

# INSPECTION REPORT

## **SWAFFIELD PRIMARY SCHOOL**

London

LEA area: Wandsworth

Unique reference number: 101022

Headteacher: Mrs J Branston

Reporting inspector: Mrs G Kayembe  
2901

Dates of inspection: 9<sup>th</sup> – 11<sup>th</sup> June 2003

Inspection number: 246099

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 to 11 years

Gender of pupils: Mixed

School address: St Ann's Hill

London

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Telephone number: 020 8874 2825

Fax number: 020 8871 1853

Appropriate authority: The governing body

Name of chair of governors: Mr L Hopkins

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 394 girls and boys on roll between the ages of three and eleven and is larger than the average primary school. All pupils in reception to Year 6 attend full time. Thirty of the 51 three- and four-year-olds in the nursery class attend part time. The school serves a very mixed community and pupils' home circumstances reflect diverse social and economic backgrounds but, overall, the social and economic backgrounds are broadly average. This is reflected in the proportion of pupils eligible to claim a free school meal which is also average at 29 per cent. The ethnicity of the pupils is very varied with a significant proportion (about two-thirds) who are from minority ethnic backgrounds. About a third of the pupils are of white British heritage, and this is the largest single group. The next largest ethnic groups are: Pakistani (about ten per cent), African (about ten per cent), Caribbean (about eight per cent) and mixed white/black Caribbean (about seven per cent). A high proportion of pupils, about a third, speak English as an additional language but only two are complete beginners, though many are still developing their English further and require some support. A small proportion of pupils, less than three per cent, receive support from a government grant to promote the achievement of pupils from minority ethnic backgrounds. About 18 per cent of pupils have special educational needs and this is average, but the one per cent with a statement of special educational needs is lower than most other schools. The attainment of pupils on entry to the school varies from year to year but, on balance, especially given the high proportion of pupils at the early stages of learning English, it is well below average. The movement of pupils into and out of the school, other than at the normal times for admission into the reception class and transfer to secondary school at the end of Year 6, is significant. Last year, 28 pupils joined the school and 49 left at times other than the norm.

The school is involved in a number of local and national initiatives and has received a number of national and local awards for its work. It has Investor in People status, and has the following awards: Chartermark, Artsmark, ECO School, Basic Skills Award, The Schools Curriculum Award and the Healthy Schools award.

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

This is a very good school with many excellent features. It provides a highly effective and well-rounded education for its pupils, hence, they achieve very well relative to their starting points. Whilst there is some variation in the standards attained from year to year, this is due entirely to the variations in starting points. Overall, pupils make very good progress in their work as they move through the school regardless of their backgrounds and whether they began school with a good baseline score or a very low score. The school successfully creates a stimulating, creative and productive learning environment which promotes pupils' learning very well. By the age of eleven, standards of work are usually high and pupils are mature and responsible. There is a strong sense of community. Each pupil is valued for herself or himself and the rich variety of backgrounds of pupils is valued and celebrated. Relationships between pupils and staff and amongst pupils are excellent and are characterised by outstanding racial harmony and mutual respect. The headteacher provides excellent leadership. She is clearly focused on doing the best for all the pupils in her care and ensures that standards of teaching are high. The headteacher and governors ensure that money is well spent in order to benefit pupils' education. The school provides very good value for money.

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

- The quality of teaching is very good and, as a result, pupils achieve very well as they move through the school.
- There is a strong sense of community and excellent provision for pupils' personal development. As a result, they thrive and grow into mature and responsible youngsters by the time they get to Year 6.
- The leadership and management provided by the headteacher, senior staff, governors and co-ordinators are outstanding.
- The learning opportunities for pupils, both as part of the taught curriculum and extra-curricular and enrichment activities, are very good. The breadth and balance of the curriculum are excellent.

- Parents' views of the school are very good and they are very happy that their children are at this school.

### What could be improved

- There are no significant or notable areas for development.

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

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

Improvement since the last inspection in November 1997 has been very good. The key issues from that inspection have been very effectively tackled and the issues raised fully addressed. Hence, behaviour on the stairs and in the playground is very good and speaking and listening skills are much better developed now. Results in national tests have improved significantly, particularly at Key Stage 2. Pupils now make very good progress and the quality of teaching shows marked improvement.

### 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	C	B	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	C	B	A	
science	D	E	B	A	

As the above table indicates, the results in National Curriculum tests for eleven-year-olds were above average in 2002 in English, mathematics and science and were a good improvement on the results of the previous two years. The proportions of pupils gaining the higher levels were well above average in mathematics and science. In comparison with similar schools, the results were well above average in all three subjects. Results in National Curriculum tests for seven-year-olds in 2002 were average in reading but below in writing and mathematics. However, in mathematics, the proportion of pupils gaining the higher level was above average.

Current standards are better by the end of Year 2 than the results of 2002 and are broadly average in English and mathematics. By the end of Year 6, current standards are lower than the 2002 test results and are below average overall, particularly in mathematics. English and science standards are close to national averages. However, the achievement of Year 6 pupils is very good given that they started school with very low attainment and a high proportion have special educational needs. By the end of the Foundation Stage, standards are below average in the areas of language and literacy and mathematical development. However, pupils' achievement is very good. In other areas of work, such as creative development, knowledge and understanding of the world and physical development, attainment is broadly in line with age-related expectations.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and do their best in lessons.
Behaviour, in and out of	Very good as a result of being very well managed by staff. By the time

classrooms	they reach the top of the school, pupils have developed good self-discipline. In lessons, pupils behave very well.
Personal development and relationships	Excellent. Relationships are excellent and pupils show mature and responsible attitudes.
<b>Aspect</b>	<b>Comment</b>
Attendance	Average. There were no unauthorised absences in the last academic year.

### TEACHING AND LEARNING

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

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

The quality of teaching is very good overall. Teaching in English is good overall and in mathematics it is very good. Teachers plan and prepare lessons thoroughly. Very good account is taken of individual needs and work is very effectively matched to these so that all pupils are actively included in lessons and work at a pace and level that is most suitable for them. Teachers' expectations of pupils are high. Able pupils are challenged and stretched very well and lower attainers are supported and are able to keep up with the work. They make very creditable gains in their learning. Questioning is very well managed and used expertly to probe and extend pupils' learning. In the best lessons, teachers provide excellent activities for pupils. These motivate and engage their interest but also help them to understand key ideas rapidly. Teachers pay good attention to developing pupils' basic literacy and numeracy skills, such as writing letters in history and reports in science. Though teachers generally focus well on spelling and vocabulary, there is some scope to improve these further. Marking is regular and it is clear that oral feedback is extensive. However, the use of written comments could be developed further. Teachers make very good use of time and resources in nearly all lessons. Computers are used well to help pupils learn. Support staff are very well briefed by teachers so that they know exactly what to do in lessons. Hence, they provide very good help to pupils.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school maintains a very well-structured curriculum which provides a wide range of learning experiences in and outside lesson time. The overall breadth and balance of curricular provision are excellent.
Provision for pupils with special educational needs	Very good. There is very well managed support, and individual educational plans identify very clear, specific and achievable short-term targets. Teachers make very good use of these plans to ensure that pupils are effectively supported in lessons. As a result, their progress is very good.
Provision for pupils with English as an additional language	Very good. Pupils who are still learning English make very good progress. Many who begin in the nursery or reception classes with little or no English reach the expected standards in the National Curriculum tests by the end of Year 2.
Provision for pupils' personal, including spiritual, moral, social and cultural	Excellent. Provision for pupils' spiritual, moral, social and cultural development is excellent and is an integral part of teaching and learning. The excellent opportunities for extra-curricular activities make a



development	significant contribution to pupils' social, moral and cultural development. Assemblies are of high quality.
How well the school cares for its pupils	Pastoral care is very good. Pupils are very well looked after and there are very good procedures for child protection and health and safety. Monitoring and tracking of progress are very good.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Excellent teamwork, clear direction, full commitment to improvement and shared understanding of the school's goals and how these are to be achieved are directly attributable to the leadership of the headteacher, who enables all to give of their best. The deputy headteachers are key to the success of the school in achieving the goals set and in supporting the development of other managers.
How well the governors fulfil their responsibilities	Excellent. Governors are very enthusiastic, meet frequently and are very well led. They have a very effective committee structure but also have other formal and informal methods for finding out about the work of the school and playing an active role in governance.
The school's evaluation of its performance	Excellent. The school has outstandingly well-developed procedures for checking its work, including monitoring teaching and learning. Data is very well analysed and used to support school improvement.
The strategic use of resources	Excellent. The school applies the principles of best value outstandingly well: it challenges itself constantly to do better; consults with parents, pupils and staff; makes rigorous comparisons against other schools; and ensures value for money in purchasing goods and services.

The school has been carrying out school self-evaluation for the last four years. This quality and rigor of the process, as well as the results, are verified and accredited by the local education authority.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• That their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school expects children to work hard and do their best.</li> <li>• That they feel comfortable about approaching the school with queries or problems.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework, particularly for more able children.</li> <li>• Closer working relationships between the school and parents.</li> </ul>

Overall, parents' views of the school are very positive. Inspection findings agree with the positive views expressed by parents. However, there is little evidence to support the concerns of some that the school does not work closely enough with them. The school makes considerable efforts to work with parents, to involve them positively and actively in its work and in helping them to support their children's learning. With regard to homework, this is reasonably well set, especially for the oldest pupils who are well prepared for homework expectations at secondary school. There is regular homework for younger pupils too and the school has achieved a good balance in the amount and type provided so that differing parental expectations have been largely satisfied. Though there is room for improving the amount and level of difficulty of homework for abler pupils, this is not a significant issue.

## **PART B: COMMENTARY**

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

**The quality of teaching is very good and, as a result, pupils achieve very well as they move through the school.**

1. The quality of teaching seen was very good overall. All lessons seen were either good, very good or excellent, and the majority was very good or better. The quality of learning closely matches the quality of teaching. English is well taught and mathematics very well taught, with whole-class teaching being first-rate in many lessons. As a result, pupils make good gains in knowledge, understanding and skills in English and mathematics lessons. For example, in an excellent Year 5 mathematics lesson, pupils rapidly learned to measure angles accurately as well as to make realistic estimates of the size of an angle. In an excellent English lesson for pupils in Year 2, where many of the pupils are at the earlier stages of learning English, pupils' speaking and listening skills were very effectively promoted through reading the story of the Indian hatmaker 'The Topiwala'. Very good use was made of non-verbal gestures to support pupils in interpreting emotions such as surprise and anger.
2. Teachers' management of pupils' behaviour and attitudes is a major strength of teaching. Teachers successfully achieve a very fine balance between being firm and being encouraging and supportive. In most lessons, the excellent relationships established by teachers with their pupils inspire them to do their very best. As a result, pupils put considerable effort into their work, concentrate exceptionally well and co-operate fully with their teachers. If pupils make a mistake, staff encourage and support them to think again and to have another go. In effect, teachers make very good use of mistakes or misunderstandings as learning points on which to develop new ideas and new ways of thinking. A very good learning atmosphere has been established within which pupils understand that making mistakes is acceptable because it helps us to learn. As a result, pupils are not only not afraid to answer questions but are usually very keen and regularly put their hands up. Firm discipline ensures that the minority of pupils with challenging behaviour are kept well focused on their work. Learning support staff play a key role in keeping them attentive and on task.
3. Planning is thorough and clearly identifies what pupils are expected to learn. Planning also ensures that work is designed so that there are a variety of levels of difficulty that pupils can work at. This is especially so in English and mathematics lessons where work is often very well matched to the differing needs of groups of pupils in the same class. High expectations lead to challenging work being provided and pupils are kept effectively engaged through the use of interesting and very well-designed activities. These are often structured in such a way as to make pupils think independently and to help them to learn to work by themselves, with minimum levels of dependency on teachers. For example, in a Year 6 mathematics lesson, pupils were given complex word problems based on everyday situations in order to develop their skills in solving problems. Very well-structured examples were completed with the whole class first so that pupils were shown very clearly a range of strategies that would be effective for tackling such problems.
4. Whole-class teaching of pupils, particularly in literacy and numeracy lessons, is very good, and often excellent. Questioning is usually very well managed and used most effectively to probe and hence extend pupils' learning. From lesson observations, there were many examples of very good activities for pupils. Often the range of ability is wide and teachers manage this range very well in most cases. Able pupils are very well

stretched so that they attain at a high level, whilst less able are given support and help so that they too make measurable progress. From pupils' science books, it is clear that the work on experimental and investigative science is well developed and pupils have regular opportunities to carry out well-structured practical work. There has been a very good focus on pupils' understanding what they have learned from these activities and being able to draw out relevant conclusions.

5. Teachers pay good attention to developing pupils' basic literacy and numeracy skills, such as writing letters in history, producing brochures in geography and reports in science. In lessons, teachers frequently help to develop speaking and listening skills by pushing pupils to provide extended answers to questions. Relevant technical words are often displayed in the classrooms. However, good attention is not consistently paid to highlighting new vocabulary. Whilst it is pointed out to pupils and they are taught new subject-specific words, this is not done in as tightly a structured manner as it could be, for example having new words/vocabulary in front of them when it is newly introduced. The school has moved towards a new spelling scheme and this has yet to be evaluated, however, marking of pupils' work does not always highlight common spelling errors in their written work. In addition, marking rarely provides written comments to identify for pupils what they need to do next to improve their work, though it is clear that there is very thorough oral feedback to pupils.
6. The learning environment in all classrooms is excellent with a wide range of interesting and colourful displays, often of pupils' own work. These act as a reminder to pupils of what they have been learning about. There are good displays of work carried out by pupils using computers. Teachers make good use of information and communication technology (ICT) as part of their teaching, and displays indicate that they are used well to help develop or reinforce skills in other subjects. In the mathematics club, a good range of mathematics' programs were being used to help pupils consolidate their numeracy and problem-solving skills.
7. Teachers make very good use of time and resources in almost all lessons. Support staff provide good help to pupils and are very well briefed by teachers so that they know exactly what to do in lessons. The overall support and teaching for pupils with special educational needs and English as an additional language are very good.
8. As a result of the very good teaching, pupils make very good progress and achieve very well as they move through the school. Many who begin reception with very little pencil control or capacity to write clearly, often just at the mark making stage, are beginning to formulate letters within a few months. Able pupils show that they are beginning to write. The very good progress made by children in the Foundation Stage results in the majority achieving the early learning goals by the end of the stage in personal and social development, creative development, knowledge and understanding of the world and physical development. Though the standards of work in communication, language and literacy and in mathematical development remain below average, the progress made is very good.
9. The work on extended writing begun in the reception year develops very well through Years 1 and 2, so that, by the end of Year 2, most pupils are writing on their own and able to produce a coherent and clear piece of extended writing. Through Years 3 to 6, pupils develop their writing further so that they construct clear sentences, write purposefully for a range of audience and many write well at length. Though writing standards remain below average by Year 6 for the current group, progress has been very good from their very low starting points. The school has done very well to enable the current Year 6 pupils who took the National Curriculum tests in May 2003 to reach

standards in English that matched the 2002 national averages (the 2003 national averages have not yet been published). Skills in speaking and listening develop particularly well and most pupils are articulate and fluent speakers by the time they reach Year 6. Able pupils are particularly expressive in their speaking. Reading skills develop well and, by the time they reach Year 2, standards of reading are sound, and this signals significant achievement. Pupils make good progress in learning to make inferences and deductions from the text so that comprehension standards are close to average by Year 6.

10. Results in mathematics were below the 2002 national averages, but again the progress of pupils in the current Year 6 was very good. Pupils make very good progress throughout the school in handling numeric problems and in coping with mental arithmetic. By the time pupils are in Year 6, they are able to calculate using the four rules and able pupils effectively solve problems using long division and multiplication. There is very good focus on helping pupils to develop their problem-solving skills so that they can work out for themselves how to tackle a problem. In a Year 2 lesson, for example, pupils made very good progress in establishing how a number machine worked. Progress in other areas of mathematics, such as data handling and geometry, is equally good.
11. In science, pupils are making very good progress in developing their scientific knowledge and understanding as well as in developing investigational and practical skills. For example, pupils in a Year 4 lesson confidently put circuits together making sensible predictions about the outcome if the numbers of wires, bulbs or batteries were varied. The written work of pupils in Year 6 shows that they make very good progress in planning experimental investigations and in drawing relevant conclusions from their results. This is the case for lower as well as higher attaining pupils. In an experiment on friction where pupils noted 'The shoes with no grip went down fast' or 'Shoe 1 travelled fast because it did not have much grip. Shoe 3 travelled slowly because it had lots of grip and the more friction, the slower an object will go'. The results of current Year 6 pupils in the recent tests are very good given their very low baseline scores. Though the proportion of pupils reaching the expected level, Level 4, was a little below the 2002 average, the proportion reaching the higher level, Level 5, was above.
12. From displays of work and examination of pupils' written work, it is clear that pupils make very good progress in most other subjects as well as they move through the school.

**There is a strong sense of community and excellent provision for pupils' personal development. As a result, they thrive and grow into mature and responsible youngsters by the time they get to Year 6.**

13. The provision for pupils' spiritual, moral, social and cultural development is excellent. The school's statement of values and aims places a strong emphasis on promoting pupils' awareness of social and moral issues, and on developing their capacity to reflect on the major, possibly unanswerable, questions in life. Providing rich cultural experiences is also a key part of the school's overarching aims. Great value is placed on the multicultural, multi-faith nature of the school intake and the diversity celebrated with enthusiasm and joy.
14. A very strong sense of community is immediately evident in the school and is reflected in the care and concern for each individual. The school promotes inclusion very well and ensures that there is good participation of all pupils in all the activities offered. For example, the school monitors who attends which activities and analyses the results of monitoring, taking effective action if any particular group is identified as being less involved. Activities are also well focused on pupils' needs. Hence, the computer club prioritises pupils who have no access to ICT at home. The school actively seeks to instil self-confidence and self-esteem amongst pupils, recognising that the circumstances or lower abilities of some may lead them to feel less worthy, and aims to develop well-rounded people as part of their educational experience. The high expectations of behaviour, the excellent relationships formed between teachers and pupils and amongst pupils, the mutual respect instilled amongst all and high value placed on individual talents and successes mean that the school achieves its aims exceptionally well.
15. Assemblies are of high quality and encompass the whole range of religious backgrounds represented within the school. Ideas and issues are presented in a thought-provoking way to help pupils to understand how others feel or view things. For example, an excellent assembly on the life of Anne Frank actively involved pupils in thinking about what her life must have been like and the enormous sacrifice made by those who helped Anne Frank's family survive in the attic for so long before being found out. There are many opportunities in the curriculum for pupils to reflect on their own and others' experiences and to have moments of quiet appreciation of things that are beautiful such as a piece of music or artwork. Hence, opportunities for spiritual development in its widest sense are excellent. As a result, pupils are thoughtful and reflective. They are sensitive to the needs of others and value others' experiences.
16. Excellent provision is made for pupils' moral and social development. A wide range of policies underpin the delivery of spiritual, moral, social and cultural provision within the school. The policies for the personal, social and health education programme, and drugs and sex education, are set within a strong moral framework, hence providing excellent opportunities for pupils to explore the underpinning moral and social principles when considering right and wrong. There is a clear policy for pupils' spiritual, moral, social and cultural development. This very effectively supports and encourages staff to incorporate opportunities for these areas into their daily teaching. Parents at the meeting felt that the school did very well in terms of teaching right from wrong and that circle time was used well to discuss issues. Whilst rewards and sanctions are used very well to help pupils understand the differences between right and wrong, as a result of the excellent opportunities to discuss issues, pupils demonstrate a very good level of understanding of the rationale of why a decision or action may be right whilst another may be wrong. In addition, they are able to discuss or talk about wider moral issues such as the need to conserve the environment.

17. Pupils are actively taught to get on with one another and to respect one another. There are regular and frequent opportunities for them to collaborate in lessons and these help to develop their skills of co-operation. Pupils were exemplary in the way they engaged in group work. There was never any fuss or query about who they worked with or why. In the Foundation Stage classes, teachers very consciously develop opportunities for children to develop their social skills, to learn to listen to adults and other children and to work and play together harmoniously. As a result, children make very good progress in their personal development. There are very good opportunities for pupils to socialise with one another at lunchtimes and play times. The considerable work done since the last inspection on improving the external areas of the school makes a very good contribution to the opportunities for pupils to play together and learn to share equipment. It is a mark of the excellent opportunities for the development of pupils' social skills that they are confident enough, especially by the time they reach the top of the school, to initiate discussions and conversations with adults.
18. There are a very wide range of opportunities for pupils to exercise responsibility. Older pupils are given very good opportunities to help younger ones, thus helping to develop their social skills and sense of responsibility. Older pupils 'apply' to be prefects. There is a 'friendship bench' in the playground to help children learn to make friends. In the classes, various jobs and responsibilities are allocated to pupils and they have the opportunity to input into decisions such as class rules. Pupils respond very well to the encouragement provided by the school and develop into responsible and mature youngsters by the time they reach Year 6.
19. The headteacher is very clear that breadth of curricular provision is of key importance, especially in terms of providing rich learning experiences which add to the personal development of pupils. The wide range of visits, visitors and extra-curricular activities make a strong contribution to the spiritual, moral, social and cultural development of pupils. The recent arts week made an excellent contribution to the development of pupils' cultural awareness as well as their social development. Artists worked with groups of pupils to develop pottery and textiles work, for example. Overall, subjects make a very good contribution to raising pupils' cultural awareness, for example through literature, art and design, music, geography, history and religious education, pupils learn a lot about other cultures. Pupils have examined the work of Bob Marley and jazz artists in music. In art and design, there are excellent displays of pupils' work emulating Aboriginal art forms as well as the work of artists such as Klimt. Year 5 pupils have produced brochures for the Caribbean following Internet research as part of their work in geography. Overall, there is excellent focus on developing knowledge and understanding about European cultural traditions as well as those represented within the backgrounds of the school's intake. Pupils from minority ethnic groups are encouraged to share information about their countries of origin and cultural or religious traditions, and their parents are welcomed into the school to give talks to pupils or to become involved in helping with displays or cooking food for special school occasions. The school's displays reflect the diversity of the intake very well. There are multilingual posters and a wide range of inter-cultural displays around the school. Parents at the pre-inspection meeting indicated that their children receive knowledge of other faiths and cultures and develop good knowledge of race equality.

**The leadership and management provided by the headteacher, senior staff, governors and co-ordinators are outstanding**

20. The headteacher provides exceptionally good leadership and sets just the right tone for the school so as to make all staff feel included in the process of school improvement and to motivate them to seek to improve continuously. She has a very purposeful agenda in terms of how issues are to be tackled and the quality of education enhanced in the pursuit of excellence. The headteacher works in active partnership with staff, governors and parents to ensure that the pupils in the school have every opportunity to achieve their very best. Her outstanding leadership very effectively promotes shared understanding of the school's values and aims. As a result, there is a strong atmosphere of harmony and excellent teamwork. There is a very strong commitment to ensuring that the highest standards of education and results are achieved.
21. There is excellent delegation of management duties for staff with responsibilities. In addition, excellent systems for monitoring and evaluating the school's work ensure that the school's aims and intentions are translated into action that helps it to achieve its goals. The very effective way in which the key issues from the last inspection were dealt with is a good example of this. Overall, the headteacher, through her own example, successfully inspires the dedication and commitment from staff and governors to work towards providing pupils with the very best quality of education possible.
22. There is an excellent partnership between the headteacher and the deputy headteachers who provide equally outstanding support to the headteacher in the management of the school. In their own right, they provide excellent leadership and management in their own areas of responsibility. Subject co-ordinators have very clear roles and know what they are expected to do. They, in turn, provide very good leadership and management of their areas. Co-ordinators are very well involved in monitoring the quality of work in their areas and in supporting developments and new initiatives.
23. A major strength of the management of the school is the extent to which all staff consistently implement the school aims, policies and procedures. Very good communication with staff and very clear understanding of their roles and what is expected of them help to promote such consistency. The very clear guidelines that staff are given through policy documents and staff meetings also mean that they are exceptionally clear about what they are expected to deliver. Excellent and regular monitoring and evaluation of the school's work and feedback to staff on their performance ensure that aims, values and policies are effectively implemented. The senior management team makes a significant contribution to the effectiveness of communication across the school.
24. The governors fulfil their responsibilities very well. They have a very clear idea of the strategic direction for the future development of the school. Through their committee work and through regular visits to the school, they play a very active part in helping it to move forward and to improve. Governors have very good insight into the strengths of the school and the areas for development. They are very effectively involved in managing finance and in monitoring the school's performance and its implementation of policies and plans through their work on various committees, and their identified links to various areas of the school.
25. The net results of the excellent leadership and management of the school include the high quality of teaching and learning, the very good achievement of pupils as well as the excellent ethos and very successful working partnership with parents.

**The learning opportunities for pupils, both as part of the taught curriculum and extra-curricular and enrichment activities, are very good. The breadth and balance of the curriculum are excellent.**

26. The very good curricular provision makes a significant impact on pupils' learning. The school has managed very well the curricular provision so that there is an excellent balance in the provision, and all subjects of the National Curriculum are given a good amount of teaching time. The breadth of learning experiences is outstanding and has been maintained through very good management of the timetable and a strong commitment and belief that pupils need a wide range of opportunities in order to flourish and gain confidence in applying skills of literacy and numeracy through a wide range of contexts. The addition of drama to the school's curricular provision has had a very positive impact on pupils' speaking and listening skills. There is very good provision for personal, social and health education, circle time and citizenship activities. The use of themed weeks, such as arts week and science week, provide pupils with additional opportunities to develop skills, interests and understanding across a wide range of curricular areas.
27. There is very good curricular provision for pupils with special educational needs and those still learning English as an additional language. There is very sensitive support for these pupils in lessons and withdrawal is very judiciously used to provide intensive teaching to help pupils with English as an additional language and those with special educational needs gain better access to the curriculum when they are in class.
28. There are excellent links with the community and these are used exceptionally well to benefit pupils' learning. For example, working with artists and musicians and visiting the local city learning centre for ICT lessons. The school has links with various religious organisations and faith groups. The curriculum for personal, social and health education is very good so that pupils learn about important issues such as how to lead healthy lives, and the damage drugs do. They also develop their interpersonal skills.
29. The provision for extra-curricular activities is excellent. There are clubs and activities every lunchtime and most days after school. These range from sporting clubs, such as cricket or football, to an ECO club, mathematics and science clubs as well as a school orchestra. The school monitors very carefully who attends to ensure that all have opportunities to be included.

**Parents' views of the school are very good and they are very happy that their children are at this school.**

30. The responses of parents to the Ofsted questionnaire and at the meeting with inspectors were very positive. There was a high degree of satisfaction with almost all aspects of the school's provision. Parents are very satisfied with the progress their children make and the standards they achieve and the vast majority feel that the school expects their children to work hard. Their children are happy at the school and enjoy school life. Parents were particularly positive about the quality of teaching and that they feel comfortable about approaching the school with a problem or a query. The headteacher is very highly rated by parents and they feel they are kept well informed about how well their children are progressing with work. There is little evidence to support the view of a small number of parents that the school does not work closely with them. On the contrary, the school makes considerable efforts to work with parents.



31. At the meeting with inspectors, parents had only praise for the school and were keen to communicate how happy their children were at school. Inspectors had to probe them carefully to find out if there was anything they felt could be improved. Other than a concern about homework from a small number and a worry from some about how well the standards compared with other children of that age or in the same class, they found very little to criticise. Inspection evidence indicates that parents are right to feel so positively about the education provided by the school.
32. Overall, the inspection evidence fully supports parents' positive views of the school.

### **WHAT COULD BE IMPROVED**

33. No areas for improvement were identified as the school has no significant aspects that require improvement. However, there were a few areas where minor issues were noted and which require further development. These include the following:
  - Continue to improve spelling and strengthen the use of literacy across the curriculum.
  - Improve the consistency and quality of marking and, in particular, the inclusion of written comments which identify what needs to be improved.
  - Address the minor health and safety issues identified – these include ensuring that there are adequate signs to indicate exits in an emergency; having sufficient first-aid boxes.

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

34. There are no key issues but the following minor issues should be addressed in the school's action plan:
  - Spelling – by picking up spelling errors in non-literacy work as well as literacy work and by ensuring that, when new vocabulary is introduced, it is visibly highlighted in large print for pupils. (Paragraphs: 5, 33)
  - Marking – by developing the use of written comments to help pupils to understand what they need to do to improve. (Paragraphs: 5, 33)
  - Health and safety. (Paragraph: 33)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	10	0	0	0	0
Percentage	8	54	38	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	343
Number of full-time pupils known to be eligible for free school meals	0	106

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	119

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	49

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	28	23	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	25
	Girls	18	19	20
	Total	42	41	45
Percentage of pupils at NC level 2 or above	School	82 (85)	80 (94)	88 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	19	20	20
	Total	43	44	45
Percentage of pupils at NC level 2 or above	School	84 (90)	86 (92)	88 (100)
	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	23	19	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	22
	Girls	17	16	18
	Total	34	34	40
Percentage of pupils at NC level 4 or above	School	81 (80)	81 (70)	95 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	17	16	17
	Total	33	34	37
Percentage of pupils at NC level 4 or above	School	79 (75)	81 (67)	88 (78)
	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	101	1	0
White – Irish	5	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	12	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	35	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	23	4*	0
Black or Black British – African	32	0	0
Black or Black British – any other Black background	3	0	0
Chinese	3	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	23	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.*

\* These four fixed-term exclusions involved two pupils.

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	20.2
Average class size	24.5

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

Total number of education support staff	18
Total aggregate hours worked per week	405

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36.1
Total number of education support staff	3
Total aggregate hours worked per week	92.5
Number of pupils per FTE adult	9.1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.2
Number of teachers appointed to the school during the last two years	6.2

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	2002/2003
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	£
Total income	1,166,878
Total expenditure	1,180,843
Expenditure per pupil	2,952
Balance brought forward from previous year	25,384
Balance carried forward to next year	11,419

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	379
Number of questionnaires returned	100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	0	1	0
My child is making good progress in school.	64	32	4	0	0
Behaviour in the school is good.	50	44	1	3	2
My child gets the right amount of work to do at home.	34	42	12	3	9
The teaching is good.	70	27	2	1	0
I am kept well informed about how my child is getting on.	58	35	4	3	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	5	0	0
The school expects my child to work hard and achieve his or her best.	63	30	2	1	4
The school works closely with parents.	51	40	8	1	0
The school is well led and managed.	74	22	2	2	0
The school is helping my child become mature and responsible.	61	30	4	0	5
The school provides an interesting range of activities outside lessons.	56	32	5	0	7