

# INSPECTION REPORT

## **BONNER PRIMARY SCHOOL**

London

LEA area: Tower Hamlets

Unique reference number: 100891

Headteacher: Mr Martin Tune

Reporting inspector: Mrs Lorna Brackstone  
21872

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> March 2002

Inspection number: 197599

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Hartley St London
Postcode:	E2 0NA
Telephone number:	020 8980 1004
Fax number:	020 8981 2713
E-mail address:	Headteacher@bonner.towerhamlets.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Ms Nicola Gale
Date of previous inspection:	22 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21872	Lorna Brackstone	Registered inspector
14324	Michael Hudson	Lay inspector
24342	Denise Franklin	Team inspector
20951	Philip Littlejohn	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill St  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12 - 13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14 - 17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bonner is a large inner city, multi-cultural school with 409 pupils on roll. There are approximately equal numbers of boys and girls. Just under half the pupils are Bangladeshi; approximately one third are of white UK heritage; the remainder of pupils are of Black Caribbean or African heritage, Chinese or Indian. Less than half the families with children who attend Bonner have a wage earner and more than 70 per cent of pupils are entitled to free school meals. This is well above the national average. The majority of families live in over-crowded local authority accommodation. There is a very large number of second language learners; the proportion of pupils speaking English as an additional language is 66 per cent and this is very high. The proportion of pupils identified as having special educational needs, including statements is 24 per cent and this is broadly in line with the national average. The proportion of pupils with statements of special educational needs is 3.9 per cent and this is above the national average. Children start school with very low levels of attainment and many experience serious social and domestic issues. The school is involved in a local Education Action Zone.

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

Bonner is a very good school where pupils, staff, governors and parents get on very well together. High quality teaching results in good achievement. Excellent leadership and management of the headteacher, ably supported by his deputy, senior staff and governors are responsible for the outstanding use of resources, which has resulted in a learning environment of very high quality. Outstanding self-evaluation means that the school is well aware of its strengths and areas for development. This has ensured that it gives very good value for money.

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

- Very good achievement is made in English, mathematics and science. From very poor standards on entry into school, pupils attain above average standards in these subjects by the end of Year 6.
- The quality of teaching is good overall. It is often of very high quality.
- Provision for pupils' personal development is excellent. Pupils have very positive attitudes towards school and relationships are of very high quality.
- Pupils are provided with very high quality learning opportunities, which are enhanced through an excellent partnership with the local community. Provision for pupils with special educational needs is very good.
- Leadership and management are excellent and outstanding use is made of all available resources.
- The school cares for its pupils very well.

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

- Attendance is below the national average.
- The overall accommodation of the school is unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997 and good improvements have been made since then. The effectiveness of the Governing Body has improved tremendously. There is a shared determination amongst governors to support the school and all play a full part in determining its strategic direction. In particular, the Chair of Governors has been instrumental in ensuring that there are now rigorous systems in place for reviewing their work and evaluating the effectiveness of their decisions. Since the appointment of the very efficient office manager, school administration is now effective and well organised. Although pupil absence still remains a problem, good progress has been made in establishing systems to monitor and deal with the problems of poor attendance. The school has

worked very hard to involve the local community and is part of a local Education Action Zone. It has ensured that its practice and workforce are more representative of the community it serves. The school is also involved in a number of initiatives that promote learning within the local community; for example, providing English lessons and parenting skill sessions. Schemes of work have been completed for all subjects and this ensures that skills are taught progressively throughout the school. Although planning for the youngest children has improved with the introduction of the new Foundation Stage curriculum, the accommodation for this age group is not suitable for the provision of this specialist stage. The school is very well-placed to continue improvements and has the necessary systems in place.

## 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	C	C	A
Mathematics	A	A	B	A
Science	A	A	B	A

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

Children start school with very poor skills in all areas of learning. They make satisfactory progress in the Foundation Stage. However, because of their very poor skills on entry into Reception and the limited time some children spend in this stage of education, the vast majority of children do not meet the nationally agreed levels prior to starting Year 1 of the National Curriculum. Very good progress is made in Years 1 and 2 and current levels in Year 2 indicate that pupils are working within the national average for reading, writing, mathematics and science. Those pupils currently in Year 6 are likely to continue this positive trend with standards above average in English, mathematics and science. In a short inspection it is not intended to make detailed judgements about standards in other subjects. However, it is apparent that from Years 2 to 6 the school's performance is at least in line with expectations, with obvious strengths in art and the use of information and communication technology to promote learning in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and take part in activities enthusiastically.
Behaviour, in and out of classrooms	Behaviour is good both in class and around the school.
Personal development and relationships	Pupils show respect for each other. They act sensibly and use their initiative well. As the pupils mature they become responsible and trustworthy. Relationships are very good.
Attendance	Attendance is below the national average. However, it has improved significantly since new procedures to monitor absences have been introduced.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. During the inspection, 22 lessons or part sessions were observed and all were at least of satisfactory quality or better; seven lessons were good and seven very good. The basic skills of literacy and numeracy are taught well and pupils apply their learning confidently in a suitable range of contexts. Strengths of teaching include good planning and very positive relationships between staff and pupils. Clear learning objectives are identified and shared with pupils to ensure that they understand what knowledge and skills they have acquired. Teachers use support staff very effectively and this has a very positive impact on the learning of both individuals and groups. All pupils are fully included in lessons and activities are very well matched to meet the needs of different ability groups.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in Years 1 to 6 is very broad and balanced. It is well supported by homework and a very wide range of extra-curricular activities. The use of information and communication technology to support learning is a very strong feature throughout the school.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. Specific and measurable targets recorded in the individual education plans are used very effectively to guide their work.
Provision for pupils with English as an additional language	Pupils who use English as an additional language make very good progress because of very high quality specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is excellent. Opportunities for reflection are of the highest quality. Pupils quickly learn to understand the difference between right and wrong and are provided with many opportunities to work together with their peers. Provision for the development of their own local cultural heritage is excellent and they also gain a very good awareness of the richness and diversity of other cultures.
How well the school cares for its pupils	The school takes very good care of its pupils. Staff know the pupils very well and this enhances both their personal and academic progress.

All staff work very hard to develop links with home. Most parents have a positive view of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. He works very closely with his deputy headteacher and is extremely well supported by other members of the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors provide excellent support and meet all statutory requirements. Their involvement and understanding of school issues is outstanding. A very good quality committee structure is firmly in place and close links have been established with individual classes. Governors provide particular expertise in personnel and financial issues.
The school's evaluation of its performance	Excellent use is made of local and national comparative information to evaluate and set targets for improvement in English, mathematics and science. The school has an excellent understanding of its strengths and weaknesses.
The strategic use of resources	Outstanding school development planning enables money to be spent wisely on educational priorities. All resources are managed very efficiently. Best value principles are applied effectively when making major spending decisions.

## 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>• They feel that the school is well led and managed.</li> <li>• The school has high expectations for their children.</li> <li>• The quality of teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• More information about the progress their children make.</li> </ul>

The inspection team agrees with all the positive views expressed by the parents, but considers that sufficient and suitable information is provided on the progress made by the pupils.

## **PART B: COMMENTARY**

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

**Very good achievement is made in English, mathematics and science. From very poor standards on entry into school, pupils attain above average standards in these subjects by the end of Year 6.**

1. Most children start school with very poor levels of skills in all areas of learning. Satisfactory progress is made in the Foundation Stage, but, because of the very low levels on entry and the minimal time many children spend in the Reception class, standards are still below nationally agreed levels by the time that the children are ready to start Year 1 of the National Curriculum. However, by the time the pupils reach the end of Year 2, standards in reading, writing, mathematics and science are in line with the national averages for this age group. This represents good achievement made in Years 1 and 2. Current standards in Year 6 are above the national average in English, mathematics and science. This also represents good achievement in Years 3 to 6.
2. In the current Year 2 class, pupils have developed their speaking skills and listen carefully to each other. They recognise familiar sentences accurately, use a wide range of techniques to work out unknown words and confidently talk about their favourite books. Pupils understand the difference between stories and fact books and have started to read with expression. Above average and average pupils write confidently in full sentences and use both capital letters and full stops effectively. Their writing is neat and legible and most pupils are able to write in sufficient detail to engage the interest of readers. They are also developing their story writing skills well and use them effectively in subjects such as history. For example, pupils have written about when Neil Armstrong first walked on the moon and have imagined that he noticed the “little stars like dots” and described the “white swirly clouds”.
3. In mathematics, most Year 2 pupils are able to count forwards and back, write and sequence numbers up to 100 and add and subtract two numbers at a time. They use their numeracy skills to solve simple money problems. Pupils also recognise odd and even numbers and tell the time, using o'clock, half past, a quarter to and a quarter past.
4. Pupils scientific skills in the current Year 2 have developed well. Most pupils understand that forces can be described as ‘pushes and pulls’. They know that electricity makes light, heat, sound and movement. The pupils recognise the difference between a healthy and unhealthy lunchbox and group similar materials together. For instance, they know the difference between man-made and natural materials. They actively involve themselves in simple investigations and enthusiastically estimate the results.
5. By Year 6, pupils listen to each other with good levels of interest and speak confidently about a wide range of topics. They read with fluency and expression and have a good knowledge of a wide range of books and authors. Their writing is interesting and used for a wide range of purposes. For example, pupils write in formal styles, such as writing reports and letters. They use lively vocabulary to create poems and rewrite Shakespearean stories, using mature and detailed language. For instance, one pupil wrote in their diary of Macbeth “I’ve just killed King Douglas. I felt so apprehensive. I was frightened and I kept thinking that he will haunt me forever”. They also understand the importance of creating effect and use exciting beginnings to stimulate the interest of their readers. For instance, when writing imaginary letters to characters in the Harry Potter books the pupils ensure that the readers’ interest is immediately captivated with beginnings such as “when the telephone rang...”. Their writing is neat and well presented in a joined-up style. Accurate use is made of a wide range of punctuation such as commas and apostrophes.
6. Inspection findings indicate that, in Year 6, above average pupils have a good understanding of mathematical vocabulary. This is evident when they discuss isosceles, equilateral and scalene

triangles and explain clearly the difference between an apex and a base. They confidently calculate the sum of angles within a triangle and know how to use protractors accurately. Average pupils know that all angles in a triangle add up to 180 degrees and recognise the different types of angles. Below average pupils know that there are 360 degrees in a circle, they understand what a right angle is and, with adult help, use protractors.

7. Current standards in science are good in Year 6. They have a clear understanding of a fair test and confidently make predictions. For example, they predict which substances will dissolve in water and which will not. They understand that some mixtures cannot be reversed after dissolving in liquid. The pupils know about microorganisms and discuss the impact bacteria have on them. They clearly describe the parts of a plant, know how they grow and explain the importance of the food chain. Pupils also confidently and accurately sort objects into sets that attract or repel metals.

**The quality of teaching is good overall. It is often of very high quality.**

8. During this short inspection, 22 lessons or part-sessions were observed and all were judged to be at least of satisfactory quality; seven lessons were good and seven were very good.
9. Teaching is of good quality in Years 1 to 6. Teachers have a secure knowledge and understanding of the subjects they teach and this is demonstrated in the range and the quality of the work that is produced by pupils. Teachers have high expectations of their pupils who are handled with sensitivity and supported very well. Lessons are conducted in a calm, orderly manner and the pupils are managed well.
10. Throughout the school, the basic skills of literacy and numeracy are taught effectively. All teachers have a very thorough knowledge of the requirements of the National Literacy and Numeracy Strategies and this ensures that skills are taught well. They prepare their work thoroughly and identify precise learning targets that are conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils to think carefully before they answer and pupils' self-confidence improves when they are praised and encouraged. For example, in a very good literacy lesson in Year 2, the teacher very effectively used praise to support the pupils' learning. During this lesson the pupils were encouraged to describe their own imaginary monster. The teacher really encouraged them to think carefully about their monster's appearance and consider where it lived and what it ate. Pupils were stimulated by her enthusiasm and her constant encouragement motivated their learning very well. Above average pupils are encouraged to work at their own level and achieve good levels of understanding. Overall, pupils work at a very good pace during literacy and numeracy sessions and their concentration is maintained throughout the lesson.
11. Teachers generally have very high expectations of behaviour and pupils respond appropriately when working in both groups and pairs. Work is carefully planned and activities match the needs of all pupils. This has a very positive impact on the quality of learning for all pupils, including those with special educational needs and those for whom English is an additional language. Class management is a real strength of the overall provision and mutual respect between teachers and pupils is very evident. Teachers and classroom assistants support the different groups well and resources are used very well. For example, in a good mathematics lesson for a lower ability Year 6 group, high quality use was made of additional teaching staff and learning support assistants to ensure that the pupils were fully involved in the session. Day-to-day assessments are of high quality and good use is made of marking pupils' books to both praise their efforts and provide direction for future work. Homework is set throughout the school and is used well to extend what is learned in school.
12. A particular strength of the teaching is the good use of cross-curricular links to promote different topics. For example, the pupils have also learnt the importance of giving clear oral instructions in English. This was evident in a Year 6 English lesson, when the pupils were required to create their own set of instructions for making a Greek trireme, which was to be made in a history lesson to follow. The importance of chronological order was emphasised and pupils were given valuable

opportunities to evaluate the work of each other. Pupils' information and communication technology skills are applied effectively across the curriculum to enhance and improve learning to a significant degree. For instance, pupils in Year 6 have made detailed books about Harry Potter. They have also used a variety of software programs to support their geographical work on oceans, seas and rivers around the world.

13. Pupils with special educational needs and those for whom English is an additional language make very good progress in relation to their prior attainment, as a result of effective teaching that takes into account all their needs. Teachers provide good support for learning through well-matched tasks and the good use of the high quality support assistants.

**Provision for pupils' personal development is excellent. Pupils have very positive attitudes towards school and relationships are of very high quality.**

14. Overall provision for the spiritual, moral, social and cultural development of pupils is excellent. The school hold an act of collective worship each day and time for reflection is appropriately provided. The spiritual content is very clear and pupils are actively encouraged to share their feelings and beliefs.
15. The school makes excellent provision for pupils' moral development. Pupils have a clear understanding about right and wrong and the school operates as a well ordered community where pupils know what is expected of them. Issues are discussed in class and the 'Golden Rules', the agreed code of conduct, are clearly displayed around school. A good range of opportunities for pupils to take part in sporting activities supports their understanding of the need for rules and fair play.
16. Provision for social development has many excellent features. Adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' very good attitudes towards the staff and towards each other. Adults value each child and work effectively towards developing high self-esteem. There are also very good opportunities for pupils throughout the school to work together in subjects such as geography or in a gardening club. Pupils are encouraged to take responsibility for their behaviour and belongings from an early age. All classes make effective provision to ensure that pupils can undertake additional responsibilities within the classroom. There are opportunities for pupils to use their initiative and pupils undertake additional responsibilities such as taking part in the School Council, becoming a 'playground buddy' or helping within their own class. Pupils are also involved in projects with several external institutions. This enables them to participate in a worthwhile range of educational activities, which provides and extends opportunities for pupils to experience a range of social activities. For instance, pupils are involved in regular projects with the Guildhall School of Music. The school also makes excellent use of its links with a legal firm to enrich the curriculum and broaden the pupils' horizons.
17. The school makes excellent provision for the pupils to learn about their local culture through visits to places of interest such as the Barbican, various art galleries, museums and religious institutions. Pupils also have the opportunity to study world faiths in religious education and well-planned assemblies provide opportunities to develop an understanding of the traditions and cultures represented in this country.
18. Pupils respond very positively to this excellent provision for personal development. During the inspection, pupils in Year 6 frequently displayed excellent attitudes. For example, this was particularly evident when one of the Year 6 classes visited the local secondary school for a science lesson. During the walk to the school and throughout the lesson taken by a science teacher from the secondary school the attitudes and behaviour of this class were impeccable. However, it is evident that children do not start school with such positive attitudes to learning. In the Foundation Stage and in Years 1 and 2 attitudes are broadly satisfactory. The youngest children settle into Reception routines and gradually learn that they must not shout out in class. They start to demonstrate enthusiasm, but interest levels are frequently minimal. Levels of concentration are short and children tend to move quickly from one activity to another. However,

they do respond well to the close attention given to their personal, social and emotional development and good progress is made in the short time that they are in the Foundation Stage. This is maintained well in Years 1 and 2 when pupils start to gain confidence in selecting resources and participating in learning activities. For example, in an assembly for the younger end of the school, Year 1 pupils enthusiastically and with developing confidence acted out a well-known story under the guidance of their class teacher. By Years 3 and 4 most pupils relate well to each other, work hard and show a healthy pride in their achievements. Overall, pupils' attitudes are very good and contribute significantly towards their very good progress through the school.

**Pupils are provided with very high quality learning opportunities, which are enhanced through an excellent partnership with the local community. There is very good provision for pupils with special educational needs.**

19. As well as placing strong emphasis on developing key skills, the school has been successful in retaining a broad and balanced curriculum, which offers a very rich variety of learning opportunities. Attractive displays help to create a stimulating learning environment. They are used effectively to celebrate pupils' achievement, support their learning and promote enquiry. All the requirements of the National Curriculum and the locally agreed syllabus for religious education are met fully. The school offers an interesting range of extra-curricular opportunities in sport, music and drama; for instance, excellent use is made of close links with the Barbican to enrich the pupils' learning experiences. Outstanding links with the local secondary school are particularly beneficial to pupils in Year 6 whose science curriculum is extended by specialist teachers at this school. In addition, annual residential experiences are arranged for pupils in Year 6.
20. Throughout the school, strong emphasis is placed on the development of pupils' literacy skills. This is achieved through the very successful implementation of the National Strategy for Literacy and by the imaginative use of opportunities to extend these skills through work in other subjects. For instance, in history and geography valuable opportunities are created for pupils to produce writing about various topics and issues arising from their studies. In subjects such as art and design and design and technology, pupils extend their vocabulary by learning new words related to the activities in which they are engaged. There are also very good opportunities for pupils to extend their numeracy skills during work in other subjects. For example, in science, investigative tasks which require accurate measurement, help to extend pupils' numeracy skills.
21. Strong emphasis is placed on extending pupils' capability in the use of information and communication technology through work in other subjects. Much thought is given to ensuring that such work is relevant, so that it enhances pupils' learning in particular subjects. This is evident when information and communication technology is used very well to support pupils learning in art and design, geography and history. For example, younger pupils confidently use a paint program to illustrate their individual tasks. Older pupils access information on the Internet and create design pages for their topics.
22. Throughout the school, careful planning ensures that the curriculum meets the needs of pupils, irrespective of race, gender or background. All pupils are included and involved appropriately in all aspects of every subject from Reception to Year 6. Those for whom English is an additional language are very well supported and make rapid progress.
23. Very good provision is made for pupils with special educational needs. Highly effective procedures for the early identification of pupils with particular needs have been established. The school makes very good use of external support, when necessary, to complement the work of class teachers and educational support staff. The very good work of the co-ordinators provides clear guidance for all staff and they ensure that provision for these pupils is of a consistently high level throughout the school. Targets set in pupils' individual education plans are realistic, so that their very good progress can be measured accurately and regularly reviewed in meetings involving the parents.

24. Leadership and management are excellent and outstanding use is made of all available resources.
25. The leadership of the headteacher is excellent. He is very well supported by the deputy headteacher, other members of the senior management team, subject co-ordinators and governors in maintaining the school's excellent educational direction. Together they have created a very effective development plan, which clearly states criteria for success, details, responsibilities and timescales; it is effectively costed. This plan is based on very good communication and the contributions of all concerned. The head leads and manages the process of analysing the school's performance in an outstanding manner. Staff and governors work very closely together and have an excellent understanding of the strengths and weaknesses of the school.
26. Day-to-day management of the school and finances is excellent. The school accurately reflects its stated aims and values and statutory requirements are met. Staff are managed very well through clear job descriptions and are supported by a very detailed staff handbook. Very good planning means that management duties are allocated appropriate allowances of time.
27. Governors make an excellent contribution to management especially in the area of personnel, finance and premises. The finance committee has an excellent understanding of the workings of the school budget. It delegates and monitors very effectively and together with the head and office manager ensures that the principles of best value are followed. Governors have also played a significant part in achieving improvements over recent years. For instance, they have been involved in the planning and installation of an information and communication technology suite and a covered canopy over the outdoor area for the Foundation Stage. Governors maintain a vision for further improvements and are aware of the restrictions of the accommodation.
28. Overall the school's strategic planning is excellent. Unit costs per child are within the range normally associated with similar schools. Finance is very clearly directed towards monitoring the needs of the curriculum and teachers manage subject budgets effectively. The overall effect is that money is used wisely, resourcing is very good, the quality of the learning environment is excellent and overall achievement is very good. The school is judged as giving very good value for money and this represents an improvement since the last inspection.

**The school cares for its pupils very well.**

29. The level of care that the school extends to its pupils is very good. Their safety, welfare and security are priorities and the school strives to create conditions in which all children are able to achieve their potential. All policies and procedures are clear and well known by everyone working in school and all staff employed have the necessary skills to deal with emergencies and ensure the safety of all pupils. For example, during the inspection, the headteacher was observed responding rigorously, but sensitively, to a child protection issue.

**WHAT COULD BE IMPROVED**

**The overall accommodation of the school is unsatisfactory.**

30. The school broadly follows the Early Learning Goals, the nationally recommended Foundation Stage curriculum in Reception. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development, and creative development. Much emphasis is placed on learning through play and independent investigation. However, this curriculum cannot be fully implemented because the accommodation for this age group is unsatisfactory. Cramped conditions limit the amount of available resources and teachers are required to plan more formal activities than one would expect for this age group to counteract the lack of space. Although the children do make satisfactory progress during their time in Reception, their achievement is not as good as it could be, because activities need to be planned to ensure that limited movements are made around the classroom. This has a negative impact on

the learning of children, because the vast majority of them have very poor skills on entry into school and could benefit from a more interactive approach. The school has worked very hard to provide an outdoor area for this age group. However, although a canopy has been provided for protection from weather extremes, it is not easily accessible for all children and maximum benefit cannot be gained from this area.

31. The school has no available space to provide a library and this has a negative impact on the development of the research skills of the pupils. Although pupils read well by Year 6, even pupils who are above average are not familiar with the use of library skills, due to lack of facilities. For example, pupils are unaware of how to use a library to find out specific information.
32. There is no space available to provide separate teaching areas for individual and group work. As a result, specialist groups are taught in corridor areas, which is unsatisfactory. Pupils are easily distracted from their activities and some of the high teaching input is negated.

**Attendance is below the national average.**

33. Due to the work of the very proactive home/school worker, attendance rates have improved from well below the national average to below the national average. However, despite very effective systems in place to monitor attendance patterns, unauthorised absences remain high.

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

34. In order to improve the quality of education further, the governing body, headteacher and staff should:
  - a. Improve further the good procedures recently introduced to raise attendance rates by;
    - Contacting parents on the first day of absence;
    - Involving both parents in attendance issues;
    - Encouraging parents to take more responsibility for the poor punctuality of their children.

*(Paragraph 33)*

  - b. The school's accommodation imposes significant restrictions on the quality of provision for the Foundation Stage and other areas of development elsewhere. It would be beneficial for the governors, in consultation with the headteacher and other appropriate bodies, to seek ways of effecting improvements to the outdated building facilities.

*(Paragraph 30, 31, 32)*

NB - Both these issues have already been identified in the current school development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	8	0	0	0
Percentage	0	32	32	36	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 four 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)	404
Number of full-time pupils known to be eligible for free school meals	283

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	242

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	5.8

#### Unauthorised absence

	%
School data	1.4



National comparative data	5.6
---------------------------	-----

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	34	23	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	29
	Girls	17	20	22
	Total	41	42	51
Percentage of pupils at NC level 2 or above	School	72 (69)	74 (81)	89 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	30	27
	Girls	21	23	22
	Total	45	53	49
Percentage of pupils at NC level 2 or above	School	79 (79)	93 (95)	86 (67)
	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	31	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	28	29	30
	Total	50	52	55
Percentage of pupils at NC level 4 or above	School	89 (79)	93 (93)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	24
	Girls	28	29	29
	Total	49	52	53
Percentage of pupils at NC level 4 or above	School	88 (65)	93 (74)	95 (91)
	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	17
Black – African heritage	21
Black – other	3
Indian	4
Pakistani	11
Bangladeshi	165
Chinese	3
White	120
Any other minority ethnic group	0

*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)	21.8
Number of pupils per qualified teacher	18.5
Average class size	28.9

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

Total number of education support staff	20.0
Total aggregate hours worked per week	479

**FTE means full-time equivalent.**

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

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	1,222,661
Total expenditure	1,227,880
Expenditure per pupil	3,003
Balance brought forward from previous year	84,489
Balance carried forward to next year	79,270

### **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)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
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	409
Number of questionnaires returned	27

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	4	0	0
My child is making good progress in school.	59	22	4	4	11
Behaviour in the school is good.	59	30	4	4	4
My child gets the right amount of work to do at home.	52	30	4	4	7
The teaching is good.	70	26	0	0	0
I am kept well informed about how my child is getting on.	48	33	11	0	7
I would feel comfortable about approaching the school with questions or a problem.	67	22	0	4	7
The school expects my child to work hard and achieve his or her best.	59	37	0	0	4
The school works closely with parents.	52	33	7	0	4
The school is well led and managed.	70	26	0	0	4
The school is helping my child become mature and responsible.	44	44	0	0	0
The school provides an interesting range of activities outside lessons.	37	26	4	4	30