

# INSPECTION REPORT

## **HAVELOCK PRIMARY SCHOOL**

Southall

LEA area: Ealing

Unique reference number: 101900

Headteacher: Mr David Baldwin

Reporting inspector: David Shannon  
5240

Dates of inspection: 21<sup>st</sup> – 22<sup>nd</sup> January 2002

Inspection number: 230238

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Havelock Road Southall Middlesex
Postcode:	UB2 4PA
Telephone number:	020 8571 7204
Fax number:	020 8843 9880
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr R S Chawla
Date of previous inspection:	3 <sup>rd</sup> – 7 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Havelock Primary School is an above average-sized community school with 420 pupils on roll. This is a significant increase since the last inspection in 1997, when there were 289 pupils on roll. It is a popular school that is oversubscribed. The school serves an area of Southall that is predominantly Asian or black in ethnicity and is very diverse in its make up in terms of ethnicity, languages and cultures. The majority of pupils come from the Havelock Estate in the Norwood Green Ward, where socio-economic circumstances are poor when compared with national data. There is a high mobility rate in the school and recently there has been an influx of refugee children from Somalia. Overall, the number of boys and girls is broadly similar, except in Year 4 where there are 33 boys and only 19 girls. Seventy-one pupils are part time and are in the parallel nursery classes. There are 6 pupils in a LEA (Local Education Authority) Primary Support Base attached to and managed by the school. There are 84 per cent of pupils for whom English is an additional language, which is very high when compared with schools nationally. Eighty-seven of these pupils are at the early stages of learning English. Almost 26 per cent of pupils are on the school's register of special educational needs, which is broadly in line with the national average. There are 34.6 per cent of pupils eligible for free school meals, which is above the national average. Children's attainment on entry to the nursery is well below that of other nursery age children. Almost a third of pupils in the nursery arrive not able to speak English and with very limited personal and social skills. There has been a high turnover of staff in the last two years and, currently, there are three vacancies filled by temporary teachers.

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

Havelock Primary is an effective school with some very good features. The quality of teaching is good, overall. By the time pupils reach the end of Year 6, standards in the national tests are well above the national average in English, mathematics and science. The headteacher and key staff provide very good leadership and are very well supported by governors. The school takes great pride in developing a strong sense of citizenship for all its pupils and every pupil is fully included in all aspects of school life. Funds are managed very effectively and the school gives good value for money.

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

- In Key Stage 2, teaching is good and pupils make good progress. In Year 6, standards in English, mathematics and science are above the national average.
- The headteacher provides strong, clear and thoughtful leadership and is well supported by senior teachers and the governing body.
- The programme for personal, social and health education and citizenship is very good.
- Parents' support for the school is very good and this contributes to pupils' learning.

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

- In Key Stage 1, standards in reading, writing and mathematics
- The amount of time allocated to the teaching of some foundation subjects, in particular, geography and information and communication technology.

*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 improvements since the last inspection in November 1997. The school has enhanced its provision for teaching information and communication technology (ICT) by creating a new ICT suite of computers. A national training programme to develop teachers' skills and competencies in ICT is scheduled to commence in the spring term, 2002. The quality of teachers' planning has improved. The teachers make good use of the National Literacy Strategy and the National Numeracy Strategy to plan teaching programmes. Pupils' attendance at school has improved since the last inspection. The teachers currently working in Key Stage 1 were not on the staff at the time of the previous inspection. The school's prospectus meets statutory requirements, but the annual report from the governors to parents does not meet requirements. Since the last inspection, overall, the quality of teaching has improved from sound to good. Teaching has improved

in Key Stage 1, where no unsatisfactory teaching was observed. Standards at the end of Key Stage 2 in English, mathematics and science are well above the national averages and have remained at this high level over the last four years. The school recently received an Award for Excellence from the Department for Education and Employment in recognition of its high standards. During the academic year 2000/2001, a number of temporary teachers taught the two, Year 2 classes. Overall, the school is in a good position to improve on the standards in Key Stage 1 and to maintain the high standards in Key Stage 2 and the good quality of education now in place throughout the school.

## 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	A	A*
mathematics	A*	A	A*	A*
science	A*	A	A*	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

This is a very impressive set of results. The table shows that standards in English, mathematics and science are very high when compared with those of similar schools (those with up to fifty per cent of pupils eligible for free school meals). In mathematics and science, the school's results are among the top five per cent in the country. The table shows that this trend of high results has been maintained over the last three years in mathematics and science and in English for two of the last three years. The inspection judgements are that standards in English, mathematics and science are above average. Evidence from the 2001 national results indicates that current Year 6 pupils will benefit from the additional after school classes. The inspection judgements are that standards in the nursery and reception classes (Foundation Stage) are below average in communication, language and literacy and mathematical development when compared with pupils of a similar age. However, pupils achieve well and make good progress in the Foundation Stage, due to good teaching. In comparison with similar schools, the 2001 results for Year 2 pupils in reading, writing and mathematics are well below average. Trends over time show some improvement in writing, but no sustained improvement in reading and mathematics. Pupils' progress is not as good in this key stage because teaching is only satisfactory and work is not always well matched to their needs. The inspection judgements are that standards at age seven are just below average in reading, writing and mathematics. Pupils in Key Stage 2 make good progress, including those pupils with special educational needs. The school met its statutory targets for Year 6 pupils in the year 2001 and is on course to meet those set for 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show enthusiasm for their work and concentrate well.
Behaviour, in and out of classrooms	Overall, good. Behaviour around the school and in assemblies is very good. Sometimes there is unsatisfactory behaviour in class and in the playground.
Personal development and relationships	Good. Pupils throughout the school relate very well to each other and to adults in the school. They respect each other's values and views. The outside play area for nursery age children needs developing. Football limits play opportunities for other children.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

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

Overall, the teaching in the school is good. Most lessons seen were for numeracy and literacy. Teachers have a good knowledge and understanding of the National Literacy and Numeracy Frameworks and the Curriculum Guidance for the Foundation Stage, which is reflected in the medium and short-term plans. Teachers in all three stages of education set clear learning objectives that are shared with pupils, so that they settle quickly to their tasks. Pupils are clear about what they are doing and why they are doing it. Tasks are usually well matched to pupils' abilities enabling all pupils, including those with special educational needs and English as an additional language, to make good progress. On occasion, this was not the case in some Key Stage 1 lessons, where tasks were either too difficult or too easy. Classroom assistants are well deployed to support pupils' learning. This has a positive impact on the progress of individuals and groups. Teaching and support staff make good use of praise to motivate and reinforce pupils' learning and behaviour. Throughout the school, the majority of classrooms are stimulating learning environments with good quality displays that aid pupils' learning. Teaching was unsatisfactory in two lessons in a Year 4 class. This was because of inappropriate teaching methods and poor behaviour management strategies that resulted in unsatisfactory progress being made by the pupils. During the inspection, the Year 4 class was taught by a temporary teacher.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has successfully implemented the curriculum for the Foundation Stage of Learning and the National Literacy and National Numeracy Strategies. The curriculum is broad and makes good use of visits and visitors to enrich the curriculum. The amount of time allocated to some subjects, in particular, geography and information and communication technology, is insufficient.
Provision for pupils with special educational needs	Very good. Support is very well managed and teaching well planned. Parents and carers are fully involved in the development and review of individual education plans. Many pupils attain national standards at the end of Key Stage 2. Good integration programmes into the mainstream schooling operate for pupils from The Primary Support Base.
Provision for pupils with English as an additional language	Very good. There are two specialist teachers and a support assistant. Teachers' provide very well for this group of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision through clubs, the School Council, assemblies and a structured programme of Personal, Social and Health Education and Citizenship. There are many opportunities for pupils to appreciate their own cultures and cultures of others within our society.
How well the school cares for its pupils	Good. The school has procedures and policies in place for child protection and for ensuring pupils' welfare. The care for Key Stage 2 pupils at lunchtime could be better. Security is an issue that has been discussed with the school and governors.

Parents are interested in the school and support their children very effectively. Termly parent/teacher consultation evenings are very well attended. Parents also fully support school events and festivals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, clear and thoughtful leadership and is well supported by senior teachers. All members of the school community work very well together as a team.
How well the governors fulfil their responsibilities	Very good. An effective system of committees enables the governing body to fulfil its statutory responsibilities. Regular visits to the school enable governors to keep themselves informed of issues and developments. Governors bring considerable skills and expertise in their very supportive role towards the school. The governors' annual report to parents does not meet statutory requirements.
The school's evaluation of its performance	Good. A system of monitoring classroom practice is in place. The focus has been on literacy and numeracy. The school development plan effectively identifies what the school needs to do. The plan is used by staff and governors to check progress. The school makes good use of national and local data to evaluate pupils' progress and the progress of different groups within the school. Some subject leaders' action plans that follow the analyses of performance are not precise enough to measure specific improvement.
The strategic use of resources	Very good. The school deploys staff effectively and makes very good use of resources and the site.

The leadership and management displayed by the headteacher, senior teachers and governors are very good. The Governing Body, headteacher and administrative officer apply the principles of best value well in their decision-making.

## 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>• The children like coming to school.</li> <li>• Parents are pleased with the progress their children make.</li> <li>• There is good behaviour in and around the school.</li> <li>• Parents believe teaching is good with high expectations of work.</li> <li>• Parents believe that they are well informed about the progress made by their child.</li> <li>• Parents believe the school is well led and managed.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• The school provides a range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given to do at home.</li> <li>• Behaviour at lunchtime.</li> <li>• An issue regarding school security.</li> </ul>

The inspection team agrees with parents' positive views of the school, but judges that pupils' progress and attainment in Key Stage 1 could be better. Inspectors' observed homework being given to pupils during the inspection period and are of the view that it was appropriate for the pupils' age and ability. Each classroom has a parents' notice board that states when homework is given. All parents are invited to sign a Home School Agreement form about homework. Inspectors observed pupils in both playgrounds during the lunch period. Behaviour in the Key Stage 2 playground is sometimes unsatisfactory. The issue regarding security has been raised with the school and governors.

## **PART B: COMMENTARY**

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

**In Key Stage 2, teaching is good and pupils make good progress. In Year 6, standards in English, mathematics and science are above the national average.**

1. The teachers in Key Stage 2 have a very good understanding of the National Numeracy Strategy (NNS) and the National Literacy Strategy (NLS) and use both frameworks to help with medium and short term planning. Teachers make good use of the oral and mental starter at the beginning of each numeracy lesson. For example, in a Year 3 mathematics lesson, the teacher made good use of the mental starter to develop quick mental recall of numbers up to 200. Pupils in a Year 6 lesson were engaged in doubling and halving amounts of money as they played a game of 'chase the answer.' The teachers in Key Stage 2 structure both their numeracy and literacy lessons well, with clear learning objectives that are shared with the pupils. This results in pupils knowing what they have to do and settling quickly to their tasks. Lessons proceed at a good pace and keep pupils interested and on task, resulting in good progress in the majority of lessons.
2. Teachers in Key Stage 2 set high expectations for the quality and quantity of work that should be achieved. They provide good role models for the pupils and model various techniques in both literacy and numeracy. For example, in a mathematics lesson in Year 6, the teacher gave a clear demonstration and explanation of adding and multiplying money sums. This kept all the pupils interested, so that, when they moved into groups later in the lesson, all were able to successfully complete the set tasks. In a literacy lesson in Year 3, the teacher provided very clear teaching of the basic skills of reading. This resulted in the pupils being able to read the text with expression and accuracy.
3. In Key Stage 2, work is well matched to pupils' previous attainment, which helps to meet the needs of all pupils, including those with special educational needs. In a mathematics lesson in Year 4/5, pupils were learning and practising adding and subtracting to the nearest 10 and then adjusting the answer according to the method used. The lower attainers were adding and subtracting 9 and adding 11 to given numbers. The middle attainers used the same numbers as the lower attainers, but were also adding and subtracting 19 to the given numbers. Higher attaining pupils were involved in adding and subtracting much larger two digit numbers to given numbers and adjusting the answer according to the method used.
4. Teachers in Key Stage 2 systematically monitor and evaluate pupils' progress in English and mathematics. Progress is reported to parents at the termly teacher/parent consultation evenings. In the spring term of each academic year additional classes are held after school and on Saturday mornings for Year 6 pupils. These after school lessons focus on teaching English, mathematics and science. Almost every pupil in Year 6 attends these additional classes on a regular basis. The monitoring and evaluation of individual progress and the additional after school classes have a very positive impact on pupils' progress and overall attainment in the end of year Standard Assessment Tasks.
5. The standards achieved in the 2001 national tests for Year 6 pupils were well above the national average in English, mathematics and science. The work seen during the inspection, in both Year 6 classes, is above average in English, mathematics and science. Evidence from the 2001 national results indicates that current Year 6 pupils will benefit from the additional after school classes. In English, pupils are able to select essential points and, using inference and deduction, select relevant information to support their views when writing key points of a story. They are able to write neatly in paragraphs, using a wide range of vocabulary, for example, when writing a biography of Roald Dahl. In both literacy and numeracy lessons pupils' listen carefully and respond positively to teachers' questions and views.
6. In mathematics, Year 6 pupils are able to read, write and order whole numbers in context and numbers greater than 1000. They are able to multiply two digit numbers by two digits and divide three digit numbers by one digit. Higher attaining pupils are able to multiply three digit numbers by two digits and divide three digit numbers by two digits. Pupils understand common fraction

equivalents, for example 50 per cent equals one half. They understand and are able to calculate the median and mode in relevant contexts, for example, the number of animals in a litter.

7. In science, the majority of pupils can explain that some solutes dissolve in water, for example, sugar and salt. The higher attaining pupils are able to explain how they will investigate solubility and can describe a solute, solvent and substance. Pupils with special educational needs are not able to use scientific vocabulary accurately, but know that some substances dissolve in water and some do not.
8. Since the last inspection, the percentage of good or very good lessons seen in Key Stage 2 has increased to almost seventy five per cent. The quality of teaching is a significant factor in the good progress made by pupils in this key stage. In a Year 4 class, teaching and learning were unsatisfactory in two lessons. This was because of inappropriate teaching methods and poor behaviour management strategies. During the inspection, the class was taken by a temporary teacher.

**The headteacher provides strong, clear and thoughtful leadership and is very well supported by senior teachers and the governing body.**

9. The headteacher provides strong, clear and thoughtful leadership. He has a clear vision for the school, which is exemplified in the mission statement in the school prospectus. The school motto, 'Aim High', clearly expresses his belief in pupils' potential to high expectations of success and the development of a climate for learning and achievement. The school has a clear set of aims that permeate the everyday life of the school. This makes a strong contribution to the standards and progress made by the pupils. The School Development Plan is a well-structured and comprehensive document that involves staff and governors in its compilation and review. It is an effective management tool, containing a strategic plan for a three-year period and an annual plan for the key areas of development. There is clear and comprehensive written documentation that guides the work of all staff; for example the staff handbook. The headteacher has put into place a carefully thought out system for welcoming and inducting new pupils into the school during the year. This involves administrative and support staff working together to help offset the impact of mobility by settling new pupils quickly into school.
10. The senior management team plays a significant role in the development and monitoring of the curriculum. They analyse and discuss the results of the Standard Assessment Tasks and end of year tests taken by the various year groups. A comprehensive report is presented annually to the governing body. As a team, they work very well with the headteacher. Curriculum leadership in the Foundation Stage, English, mathematics, science and special educational needs, in particular, is very good. The subject leaders' action plans for English, mathematics and science contain some targets for improvement that lack precision.
11. The governing body brings considerable skills and expertise as well as wholehearted support to its work for the school. Governors have trust in the headteacher, but expect him and subject leaders to be fully accountable to them. Some governors have taken on the responsibility for a specific subject or aspect of education. For example, there are governors for literacy, numeracy and special educational needs. These governors make regular visits to the school and report back to meetings of the governing body. The Chair of Governors meets with the headteacher on a regular basis. These meetings and visits, together with an effective system of committees, enable governors to have a secure view of the school's development. The last inspection report highlighted that the prospectus and the governors' annual report to parents did not meet statutory requirements. The annual report to parents still does not meet requirements.
12. The school takes good account of best value principles. The school compares its standards with those of other schools and then sets targets for improvement. The majority of these targets are challenging. The views of governors and parents are sought before making major educational decisions. For example, consultation took place before agreeing to take part in the National/Ealing Healthy Schools Standard. Costs are compared with quality and effectiveness.

**The programme for personal, social and health education and citizenship is very good.**

13. The school prepares pupils very well to play an active role as citizens. For example, the school's 'Discipline to Learning' policy contains processes, positive rewards, sanctions and behaviour checks which impact on standards of behaviour and the climate for learning in the school. Pupils are made to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism. In each classroom and outside the deputy headteacher's room there is displayed a framework for 'peer mediation.' Pupils are encouraged to resolve differences by looking at alternatives and explaining their actions and choices. The pupils have the opportunity of learning first-hand what democracy is, through acting as a councillor on the School Council.
14. Good provision is made in developing a healthier and safer lifestyle for pupils. For example, the school is involved in a National/Ealing Healthy School Standard initiative. This has involved carrying out an analysis of 'what is a healthy school'? Questionnaires were sent out to parents to obtain their views on health related issues. Safety education is also built into this project. The school works closely with the police on aspects of Road Safety and Keeping Safe. A drug education programme has been provided for Year 5 pupils. A special meeting was held with parents of Year 5 pupils and a police liaison officer. The effects and risks of drugs, both legal and illegal, were enacted by a Theatre in Education group.
15. The school promotes the personal development of pupils very effectively. For example, in a Key Stage 1 and Reception assembly, the headteacher discussed with the pupils the theme of being kind to each other. Responses were taken from the pupils, such as 'sharing', 'saying thank you' and 'saying sorry'. The pupils were invited to think about other ways of being kind for the following week's assembly and were asked to put into practice the ways that had been discussed. At this assembly, awards were given out to celebrate the success of pupils' achievements. The pupils took great delight in coming out in front of their peers to receive their award from the headteacher. It was quite apparent that the pupils' self-esteem and self-worth were greatly enhanced. Circle Time is undertaken by all classes. This provides a regular opportunity for pupils to reflect and talk about their relationships and behaviour with others.
16. The school successfully fosters respect and tolerance for the different religions, cultures and languages within the school. The emphasis on respect and good manners permeates through the school. Two dance sessions are held each week during lunch time, that teach and promote Asian classical and folk dancing. The sessions are open to any pupil in the school. Many pupils achieve a high standard in this form of dancing. The school's assemblies successfully celebrate the various festivals represented by the different groups in the school, for example, Eid and Diwali. Pupils in authentic costumes perform dances to celebrate Diwali. Photographs, pictures and posters around the school recognise the various religions and cultures represented in the school. In the autumn term, visiting performers played South Asian music during a Masala Walla Concert. Pupils in Year 6 have undertaken research projects about their own religion and other world religions; for example, Islam, Hinduism and Sikhism. Some projects are hand written and others word processed.

**Parents' support for the school is very good and this contributes to pupils' learning.**

17. Parents are interested in the school and support their children very effectively. Termly parent/teacher consultation evenings are very well attended. These meetings provide parents with a regular opportunity to discuss their children's progress and to sign their children's record of achievement sheet. Parents whose children are on the school's register of special educational needs support the school very well. They take part in annual review meetings and are actively involved with the school in the development and regular review of their children's individual education plans.
18. Each year, the school organises and runs after-school classes for Year 6 pupils to help raise attainment in English, mathematics and science. These classes are held on two evenings a week and on a Saturday morning. Parents of Year 6 pupils are highly supportive of these classes, ensuring regular attendance. Almost all parents who completed the questionnaire are

of the opinion that the school expects their children to work hard and achieve their best. Similarly, a very high percentage of parents are very pleased with their children's progress.

19. Parents also fully support school events and festivals. A workshop for parents of children in the Foundation Stage that explained and demonstrated the school's approach to reading, number and play activities was very well attended. There is always a good attendance to celebrate the festivals of Diwali and Eid. All other functions are just as well supported. Parents come into school and help in a variety of ways, for example in the library, cooking and listening to pupils read. One parent was observed working with a group of pupils in a food technology lesson. During the session she was able to share her knowledge and understanding of mathematics that helped to promote pupils' learning.
20. The school's end of day arrangement is a particularly effective way of working with parents and receiving feedback. Parents wait for their children at classroom doors inside or outside school. Parents also make good use of the area that has been specifically set aside for their use inside the foyer. They have good access to teachers and appear to feel welcomed and at home in the school.

## **WHAT COULD BE IMPROVED**

### **In Key Stage 1, standards in reading, writing and mathematics.**

21. Pupils make good progress in reading, writing and mathematics in the Foundation Stage of learning. The majority of pupils enter Key Stage 1 below average in reading, writing and mathematics. Pupils' performance over time shows an uneven profile in reading and mathematics results. The trend for writing is more even, showing some improvement over the three years from 1997-2000. During the academic year 2000/2001, a number of temporary teachers taught the two Year 2 classes. In 2001, the results of Year 2 pupils in reading, writing and mathematics declined and were well below the national average. The inspection findings are that standards at age seven are just below average in reading, writing and mathematics.
22. Since the last inspection, the quality of teaching in Key Stage 1 has improved. No unsatisfactory teaching was observed. Overall, the quality of teaching in Key Stage 1 is satisfactory. On the whole, tasks are usually well matched to pupils' abilities. On occasion, in both literacy and numeracy, tasks were either too difficult or too easy and, therefore, pupils' progress was limited. For example, in a literacy lesson a group of pupils were unable to find little words in big words and another group who were asked to write a story, using full stops where appropriate, were only able to produce a string of letters. In a mathematics lesson, a group of pupils were adding numbers to ten. However, some pupils in the group demonstrated that they were able to add accurately two digit numbers below twenty to a single digit.
23. The quality of the learning environment in some Key Stage 1 classrooms is not stimulating or interactive enough to take pupils forward in their learning. For example, there is an absence of key vocabulary for both literacy and numeracy and the quality of displays is poor. Appropriate targets have been set for pupils age seven in reading and writing for 2002 and 2003. However, the target for mathematics in 2003 is not challenging enough.

### **The amount of time allocated to the teaching of some foundation subjects, in particular, geography and information and communication technology.**

24. The curriculum is broad and includes all the subjects of the National Curriculum and religious education. A wide range of activities is provided for pupils, including visits to places of interest and extra curricular activities. The national literacy and numeracy strategies have been introduced successfully in Key Stages 1 and 2 and the arrangements for teaching literacy and numeracy skills are proving successful.
25. The school allocates a high proportion of teaching time to English and mathematics. Whilst this contributes to the high standards attained in these subjects at the end of Year 6, it means that less time is available for other subjects. According to the schemes of work, the time allocated to

some subjects is below the national average. For example, only three per cent of time is allocated to the teaching of geography, except in Year 4 where four per cent has been allocated. The school has not sufficiently explored the imaginative use of literacy and numeracy across the curriculum, so that skills are learned and practised through work in other subjects. The skills of report writing, for example, could be developed through work in history or geography, thus making more efficient use of available time.

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

26. In Key Stage 1, improve standards in reading, writing and mathematics by:

- i. Monitoring short term planning and teaching to ensure that tasks are appropriate to pupils' abilities.
- ii. Improving the quality of the learning environment in classrooms.
- iii. Ensuring that targets set for pupils at the end of the key stage are sufficiently challenging and that resources are provided to support the action required.
- iv. Ensuring that subject leaders' targets for improvement are precise and measurable.
- v. Appointing a Key Stage 1 co-ordinator, as soon as possible.

*(paragraphs 21-23)*

27. Increase the amount of time allocated to some subjects by:

- i. Reviewing the balance of the curriculum and allocating more time to teaching some of the foundation subjects, in particular, geography and information and communication technology.

*(paragraphs 24 and 25)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	11	9	2	0	0
Percentage	0	22	39	32	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	384
Number of full-time pupils known to be eligible for free school meals	N/A	133

FTE means full-time equivalent.

Special educational needs	Nursery	YR –Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	1	108

English as an additional language	No of pupils
Number of pupils with English as an additional language	351

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	55

### Attendance

#### Authorised absence

	%
School data (00/01)	6.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	34	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	22
	Girls	27	26	25
	Total	45	43	47
Percentage of pupils at NC level 2 or above	School	71 (79)	68 (80)	75 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	24	18
	Girls	27	27	25
	Total	44	51	43
Percentage of pupils at NC level 2 or above	School	70 (71)	81 (88)	68 (2)
	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	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	19	19	19
	Total	34	36	36
Percentage of pupils at NC level 4 or above	School	94 (76)	100 (89)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	18	19	19
	Total	33	34	36
Percentage of pupils at NC level 4 or above	School	92 (79)	94 (89)	100 (95)
	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	21
Black – African heritage	49
Black – other	0
Indian	205
Pakistani	66
Bangladeshi	1
Chinese	0
White	20
Any other minority ethnic group	22

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	25.6
Average class size	27.4

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

Total number of education support staff	9
Total aggregate hours worked per week	195

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

FTE means full-time equivalent

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8.6
Number of teachers appointed to the school during the last two years	10.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent*

### **Financial information**

Financial year	2000/2001
	£
Total income	959859
Total expenditure	925301
Expenditure per pupil	2147
Balance brought forward from previous year	-25969
Balance carried forward to next year	8589

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	152

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	0	0	1
My child is making good progress in school.	55	40	3	1	1
Behaviour in the school is good.	53	39	2	1	3
My child gets the right amount of work to do at home.	51	34	13	1	1
The teaching is good.	60	35	1	1	3
I am kept well informed about how my child is getting on.	54	34	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	28	3	2	3
The school expects my child to work hard and achieve his or her best.	68	26	2	0	4
The school works closely with parents.	51	36	9	0	3
The school is well led and managed.	65	24	3	0	6
The school is helping my child become mature and responsible.	59	30	6	1	4
The school provides an interesting range of activities outside lessons.	47	39	5	2	7

*The percentages may not always add up to 100 as a result of rounding up.*