

INSPECTION REPORT

GLADSTONE PRIMARY SCHOOL

Peterborough

LEA area: Peterborough

Unique reference number: 110757

Headteacher: Mr Omar Vawda

Reporting inspector: Dennis Maxwell
RGI No.8798

Dates of inspection: 18th – 22nd September 2000

Inspection number: 224341

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Gladstone Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Jost

Date of previous inspection: 24 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gladstone Primary school is a large two-form entry community school for pupils aged 4 to 11 years. It is situated centrally in the city of Peterborough in a densely built-up area, consisting mainly of Victorian terraced houses. There are 375 pupils on roll, most of whom come from local families with ethnic minority heritages. Pre-school provision is developing and most children entering school know a little English, but 99 per cent of pupils have English as an additional language. There is a relatively high unemployment rate and the percentage of pupils entitled to free school meals, at 38 per cent, is well above the national average. Forty seven children were under five years at the time of the inspection. On average, children's attainment by the end of Reception Year is well below the national average, although their personal and social development is average. Twenty four per cent of pupils are on the register of special educational needs, and two pupils have a statement of need.

HOW GOOD THE SCHOOL IS

This is a successful school, with a strong ethos of care and purpose. The high quality leadership of the headteacher, governing body and senior staff results in continuing improvements. Standards by Year 6 have improved substantially over the last four years, resulting from the good teaching, but particularly by the experienced teachers at the end of Key Stage 2. Good behaviour follows the effective strategies teachers apply. The pupils' language development in their first language is fostered well through good language support. The school supports pupils' personal development well, so that they become responsible as they get older. There is a good working atmosphere. The school provides a rich and challenging education that reflects its aims, supported by the professional dedication of all staff. The school provides good value for money.

What the school does well

- The management of the school by the headteacher is unobtrusive but very effective in promoting high standards and an orderly school community.
- The quality of teaching is good, and very good in the foundation years. The headteacher and staff continually strive to improve the curriculum and their teaching methods in order to raise pupils' attainment
- The teachers are successful in creating an interesting and attractive learning environment which values pupils' work. The school has established thorough assessment strategies that inform teachers planning.
- There is a very high quality of language provision for pupils with English as an additional language, where the bi-lingual assistants are a very good role-model for the pupils. Pupils identified as having special educational needs have good support.
- The school has established a good behaviour management policy that helps to create a good working atmosphere and has a very good effect on pupils' learning.
- Parents have confidence in the staff, and are encouraged to join in the life of the school.

What could be improved

- The school should review the approach to teaching and learning, to ensure consistency of approach and with the aim of helping pupils to make more even progress through the school, despite the very good focus on language support for the pupils.
- The school is not providing a suitable personal, social and health education programme for the pupils.
- The rate of attendance is very low, caused particularly by family obligations.

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 February 1997. Since that time standards have improved significantly by the end of Key Stage 2, and the rate is above the national trend. The school has made good improvements in the key issues identified during the last inspection. There is a high priority on developing the English language, and support is very good in promoting speaking and language skills. The choice of books for the more able readers is usually matched well to their ability, but at times the level is too difficult for pupils. The headteacher and staff have worked hard to produce policies and schemes of work for all subjects that provide a good structure and basis for progression. The teachers have attended appropriate in-service training to improve their subject knowledge, for example their information technology (IT) skills. The teachers' expectations of the pupils for behaviour and standards are now very high in Year 6. The headteacher and other staff make lesson observations to monitor standards. The school has maintained a high quality education for its pupils, with challenging and worthwhile tasks in all classes. The school has improved the IT provision, and has plans to extend this further. The good leadership in the school shows that the school will continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	E*	C	A
mathematics	E	E*	C	B
science	E	E	D	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 very low E*

The proportion of pupils reaching Level 4 or above in English, mathematics and science in the 1999 national tests was close to the national average. The proportion of pupils reaching the higher Level 5 was below average in English and well below average in mathematics and science, indicating that this is an area to work on. The trend in the pupils' attainment shows a marked improvement over the past four years that is above the national trend. The standards for summer 2000 show a slight fall in English but gains in mathematics and science, and particularly good gains in the numbers of pupils gaining Level 5, showing the strength of teaching through the school. In comparison with similar schools that have between 20 and 35 per cent of children on free school meals, as well as other social or language needs, pupils reached standards in 1999 that were well above average in English, above average in mathematics, and average in science. The grade E* in previous years indicates that the pupils came in the lowest 5 per cent nationally. Pupils are gaining appropriate skills in IT. The school has set realistic but challenging targets for standards in English and mathematics. Overall the inspectors judge that pupils achieve well by Year 6 in relation to their standards as they enter school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are keen to learn. They settle to work quickly and take an active part in practical activities, but may be passive or not listen closely during some class discussions.
Behaviour, in and out of classrooms	Behaviour in the playground and at lunchtimes is good. Pupils wait patiently at lunchtimes and chat to friends.
Personal development and relationships	Relationships are very good amongst the pupils, and between pupils and staff. This contributes well to their learning. The school offers fewer opportunities for pupils to take initiative or responsibility, which reduces their opportunities for personal development.
Attendance	Attendance is very low, mainly due to the frequency of extended holidays to the Indian sub-continent. There are signs of improvement in attendance through an improving understanding by the parents of the importance of children's learning at school.

Pupils are interested in their tasks and enjoy their learning. They usually settle down to work quickly, and work well together on group tasks. Pupils help each other in many ways, and all members of staff provide a high level of perceptive support. Pupils take on a few duties in class and around the school willingly and are beginning to develop a sense of responsibility. The school has worked extremely hard to establish acceptable behaviour, and the pupils now have good attitudes and behaviour which results in good progress by the end of Key Stage 2. Attendance remains well below average, as it was at the time of the previous report.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching is good overall across the school. Teachers are committed, knowledgeable and well prepared. The strategies used by teachers to manage pupils' learning are very effective. Measures to encourage discipline and involve pupils in their own learning are very good. Over 80 per cent of teaching is good or better; of which 27 per cent is very good or excellent. Overall 100 per cent of teaching in the lessons seen was satisfactory or better, and no teaching was unsatisfactory. The quality of teaching is effective in helping the pupils to learn. The quality of teaching in English is good, with good attention to literacy skills, although at times the class sessions are too long. Teaching in mathematics and science is also good, and numeracy skills are taught well. The quality of teaching for children in their first year at school is very good. The high level of individual support for pupils leads to their needs being met well on most occasions, but the higher attaining pupils are not always challenged sufficiently. The tasks generally promote good learning experiences, although on occasions the pupils are seated for rather too long and are not sufficiently active in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for the foundation stage is very good, with a wide range of interesting tasks. There is a well-planned and thought out curriculum at Key Stages 1 and 2 which takes full account of the pupils' needs.
Provision for pupils with special educational needs	Good. Support and thoughtful teaching enables the pupils to make appropriate progress.
Provision for pupils with English as an additional language	Language support for the pupils is very effective in enabling them to access the curriculum and make progress. The school gives a very high priority to support for language development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision, and the support for moral development is a particular strength.
How well the school cares for its pupils	Gladstone is a caring school that has a high level of concern for its pupils, looking after their welfare and development well. It provides a safe and secure environment. The established behaviour policy is a strength of the school.

The curriculum is broad and balanced overall, and meets statutory requirements. Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. The organisation of the school curriculum also ensures that pupils have good learning opportunities and experiences in all subjects, with equality of access for all pupils. Good procedures are in place for health and safety. The school has appropriate procedures in place to ensure pupils' safety and well-being. The school is building good relationships with parents. The school welcomes parents and carers into its community, and letters and other documents for parents are of a good standard, with translations.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff are highly respected by the community. The headteacher demonstrates high qualities of leadership that enable the school to function as a happy and purposeful community. The school is continually striving to improve.
How well the governors fulfil their responsibilities	The governors have a good understanding of the role. They are actively involved in the work of the school. They give good strategic direction to the work of the school and its place in the community.
The school's evaluation of its performance	A strength of the school is the way several good procedures are used to monitor the quality of teaching, standards and other aspects of the school's work. The information is used well to support decisions.
The strategic use of resources	These are used to good effect for the education of the pupils.

The headteacher has very good qualities of leadership and inter-personal skills that he uses well to promote a purposeful atmosphere and high standards. The governing body has a clear view and vision for a high quality education for the pupils. The school has addressed all the issues of the previous inspection thoroughly, making the satisfactory improvements expected. The headteacher has a thorough understanding of all aspects of the school and key staff generally take on their responsibilities well. The level of staffing is sufficient for the needs of the school. Accommodation is satisfactory, although playground space is not sufficient for the number of pupils. There is a suitable range of resources that support pupils' learning well. The school considers carefully how the resources of the school may be used best for the pupils' education, and applies the principles of best value in its 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"> • Parents feel their children like school and make good progress, and are expected to work hard. • They think teaching and behaviour are good. • They are happy to approach the school about a problem. • They think the school is managed well and works closely with parents. • Parents feel the school helps the children to become mature. • The location of the school is very convenient. 	<ul style="list-style-type: none"> • Several parents think the children do not get the right amount of work to do at home. • A few parents do not think they are well informed about how their child is getting on. • A few parents do not think there is a suitable range of activities outside lessons.

The inspection team agrees with the parents positive views that the school is managed well and provides a good quality education. A suitable amount of homework matched to their ages and ability is normally given to the pupils. Teachers and the headteacher are available at the beginning and end of each day to have a quick word with parents, and the school makes good provision to translate letters and any written communication in Urdu. There are not many activities outside lessons, but many children go home for lunch or are expected to leave school promptly at the end of the day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The management of the school by the headteacher is unobtrusive but very effective in promoting high standards and an orderly school community.

2. The headteacher has very good leadership that he uses to good effect in promoting a high quality education and high standards. The school's aims and values are reflected in its life and the good range of activities. The school has addressed all the issues of the previous inspection thoroughly, making good improvements. The headteacher is in close touch with all aspects of the school through his discussions and monitoring so that he has a detailed understanding of its work. The governing body has good contacts with the school, for example, through link visits for English and mathematics. The headteacher ensures that the curriculum is managed and developed well by the co-ordinators. He has strengthened procedures for the support and monitoring of teaching recently by making classroom observations of all teachers, with constructive feedback on how to improve. He has also established good procedures to monitor medium-term curriculum plans, and teachers' prepare their daily lesson plans together to give good mutual help. The headteacher ensures that staff professional development is carefully planned, and matched to school priorities.

3. The headteacher and key staff have given a particular priority to the management of pupils' behaviour, and have been successful in creating an orderly community where pupils are keen to learn. The process of development planning is very good, taking careful account of the needs of the whole community. The staff and governing body evaluate the progress through the previous year thoroughly and agree new priorities. The headteacher and governing body work together very well and have a clear view for the strategic management of the school. The governing body is very effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards. They fulfil their statutory duties very well. There are several good procedures to monitor and evaluate performance, and the headteacher manages planned developments well. The school office staff are efficient in helping the school to run smoothly.

4. The quality of teaching is good, and very good in the foundation years. The headteacher and staff continually strive to improve the curriculum and their teaching methods in order to raise pupils' attainment

5. The quality of teaching through the school is a strength overall. Teaching has several strengths, making good improvements in standards since the last inspection in February 1997. The school plans for the needs of all pupils carefully, adjusting the demands of tasks well on most occasions to match their understanding. The percentage of satisfactory or better teaching was 100 per cent and of very good or better teaching was 23 per cent. Eighty per cent of teaching was good or better, and this good teaching is a major influence in encouraging pupils to become interested and engaged in the tasks. The teachers set high expectations that promote good motivation and standards.

6. The school has introduced thorough arrangements for monitoring and evaluating the quality of teaching and learning, especially in the core curriculum. This focus and the constructive feedback has helped to consolidate strengths such as behaviour management and the teaching strategies. The lesson planning is supported by good schemes of work, and teachers choose tasks well to promote pupils' learning and interest. In the reception year, for example, the excellent selection of activities enabled the children to choose freely and settle into a quiet atmosphere, with sensitive adult support available. All teachers focus on a good range of basic skills, including those in numeracy and literacy, and pupils are using early

research skills, for example, in several subjects such as history and geography. In a few lessons the concern of the teachers to extend pupils' language skills leads to the pupils sitting passively for too long during explanations, rather than directing them to paired or group tasks that require skills to be used. The consolidation of pupils' speaking skills is not always emphasised sufficiently, although plenary sessions in many lessons are used well to hear pupils discuss what has been learnt. The teachers mark pupils' work carefully, although the practice of adding comments to show how pupils should improve is not consistent.

7. Teachers throughout the school have established good relationships with the children and use their knowledge of them to develop discussion well to help pupils to extend their understanding. For example, in a Year 2 class the teacher had written a story about France that focused very well on skills and understanding that she wanted to emphasise. And in a geography lesson on the Peak District, the teacher provided a good range of secondary source materials to enthuse the pupils into investigating and writing. Overall, teachers' informative, lively and clear explanations contribute well to good quality learning. The teachers make good day-to-day assessments of the pupils as they work.

8. The teachers are successful in creating an interesting and attractive learning environment which values pupils' work. The school has established thorough assessment strategies that inform teachers planning.

9. The teachers organise the accommodation for the Under Fives very well with carefully chosen activities that match their stages of learning. The attractive activities and displays are designed to capture pupils' interest and teachers present pupils' work attractively, setting high expectations for what pupils may do. The classes in Key Stages 1 and 2 are planned well, often with good support materials such as word lists or prompts that encourage pupils to work independently. Several displays are interactive, with questions for pupils to think about, and teachers generally provide pupils with interesting and worthwhile tasks, displaying the work imaginatively. Since the last inspection the school has worked hard to prepare clear subject policies and schemes of work and these are mostly represented well in classrooms to indicate current work. There is a good focus on literacy and numeracy that is often extended into other subjects.

10. Within the Early Years classes teachers continually assess pupils' development and attainment, and record what pupils can do. They have a very thorough approach to assessment that informs their choice of activities and how they respond to the children. All teachers in the school have an assessment file and clear instructions as to how it should be set out. The school has clear guidance as to when each form of assessment must be carried out. The files include previous records that provide a good means of tracking pupils' progress. In particular, teachers have guidance on determining subject levels by teacher assessments. There is evidence of good practice in assessing writing against national curriculum statements of attainment at each level. In mathematics and science attainment is recorded regularly against statements of attainment. The process of assessing pupils' IT skills is becoming established, and the foundation subjects give similar helpful grades. The school also gives good attention to pupils personal development, shown by the half-termly records for PSHE.

11. There is a very high quality of language provision for pupils with English as an additional language, where the bi-lingual assistants are a very good role-model for the pupils. Pupils identified as having special educational needs have good support.

12. The school places a very high priority on language support that is effective in enabling

pupils to understand the tasks and take a full part in them. The teachers for language support are very experienced and skilled, working in equal partnership with the class teachers in a way that is very professional and gives the best possible support to the children. Their time is allocated to those pupils identified as being most likely to benefit, often working in a whole-class setting so that the children are included in discussions. The language teachers are sensitive to the children's home circumstances, for example, that the home language is usually uppermost on Mondays after the weekend at home. The language support teachers also fulfil a highly professional role in helping families to communicate with school on matters of concern or that require clarification. In the reception class language support helps the class teachers very well in extending the children's use of English that is becoming more established through the work of the nearby playgroup. In all year groups the focus on language development enables pupils to access the curriculum, although currently the effects of this support are most evident towards the end of Key Stage 2 where pupils make good progress and achieve well in the national tests.

13. Procedures for monitoring the attainment and progress of pupils with special educational needs are thorough. The school carries out reviews of the very good individual education plans regularly as required. Pupils needs are considered carefully to ensure that they are placed at the appropriate stage on the special needs register. Pupils receive good support from the class teachers and support assistants that maintains their attention well and helps them to achieve.

14. The school has established a good behaviour management policy that helps to create a good working atmosphere and has a very good effect on pupils' learning.

15. The pupils' behaviour is good. The school has given considerable attention and effort to establishing behaviour strategies that are effective and applied consistently by all staff, and this is now working successfully. Pupils understand the expectations for behaviour, and the consequences of inappropriate actions, so that lessons usually maintain a good working atmosphere. The considerate and well-managed ethos in the school has a strong influence on overall behaviour and helps the pupils to become well-adjusted young people. Pupils are friendly and polite and are willing to give help and co-operate when needed. The pupils' behaviour on the playground is also good, despite the rather cramped conditions, and they play and talk together. Lunchtimes are civilised occasions where many pupils talk quietly together. Pupils have good respect for their school environment. No incidents of aggressive behaviour were seen during the inspection and bullying is said to be very rare. The good school atmosphere and expectations are reflected in the fact that there were no exclusions during the last year.

16. The improvement in pupils' behaviour over the past few years, that is acknowledged by parents and staff, also has a beneficial effect on the pupils' attitudes to school life and work. The teachers establish a good working atmosphere in class that encourages pupils to learn, and this promotes their attainment. Most pupils are hard working and keen to achieve good results, settling to work quickly on most occasions. Pupils help each other in many ways, for example, in Year 6 when working co-operatively in a group to place animal pictures in a table according to their characteristics. The pupils' good behaviour and attitudes contribute well to their learning and their achievements.

17. Parents have confidence in the staff, and are encouraged to join in the life of the school.

18. The school has a good relationship with parents and works closely with them on the

education of their children. The great majority of parents have a positive view of the school. Parents feel that their children are happy in going to school. They appreciate the good help given for English which has a good impact on the children's attainment, although occasionally the reading level of books brought home was not thought to be at the right level of difficulty. Parents appreciate the work ethic that the teachers promote, and also that behaviour is expected to be good. Parents feel comfortable about approaching the school to discuss anything of concern, finding the language support very helpful. The parents feel that the school provides them with helpful information about their child's progress in the annual reports, with some targets for improvement, and that there are suitable arrangements for parents' evenings. They appreciate the regular newsletters and general information about events in the school, and the fact that translations are always available. They feel that a letter about topic details near the beginning of each term would help them to contribute more to their child's work.

19. Parents make a modest contribution at present to the learning of their children and to the life of the school. A few parents help in the classroom and on outside visits. Parents want to provide help to their children at home with their reading, homework and topic studies though many parents expect the school to provide the education. Reading diaries go to and fro between school and home to help track progress, and the school offers help to parents on how they might support their child's learning. Parents welcome the help they receive related to pupils with special educational needs, and that they are fully involved with the reviews.

WHAT COULD BE IMPROVED

20. The school should review the approach to teaching and learning, to ensure consistency of approach and with the aim of helping pupils to make more even progress through the school, despite the very good focus on language support for the pupils.

21. The whole staff has worked extremely hard in addressing the issues raised at the previous inspection, for example in implementing schemes of work so that planning gives continuity through the school. The language support and class teachers work well together in teams so that the children's language needs are fully considered. Behaviour strategies are applied consistently. The headteacher and senior staff have begun to make lesson observations and to share their thoughts to help improve classroom practice. There are, therefore, many examples of good practice, yet there are some inconsistencies and issues to address.

22. In general the class discussion times during lessons are too long, with pupils listening. There are often long periods when pupils are passive and only a minority contributes to discussions or gives answers. During several practical lessons the tasks are over-directed by the teachers, limiting the opportunities for pupils to make choices and take on responsibilities. Several lessons, for example, in mathematics, have a clear focus but teachers do not resource the group tasks with practical materials to help secure pupils' understanding. Moreover, the time for group tasks is frequently curtailed because the introductions are too long, thus limiting the practical experiences from which pupils consolidate their learning. The organisation of these lessons needs to be broken into shorter sessions and it does not allow sufficient time for interactive teaching.

23. The subject co-ordinators are thoughtful about the development needs of their subjects, but are only able to see a few lessons to reflect on the needs of teachers and

pupils. There is a need to bring these observations and all teachers' experience into a discussion about approaches to teaching and learning that focuses on expectations and pupils' needs. Currently, despite the good language support, pupils make slow progress to the end of Key Stage 1 but good progress to achieve above average standards by the end of Key Stage 2. The school should consider the good practice in the Reception Year and elsewhere to aim at achieving a more even rate of progress through the school.

24. The school is not providing a suitable personal, social and health education programme for the pupils.

25. The overall atmosphere of the school is conducive to consideration and thoughtful actions. The good ethos of the school and teachers' good management of the children make a positive contribution towards the personal development of pupils. However, provision for pupils' personal, social and health education is unsatisfactory overall.

26. There is a co-ordinator who has helped to prepare a policy and scheme of work that is a suitable basis for planning. Teachers recognise opportunities to link issues to other subjects such as science. However, while discussion times for the pupils' personal, social and health education are identified on the time-tables, several of these do not happen since time over-runs from other lessons. The school is not giving this aspect of the curriculum sufficient attention to help pupils understand important issues related to relationships, personal responsibility and behaviour. In general, pupils are not assessed directly for their personal development, although all teachers demonstrate a high level of individual care. The progress and development of pupils with special educational needs is monitored closely.

27. The rate of attendance is very low, caused particularly by family obligations.

28. Attendance remains very low in comparison with other schools, as it was at the time of the previous inspection. The very low attendance is mainly due to family obligations and commitments requiring visits to the Indian sub-continent. There are signs of improvement in attendance through an improving understanding by the parents of the importance of children's learning at school. The rate of unauthorised absence was well above the national average during the previous school year. Most pupils are punctual in arriving at school and in getting to lessons. The school is active in explaining the responsibilities of parents towards school, and in following procedures that promote good attendance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to continue to raise standards and make improvements the headteacher, governing body and staff should give attention to the following matters:

- (1)
 - a) Carry out a review of approaches to teaching and learning that identify key characteristics of good practice in different subjects;
 - b) Carry out appropriate changes and trials, and monitor them;
 - c) Prepare and agree a policy for teaching and learning to inform planning and classroom practice;
 - d) Monitor progress in implementing the policy, and relate professional targets to the policy as appropriate, with related in-service training for staff.
 - e) Consider how best to relate teaching to a more even development in pupils' language skills.

- (2) Provide an effective personal, social and health education programme for the pupils by:
 - a) Reviewing present practice and the policy;
 - b) Identifying the significant features of a PSHE programme that pupils should access during their time at primary school, including behaviour modification;
 - c) Ensuring that suitable time is allocated;
 - d) Using appropriate procedures to monitor the programme.

- (3) Continue to work towards raising the rate of attendance in the school by:
 - a) Informing parents of the present rate as very low in comparison with other schools;
 - b) Encouraging parents to bring their children to school normally, each day/session, but to then take them out for any medical or other appointments later;
 - c) Relating absences to slow progress or low attainment where applicable.
 - d) Monitoring the rate of absence and identifying success criteria that are measurable, such as rates for specified groups of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	14	4	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	0	375
Number of full-time pupils eligible for free school meals	0	141

FTE means full-time equivalent.

Special educational needs	Nursery	Y R– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	91

English as an additional language	No of pupils
Number of pupils with English as an additional language	371

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	12.0
National comparative data	5.4

Unauthorised absence

	%
School data	2.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	28	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	18
	Girls	17	18	19
	Total	33	32	37
Percentage of pupils at NC level 2 or above	School	57	55	64
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	18
	Girls	17	19	18
	Total	32	38	36
Percentage of pupils at NC level 2 or above	School	55	66	62
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	23	22	24
	Total	37	37	40
Percentage of pupils at NC level 4 or above	School	76	74	80
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	16
	Girls	21	24	25
	Total	33	38	41
Percentage of pupils at NC level 4 or above	School	66	76	82
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	316
Bangladeshi	1
Chinese	
White	3
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.7
Number of pupils per qualified teacher	18.3
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	272

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	812,100
Total expenditure	797,562
Expenditure per pupil	2,121
Balance brought forward from previous year	24,231
Balance carried forward to next year	38,769

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	375
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	17	1	3	1
My child is making good progress in school.	53	44	1	1	0
Behaviour in the school is good.	54	32	3	3	7
My child gets the right amount of work to do at home.	43	36	7	7	6
The teaching is good.	64	30	0	4	1
I am kept well informed about how my child is getting on.	57	32	4	6	1
I would feel comfortable about approaching the school with questions or a problem.	60	39	0	0	1
The school expects my child to work hard and achieve his or her best.	71	23	0	1	4
The school works closely with parents.	46	49	4	0	1
The school is well led and managed.	64	30	0	1	4
The school is helping my child become mature and responsible.	64	30	1	4	0
The school provides an interesting range of activities outside lessons.	50	34	7	3	6