

# **INSPECTION REPORT**

## **OLIVER GOLDSMITH PRIMARY SCHOOL**

Kingsbury, London

LEA area: Brent

Unique reference number: 101528

Headteacher: Mrs S Knowler

Reporting inspector: Ms A Coyle  
20603

Date of inspection: 19 – 20 May 2003

Inspection number: 246127

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: Coniston Gardens  
Kingsbury  
London

Postcode: NW9 0BD

Telephone number: 020 8205 6038

Fax number: 020 8205 4987

Appropriate authority: The governing body

Name of chair of governors: Mr D Farlie

Date of previous inspection: 26 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Oliver Goldsmith Primary School is situated in Kingsbury, London. It serves the surrounding area, which consists of owner-occupied and local authority properties. The school is much bigger than most other primary schools nationally, and the number of pupils on roll has remained fairly steady over the past few years. The current full-time equivalent number of girls and boys in the school is 436, of whom 39 attend the Nursery on a part-time basis. Children are admitted to one of the two Reception classes in the September after their fourth birthday, and attainment on entry is slightly below average overall. The majority of pupils are from ethnic minority backgrounds and 61 per cent learn English as an additional language, which is a much higher figure than found in most other schools nationally, and four per cent are from refugee families. Twenty-four per cent of pupils are at an early stage of language acquisition and the main languages spoken at home are Gujarati, Urdu, Tamil and Arabic. Fifteen per cent of pupils are known to be eligible for free school meals, which is similar to the national average, and a higher than average figure of 28 per cent have been identified as having special educational needs. Their needs include moderate learning difficulties, emotional and behavioural needs, speech and communication, hearing or visual impairment and physical disabilities. Four pupils have statements of Special Educational Needs.

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

This is a good and effective learning environment in which the teaching is good overall and pupils attain good standards in English, mathematics and science by the time they leave at the end of Year 6. The school is led and managed well by the headteacher, supported by the senior management team and governing body, and good value for money is provided.

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

- Pupils attain good standards by the time they leave the school in English, mathematics and science. Standards are good in all other subjects.
- The quality of teaching and learning is good overall, with excellent cross-curricular links between subjects, which results in pupils' good attitudes and behaviour.
- The good curriculum is enhanced by a wide range of extra-curricular activities and excellent displays. It provides well for pupils' spiritual, moral, social and cultural development.
- The leadership and management of the school are good.

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

- Planning for activities in the Reception classes is inconsistent with the Nursery.
- Teachers' marking does not provide enough information to help pupils improve.

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

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

The school was last inspected in 1998. Since then, it has made good progress overall and rectified the shortcomings identified in the four key issues. The monitoring procedures have been improved well by the senior management team and this has had a positive effect on the quality of teaching. In addition, standards have risen to the extent that pupils now attain good standards by the time they leave at the end of Year 6, and the most capable pupils do well. More opportunities are now provided for pupils to complete independent research through the use of computers, and the provision for the youngest children in the school is managed suitably.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	B	B	B	B
Mathematics	A	A	B	B
Science	A	C	B	B

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The above table shows that standards of attainment have been mainly above or well above the national averages in English, mathematics and science over the last two years by the end of Year 6. Trends show an overall steady picture, with the school's results above the nationally expected levels<sup>1</sup> and those of similar schools in 2002. The inspection evidence concurs with these latest results and shows that, by the time they leave the school at the end of Year 6, pupils achieve good standards in the core subjects of English, mathematics and science. The school has set sufficiently high targets for the current cohort of pupils in these subjects and these are being promoted well. The oldest pupils in the school achieve good standards in all other subjects of the curriculum.

At the end of Year 2, the standards attained in 2002 were well above the national average and the results of similar schools in reading, writing, mathematics and science. The inspection evidence shows that pupils in Year 2 currently achieve good standards generally. The youngest children in the Foundation Stage<sup>2</sup> are supported closely to help them make sound progress in their learning, and they achieve some of the Early Learning Goals<sup>3</sup> in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and keen to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Pupils are racially tolerant and they play happily together. They form good relationships with each other.

<sup>1</sup>**LEVELS:** By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

<sup>2</sup>**FOUNDATION STAGE:** This stage of learning refers to children in the Nursery and Reception classes.

<sup>3</sup>**EARLY LEARNING GOALS:** From September 2000, QCA (Qualifications and Curriculum Authority) has introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the Reception year in: personal, social and emotional development; communication, language, and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.



Attendance	Good. Pupils are keen to attend school and do so punctually.
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Pupils are enthusiastic, hard working and co-operative. Relationships between them are good.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, and occasionally excellent. This accounts for the good learning taking place and the good standards achieved by pupils. The teaching of basic skills in literacy and numeracy is good. Teachers are conscientious and work hard for the benefit of all their pupils. They plan their lessons carefully, with clear objectives for what pupils are to learn, including those who have special educational needs or are very able. These objectives are made very clear to the pupils at the start of the lessons and reinforced throughout, although marking does not provide pupils with enough information to help them improve. Teachers draw well on a wide range of contexts and resources to help pupils learn, including computers, and they make good references to pupils' previous learning, with excellent cross-curricular links between subjects. The high numbers of pupils who learn English as an additional language are supported well so that they make good progress. However, the good planning in the Nursery is not carried through consistently in the Reception classes, and this is an area for further development.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum that includes all subjects of the National Curriculum and religious education, as well as the areas of learning for children in the Foundation Stage.
Provision for pupils with special educational needs	Good. This aspect is efficiently managed and the school responds well to the Code of Practice. <sup>4</sup> Pupils are supported carefully and their Individual Education Plans have clear targets for learning.
Provision for pupils with English as an additional language	Good. The procedures for supporting these pupils are clear and pupils are identified quickly.
Provision for pupils' personal development, including spiritual, moral, social and cultural.	Good. Pupils are provided with plenty of opportunities to develop their spiritual, moral, social and cultural awareness.
How well the school cares for its pupils	Good. The school takes care of its pupils within a supportive and friendly learning environment.

The school has good partnerships with parents. The good curriculum is enriched and extended by a wide range of extra-curricular activities and a good range of visits to interesting places. Good care is

<sup>4</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

taken to ensure the welfare and protection of pupils, whilst excellent displays emphasise pupils' spiritual, moral, social and cultural development and multi-cultural diversity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives clear educational direction for the school, and is supported well by her new deputy, a conscientious senior management team and the subject co-ordinators.
How well the governors fulfil their responsibilities	Good. The governors are knowledgeable and involved closely with the work of the school.
The school's evaluation of its performance	Good. The school regularly evaluates pupils' achievements. It has good procedures for monitoring and evaluating teaching.
The strategic use of resources	Good. The school's finances and resources for learning are used well to promote learning.

The good leadership of the headteacher and strong teamwork of the committed members of staff are key factors in the good standards achieved by pupils and the school's caring ethos. The accommodation is clean, and the school applies best value principles well in the purchase and use of resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Children enjoy school.</li><li>The teaching is good.</li><li>Teachers have high expectations of pupils.</li><li>The school is led and managed well.</li></ul>	<ul style="list-style-type: none"><li>Inconsistent homework provision.</li></ul>

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so. The quality of teaching is good overall and teachers expect their pupils to achieve well. Leadership and management are good. The inspection evidence does not agree with parents' comments regarding homework, but finds that the amount of homework given to pupils is appropriate to their age and ability.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils attain good standards by the time they leave the school in English, mathematics and science. Standards are good in all other subjects.**

1. Standards have risen since the last inspection and are now above the national expectations by the end of Year 6 in the core subjects of English, mathematics and science. Children enter the Nursery with limited communication skills compared to those of most three-year-olds in other schools because so many learn English as an additional language. They make sound progress and achieve some of the Early Learning Goals by the end of the Reception year in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen well to adults and to each other, sharing toys and games willingly. Most speak clearly and are beginning to read and write. They count up to ten and use computer programs to match and sort shapes. All children are courteous to each other and they love to pretend to be '*Farmer Duck*,' sliding, galloping, sawing and washing. They are racially tolerant, and those with special educational needs are integrated happily with their peers. Most children respond eagerly to imaginative play opportunities, such as sand, water and painting activities. Good displays of children's work are highly colourful and the good teamwork amongst staff helps children to learn in a well organised, happy, caring environment.
2. In English, pupils' performance at the end of Year 6 in the 2002 National Curriculum tests was above the national average and above that of pupils in similar schools; 88 per cent attained the expected Level 4 and a significant proportion (32 per cent) attained the higher Level 5. These results exceeded the school's targets for 2002. Pupils' performance at the end of Year 2 was well above the national average in reading, with 98 per cent at Level 2 and 36 per cent at the higher Level 3. In writing, standards were also well above the national average, with 98 per cent at Level 2 and 17 per cent at Level 3. The results were well above those of similar schools. Trends show those pupils in Years 2 and 6 to have generally exceeded the expected levels well since 1998. The inspection findings concur with these results and show that pupils are currently achieving good standards because basic literacy skills are taught carefully across the curriculum, with good use of computers to help them extend their learning. For example, the pupils in Year 6 work hard in lessons when writing fairy tales. They have good knowledge of how to set out stories with characters, settings and plots. Standards of handwriting and the presentation of work are high, and pupils show great confidence when speaking aloud to others. Their completed work on poetry is often of a very high standard; themes such as '*The Sounds and Sights of the Jungle*' in Year 5 and '*The Ghost*' in Year 6 are relished by pupils as they strive to excel. The Year 4 work about imaginary creatures like the '*Crocer-Swam*,' '*Uggy-Duggly*' and the '*Gauger-Gater*' shows very good attention to the use of descriptive vocabulary.
3. In the 2002 national tests for mathematics, the results were above the national average and those of similar schools at the end of Year 6. The school met its targets; 83 per cent attained the expected Level 4 and many (39 per cent) attained the higher Level 5. At the end of Year 2, the results were well above the national average and the results of similar schools, with 98 per cent at Level 2 and 43 per cent at the higher Level 3. The inspection findings show that standards are currently good at the end of Year 2 and Year 6. Basic numeracy skills are taught well and used extensively across the curriculum, and computers are used frequently to support numeracy. By the time they reach the end of Year 6, pupils calculate percentages, interpret information and produce a good range of block graphs, pie charts and bar charts to represent their findings. They develop their skills successfully because teachers use assessment information adeptly to help them increase pupils' understanding in plenty of exciting practical activities. For example, in one lesson pupils learnt how to rotate two-dimensional shapes known as '*Polyominoes*' and so build well on their previous knowledge of symmetry.
4. In the science results for 2002 at the end of Year 6, the percentage of pupils reaching the expected level was above the national average and that of similar schools, with 92 per cent

attaining Level 4 and 46 per cent attaining the higher Level 5. In Year 2, the teachers' assessments indicated that standards were above average in relation to the national figures; 98 per cent attained Level 2 and 31 per cent attained the higher Level 3. The evidence gathered during the inspection concurs with these results and shows attainment to be above the nationally expected levels at the end of Year 2 and Year 6. Pupils make good progress overall, and literacy skills, as well as numeracy skills and computer technology, are used well to help pupils increase their knowledge and understanding of scientific concepts. For example, pupils in Year 6 use the correct terminology to describe the bones of the human skeleton and the major organs of the body, setting out their work very neatly. They are eager to conduct investigations when filtering solids and liquids and know about life processes, such as photosynthesis in flowering plants. Pupils in Year 2 know the difference between 'opaque', 'transparent' and 'translucent' surfaces. They understand the properties of materials such as plastic, clay and wood, and they can discuss the diets of carnivores and herbivores.

5. Pupils achieve well in all other subjects of the curriculum. Standards are good in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education. Pupils' learning is promoted well generally and subjects are used extensively to link with topics. This often leads to very high standards in art and design throughout the school. For example, the extensive coverage of the broad curriculum and good teaching have resulted in some excellent displays based on Edvard Munch's *The Scream* in Year 4 and the work of Bruegel in Year 3. Models of Islamic mosques, balloon powered buggies, pneumatic monsters, musical instruments and three-dimensional relief maps made by the junior pupils are of a very high standard. The colourful pictures based on Eric Carle's story of *The Tiny Seed* in Year 1 and the models based on Picasso's sculptures in Year 2 show the same high standards. From the time children enter the Nursery they build on their skills steadily, accelerating learning as they move into the infant and junior classes. They are keen to attend school and thus levels of attendance are good. Pupils who learn English as an additional language are integrated well and they make good progress. There is no significant variation between the progress of pupils with special educational needs and those of other abilities because teachers and learning support staff work hard to raise the standards of all pupils in the school.

**The quality of teaching and learning is good overall, with excellent cross-curricular links between subjects, which results in pupils' good attitudes and behaviour.**

6. The quality of teaching is good overall. It is never less than satisfactory, and it is good or better in three-quarters of lessons. Teaching is occasionally excellent in English and information and communication technology. This represents an improvement since the last inspection in 1998. Additional support for pupils with special educational needs and for very capable pupils is good. The pupils who learn English as an additional language are also guided well by staff.
7. The quality of learning is good overall. Pupils are keen to learn and they display good attitudes and behaviour, overall, during lessons. This is due to a great extent to the good teaching, especially in the core subjects. Lessons are planned conscientiously, with clear objectives for what pupils are to learn. These objectives are made clear to the pupils at the start of the lessons and reinforced throughout. Teachers' plans take into account the differing needs of pupils, including those with special educational needs and pupils of higher ability. Teachers and support staff work well together as a team. They have high expectations of pupils' work and behaviour, and link subjects exceedingly well. A notable example was observed in Year 4 when pupils used a computer program to paint self-portraits on screen in the style of the artist, Edvard Munch. The excellent teaching resulted in pupils' outstanding attitudes to their work and very high levels of concentration.
8. Teachers of the youngest children in the school are knowledgeable about the age group they teach. They provide happy, stimulating and caring environments in the Nursery and the two Reception classes, where all adults value each child equally. Visits from the Grange Museum and to places such as Verulam Park and Willows Farm enable the children to extend their

knowledge of the world around them. As a result, they enjoy studying the ducks on the river and paint colourful pictures of spring flowers from observation. Teaching is good in the Nursery and occasionally very good when children are given plenty of opportunities to work independently, planting 'Busy Lizzies' and painting sunflowers. Teaching is sound in the Reception classes, with good features. The wide variety of activities is managed well by kindly staff, who provide good opportunities for children to make masks, interpret animal movements in dance lessons and work with clay to form egg shapes based on the story of *'Farmer Duck'*. Plenty of activities involve literacy and numeracy skills, and children are encouraged to choose resources for themselves.

9. Throughout the rest of the school, teachers demonstrate a secure knowledge and understanding of the subjects they teach. Planning successfully incorporates the areas for learning, the National Curriculum Programmes of Study and the requirements of the agreed syllabus for religious education. All teachers in the infant and junior classes have implemented the recommended lesson formats for the National Literacy and Numeracy Strategies well. High standards of effort, accuracy and presentation are encouraged and pupils often respond with great interest and enthusiasm. Teachers draw well on a wide range of contexts to help pupils learn. They make good reference to previous learning and excellent use of cross-curricular links between subjects; for example, visits to the British Museum and the cinema have helped pupils in Year 6 to discover some of the mysteries of Ancient Egypt.
10. In English, teachers have a thorough knowledge of the literacy skills the pupils need. The good teaching means that work is planned carefully to build on pupils' skills and staff use good questioning techniques to develop speaking, listening, reading and writing. New language learners and pupils from refugee families are supported well by additional staff and bilingual assistants. All lessons have clear learning objectives that lead on from the good use of assessment information and very good coverage of the curriculum. The exemplary teaching by the co-ordinator presents a strong model of good practice for colleagues to follow. For example, in Year 1, the teacher's skilful questioning and very brisk pace helped pupils to construct sentences based on the story of *The Gingerbread Man*. Literacy skills are taught well across the curriculum. All teachers focus on precise terminology in subjects such as science, whilst high standards of written presentation are expected in geography and history.
11. In mathematics, teachers use questioning well to assess and guide pupils' learning, and the teaching is good. Teachers give clear and supportive explanations, with a focus on technical vocabulary. They put a strong emphasis on developing pupils' ability to calculate mentally at the start of lessons, and they sum up the learning at the end of lessons effectively with useful plenary activities. For example, the Year 3 work on points of the compass and the very good investigations of numbers up to one thousand in Year 4 helped pupils to achieve well because learning was reinforced constantly throughout the lessons. Very effective support is provided for higher-attaining pupils because classes are grouped according to pupils' capabilities, and the teaching is based on very good subject knowledge, good planning and very good opportunities for pupils to use and apply their knowledge of number.
12. Teaching in science is good. The strong focus on scientific inquiry throughout the school enables pupils to make good progress in learning. For example, the very competent teaching in Year 2 during investigations about push-pull forces was characterised by good questioning and an excellent use of key words. As a result of the teacher's very good organisation, strong subject knowledge and well-judged references to prior experiments, the pupils' attitudes were very good and their level of motivation was high. The school provides a very extensive curriculum that covers all the required elements of scientific learning.
13. Classroom management skills are effective; teachers use a good range of management strategies and are successful in motivating pupils and encouraging good behaviour. Pupils are controlled well and good standards of behaviour prevail. Teachers are conscientious and they work hard for the benefit of all their pupils. They use resources imaginatively to motivate and interest pupils; for example, the very good teaching of art and design in Year 2 resulted in pupils painting imaginative compositions based on Picasso's use of the colour 'blue' to convey mood. Support staff are deployed well; they work very closely with pupils, offering clear guidance and encouragement to them. Most lessons move along at a good pace and teachers change activities frequently to

maintain pupils' interest and attention. A good example of this was noted in Year 5 when pupils practised basic hockey skills, with good attention to the safety aspects of physical education.

**The good curriculum is enhanced by a wide range of extra-curricular activities and excellent displays. It provides well for pupils' spiritual, moral, social and cultural development.**

14. The school has maintained its good curricular provision since the last inspection. It follows the National Curriculum requirements and uses nationally recommended planning guidelines. An appropriate amount of time is given to the subjects of the National Curriculum and other aspects, including personal, social and health education. In addition, pupils in Year 6 have the opportunity to learn French.
15. The National Literacy and Numeracy Strategies have been implemented well and had a notably positive impact on the good standards attained by pupils in English and mathematics. Long- and medium-term plans provide good coverage in all other subjects and daily activities have clear objectives that are shared with the pupils, helping them to understand the purpose of lessons and to be aware of their own learning. Teachers incorporate a wide range of educational visits to extend the curriculum. For example, pupils in Year 5 recently experienced classroom life at the time of the Second World War by visiting the RAF museum, whilst pupils in Year 4 have visited a Hindu Temple. The Year 2 visit to Gunnersbury Museum resulted in a chance for the younger pupils to see a re-enactment of the life of Florence Nightingale.
16. Pupils benefit from the good range of extra-curricular activities that enrich the curriculum. For example, junior-aged pupils are given good opportunities to learn to play various musical instruments, such as violin, cello, brass, table, harmonium and recorder. The school also has a school council and it provides clubs for sport, dance, drama and choir. In addition, pupils in all year groups enjoy taking part in staged performances in front of parents and other children when appearing in year-group assemblies or school concerts. A wide range of workshops led by theatre companies and visitors to the school help to extend the curriculum even further. For example, pupils in Years 3 to 6 have recently participated eagerly in activities focusing on the work of Shakespeare, life in Roman Britain and African dance traditions.
17. The provision for pupils' spiritual, moral, social and cultural development is good and makes a strong contribution to the quality of learning. Pupils join in sensitively with spiritual celebrations during assemblies to highlight the major festivals from the Christian, Hindu, Islam and Jewish religions. These often involve social occasions when pupils from other classes and visiting parents come to talk about moral aspects of their faith and culture; for example, on themes such as how to wash respectfully before engaging in Muslim prayer. Excellent displays emphasise pupils' cultural development and the multi-cultural diversity of the school. These are enhanced throughout the school by pupils' writing in their own home languages, whilst members of staff sometimes also contribute amusing sayings, hand-written in their mother-tongue. In addition, excellent displays of Victorian artefacts, Jewish scrolls, Islamic prayer mats and memorabilia from World War II focus well on the multi-cultural diversity of the school and help to extend the inclusive provision for pupils' personal development.

**The leadership and management of the school are good.**

18. The leadership of the school is good. This represents a similar finding to that of the previous inspection in 1998. The headteacher has a clear vision for raising standards and the future development of the school. She is supported well by the new deputy and members of the senior management team, who are good role models for colleagues; all staff work well together as a strong team. Management is good. Responsibilities are delegated clearly to the subject co-ordinators, as well as to the senior managers. Since the last full inspection, the co-ordinators have been increasingly encouraged to lead and manage their subject areas. The formal monitoring procedures are now good and they are used well to evaluate and improve teaching and learning.
19. The governing body contributes well to the effectiveness and caring ethos of the school. Governors share a clear vision for future developments. Reports, given by the headteacher and staff at governors' meetings, keep them well informed about curriculum development and help



- them to monitor the standards and quality of education the school achieves. The good school development plan contains clear priorities for improvement and its aims are discussed carefully. Several governors are actively involved with the life of the school, visiting frequently.
20. The management of the provision for pupils with special educational needs is good. The two co-ordinators are well qualified, very experienced and enthusiastic. They ensure that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinators liaise well with colleagues and are in regular contact with external agencies, such as the educational psychology service.
21. Staffing is good. Teachers' qualifications and experience meet the demands and range of the National Curriculum. Arrangements for the professional development of staff are good. Priorities reflect both the identified needs of the school and the personal needs of the teachers and learning support assistants. The school has clear procedures for the induction of newly qualified and newly appointed staff, with plenty of help and guidance provided by colleagues. The administrative and welfare team carry out their duties effectively and the site manager maintains the school in good order. The cooks, mid-day supervisors and cleaning staff all perform their roles in a friendly, capable way and are valued members of the school.
22. The school's accommodation and resources are well maintained. The site and buildings are looked after well and the school is a clean and attractive learning environment. Suitable plans have been devised to improve the Nursery accommodation and the dining hall, which are both in need of refurbishment. The good resources help staff to teach all subjects in the National Curriculum; pupils have plenty of books from which to choose in classrooms and in the well-stocked library, and the good computer suite is used well by pupils.
23. Educational priorities are supported well through careful financial planning. The school budgets systematically for expenditure and the pupils benefit from the spending decisions. For example, funds from the Ethnic Minority Achievement Grant are used well to provide additional learning support for pupils who learn English as an additional language. Systems for financial control are unobtrusive and efficient. The headteacher provides useful, detailed, up-to-date analyses of the school budget for the governors and reports to them on a regular basis. The governing body and senior management team are aware of the best value principles of comparison, challenge, consultation and competition and they apply these principles in their decision-making. The headteacher and governing body actively consider alternative providers for school services, comparing charges and considering alternative solutions where practicable. The school consults well with local education authority financial advisors, keeping them informed about changes to the school's provision, and it provides good value for money.

## **WHAT COULD BE IMPROVED**

### **Planning for activities in the Reception classes is inconsistent with the Nursery.**

24. Since the last inspection the school has improved the management of its provision for children in the Nursery and Reception classes, known as the 'Foundation Stage'. Children are assessed quickly when they first start and the co-ordinator keeps careful records of children's achievement as they progress through the Nursery year. Teachers and support staff meet regularly to discuss learning in relation to the scheme of work. However, planning for children in the Reception year is not extended fully to link specifically with the Early Learning Goals to ensure that learning builds securely on their Nursery experiences. Some of the plans relate more to the National Curriculum subjects, which is inappropriate for the many who are not yet ready to tackle formal learning situations because they are at an early stage of learning English as an additional language and do not have secure skills in communicating. In addition, some have special educational needs and a few are from refugee backgrounds. These children benefit from imaginative role-play opportunities that help to increase their social and emotional development. Although members of the senior management team monitor the teaching, the co-ordinator does not have enough opportunities to visit classes and so ensure that learning is consistent across the whole age group.

## **Teachers' marking does not provide enough information to help pupils improve.**

25. The procedures for assessing and tracking pupils' progress and the use of the assessment information to guide the curriculum are good. These have been improved well since the last inspection. Pupils' understanding is assessed constantly throughout lessons and any mistakes or misconceptions are recognised quickly by the staff and used constructively to aid learning. Teachers make good day-to-day evaluations of pupils' learning and amend their planning in the light of this information. Pupils with special educational needs and early language learners are assessed quickly and they are supported well in lessons. However, marking is not consistent throughout the school. For example, the good marking of pupils' work in English is not extended across other subjects of the curriculum. Although marking is completed regularly by all teachers, it does not contain enough helpful or evaluative comments to help pupils improve further.

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

26. The headteacher, staff and governors should:
- (1) extend the planning for children in the Reception classes to make sure that it is consistent with their Nursery experiences, and monitor the quality of learning more closely; *(paragraph 24)*
  - (2) improve teachers' marking so that it provides pupils with sufficient information to help them improve their work. *(paragraph 25)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

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

7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	13	7	0	0	0
Percentage	6	29	42	23	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 three percentage points.*

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

436

Number of full-time pupils known to be eligible for free school meals

62

*FTE means full-time equivalent.*

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register

121

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

265

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

21

Pupils who left the school other than at the usual time of leaving

18

### Attendance

#### Authorised absence

%

School data

4.8

#### Unauthorised absence

%

School data

0.0

National comparative data	5.4
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National comparative data	0.5
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*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	30	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	29	29	29
	Total	57	57	57
Percentage of pupils at NC level 2 or above	School	98 (98)	98 (98)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	29	28	29
	Total	57	56	57
Percentage of pupils at NC level 2 or above	School	98 (98)	97 (100)	98 (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	26	33	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	24	23	25
	Girls	28	26	28
	Total	52	49	53
Percentage of pupils at NC Level 4 or above	School	88 (90)	83 (88)	92 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	23	23
	Girls	24	23	29
	Total	46	46	52
Percentage of pupils at NC Level 4 or above	School	78 (83)	78 (84)	88 (93)
	National	73 (72)	74 (74)	82 (82)

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



### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
50	0	0
5	0	0
24	0	0
10	0	0
3	0	0
6	0	0
24	0	0
82	0	0
24	0	0
3	0	0
30	0	0
26	0	0
41	0	0
7	0	0
4	0	0
19	0	0
0	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)	18.5
Number of pupils per qualified teacher	24
Average class size	30

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

Total number of education support staff	16
Total aggregate hours worked per week	113

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	10

### ***Financial information***

Financial year	2002-03
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	£
Total income	1,147,129
Total expenditure	1,209,565
Expenditure per pupil	2,755
Balance brought forward from previous year	121,791
Balance carried forward to next year	59,355

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10.5
Number of teachers appointed to the school during the last two years	7.3
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



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

### **Questionnaire return rate**

Number of questionnaires sent out

436

Number of questionnaires returned

191

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	2	0	0
My child is making good progress in school.	55	40	2	1	2
Behaviour in the school is good.	59	37	3	1	1
My child gets the right amount of work to do at home.	35	39	17	4	5
The teaching is good.	61	32	4	1	2
I am kept well informed about how my child is getting on.	47	40	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	57	37	4	1	2
The school expects my child to work hard and achieve his or her best.	54	38	4	0	4
The school works closely with parents.	47	44	8	0	2
The school is well led and managed.	57	38	2	0	3
The school is helping my child become mature and responsible.	55	38	3	1	3
The school provides an interesting range of activities outside lessons.	33	38	18	2	9

### **Other issues raised by parents**

- Inconsistent homework provision