

INSPECTION REPORT

GRASMERE PRIMARY SCHOOL

Stoke Newington, London

LEA area: Hackney

Unique reference number: 100252

Acting Headteacher: Mr Ian McGovern

Reporting inspector: Mrs M S Summers
25455

Dates of inspection: 6th and 7th May 2003

Inspection number: 246047

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
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	92 Albion Road London
Postcode:	N16 9PD
Telephone number:	020 7254 4564
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Appropriate authority:	The governing body
Name of chair of governors:	Henry Stewart
Date of previous inspection:	3rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grasmere Primary is an average-sized primary school serving 238 pupils including 30 who attend the nursery. Not all children who attend the nursery transfer to the Reception class and a considerable number start in Reception not having been in the nursery. More than half the pupils come from ethnic minority families, the main groups being Turkish Cypriot, Turkish and Black Caribbean. About a quarter of the pupils speak English as an additional language and half of these are in the early stages of learning English. Just under 20 per cent of the pupils are entitled to free school meals which is about the same as in most schools. This figure has dropped slightly since last year. There are about the same number of pupils with special educational needs as in most schools although the proportion with statements of special educational need is far higher. Their needs are diverse and range from emotional and behavioural to speech and communication difficulties. Pupils start school with very different levels of attainment but overall, they are at broadly expected levels for their age.

HOW GOOD THE SCHOOL IS

Grasmere Primary is a good school. Effective leadership and management result in a strong emphasis on achievement and on helping pupils to develop personally as well as academically; all adults work towards these common goals. This results in pupils learning well and reaching high standards by the time they leave the school at the end of Year 6. The school provides good value for money.

What the school does well

- Pupils make good progress, particularly in Years 3 to 6, and reach high standards in the national tests for 11 year olds.
- The school cares well for pupils and provides many opportunities to help them develop personally as well as academically; this results in them becoming mature, confident and hard-working individuals who enjoy learning, value each other and show high levels of personal responsibility and initiative.
- The school provides a rich and varied programme of lessons and activities which are well-organised and ensure pupils' individual interests and abilities are fostered effectively.
- There is a good community spirit within the school; parents, governors, volunteers, visiting specialists and staff all work hard to make school a stimulating and effective place of learning.
- The school is intelligently led and sensitively managed; there is a strong commitment towards continued improvement.

What could be improved

- Pupils in Year 2 do not reach high enough standards in the national tests in reading, writing and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been some good improvements since the school was last inspected in November 1997. High standards at the end of Year 6 have been maintained although those at Year 2 continue to be below average. There are more pupils, however, who are reaching nationally expected levels for their age in Year 2 and new programmes have been started to try to raise achievement still further. All subjects are now planned and taught systematically. This ensures that children make steady progress in subjects such as design and technology and information and communication

technology where weaknesses were identified by the last inspection. Assessment systems are in place and ensure that pupils' progress is tracked carefully. There have been great improvements in outdoor provision for the children and further playground improvements are planned. Subject co-ordinators carry out their roles effectively and performance management systems are firmly in place. Governors are now more involved in monitoring the school's work and carry out their responsibilities effectively too.

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
	2000	2001	2002	2002
English	C	B	B	A
mathematics	B	B	B	A
science	C	C	C	A

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

At the end of Year 6, pupils at Grasmere reach standards in English, including literacy, and mathematics, including numeracy, which are higher than in most schools across the country. Standards in science were average. They reach high standards in all three subjects when compared with schools with similar intakes of pupils. Standards have been rising steadily over the past few years. A good number of pupils reach higher levels than those expected for their age. The challenging targets set last year for pupils in Year 6 to reach in English were exceeded and were almost met in mathematics. The targets set for this year are realistic for the particular group and pupils look likely to achieve them. Pupils achieve well because of the good quality teaching they receive in Years 3 to 6. All pupils, including those with special educational needs, those for whom English is an additional language and the most able pupils make good progress because teachers in these classes cater well for their different needs. There is very good provision for gifted and talented children.

Standards gained in the national tests in 2002 for pupils in Year 2 were lower than in most schools. Standards this year appear higher but are still not up to those achieved nationally. Pupils are making steady progress but could learn even more quickly if the work for the most and least able was better suited to their needs. A high number of children in Year 2 are still developing confidence and fluency in English and this also affects the overall standards gained in the national tests.

Many children begin in the Reception class having not attended the nursery. Some have had no pre-school experience. Some children only have two terms in the Reception class before they move to Year 1. It is difficult therefore for them to reach the same levels as those children who have enjoyed the good provision in the nursery. Children in the nursery and Reception classes make good progress, particularly in their personal, social and emotional development. About two thirds of the children reach nationally expected levels for their age in communication, language and literacy and in their mathematical development by the end of the Reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and want to do well. They readily become involved in a wide range of school activities.
Behaviour, in and out of classrooms	Very good. Pupils work constructively and co-operatively in groups and show very responsible behaviour around the school.
Personal development and relationships	Excellent. Pupils respect one another's views and ideas. They show high levels of initiative and are keen to accept responsibility.
Attendance	Satisfactory. The vast majority of pupils attend regularly and arrive punctually each morning.

Pupils' very good attitudes to school and to their learning generally have a considerable impact upon their progress and the standards which they reach.

TEACHING AND LEARNING

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

The quality of teaching and learning is generally good. English, including literacy, and mathematics, including numeracy, are usually well taught. The main strengths in teaching and learning are:

- the provision for more able pupils in Years 3 to 6; teachers prepare work which extends them and enables them to make rapid progress;
- the very good relationships which teachers enjoy with their pupils; these help the pupils feel confident and keen to learn;
- the good range of practical activities which teachers provide to enable pupils to be actively involved; these sustain the pupils' interest and concentration in lessons;
- the good levels of support provided in lessons by classroom assistants for children with special educational needs and those for whom English is an additional language; they help the pupils to concentrate and make sure that they understand the lessons.

The main weaknesses in teaching and learning are:

- the provision for the most able pupils in Years 1 and 2; often the work is too easy and does not extend the pupils sufficiently;
- the work covered in the withdrawal groups is sometimes not pitched at the right levels to ensure pupils make enough progress;
- the provision of homework which is inconsistent across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The youngest children receive a wide variety of experiences which helps them develop in all areas of their learning. Older pupils receive a rich and varied curriculum, with good opportunities for sport. There are very good links with the community which benefit the pupils; for example, more than 30 employees from a multi-national firm visit every week to help pupils to practise their reading and mathematics skills.
Provision for pupils with special educational needs	Good overall. This is well organised and pupils receive very good quality support from teachers and assistants in class lessons. However, the support offered in withdrawal groups is sometimes not matched well enough to the needs of different pupils.
Provision for pupils with English as an additional language	Good. These pupils are supported effectively in lessons and their progress tracked carefully as they move through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to work and play together and thus develop very good social skills; they learn strong moral values from the excellent examples of adults in the school. Pupils reflect upon their own experiences and feelings in lessons and assemblies. They learn to value different cultures through lessons in geography, history and religious education.
How well the school cares for its pupils	Very good. Pupils are very well cared for and supported. Each child is valued and the school works hard to support those with particular problems. The introduction of new assessment systems means that pupils' progress is tracked carefully as they move through the school.

The school's rich and varied curriculum provides well for all areas of pupils' learning, from basic English and mathematics skills to aspects of their personal development. Pupils are very well cared for and supported by all adults in the school and this means that they feel confident, comfortable and ready to learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher and deputy have ensured that the school has continued to improve this year. Subject co-ordinators and others with key responsibilities carry out their roles effectively.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic and take an active role in monitoring the school's work and deciding on areas for development.
The school's evaluation of its performance	Satisfactory. Information is analysed carefully to see where improvements in provision can be made. The quality of teaching and learning is monitored but not rigorously enough to identify key areas for improvement.
The strategic use of resources	Very good. Funds are used very carefully for the benefit of the children. Substantial improvements to the premises have been made possible by the acquisition of additional grants.

The school has benefited from the thoughtful and intelligent leadership of the acting headteacher this year. Continued development has occurred because of good strategic planning and sensitive management. The school applies the principles of best value well. It takes the views of parents and children into account when identifying areas for improvement. Careful research is carried out when major items of expenditure are identified to ensure that the school gets the best value for its money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good and their children are making good progress. • The school teaches their children to be mature and responsible; behaviour in school is good. • They feel comfortable about approaching the school with any concerns and these are dealt with quickly and efficiently. • The school is well led and managed. • The school provides an interesting range of activities outside the school day. • There is good provision for the youngest children in the nursery and Reception classes. 	<ul style="list-style-type: none"> • The provision of homework which is said to be inconsistent between classes. • The information they receive about their children's progress. • The provision for children in Year 3 which, a few parents said, was insufficient to meet the needs of all the children.

Inspectors agree with all the positive views expressed by parents. Inspection evidence shows that provision in Year 3 is generally good and that children's needs are being addressed carefully. There are very good informal opportunities for parents to talk with teachers about their children's progress and the annual reports meet requirements. However, the school has already taken on board parents' suggestions and has made improvements to reports this year. Inspectors share parents' concerns about homework. There is different practice amongst teachers and sometimes the children do not receive enough feedback about their work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress, particularly in Years 3 to 6 and reach high standards in the national tests for 11 year olds.

1. Last year, pupils at Grasmere reached standards which were above those expected for their age in English and mathematics. Standards in science matched nationally expected levels. Standards in all three subjects were well in excess of those achieved in schools with similar intakes of pupils. The high standards last year were due to a number of factors:

- a good number of pupils gained high levels in the tests, particularly in mathematics;
- the vast majority of pupils reached nationally expected levels in English;
- boys perform much better at Grasmere than boys nationally.

2. In mathematics, for example, 43 per cent of pupils exceeded the expected level for their age as compared with about a quarter of pupils nationally. This is also the case in English and science although the difference is not so great. Over the past few years, boys have performed well. In English, virtually all pupils last year reached nationally expected levels, including all the boys who took the test. The school received national awards for achievement in 2001 and 2002.

3. All children, including those with special educational needs and those for whom English is an additional language make good progress in Years 3 to 6. The most able children do particularly well compared with the standards they reached when they were in Year 2. This good progress is because of the high quality teaching in these classes which includes very effective provision for the most able pupils.

4. The vast majority of the lessons seen in these classes during the inspection were at least good and a few were very good. Teachers know their pupils well and manage their classes very successfully. They enjoy very good relationships with all the pupils, often sharing a few private words of encouragement if pupils find the work difficult yet still maintaining high expectations that the pupils will succeed. The pupils do succeed because the work prepared for them meets their different needs. For example, in one very effective literacy lesson in Year 6, the teacher split the class into two groups for a writing exercise. Pupils had to write a letter of complaint to a manufacturing firm about the quality of a rucksack. A previous lesson had prepared the ground and the most able pupils had devised a plan outlining the key points they wanted to put over in the letter. They were sent off to the computer suite, supervised by a classroom assistant, to word process their work. This they did very diligently and successfully, showing high levels of skill and knowledge in both English and word processing.

5. The remaining pupils were led through the letter writing process very carefully by the teacher back in the classroom, practising different phraseology and ensuring that all the key points were covered. This was done very sensitively by the teacher, who often prompted the quieter pupils to read out their work. Pupils responded well because they knew that their contributions would be valued. The teacher was able to prompt pupils by careful questioning to improve certain aspects, such as their vocabulary or grammar. Other pupils in the class made very sensitive comments which resulted not only in improved work but also a sense of pride and achievement.

6. Teachers organise lessons which interest and involve the pupils. Pupils are practically involved and working all the time and this is the main reason why boys do well. Teachers use a wide range of different strategies to involve the pupils as well as putting a great deal of preparation and planning into their work. In a science lesson in Year 5 for example, the whole focus of the lesson was on pupils setting up their own experiments to test how different liquids evaporate over time. They were encouraged to make hypotheses and structure their investigations to test these

out. The pupils approached the task enthusiastically, working well together and showing very high levels of concentration.

7. Other very successful strategies include the use of individual whiteboards on which pupils can record their answers or ideas and the use of 'talk partners'. During the teaching parts of lessons, pupils are often asked to discuss their responses or ideas with their partner before reporting back to the teacher. This ensures that all pupils are involved and gives them good opportunities to use new vocabulary introduced at the beginning of lessons. This strategy helps all pupils improve their language skills but particularly those who are learning English as an additional language. Computer technology is also used well to interest and motivate pupils.

8. Classroom assistants make a good contribution in lessons and have a successful impact on the progress of pupils with special educational needs and those for whom English is an additional language. They support pupils with behavioural difficulties very well during the taught part of lessons, by sitting with them, asking questions and encouraging them to take an active part in discussion. Classroom assistants often sit with pupils who speak English as an additional language to explain new words and to encourage them to use them in the work.

The school cares well for pupils and provides many opportunities to help them develop personally as well as academically; this results in them becoming mature, confident and hard-working individuals who enjoy learning, value each other and show high levels of personal responsibility and initiative.

9. The school counts this aspect as an important part of its work. It does not leave pupils' personal development to chance. In addition to all the elements of the teaching which help to increase pupils' self esteem and confidence, there are many other structures in place to help pupils' personal growth.

10. Adults in the school provide excellent examples to the pupils. Relationships are positive and productive and show pupils the value of teamwork. High levels of respect are engendered; adults value their colleagues and make sure that pupils know that they are also valued as individuals. Praise is given warmly when deserved. Pupils who have worked hard or produced good work receive stickers and certificates; these help them to feel proud of their achievements and proud to be a part of the school. The ultimate reward is tea and cakes with the headteacher. The only area where pupils show less pride is in the presentation of their work which is sometimes untidy in their exercise books.

11. Discussions with pupils reveal that they are proud to attend Grasmere. They speak enthusiastically of the support they receive from teachers and other adults and value the opportunities which the school provides. They are still childlike enough to say that the best things about the school are the play areas, swimming and sailing lessons, the extra-curricular sports and clubs and the Friday afternoon activity sessions at the end of the day.

12. Older pupils know the importance of doing well at school. They talk enthusiastically about the secondary schools they might attend and clearly value the support and advice they receive from their parents about this. The most able pupils in Years 5 and 6 speak keenly of the classes they attend at a local secondary school and realise that these have been organised to help extend their learning.

13. The school council involves representatives from classes of all ages across the school. Members are elected by their classmates and meetings are held regularly. Minutes are kept and pupils' ideas are often incorporated into school development plans. They have had a great input into the development of the new play area and the refurbishment of the toilets, for example. They are also developing a good sense of social awareness and responsibility. Over the past year, strong letters have been exchanged with the local council, trying to get them to provide a school crossing patrol on the busy road outside the school gate.

14. Circle time is an important part of school life, where pupils sit together quietly and reflect about their relationships with one another. In one session for example, the children thought about what a good friend is and each responded in turn 'A good friend is someone who....'.

15. Consistent expectations about behaviour underpin the school's very calm and positive atmosphere. There is a clear code of behaviour which has been drawn up in discussion with pupils and all are aware of the consequences if they break the rules. Those children who find it difficult to maintain high standards of behaviour are supported very successfully by learning mentors and classroom assistants.

16. Pupils are encouraged to accept responsibility in many ways. They take registers to classrooms, help in the dining hall and give out and collect equipment. Year 5 pupils volunteer to become reading partners for pupils in Year 1. They turn up promptly each Wednesday to help their young schoolmates practise their reading. They take this responsibility extremely seriously, keeping careful records and explaining how particular children have made great progress over the year.

The school provides a rich and varied programme of lessons and activities which are well-organised and ensure pupils' individual interests and abilities are fostered effectively.

17. Pupils show great enthusiasm for school and for their learning generally. They talk excitedly about their favourite lessons; Year 3 children for example enjoy mathematics and history lessons the most. All subjects of the National Curriculum plus religious education are taught and the school constantly evaluates its provision to see where it can improve further. Music and the creative arts generally are identified as the main focus this year. This is in response to feedback from parents and children but also because senior managers realise that these areas have received less priority than literacy and numeracy over the past few years.

18. Lessons are generally well organised and interesting and teachers are good at making them relevant to their pupils. They establish useful links between subjects so the pupils realise how mathematics can help in science lessons for example, when they measure and compare results of investigations. They encourage the use of computers carefully to help pupils extend their literacy skills and research history and geography topics. Pupils often have to write reports, accounts or descriptions of their work in a range of subjects, thus helping them to practise their reading and writing.

19. The youngest children in the school in the nursery and Reception classes receive a wide range of useful and stimulating experiences which are planned according to nationally recommended guidelines. Parents who attended the meeting before the inspection said they were very pleased with how their children were being taught in these classes. Staff work together to design activities which will interest pupils in both classes and those at different levels. There is a good balance between activities which the children can choose for themselves and those which have a specific focus. Literacy and numeracy are taught as discrete lessons each morning and there is a good amount of movement between the two classes to ensure that children receive opportunities which are pitched at appropriate levels.

20. What makes the curriculum richer and broader than in most schools is the good range of opportunities available outside the National Curriculum. A successful after-school club is run as a charitable concern and provides care for pupils until 6pm each evening. Members of the school staff run the club and this means that pupils know and trust them. It also means that the high expectations of behaviour are maintained and that activities are well-organised and staff can support pupils carefully. A good range of activities is on offer, from chess and drumming to football and other sports.

21. The school organises a wide range of visits to complement the pupils' work in different subjects. Year 1 classes visit the Science Museum and there is a visit to Hampton Court planned for Year 6 later this term. Visits to the National Portrait Gallery earlier this year, supported by the school's very successful business links, enabled older pupils to learn more about painting, drawing and photography.

22. The last hour of every Friday is devoted to creative and sporting activities. This provision was set up last year in response to parents' suggestions that there should be a broader range of activities on offer to children. There are 12 activities on offer to children in Years 3 to 6, based upon the individual expertise of staff, and children choose six clubs to attend over the year, one every half-term. Clubs include sewing, knitting, magazine making, poetry, sailing, tennis, cricket and football. The children look forward to their Friday afternoon clubs some of which last far longer than the end of the school day. The school plans to extend the range of activities on offer next year.

23. Pupils have good opportunities to put their musical and dramatic talents to good use in the annual school concert which is held at the end of the autumn term. All classes participate and the demand for tickets is so great that the concerts have to be held at a local secondary school. Year 6 pupils put on a concert at the end of the summer term, just before they leave. These traditions are an important part of life at Grasmere.

There is a good community spirit within the school; parents, governors, volunteers, visiting specialists and staff all work hard to make school a stimulating and effective place of learning.

24. Grasmere is a very happy school. All those involved with the school, from parents to governors, support staff to volunteer helpers, are very proud of their school and know that their work makes a real difference to the children.

25. An ethos of respect and teamwork pervades all aspects of the school's work. Parents and friends of the school organise a range of activities to raise funds for the school, from Easter egg hunts to summer picnics and barbecues. They can see the results of their fund-raising efforts in the school's good range of equipment, for example digital cameras, and drums for the drumming club.

26. Some governors are regular visitors to the school. They have good relationships with staff and work closely with the acting headteacher to monitor aspects of the school's work and decide on priorities for development.

27. Volunteers play an enormous part in the day-to-day life of the school. Twice a week, a large group of adults from a multi-national business spend their lunch hour working with children in Years 4, 5 and 6. Some volunteers have been working with particular children for over two years. They provide a valuable extension to the school's provision for the most and least able pupils. Some listen to pupils reading and discuss the plot and characters with them as well as their own preferences in books and other informal topics. Others work with groups of pupils who are talented mathematicians; they tackle puzzles and mathematical investigations together. The pupils gain a great deal from the volunteers; they see the value of helping others as well as learning from the example of people in high-level business positions. They learn from their commitment, enthusiasm and their relationships with one another.

28. All staff play a valuable role in the school. Teachers work hard to ensure that their lessons are well prepared and their classrooms are bright and interesting. Site and cleaning staff also show high levels of commitment and a real pride in their work; floors and paintwork gleam and the playground is clean, safe and free from litter. Staff who supervise the children at lunchtime enjoy excellent relationships with them. Children respond to them quickly; a glance or a quiet word is all that is necessary to maintain a pleasant, informal atmosphere. Kitchen staff provide healthy and attractive meals which help the children maintain their concentration during afternoon lessons.

Administrative staff deal efficiently with day-to-day duties, such as attendance and school meals, leaving teachers to get on with the main task of teaching the children.

29. Other support staff play important roles. Learning mentors and support assistants who are assigned to specific pupils ensure that their needs are met and that any with behaviour difficulties do not affect the learning of other children. A recent initiative funded through a national scheme has provided weekly counselling sessions for children experiencing emotional problems and this is beginning to impact on their learning.

The school is intelligently led and sensitively managed; there is a strong commitment towards continued improvement.

30. The pace of improvement has been maintained this year due to the very clear thinking of the acting headteacher ably assisted by his acting deputy. An effective partnership with governors further adds to the successful leadership and management of this school. Excellent relationships between all members of staff ensure that all share a common goal, to do the best they possibly can for the children. There are good levels of communication; everyone knows what is happening and how they are expected to contribute.

31. New staff are introduced carefully to the policies and practices of the school. Newly qualified teachers are assigned a mentor who works with them over the first year, advising on their lesson planning and ensuring that their practice meets the school's expectations. Other teachers who are new to the school are also carefully supported. Senior staff are always on hand to give advice and provide good examples to their less experienced colleagues when they teach their classes.

32. Staff are managed sensitively. Performance management systems are firmly in place but are non-threatening and clearly geared towards professional development. Teachers meet with senior staff three times a year, to review progress against previously agreed objectives and to fix new objectives for the future. These targets are set to meet school-led priorities as well as individual professional needs. Performance management systems also apply to non-teaching staff. This means that they feel valued and that their professional needs are addressed.

33. The results of national and school tests are carefully analysed to identify pupils who are not making enough progress. Strategies are then introduced to try to improve the provision for the pupils. For example, senior staff identified that pupils in Year 2 did not reach high enough standards in the national tests. Small-group sessions taken by support assistants were introduced at the beginning of the current academic year to try and help those pupils who were identified as needing support. These sessions cover literacy and numeracy. In the main these sessions are satisfactory, but require more rigorous monitoring to ensure that the support is geared effectively to pupils' needs and that individual pupils are making enough progress.

34. Senior staff observe lessons in different classes over the year. Teachers are used to being observed and readily engage in useful professional dialogue; during the inspection it was clear that they wanted feedback about how they could improve. Current systems for lesson observation and feedback are not rigorous enough to pinpoint where the teaching might be more effective for certain pupils and to give teachers clear areas for development.

WHAT COULD BE IMPROVED

Pupils in Year 2 do not reach high enough standards in the national tests in reading, writing and mathematics.

35. Standards reached in the national tests last year were below nationally expected levels in reading and were well below those expected for their age in writing and mathematics. Even when compared with schools with similar intakes of children, standards were still below those expected in

writing and mathematics. Standards have been consistently low for the last few years. Far fewer pupils than in most schools exceed expected levels for their age; in writing last year for example, no pupils achieved the higher level in the test and in mathematics, 18 per cent achieved the higher level compared with 31 per cent nationally.

36. Whilst the teaching seen in these classes during the inspection was satisfactory, there were some weaknesses which explain the lower achievement of certain groups of pupils.

37. There is often a lack of challenge for the most able pupils. This was noted during the taught part of lessons as well as in the work pupils were asked subsequently to complete. In one literacy lesson for example, the teacher showed pupils how to break down words into syllables to make them easier to spell. Whilst this was very useful for many children in the class and they made good progress, the brightest children already knew how to do it and so made very limited progress during the session. In pupils' mathematics books, the work for the most able children shows limited degrees of challenge. These pupils are working on fairly simple calculations yet recent test papers show they are able to tackle much more difficult work.

38. Pupils who learn at a slower rate are supported well in class lessons. The work planned by their teachers helps them to progress and classroom assistants provide good levels of support. Some children are taken out of class for small-group sessions in literacy and numeracy. These groups have been set up to try and raise the achievement of these pupils. Pupils enjoy the group sessions and work hard but the work is not always pitched at the right levels to ensure they make enough progress. For example, one mathematics session observed showed pupils all working at very simple addition and subtraction calculations. They worked in pre-printed workbooks so were not developing their skills at organising their own work; they merely wrote down the answers. The work was easy and did little to extend their knowledge and understanding.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school should now:

(1) raise standards in reading, writing and mathematics in Year 2 by:

- extending the brightest pupils more in lessons to ensure they achieve their potential;
- ensuring that intervention groups meet the needs of pupils successfully and that their progress is carefully monitored;
- monitoring the quality of teaching more rigorously to ensure that weaknesses are identified and addressed.

(Paragraphs 35-38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	5	9	0	0	0
Percentage	0	13	31	56	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 six 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)	24	208
Number of full-time pupils known to be eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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
	2002	19	9	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	15
	Girls	7	9	8
	Total	21	20	23
Percentage of pupils at NC level 2 or above	School	75 (87)	71 (90)	82 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	6	7	8
	Total	17	20	21
Percentage of pupils at NC level 2 or above	School	61 (85)	71 (100)	75 (97)
	National	85 (85)	89 (89)	89 (89)

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
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	13
	Girls	13	11	13
	Total	27	23	26
Percentage of pupils at NC level 4 or above	School	90 (71)	77 (86)	87 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	13	11	13
	Total	26	23	26
Percentage of pupils at NC level 4 or above	School	87 (79)	77 (79)	87 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	81	4	2
White – Irish	6	0	0
White – any other White background	39	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	11	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	19	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	16	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10.4
Number of pupils per qualified teacher	20
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	309

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	33
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	4.4
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	2002/03
	£
Total income	1,039,375
Total expenditure	982,194
Expenditure per pupil	4,092
Balance brought forward from previous year	-973
Balance carried forward to next year	56,208

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	39	49	8	1	2
Behaviour in the school is good.	44	48	6	2	0
My child gets the right amount of work to do at home.	30	36	15	7	12
The teaching is good.	52	35	6	0	7
I am kept well informed about how my child is getting on.	38	45	11	5	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	1
The school expects my child to work hard and achieve his or her best.	48	35	8	0	10
The school works closely with parents.	44	43	10	0	4
The school is well led and managed.	46	38	8	0	7
The school is helping my child become mature and responsible.	50	44	2	1	2
The school provides an interesting range of activities outside lessons.	42	44	6	2	6

Other issues raised by parents

Parents are pleased with provision in the nursery and Reception classes.

A few parents were concerned about provision in Year 3 which they said was insufficient to meet the needs of all the children.