered in depth. Good links are made between subjects so that pupils can develop and apply skills learnt in one to other areas of their learning. Long-term subject planning ensures that teachers can develop the pupils' skills, knowledge and understanding systematically over time. Literacy and numeracy are afforded appropriate time and their development fostered well in other subjects. Information and communication technology skills are developed and applied satisfactorily, but more emphasis could be given to the depth of teaching of these skills for younger pupils. The strength of the curriculum is that it promotes not just high academic standards but also supports the all-round development of the pupils and in particular their spiritual, moral, social and cultural understanding. A wide range of activities take place to enrich the pupils experiences, all helping to make life at Walker Primary School lively and interesting. Staff run a wide range of clubs and other extra-curricular activities, which are very well attended by pupils, particularly in Years 3 to 6. Governors and parents also support these activities, ensuring that all pupils have the opportunity to find something that they can enjoy.

24. Good use is made of the school's proximity to the many educational attractions in London. All pupils have regular opportunities for visits, linked directly to areas of the curriculum that they are studying. These visits to museums, zoos and other places of interest are extensive and considerably enrich the pupils' lives. For example, a recent outing to The Royal Opera House to see a performance of *The Bartered Bride* had a significant impact on Year 6 pupils, as their subsequent writing about the event shows. Visitors to the school, such as an African drumming group, theatre companies and a Czech choir also serve to broaden the pupils' understanding of a wide range of cultures. 'Science Week' was also a significant event in the life of the school, and had a considerable impact on the pupils as their displayed work on 'Flight' shows. The highlight of the week was a display of falconry, which many pupils and staff still vividly remember.
25. Music plays a major part in the life of the school, not just in lessons but also through opportunities to learn instruments, to sing and to perform. Many pupils learn to play a musical instrument and then participate in various orchestras or groups. Pupils in Years 4, 5 and 6 performed a brass concert, and other pupils in Years 3 and 4 learnt African drumming before performing a short concert themselves. School choirs perform regularly for parents, and pupils also participate annually in the local gospel choir concert. The reception children and pupils in Years 1 and 2 put on an annual Christmas concert and Year 6 pupils take part in an annual leavers' concert.
26. All pupils are encouraged to consider how they can help those less fortunate than themselves. They work hard to raise funds for local and national charities, such as Great Ormond Street Hospital. They have adopted an orphanage 'Little John's House' in Romania and raise funds to help the children there. Harvest Thanksgiving, organised by Year 5 pupils, resulted in goods collected being donated to a local charity.
27. The pupils' spiritual and cultural development is promoted well through the consideration of the customs and practices of the major world religions and through the links with local religious leaders. The Rabbi of a local synagogue visits the school on a regular basis to talk about Jewish festivals such as Chanukah, and a local priest regularly takes school assemblies. Other school assemblies are multi-faith in nature and celebrate the major religious festivals. A particularly moving assembly took place to recognise the events of 11<sup>th</sup> September and pupils also celebrated Holocaust Memorial Day.
28. Pupils respond with interest to all of these activities and value the opportunities that the school gives them. Parents identify this as one of the reasons for choosing Walker Primary School for their children. They judge that the strong emphasis placed on the pupils' personal development helps them to a wider view of the world and to take a mature and responsible attitude to their place in it.

**The development of reading skills and an interest in literature are fostered well from an early age.**

29. The strong emphasis placed by all staff on the promotion of reading results in high standards throughout the school. Basic reading skills are introduced in reception and their development is supported systematically through good teaching in the literacy hour. Many pupils learn rapidly and become competent readers from a young age. The support provided for those who develop skills more slowly helps them to catch up, so that very few pupils fail to reach the standard expected for their age and many exceed this considerably. Parents play a significant part in supporting the development of early reading skills. They listen regularly to their children reading at home, having been given guidance by the school as to how they can help. Others work voluntarily in school often listening to the younger children reading.
30. As a consequence of the good teaching and valuable support, reading skills develop quickly and pupils are encouraged in becoming independent and to read challenging texts from a young age. Guided reading sessions are provided at the start of the morning or afternoon in addition to during the literacy hour. This has been particularly effective because teachers have more time to

discuss the texts that are being read and to stimulate the pupils' interest in reading a wide range of books. Authors such as Roald Dahl and Dick King-Smith are introduced to the more able readers in Year 2, while by Year 6 many pupils read, enjoy and can discuss books such as *Great Expectations*. Research skills are also developed well. Year 6 pupils were seen confidently skimming and scanning text to find the information required to answer questions posed by the teacher. These skills, and the ability to read for comprehension and understanding are also promoted well in other subjects. This strong focus on reading and the high standards achieved contribute significantly to learning and prepare the pupils well for the rigours of the secondary curriculum.

### **WHAT COULD BE IMPROVED?**

**The standard of pupils' writing is not as high as it should be by the end of Year 2 because pupils are not challenged sufficiently.**

31. National Curriculum test results for Year 2 pupils in writing have improved slightly since the last inspection, but have been below results in reading and mathematics. This has been because more able pupils have not done as well in writing. Results in 2001 were close to the national average but well below those in similar schools. The standard of writing seen during the inspection has improved in Years 1 and 2 in response to action taken by the school, but more able pupils are not sufficiently challenged. Opportunities for extended writing are limited and pupils spend too much time completing worksheets. Common words are misspelt by pupils and some have weak knowledge of spelling patterns. The need to improve the standard of pupils' writing has been identified in the school development plan as a priority to be tackled this year. Some appropriate action has been planned but the weaknesses highlighted above also need to be eliminated if standards are to improve.

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

32. To build on the good progress made since the last inspection and to raise standards further, the school needs to:
  - (1) Improve the standard of pupils' writing by the end of Year 2, this already having been identified as a priority in the school development plan.  
*(paragraph 32)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
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	8	12	10	0	0	0
Percentage	0	27	40	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)	432
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	176

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	2.4

#### Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	22
	Girls	35	35	36
	Total	54	55	58
Percentage of pupils at NC level 2 or above	School	92 (92)	93 (98)	92 (100)
	National	85 (84)	89 (88)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	19
	Girls	35	35	35
	Total	55	55	54
Percentage of pupils at NC level 2 or above	School	93 (98)	93 (98)	92 (100)
	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	37	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	36	37
	Girls	25	25	27
	Total	58	61	64
Percentage of pupils at NC level 4 or above	School	91 (98)	95 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	36	37
	Girls	25	24	25
	Total	57	60	62
Percentage of pupils at NC level 4 or above	School	89 (95)	94 (92)	97 (94)
	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	9
Black – African heritage	10
Black – other	14
Indian	19
Pakistani	6
Bangladeshi	6
Chinese	3
White	167
Any other minority ethnic group	138

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25
Average class size	31

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

Total number of education support staff	9
Total aggregate hours worked per week	191.5

*FTE means full-time equivalent*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

*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	839,436
Total expenditure	894,099
Expenditure per pupil	2,055
Balance brought forward from previous year	45,007
Balance carried forward to next year	66,523

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	432
Number of questionnaires returned	174

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	1
My child is making good progress in school.	49	45	5	1	0
Behaviour in the school is good.	50	45	3	0	3
My child gets the right amount of work to do at home.	25	55	16	4	4
The teaching is good.	49	48	1	0	4
I am kept well informed about how my child is getting on.	39	53	6	5	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	4	0	3
The school expects my child to work hard and achieve his or her best.	60	36	3	0	2
The school works closely with parents.	48	45	5	2	1
The school is well led and managed.	57	40	1	0	4
The school is helping my child become mature and responsible.	53	41	3	0	5
The school provides an interesting range of activities outside lessons.	33	39	12	8	20

### Other issues raised by parents

Some of the parents who attended the pre-inspection meeting expressed concern that younger, more able pupils were not always sufficiently challenged.