

# INSPECTION REPORT

## **HOWARD PRIMARY SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101725

Headteacher: John Robinson

Reporting inspector: Stephen Lake  
22191

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> February 2003

Inspection number: 246143

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Dering Place Croydon
Postcode:	CR0 1DT
Telephone number:	020 8688 4216
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Christopher Tooze
Date of previous inspection:	9 <sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is an average size primary school set close to the town centre of Croydon. There are 211 pupils on roll, which is similar to the time of the last inspection. The school has 56 pupils on the register of special educational needs, which is similar to the last inspection and above the national average. One pupil has a Statement of Special Educational Need. This is below average. The percentage of pupils entitled to free school meals is above the national average. The percentage of pupils from minority ethnic groups has increased considerably since the last inspection and is now around 60 per cent. This is very high. Seventy-one pupils have English as an additional language with nine at an early stage of language acquisition and 50 pupils are supported under the Ethnic Minority Attainment Grant (EMAG). This includes some refugee pupils. The change in the school population since the last inspection is very significant particularly as the school also has a high turnover of pupils as families move into and out of the area. A very wide diversity of cultures is represented in the school and many pupils come to the school with little or no pre-school experience. Since the last inspection the school has added a nursery unit. At the time of the inspection five out of eight teachers are new to the school this year. Attainment on entry to the school is below average.

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

This is an effective school that provides a good standard of education for the majority of its pupils. The quality of teaching is strong in Key Stage 2 where pupils achieve very well, standards at age eleven are above average and the school is led and managed very well. It gives good value for money.

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

- Pupils' attainment in mathematics and science is above average at age eleven and in comparison to their prior attainment pupils achieve very well in these subjects and they achieve well in English
- The school is led and managed very well
- Attainment in some aspects of information and communication technology at age eleven is above national expectations
- The provision for the social development of pupils is very good
- The school cares for its pupils well
- Pupils have very good attitudes to school and behave well

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

- Attainment in reading, writing and mathematics is well below average at age seven and pupils are not achieving well enough, largely due to variations in the quality of teaching
- Assessment information is not used well enough to ensure that more able pupils are challenged consistently in reading throughout the school

*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 that time standards attained by pupils aged seven have fallen but standards at age eleven have risen particularly in mathematics and

science. Most of the key issues of the last inspection have been dealt with satisfactorily. A new deputy headteacher is in place since then, improving the effectiveness of the senior management team which is now very good. Monitoring has improved, but the fact that so many teachers are new to the school makes it difficult to judge the impact of the measures taken to improve the quality of teaching. Religious education is now taught in accordance with the locally agreed syllabus, music is now given appropriate time on the curriculum and provision for children in the Foundation Stage focuses appropriately upon their physical development. The very good headteacher, senior management team and governors have a good understanding of the strengths and weaknesses of the school. The capacity to improve further is good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	D	C
mathematics	D	C	A	A
science	B	C	A	A*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

In the table above, the A\* against performance in science when compared with similar schools shows that the school was in the top five per cent nationally. In the 2002 national assessments for pupils aged seven, attainment in reading, writing and mathematics were well below average when compared to all schools and when compared to similar schools. The trend in the school's results over time shows that standards at age seven have been well below average for several years. The trend in results at age eleven is rising in line with the national trend when all subjects are taken together. The targets set for the school are sufficiently challenging and were met last year.

During the inspection standards observed were well below average in reading, writing, mathematics and science at age seven and pupils' achievement is unsatisfactory. At age eleven standards are average in English, and above average in mathematics and science. Pupils aged eleven achieve well in English and very well in mathematics and science when compared to their prior attainment. In all other subjects where a reliable judgement is possible, standards observed are in line with national expectations at age eleven but below national expectations at age seven. In religious education standards at age eleven are in line with the requirements of the locally agreed syllabus. By the age of eleven some elements of information and communication technology are above national expectations.

Taking all subjects into account pupils achieve well by the age of eleven. Pupils with special educational needs achieve well in relation to their prior attainment. Pupils with English as an additional language achieve well when they have additional support.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are keen to learn and most sustain concentration well in lessons
Behaviour, in and out of classrooms	Behaviour is good. Most pupils behave very well and are polite and courteous. However, a small but significant minority present very challenging behaviour
Personal development and relationships	The school makes good provision for the personal development of pupils and relationships are good
Attendance	This is satisfactory. The attendance figure is below the national average but this is mainly due to pupils remaining on the register after they have left the school until they are taken into another school

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Unsatisfactory	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 in English and mathematics is good in Years 3 to 6. The overall quality of teaching in Years 1 – 2 is unsatisfactory, but all of the unsatisfactory teaching in Years 1 – 2 was observed in Year 2. Strengths of the teaching observed are: high quality teaching with the oldest pupils in the school, good relationships between teachers and pupils, good use of teaching assistants and overall a secure subject knowledge. Weaknesses of the teaching are: low expectations of pupils and slow pace of some lessons, especially in Year 2, and inconsistent use of assessment information to plan work matching the needs of more able pupils in English throughout the school. In the school as a whole, the key skills of literacy and numeracy are taught well, although there are significant inconsistencies between classes especially in Years 1 and 2. The school works very hard to meet the needs of all pupils and those with special educational needs or English as an additional language are taught well.

Pupils learn well in their time in the school but this is inconsistent, with learning less effective in Year 2. Pupils with special educational needs learn well throughout the school. Pupils with English as an additional language learn well. They learn very well where extra support is available for them and satisfactorily where there is less support.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The Foundation Stage curriculum has improved significantly since the last inspection.
Provision for pupils with special educational needs	This is good. Pupils get good support from teaching assistants that help them make good progress.
Provision for pupils with English as an additional language	Good provision is made for those pupils who receive additional support for English as an additional language but the funding available is not sufficient to meet the needs of all pupils as the percentage of these pupils in the school increases.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for the social development of pupils is very good, provision for the moral development of pupils is good and provision for the spiritual and cultural development of pupils is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well. Child protection and health and safety issues are dealt with well and assessment procedures are detailed and informative.

The links with parents are good and improving. Parents like the school and support it well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has an outstanding commitment to the school, and supported by the very able deputy headteacher, has managed the school very well during a period of considerable difficulties. The senior teacher provides very good additional support. Together the senior management make a very effective team that is bringing about significant improvement in the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They have a sound understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The senior management team monitor performance well. They are aware of the effect that changes of staff and the high turnover of pupils are having on standards of the school and share this with the governing body in order that appropriate action can be taken.
The strategic use of resources	Most resources are used satisfactorily to support learning. Financial resources are managed well. The new computer suite is used well. Pupils use computers well to support their learning in many subjects.

## 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 like school</li> <li>• The teaching is good</li> <li>• Parents feel comfortable approaching the school</li> <li>• The school expects children to work hard and achieve their best</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that children get to do at home</li> <li>• Information on how well children are getting on</li> <li>• The range of activities outside lessons</li> </ul>

Inspectors agree with the positive comments of the parents but do not agree with their other comments. Homework makes a good contribution to learning, and information on how well children are getting on and the range of activities outside lessons are both satisfactory.

## **PART B: COMMENTARY**

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

#### **Pupils' attainment in mathematics and science is above average at age eleven and pupils achieve very well in these subjects and they achieve well in English**

1. Pupils enter this school with attainment that is below average. The turnover of pupils is very high and many of the pupils have English as an additional language. Despite all of this pupils achieve very well overall in this school.
2. The results of the national assessments for pupils aged eleven show that attainment in mathematics and science has risen for several years and in the 2002 assessments attainment was very high when compared to similar schools. Attainment in science was in the top five per cent nationally when compared with similar schools. In the 2002 national assessments attainment in English was below average when compared to national results for all schools and for similar schools. However, when the attainment is compared with the attainment of the same pupils at age seven, it shows that pupils have achieved well during their time in the school. A similar comparison for mathematics and science shows that pupils have achieved very well in relation to their prior attainment.
3. The reasons for the significant gains in achievement are:-
  - Good teaching with pupils aged 7 to 11 and especially with the oldest pupils in Year 6
  - A clear commitment to high achievement in many classes in Key Stage 2.
4. The quality of teaching for pupils aged 7 to 11 is good overall and the teaching of pupils in Year 6 is outstanding. Examination of pupils' books confirms the observations made during the inspection. Although there is some variation across the key stage and some of the teaching has areas for improvement, the consistently high expectations of the oldest pupils ensure that they make very good progress. Work for the oldest pupils is well matched to their needs as a result of high quality assessments. In many of the lessons observed pupils were challenged with high quality questions. This was particularly true in mathematics and science. In a mathematics lesson observed a brisk pace and well directed questioning resulted in pupils desperate to answer the questions. In that same lesson, those pupils who found the work difficult were supported very well by a teaching assistant who worked in partnership with the teacher. This ensured that all pupils in the lesson made progress. In a science lesson observed, the introduction made very good use of questioning to establish what it was that pupils had learnt in the previous lesson and to reinforce the teaching points.
5. Examination of pupils' books showed that the quality of marking with the oldest pupils is very high. Pupils' books contain helpful comments from the teacher and pupils often reply. Corrections are done and a very clear link can be seen between the marking and the progress that pupils make. The marking in these books is an exemplar that can be used in other classes to help other teachers with the process.
6. Teachers in most classes for pupils aged 7 to 11 have good subject knowledge. They understand how children learn and make good use of strategies such as the National Numeracy Strategy. Teachers know their subjects well especially in mathematics and science and explanations to pupils are clear. Most teachers show

a high commitment to the pupils and all wish them to learn well. To enable this, teachers use a wide range of strategies and develop very good relationships with the pupils. The best teachers give the pupils self-confidence and a belief in themselves through the enthusiasm that they show in the lessons.

7. Attainment in English is not as high as in mathematics and science because the use of assessment information to plan work matched to the needs of all pupils, especially the more able, is not consistent throughout the school. When this is set alongside the very high turnover of pupils and the very high percentage of pupils with English as an additional language (EAL) it limits learning for some pupils. The difference can be seen in an examination of pupils' books, especially when the Year 6 work is compared with work in other years. In many classes work in English is planned to suit the average pupil in the class. In Year 6 it is planned to extend the average pupils and raise their attainment to that of the more able. The very high expectations of pupils demonstrated in Year 6 is a model that can be used as an exemplar throughout the school.
8. The school is very aware of the need to support pupils with English as an additional language. For example, a bi-lingual teaching assistant has been appointed to provide additional support to pupils. Most of the support for EAL is provided with the younger pupils. Where this support is available, pupils make good progress. However, given the very large number of pupils with EAL the support available is not enough to ensure that all pupils with EAL get as much support, as they need. Although, given available resources this is managed well in Years 3 to 6, it does mean that some older pupils who are able to read accurately do not always receive enough support to help their understanding and this slows the pace of learning in English. The funding for this support is determined by the local education authority and cannot be reviewed until the next budget cycle. This is outside the control of the school. Taking all factors into account the school is managing very well with the funding available.

### **The school is led and managed very well**

9. The over-riding factor in the success of this school is the high quality leadership and management. The headteacher has an extremely clear educational vision and works tirelessly to bring this about. He is very well supported by the deputy headteacher who is an outstanding exemplar to other teachers in the school. The real strength of the management is the manner in which the headteacher and deputy headteacher work as a team complementing each other and sharing responsibilities very effectively. An effective and knowledgeable senior teacher also provides very good management support.
10. In the last two years the school has been through a difficult period with significant building work and high turnover of temporary teachers alongside a rapidly changing school population. In addition to coping very effectively with this the headteacher is also undertaking a great deal of the work of the school keeper. Despite this he has kept the focus on improving standards and ensuring that new pupils are integrated well into the school. Part of the drive to raise standards has been the introduction of the new nursery. The senior teacher is monitoring the integration of the nursery very well. The commitment to the school shown by the headteacher in these challenging circumstances and the support that he receives from the senior management team are key factors in the success of this school.
11. The monitoring of teaching and learning has improved since the last inspection. The senior management team monitor regularly and this is a key factor in the standards attained at age 11. As a result of the monitoring a sensible decision was taken last

year to continue with temporary teachers until good quality permanent staff could be appointed. The last of these joined the school in December 2002. A further action taken was to move from mixed age to single age classes. The positive effect of this move is just becoming apparent. Planning is easier for teachers and the good structures put in place to monitor this are already revealing where additional support or action is required to raise standards at age seven. However, the senior management team have quite rightly focussed initially on the integration of the new teachers and the issue of standards at age seven is one to be addressed in the coming months now that a settled teaching force is in place.

### **Attainment in some aspects of information and communication technology at age eleven is above national expectations**

12. A new information and communication technology suite has only recently been installed and commissioned. All classrooms have additional computers linked to the network and teachers in most classes make good use of this facility. Training in information and communication technology (ICT) skills starts with the children under five and pupils are rapidly acquiring skills that they use in other areas of the curriculum.
13. The teachers of the oldest pupils in the school have very high expectations of what pupils can achieve with ICT and provide good opportunities for pupils to develop these skills. The main focus for the oldest pupils, since the introduction of the new suite, has been word processing and multimedia presentations. Pupils aged 11 have already gained a very good understanding of many of these skills. They are given good quality opportunities to use their new skills through the use of ICT to support learning in subjects such as science, mathematics, geography and history. Many examples of good quality work are available and teachers assess and record these skills in order to enable pupils to make gains in learning through well-matched activities.
14. Pupils in Year 6 are confident users of word processors, combining text with pictures, making good use of WordArt and demonstrating a good understanding of the more complex functions of the programs that they use. For example, during the inspection Year 6 pupils used PowerPoint to make a multimedia presentation of the results of an investigation. They combined a good many effects into the presentation including data from spreadsheets that clearly showed the results to best effect. The quality of this work was above that normally expected from pupils of this age with much of the work reflecting the higher National Curriculum Level 5<sup>1</sup>.

### **The provision for the social development of pupils is very good**

15. The school has a very clear set of key values and principles for guidance, exemplified in their motto 'Reaching for Excellence'. Children in this school come from a great range of social and cultural backgrounds. Despite this the school is very clearly a community to which they show a sense of belonging. This is due to the good steps that the school takes to promote pupils' social development. Pupils are encouraged to recognise and respect social differences and similarities. The Howard Primary School Code sets out very clearly what the school believes in and makes these beliefs explicit to pupils and parents.

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<sup>1</sup> On Levels. The expected level for pupils aged 11 is Level 4. Pupils who are working above this level are therefore working above average.

16. The school fosters in the pupils an understanding of the key points of living in a community. Teachers encourage pupils to take a sense of responsibility in the school and in the wider community. For example, pupils investigated safe routes to school and engaged in correspondence with the local authority to share their information and views. This interaction enabled pupils to see how local government works and the part that all people should play in the process. Pupils are encouraged to develop self-respect, which aids their learning. They are given opportunities to take responsibility in classrooms and around the school. The playground provides many good facilities to encourage these characteristics through the provision of features such as traversing walls and an open-air theatre. A great deal of thought has gone into the procedures for social development and this is a significant strength of this school that makes a good contribution to learning.

### **The school cares for its pupils well**

17. Adults in the school are caring and supportive of pupils. Most are determined that the pupils will succeed. This ethos is created by the very good leadership and management referred to above. The support available for pupils with special educational needs enables these pupils to make good progress in relation to their prior attainment. Regular assessments of these pupils are carried out and parents are kept well informed and involved in the process. A strong feature of this support is the way in which, where possible, assessments are carried out in the mother tongue of those who may have special educational needs but also have EAL.
18. The inclusive atmosphere in the school ensures that pupils who move into the school are made welcome and looked after. They settle quickly into the school and rapidly become members of the school community. The whole school community promotes this attitude and most adults give a consistent message to the pupils that this is a safe and secure place in which they are expected to learn. The consistent message is that all pupils are valued. For example, Moslem pupils returning to school after Eid are encouraged to share their experiences with others to enable all to understand the celebration. This makes all pupils feel that they are valued. In a school with so many different nationalities and with such a high turnover, the explicit valuing of pupils makes a significant contribution to the way in which the pupils settle into the school and develop a sense of belonging. Teachers in many classes extend this with their high expectations of achievement, which encourages pupils to give their best.

### **Pupils have very good attitudes to school and behave well**

19. Pupils in this school really want to learn. The enthusiasm of many of the teachers is communicated to their pupils who always try their best. The greatest effect of this is seen with pupils aged 7 to 11 who show good concentration in most lessons and work steadily when the tasks they are given motivate them. Behaviour of most pupils is very good, but a significant minority present challenging behaviour and this brings the overall judgement down to good. Pupils are polite and friendly. They hold doors open for adults and readily engage in conversations with inspectors.
20. Pupils' attitudes and behaviour are directly linked to the quality of teaching. In those lessons where the teaching does not challenge and motivate them, pupils' attitudes are not always satisfactory. This is a key factor in the lower standards at age seven. In the best lessons observed teaching engages the pupils in learning and their response is very good. The high quality support given to pupils with special needs and those with EAL results in these pupils demonstrating good attitudes towards school. Some of the pupils with EAL, who cannot be supported as well as the others

due to the low level of resources, are not as engaged in the lessons and this slows their learning.

## **WHAT COULD BE IMPROVED**

### **Attainment is well below average in reading, writing, mathematics and science at age seven and pupils are not achieving satisfactorily**

21. Standards of attainment as measured in the national assessments for pupils aged seven have been well below average for three years and remain low this year. When the results are compared to attainment on entry these pupils are not achieving well enough.
22. A number of factors are responsible for the low standards, but the most important of these is the fact that currently the quality of teaching in Year 2 has significant areas for improvement. The main areas of weakness in the teaching are:
  - Insecure teacher knowledge of the requirements of the National Curriculum for pupils of this age
  - Inconsistent use of assessment information to plan lessons matched to the needs of the pupils
  - Low teacher expectations of what pupils can achieve.
23. Other factors that affect attainment are:-
  - The high turnover of pupils
  - The high percentage of pupils with English as an additional language.

### **Insecure teacher knowledge of the requirements of the National Curriculum for pupils of this age**

24. Observation of lessons, examination of pupils' previous work and examination of teachers' planning show that teacher understanding of the requirements of the National Curriculum is not secure in Year 2. Planning does not include enough reference to the National Curriculum programmes of study and in some cases shows a mismatch. For example, in planning for a literacy lesson, work on paragraphs that relates to Level 3b of the National Curriculum in writing forms the basis of planning for pupils, many of whom are working at Level 1. In a lesson observed pupils were presented with vocabulary that was well above their reading ability, with little or no explanation of what the words meant. The errors in understanding the requirements of the National Curriculum results in some work planned that does not meet the needs of the pupils, and does not address a systematic progression of skill acquisition. This is particularly true in reading where pupils are not working through books in a systematic manner that allows new concepts to be introduced appropriately. Reading skills are not given a high enough priority to ensure that pupils learn effectively. In contrast writing skills are taught much more systematically and this results in pupils who can write more effectively than they can read, a reversal of the national trend.

### **Inconsistent use of assessment information to plan lessons matched to the needs of the pupils**

25. Teachers' records show that pupils are assessed regularly but this information is not used appropriately to plan work matched to the needs of the pupils. For example, in a numeracy session observed in Year 2, pupils who were assessed in Year 1 as working at Level 2a to 3 in number were presented with work at Level 2c, thus failing

to challenge them effectively. Other pupils, who were working at Level 1, were presented with work that was at Level 2c without enough attention being given to their degree of understanding before the task. These pupils made little or no gains in learning during the lesson and the pace of work dropped unacceptably low as they sat wondering what to do. Examination of pupils' books shows this to be a significant problem with many books showing little progress since the beginning of the year. Parents expressed concern that pupils appeared to bring home reading books chosen at random and noticed that sometimes the books are too easy and sometimes they are too hard. Examination of pupils' reading records and discussion with the pupils in Year 2 shows that although pupils take home a large number of books to read with their parents, these books are not chosen in a systematic manner. This slows the pace of learning, as pupils are not building enough upon the skills they have already acquired. This is a key factor in the low standards of reading noted in the national assessments for pupils of this age.

### **Low teacher expectations of what pupils can achieve**

26. The pace of some of the lessons observed with pupils in Year 2 was too slow to promote effective learning and pupils were not expected to complete enough work to ensure good learning. For example, in the mathematics lesson referred to above in paragraph 24 over half of the pupils did not record anything in their books and spent considerable periods of time sitting at their desks putting together a pattern of matchsticks that they did not completely understand. Examination of pupils' books shows that this is a significant problem. Pupils' books contain too little work for their age and the standard of presentation accepted is unsatisfactory in many books. Marking does not make enough contribution to learning as very few corrections appear to be done and books contain very few comments to enable pupils to learn from their mistakes. In the mathematics books examined from Year 2 a great many of the comments were directed to adults reading the book and not to the pupils. It is difficult to see how these comments can help pupils improve their work.
27. The headteacher and senior management team are aware of the need to improve the quality of teaching and are monitoring the situation in conjunction with the attached inspector from the local education authority (LEA).

### **The high turnover of pupils**

28. The school has a very high turnover of pupils and this creates disruption in some classes. This can create difficulties for teachers in providing a systematic progression of skills for the whole class and may, in some circumstances, take a great deal of the teachers' time initially to ensure that new pupils have settled in. The cohort of pupils that took the national assessments for pupils aged seven in 2002 had a particularly high turnover. Between reception and Year 2 when the national assessments were made fifty per cent of the pupils had changed. However, the low standards have been very similar for the last three years and the high turnover does not automatically imply that the pupils moving in are at a lower standard than the pupils moving out. The turnover in each of those years has varied and therefore it suggests that this is not such an important factor over time although it undoubtedly has some effect.
29. The turnover of pupils in Years 3 to 6 is also very high and yet these pupils achieve well and at times very well. This suggests that factors other than the high mobility are more important when considering the low attainment at age seven. Nevertheless the mobility does have some impact and a detailed examination of the school's records



shows that the cohort with the lowest mobility is making slightly better progress than other cohorts.

### **The high percentage of pupils with English as an additional language**

30. The school has a very high percentage of pupils with English as an additional language (EAL). These pupils are sometimes part of the group referred to above that move into and out of the school. Where this happens this creates additional work for teachers. Many of the pupils with EAL receive additional support. Where this support is available it is of good quality and makes a significant contribution to pupils' attainment and progress. However, the budget for this support is limited and not all children benefit from additional support, which limits their learning and is affecting the attainment of pupils at age seven. However, the main effect of the limited support is seen in Years 3 to 6. By this time many of the children with EAL are more fluent in English and cope with most lessons. They are not, however, always able to understand the text as well as other pupils even though they can read it. This limited comprehension is a factor affecting the standards in English at Year 6.
31. The picture on attainment in Years 1 to 2 is changing a little due to the effect of the nursery as pupils entering Year 1 this year have closer to average attainment than in previous years. This indicates that standards may rise if the needs of these pupils are subsequently met. During the inspection some pupils at Year 1 were seen to be attaining as well as some pupils in Year 2.

### **Assessment information is not used well enough to ensure that more able pupils are challenged consistently in reading throughout the school**

32. An examination of the school's results shows that too few pupils achieve higher levels in reading. Observations show that a key factor in this is that the detailed assessment information collected by the school is used very effectively to identify what needs to be done to support lower attaining pupils but not enough to support more able pupils. Too many lessons plans do not contain clear extension work for more able pupils. In many books the scrutiny of work shows that the more able pupils complete similar work to the average pupils but either do a little more or do it faster. This lack of specific work to challenge and extend these pupils in reading is limiting attainment. This is not a consistent picture. The oldest pupils in the school receive a high degree of challenge and the work done with these pupils provides a good example that could be shared with other teachers in order to raise standards in reading.

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

33. In order to improve further, the headteacher, staff and governors should
- (1) raise standards of attainment at age seven by (paragraph 21)
    - improving the quality of teaching with pupils in Year 2 (paragraph 22)
    - ensuring that lessons are planned to meet the differing needs of all pupils and are based securely upon the appropriate programmes of study of the National Curriculum (paragraph 24)
    - providing more opportunities for subject coordinators to monitor the quality of teaching and learning with pupils aged seven (paragraph 11)
    - raising teachers' expectations of what pupils can achieve (paragraph 26)
    - improving the quality of marking in pupils' books (paragraph 26)

- (2) make more effective use of assessment information to ensure that more able pupils are challenged in reading throughout the school (paragraph 32) by:-
- making use of the subject coordinator to monitor and work alongside less experienced staff (paragraph 11)
  - seeking ways to provide more support for older pupils with English as an Additional Language (paragraph 30)

## 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	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	3	6	13	0	2	0
Percentage	8	11	23	50	0	8	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	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	196
Number of full-time pupils known to be eligible for free school meals	0	64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	8	8	9
	Total	15	16	18
Percentage of pupils at NC level 2 or above	School	68 (73)	73 (57)	82 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	8
	Girls	8	8	8
	Total	13	16	16
Percentage of pupils at NC level 2 or above	School	59 (70)	73 (90)	73 (73)
	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
	2000	15	11	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	9	7	10
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	77 (66)	81 (69)	92 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	8	7	10
	Total	19	21	23
Percentage of pupils at NC level 4 or above	School	73 (59)	81 (69)	88 (83)
	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**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	75	3	0
White – Irish	0	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	30	0	0
Black or Black British – any other Black background	4	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	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)	8.8
Number of pupils per qualified teacher	22.3
Average class size	28

### Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	166

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	8.2

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	2001 / 2002
	£
Total income	686448
Total expenditure	676894
Expenditure per pupil	3105
Balance brought forward from previous year	66146
Balance carried forward to next year	79308

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	157

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	0
My child is making good progress in school.	49	45	3	0	3
Behaviour in the school is good.	45	46	4	0	4
My child gets the right amount of work to do at home.	38	36	15	4	6
The teaching is good.	54	39	2	0	5
I am kept well informed about how my child is getting on.	46	36	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	1	1
The school expects my child to work hard and achieve his or her best.	59	32	3	1	6
The school works closely with parents.	41	44	9	1	4
The school is well led and managed.	54	32	2	0	12
The school is helping my child become mature and responsible.	54	32	5	1	5
The school provides an interesting range of activities outside lessons.	20	24	24	13	19