

# INSPECTION REPORT

## **PARK HILL INFANT SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101779

Headteacher: Miss Anna Murray

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 25 – 26 February 2003

Inspection number: 246148

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
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Stanhope Road Croydon
Postcode:	CR0 5NS
Telephone number:	020 8680 0747
Fax number:	020 8680 0747
Appropriate authority:	The governing body
Name of chair of governors:	Dr A McEwan
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22453	Brian Gosling	Registered inspector
19322	Judi Bedawi	Lay inspector
20614	Don Kimber	Team inspector

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Park Hill is a large infant school with 177 pupils: 83 boys and 94 girls. It serves an area of diverse religious and ethnic communities with mixed housing that includes owner-occupied property and homes in a social priority area. The majority of pupils comes from ethnic minority families. More than a quarter of the pupils have English as an additional language, with a third of these at an early stage of acquiring English. The main languages spoken by these pupils are Arabic, French, Hindi and Turkish. There is a small proportion of refugees at the school. The proportion of pupils who are eligible for free school meals is broadly average, whilst the proportion of pupils with special educational needs is below average, although the proportion with statements of special educational need is average. Pupils' learning is closely monitored throughout the school. These records show that when children currently in the reception classes started school, their attainment was mixed but broadly average. However, pupils currently in Year 1 and Year 2 entered the school with attainment that was, overall, below average.

The school has experienced difficulties in recruiting and retaining teachers due to the high cost of housing locally. There have been significant changes to the teaching staff recently and there are, currently, three newly-qualified teachers and an unqualified teacher who trained in another country. A number of modifications has been made to the school building, which was originally built in the early 1970's. Additionally, the prudent use of the school's funds over the last few years has allowed the governing body to complete the construction of two new classrooms that will considerably improve the accommodation.

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

Park Hill Infants is a very effective school. Its careful monitoring of each pupil's progress shows that they achieve very well by the time they leave. This is a result of high-quality teaching that has been maintained through a period of change at the school due to the very good management by the headteacher, whose excellent leadership emanates from her very clear vision for the school's development. The school gives good value for money.

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

- Pupils attain high standards, particularly in English, mathematics and science, by the time they move to their next school.
- Pupils' attitudes to learning are very good because of the school's very good provision for their personal development.
- The quality of teaching in Years 1 and 2 is very good because the pupils' individual needs are addressed very well.
- The provision for pupils with special educational needs and for those with English as an additional language is very good and they make very good progress.
- The school actively seeks positive links between the subjects of the curriculum, which are enhanced by reflecting the varied cultural backgrounds of the pupils.
- The school's excellent leadership and very good management have maintained high standards through a challenging period of change.

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

- The comprehensive school development plan does not sufficiently distinguish between priorities and maintenance items.
- Attendance is unsatisfactory because too many parents take their children on holidays in term time.

*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 March 1998 and since that time has made considerable improvement. Standards in English and mathematics have improved steadily and pupils' attainment in information and communication technology is better and now meets national expectations. The school has addressed with commitment and enthusiasm the areas for development noted in the last inspection report. A new computer suite has been established along with computers in each class, and teachers' planning incorporates pupils' information technology capability in other subjects. The school development plan has been significantly improved and is now detailed and comprehensive. The quality of teaching is monitored carefully and, as a result, the school is very aware of the areas of strength as well as the areas where teaching could be improved.

In addition, the school has worked tirelessly to improve its provision in other areas. The planning of the curriculum has improved and this has a significant effect on pupils' attitudes to lessons. The school has been concerned to raise the quality of provision for the children in the Foundation Stage. Through careful strategic use of the school's budgets, this will be improved with the opening of two purpose-built classrooms for these children next term. The layout and design of these classrooms will enable a greater range and variety of activities to be undertaken under the supervision of the teachers and teaching assistants.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	B	A	A	A
writing	B	B	B	B
mathematics	B	B	A	A

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

The school's results in the national tests in 2002 are very good in comparison with those in all schools nationally and with those in schools with pupils from similar backgrounds. A significant factor in the school's good results is the high proportion of pupils that attain the higher Level 3 in the national tests. The standards attained in the national tests for writing are not as high as those for reading and mathematics. This is a result of the significant proportion of pupils that did not attain the nationally expected Level 2 in writing, which is understandable in view of the large proportion of pupils with English as an additional language and the many pupils that are at an early stage of learning English. Indeed, the pupils achieve very well. The school's results in the national tests have improved significantly since the last inspection in 1998 and good results have been achieved or maintained for the last three years. Teacher assessments at the end of Year 2 in 2002 show that pupils' attainment in science is very good. All pupils attained the nationally expected Level 2, which is very high, and almost half of the pupils attained the higher Level 3, which is well above the national average. (Very high means that the results are in the top five per cent of those in all schools nationally.) Pupils achieve well in these subjects because of the high quality of the teaching and the school's careful and detailed monitoring of their learning that enables teachers to set

tasks that address what they need to learn next. However, this careful planning by the school is disrupted when pupils are absent for extended periods, which adversely affects their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school and work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils work and play well together. The few incidents of unsatisfactory behaviour are dealt with effectively and caringly by teachers and support staff.
Personal development and relationships	Very good. Pupils develop very positive relationships and are keen to help. They are friendly and polite.
Attendance	Unsatisfactory. The attendance rate is below the national average mainly due to parents taking their children out of school for family occasions such as holidays.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Satisfactory	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 teaching in Years 1 and 2 is of high quality and pupils learn very effectively. The quality of teaching in Years 1 and 2 has been maintained despite the changes in the teaching staff due to the very effective induction programme and mentoring system at the school, and the practice of new teachers working alongside an experienced teacher at the school. This has not been possible in the reception classes as both teachers are new to the school and one has been in post for only a month. Nevertheless, the two teachers in the reception classes have quickly adjusted to school procedures and expectations, and they already ensure that the children in the reception classes receive a suitable education that can only improve as the teachers become more accustomed to their new roles.

The skills of literacy and numeracy are taught very well. The reason that teaching and learning are so effective is that teachers use daily assessments of pupils' previous learning to plan tasks that are closely matched to what individual pupils need to learn next. These assessments are made, often by the teaching assistants, on specially designed forms. This is done for all pupils, but is especially detailed for those with special educational needs or English as an additional language, which enables the school to meet the needs of all pupils very well. The assessments are important as many lessons are practical and do not result in pupils' work recorded on paper. Teachers have high expectations of the pupils and ensure that the lesson has a brisk pace and that pupils are very productive. There are established school practices that are evident in every lesson: what the pupils should learn is clearly identified and shared with the pupils, there is a teaching assistant in each class so that at least two groups are supported by an adult, and daily assessment sheets are used. When



lessons are less successful, it is generally because the pupils are not so actively involved throughout the lesson as the pace is too slow.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and well organised around a series of topics that links pupils' learning in a number of subjects. The curriculum is enhanced by the school's efforts to reflect the diverse cultural backgrounds of the pupils.
Provision for pupils with special educational needs	Very good. Individual education plans are clear and precise, and these pupils make very good progress.
Provision for pupils with English as an additional language	Very good. The co-ordinator supports these pupils well and also provides clear and effective guidance for teaching colleagues. Learning is monitored closely and these pupils make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The school successfully promotes the self-esteem of all pupils and offers time for quiet thought and reflection. Pupils are encouraged to resolve difficulties in positive and empathetic ways, and they become aware of the wide cultural diversity of modern Britain.
How well the school cares for its pupils	Good. The school's detailed records and effective procedures ensure the care and welfare of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has a very clear vision of the kind of school she wants Park Hill Infants to be. This has enabled her to appoint teachers who maintain the ethos of the school and are co-operating in establishing an effective team that is committed to school improvement. The school's management is very good. The senior management team has established a good working relationship that is based on trust and mutual respect. They have worked well together to maintain high standards of teaching and learning despite a large number of changes to the teaching staff.
How well the governors fulfil their responsibilities	Very good. The governors are well organised and share information well to allow them to gain an effective strategic overview of the school's educational provision.
The school's evaluation of its performance	Very good. There are very effective systems to monitor and evaluate the quality of the curriculum, teaching and learning, and standards in the school. This has led to the identification of the benefits of improving provision in the Foundation Stage, and the new classrooms are designed to provide a purpose-built environment for these children.

The strategic use of resources	The school makes very good strategic use of its resources, and prudent management of the school's budget has permitted the construction of two new permanent classrooms. The principles of best value are applied well.
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### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make.</li> <li>• Behaviour in the school is good.</li> <li>• The good quality of the teaching.</li> <li>• The school is approachable.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided.</li> <li>• The information they receive about their children's progress.</li> <li>• The close links with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views of the school. The amount of homework provided is similar to that in most infant schools and, in addition, the school provides useful booklets with information on how parents can help their children at home. The information parents receive about their children's progress is sufficiently detailed, while the school's links with parents are satisfactory and are carefully considered by the school. The school provides a wealth of extra-curricular events that enhance pupils' learning throughout the school day.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils attain high standards, particularly in English, mathematics and science, by the time they move to their next school.**

1. When children start at the school in the reception classes their attainment is assessed by the school and, although mixed, it is broadly average for the children in the current reception year. However, the school's detailed records show that pupils currently in Years 1 and 2 started school with attainment that was below average. Additionally, a significant proportion of pupils arrive at the school with little or no English. It is, therefore, a significant achievement that the school's results<sup>1</sup> in the national tests in 2002 are high in comparison with those in all schools nationally and in schools with pupils from similar backgrounds: well above average in reading and mathematics, and above average in writing. The school's records show that this group of pupils started school with average attainment overall. However, a significant proportion do not achieve the nationally expected Level 2<sup>2</sup> in writing, which is not surprising in view of the high proportions of pupils with English as an additional language or at an early stage of learning English. Despite this, the proportions of pupils who attained the higher Level 3 in the tests was well above the average in writing and mathematics, and above the average in reading. In science, teachers' assessments of pupils' attainment showed that they all attained the nationally expected Level 2, which is very high, and almost half of the pupils attained the higher Level 3, which is well above average. (Very high indicates that the results were in the top five per cent of those in all schools.)
2. The school is committed to a policy of ensuring that all pupils are fully included in its educational provision. Pupils achieve very well because of the school's use of its effective procedures to monitor their individual progress as they move through the school. This information is combined with daily assessments to ensure that tasks set for pupils are carefully matched to their learning needs so that they learn effectively in each lesson. This is particularly so for pupils with special educational needs or English as an additional language, whose learning in each lesson is carefully monitored.
3. In English, pupils are enthusiastic about reading and many develop good expression when doing so. They can re-tell stories they have read, such as 'The Enormous Turnip', and recognise the main points of the plot. Pupils attain good standards in writing and produce some lengthy pieces. A story about a haunted house shows how they develop ideas well. Pupils' writing contains regular and correctly-formed letters, and spelling is very good. A scrutiny of pupils' work in Year 2 shows that the more

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<sup>1</sup> On the school's results: an average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

<sup>2</sup> On Levels: the National Curriculum has been written on the basis that, 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.

able pupils spell many complex words correctly, including 'family', 'suddenly', 'parrot' and 'promised', whilst attempts to spell other words, such as 'speishel' (sic), show good phonetic awareness. Less able pupils also attempt unknown words with confidence, such as 'squerting', and 'greenpeese' for Greenpeace. These rapidly developing skills allow pupils to convey their imaginative ideas in writing. For example, one girl wrote, 'When she got onto the horse, the gold turned into mud'. Pupils' attainment in mathematics is underpinned by a very good mental recall of number facts and some multiplication facts. They recognise odd and even numbers with ease, and quickly double and halve two-digit numbers. Examples of high standards of pupils' work were also observed in music, art and design, design and technology, and information and communication technology, where work in these subjects was linked around a common theme.

### **Pupils' attitudes to learning are very good because of the school's very good provision for their personal development.**

4. Pupils develop very good attitudes to learning. They like school and are keen to learn. Their enthusiasm is evident in the delight that they take in the tasks and activities provided for them. Pupils are friendly, courteous and co-operative. Although not all pupils maintain high standards of behaviour all the time, teachers manage them well and lessons are happy occasions. Pupils feel secure at school and teachers work hard to ensure that all pupils feel valued and that their views are respected. These positive attitudes are maintained by teachers who actively promote the school's very good provision for pupils' personal development.
5. The personal, social and health education of pupils is well established in the planned curriculum. A 'Life Education' bus, funded by the Rotary Association, visits the school annually and parents are invited into the school the day before to become familiar with the methods and purpose of life education. Circle time<sup>3</sup> is well organised and pupils are well acquainted with established practices. They know that they never interrupt others but listen respectfully, and talk only when they are holding an identified item, such as a toy. In one session observed, pupils were passed a card with another pupil's name on it and were invited to say what they liked about the other person. They began to identify things that they appreciated, such as being willing to play with each other, and this reinforced their understanding of social interaction. When one boy chose not to speak, the focus moved on to another pupil without drawing unnecessary attention to his decision. This emphasis on pupils' personal development is a part of the life of the school and all lessons. For example, when one boy was being a little silly and not sitting sensibly on his chair, the matter did not end with a gentle, but firm, reprimand. The teaching assistant moved next to the boy and initiated a conversation about why such behaviour was not acceptable. The boy soon realised that he was affecting other pupils' enjoyment of the lesson and quickly apologised.
6. The school's provision for the spiritual, moral, social and cultural development of pupils is very good. This not only contributes to their personal development but also helps to sustain their learning and the very good progress they make. Pupils know from a young age that teachers value their ideas and thoughts, and that they are respected as individuals. They are encouraged to respect the views of others as well as expressing their own. Each class has a timetabled session for 'reflection', and

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<sup>3</sup> On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

school assemblies also provide times for quiet thought and reflection. Moral and social development is promoted day-by-day as pupils acquire the ability to distinguish right from wrong and they are frequently encouraged to work co-operatively in lessons. They are also encouraged to seek ways of resolving difficulties that arise in positive and empathetic ways. Pupils are consistently encouraged to value their own cultural traditions as well as other cultures. These positive attitudes are also boosted in the way the school promotes pupils' awareness of the richness and diversity of cultural life in modern Britain. Religious education is enriched by the use of artefacts from different faith traditions and by visitors, such as the parents who presented a puppet show to pupils to illustrate Diwali.

**The quality of teaching in Years 1 and 2 is very good because the pupils' individual needs are addressed very well.**

7. The quality of teaching in Years 1 and 2 is consistently good or better and very good in more than half of the lessons seen. The quality of teaching in the reception classes was good in a third of the lessons seen and never less than satisfactory. Although the quality of teaching is not as high in the reception classes, this is understandable as both teachers are new to the school and one has been in post for less than a month. These teachers have settled into school routines well. They have adopted the school's agreed procedures effectively and are developing their planning to focus more closely on the Early Learning Goals<sup>4</sup> for children of this age. The restricted accommodation will be improved with the completion of purpose-built classrooms for the reception classes and this, along with the support and guidance of senior teachers, will enable them to improve the learning experiences they provide for the children.
8. One of the major reasons why the school has maintained a high standard of teaching and learning are the very good practices that have been established across the whole school and are maintained by all teachers, including those that are new to the school. These include:
  - clear and specific learning objectives that are shared with pupils both orally and in writing on the board;
  - the activities to be engaged in during the lesson being reinforced by written instructions that are placed on the pupils' tables;
  - at least two ability groups being given adult support in every lesson;
  - assessment sheets being completed after each lesson, either by the teacher or the teaching assistant, and this information being used to plan the level of difficulty in the task set for the next lesson. That is, they allow teachers to set clear and specific learning objectives.

These practices establish an effective basis for pupils' learning in all lessons.

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<sup>4</sup> On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

9. Teachers assess pupils' learning daily and this gives them a secure understanding of what pupils already know, understand and can do and helps them plan what they need to learn next. They take account of the different rates at which pupils learn and plan tasks with varying levels of difficulty for at least three, and up to six, different ability groups in each lesson. There is always at least one teaching assistant in every lesson and this enables two of the groups to be supported by an adult. The quality of support in these groups is very good as teachers and teaching assistants extend pupils' understanding with good questioning that is based on a clear understanding of the intended learning in the lesson.
10. Pupils respond very well to these approaches because they directly match their learning needs. They are clear what they are learning in lessons and why. They apply themselves well to tasks and maintain concentration because the work they are given builds on what they already know, understand and can do, and extends this by providing sufficient challenge to require them to make intellectual and creative efforts to complete the tasks. Their interest is assured by the stimulating nature of the tasks chosen by the teachers.

**The provision for pupils with special educational needs or English as an additional language is very good and they make very good progress.**

11. The school has recognised the importance of the provision for pupils with special educational needs and those with English as an additional language. An experienced and knowledgeable co-ordinator for special educational needs/English as an additional language, who is a member of the school's senior management team, took up her post last September. Although this co-ordinator is part time, working three and a half days each week, her time is flexible and adapted to meet the changing needs of these pupils. The local education authority's adviser for English as an additional language has been very supportive, and the co-ordinator maintains her professional expertise by frequently attending courses. The Code of Practice<sup>5</sup> for special educational needs is implemented fully.
12. Pupils with special educational needs have good individual education plans that set clear and achievable targets, whilst pupils with English as an additional language are also set clear and precise targets in each lesson. These targets are written on assessment sheets, which are visible to the group throughout the activity, and pupils' achievements in relation to these targets are assessed and recorded on the forms at the end of the lesson. This practice provides helpful records of pupils' progress and also informs the teachers' planning of the next lesson for these pupils. Teachers clearly see the benefits of this procedure in lessons and use it skilfully. This is having a significant impact on the very good rate of learning of these pupils.
13. The co-ordinator spends her time in classrooms working alongside these pupils and also works closely with teachers to ensure that they are confident in addressing the learning needs of these pupils in lessons. The co-ordinator was observed working with pupils with English as an additional language in a science lesson and an art lesson. She supports them very well and her gentle encouragement to use language

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<sup>5</sup> On SEN 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.

precisely instils confidence in them. In the science lesson, the class was exploring different materials and using words to describe the qualities of and differences between the materials. The co-ordinator encouraged them to find descriptive words, which they did very successfully. For example, when 'bumpy' was used, the co-ordinator drew a sketch to illustrate this and asked what other words could be used. 'Rough', suggested one pupil confidently. The pupils' developing mastery of English was demonstrated when one described plasticine as 'malleable'. The inspector was surprised at the use of this word and asked what the pupil meant by it. 'Stretchy. You can pull it,' explained the boy immediately. At the end of the art lesson the teacher invited the English as an additional language pupils to talk about their work on textures. A representative of this group explained with confidence how he had made a tile using different textures. The self-esteem of pupils from minority ethnic backgrounds is greatly enhanced by the high profile their backgrounds are given in the school. This makes a positive contribution to their learning and is reported more fully in the previous and next section.

**The school actively seeks positive links between the subjects of the curriculum, which is enhanced by reflecting the varied cultural backgrounds of the pupils.**

14. The school has planned the curriculum very well to establish very effective links between different subjects that support pupils' learning. For example, a science topic on 'mini-beasts' establishes a wide variety of good links with other subjects. Pupils' knowledge of mathematics and information and communication technology is used to create graphs; paintings and diagrams (art and design) are used to show how different mini-beasts move (physical education); songs are sung and the number of beats (or syllables) in a creature's name is used to develop musical notation; models of 'safe homes' for the mini-beasts are designed and made (design and technology); and paintings in Year 1 and prints in Year 2 are created of mini-beasts, using various art techniques. Numeracy is enlivened by counting in different bases, such as eight squares for mini-beasts with eight legs, and literacy is included, with the pupils writing descriptions of mini-beasts under the title, 'Who am I?' with the answer hidden under a flap. Older pupils write descriptions of a mini-beast to extend their mastery of language, and one pupil demonstrated this in writing, 'Butterflies can flutter their wings beautifully'. In another topic on sound, a good link was established with history as pupils considered the work of Alexander Graham Bell and the invention of the telephone. These links enliven the curriculum and make some quite difficult concepts accessible to the pupils. This has a significant effect on their impressive rate of learning.
15. The school's curriculum embraces, celebrates and promotes the wide cultural diversity of the pupils. This is reflected well in the school, where the entrance is adorned with the national flags of all the countries of origin of the pupils' families. A welcome board is encountered by visitors that says 'Welcome' in the wide variety of languages spoken by the pupils, and this is enhanced by photographs of the pupils that speak these languages. The Chinese New Year is illuminated in a stimulating display of the Year of the Ram that includes a number of interesting Chinese artefacts. Pupils are encouraged to bring into school books in the other languages that they speak. In addition, the school's books are audited to ensure that they represent the diversity of cultural life, including examples in Turkish, Malaysian, French and Hindi, as well as dual-language books and dictionaries; for example, in Arabic, Turkish and French.

16. A music and arts week was held recently and the school invited musicians and artists. These included a steel band, an African drummer, a musician from the Hornimans Museum with a wide range of musical instruments from across the world, an African potter and an Aboriginal artist. The school has also held a Black History Month. Each year group researched a figure from Black history, such as Martin Luther King, Venus Williams, Serena Williams, Mary Seacole and Rosa Parks. The school has recognised the need to raise the self-esteem of some pupils from minority ethnic groups. These celebrations, along with curriculum opportunities to develop pupils' knowledge and understanding of different religions in the celebration of festivals such as Diwali, Hannuka, Sukkot and the Chinese new year, do much to achieve this aim and to encourage understanding and tolerance of other cultural beliefs and customs.

**The school's excellent leadership and very good management have maintained high standards through a challenging period of change.**

17. The headteacher provides excellent leadership for the school. She has a very clear vision which enables her to appoint teachers who reflect her own commitment, enthusiasm and joy at working with young children, and also to reject others. She leads by example and maintains a very high profile in the school.
18. The school has experienced difficulties in the recruitment and retention of teachers due mainly to the high cost of local housing and the enhanced salaries offered in other schools. Nevertheless, it has managed this challenging situation very well and been very active in seeking suitable candidates. For example, the headteacher used a database to make a comprehensive search of possible candidates and personally invited a number to visit the school. As a result, three newly-qualified teachers were offered, and accepted, appointments at the school. The school also appointed an additional teacher to ensure stability through a period of temporary absences that were known in advance. This careful planning and proactive approach have enabled the school to maintain the quality of its provision in a potentially disruptive period and also to sustain the high standards in pupils' attainment. A new deputy headteacher has taken up her post this term and the school has managed well the delay in another new teacher taking up her post. The success of these arrangements has been made possible by the dedication and clear vision of the headteacher, effective strategic decisions that include establishing a teaching assistant in each class, the good systems for curriculum delivery that are in place and the school's effective procedures for inducting new teachers into the school.
19. The senior management team includes the headteacher, the new deputy headteacher and the teacher with responsibility for special educational needs and English as an additional language, who started at the school in September. They have quickly established good teamwork that is based on trust and mutual respect. The senior management team meets daily to review the day and plan for issues that arise. It is the responsibility of this team to mentor the newly qualified teachers in the school and this is being done effectively. This included a four-day induction programme last summer to enable them to become familiar with established school procedures and to meet with the class teachers last year, and daily support from their mentors in planning tasks to meet the needs of individual pupils and to meet challenges as they arise. This has been very successful and the newly qualified teachers appreciate the support they receive as well as the encouragement given to them to develop their own styles of teaching that reflect their enthusiasms and strengths. Their teaching is



monitored and they have the opportunity to observe their mentors teaching lessons. Their entitlements as newly qualified teachers are met fully.

20. The governing body is well organised to enable it to carry out its statutory duties and to ensure that it has a clear strategic view of the school. Governors visit the school regularly to observe lessons, and all visits, including those to concerts, for example, are reported in writing to the full governing body. Verbal reports from subject co-ordinators and a careful consideration of the school's results in the national tests contribute to their understanding of the strengths and weaknesses of the school's education provision. In addition, prudent financial management over the last few years has permitted the construction of two permanent classrooms to replace temporary accommodation. This is the reason for the school's large carry forward figure in the school accounts. This money will be spent in the next financial year on completion of the new classrooms, and the governors intend to maintain the budget within recommended limits.

## **WHAT COULD BE IMPROVED**

**The comprehensive school development plan does not sufficiently distinguish between priorities and maintenance items.**

21. The quality of the school development plan has improved significantly since the last inspection. This comprehensive plan is very detailed and prioritises improvements to be secured in English, mathematics, science, information and communication technology, the Foundation Stage and 'aspects that promote the self-improving school'. All of these items note clear objectives with an outline of the action to be taken. Success criteria, the personnel responsible, costs and timescales are all identified clearly and set out in a well-organised and detailed plan of action. However, each area includes up to 16 developmental targets with 62 overall and some of them, such as 'to maintain level of resources' and 'to continue to support pupils with English as an additional language', refer to maintenance rather than improvement and developmental priorities. Additionally, a target to 'further develop the role of subject co-ordinators' does not reflect the school's priorities in a year when there are so many new teachers in the school and half of the class teachers are newly qualified with no co-ordinator role in the current year.
22. The school has established a new team of teachers that have responded very well to the demands of the situation by working together effectively as a supportive team that is based on mutual respect. For these teachers to easily understand the school's priorities for improvement and for this to be reflected in the school development plan, it would be helpful if this year's priorities were not given equal weighting to maintenance items that will continue to appear on the plan in future years. The school would give greater clarity to those items that require the clear focus of all teachers, and enable the new teachers to become part of the school's developmental team, by separating the maintenance items in order to highlight those items it wishes all teachers to maintain at the forefront of their planning

**Attendance is unsatisfactory because too many parents take their children on holidays in term time.**

23. The school serves an area with a variety of cultural backgrounds. Some families return to their country of origin with their children for events such as weddings or

occasions of religious observance. There are, in addition, too many occasions when parents take their children on holidays during the school year. These absences have a negative effect on these pupils' learning and constrain the opportunities for the school to ensure that they benefit fully from the high quality of education provided by the school. The school has authorised all requests for holidays of up to two weeks in term time. This maintains unauthorised absence as minimal, but it does not promote high attendance.

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

24. In order to maintain high standards and further develop the work of the new team at the school, the headteacher, governors and staff should:
  - (1) maintain the comprehensive nature of the school development plan but clarify the major items for improvement for the benefit of new teachers at the school by separating priorities for improvement from maintenance items; (Paragraphs 21 – 22)
  - (2) endeavour to reduce the amount of time missed by some pupils who are taken on holidays in school time by considering further methods that promote the benefits of high attendance. (Paragraph 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
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	0	7	7	4	0	0	0
Percentage	0	39	39	22	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 almost six percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	177
Number of full-time pupils known to be eligible for free school meals	36

FTE means full-time equivalent.

#### Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	24

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	47

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.6

#### 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	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	24	28
	Girls	31	29	30
	Total	58	53	58
Percentage of pupils at NC level 2 or above	School	98 (95)	90 (88)	98 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	31	30	31
	Total	58	58	59
Percentage of pupils at NC level 2 or above	School	98 (93)	98 (96)	100 (91)
	National	85 (85)	89 (89)	89 (89)

*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	77	1	0
White – Irish	0	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Indian	18	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	2	0	0
Chinese	5	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 – Y2**

Total number of qualified teachers (FTE)	7.38
Number of pupils per qualified teacher	24
Average class size	29.5

#### **Education support staff: YR – Y2**

Total number of education support staff	9
Total aggregate hours worked per week	197

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	462,215
Total expenditure	466,424
Expenditure per pupil	2,606
Balance brought forward from previous year	166,203
Balance carried forward to next year	161,994

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	1
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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	177
Number of questionnaires returned	45

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	2	0	2
My child is making good progress in school.	42	53	2	0	2
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	24	47	22	2	4
The teaching is good.	44	47	0	0	9
I am kept well informed about how my child is getting on.	33	40	18	7	2
I would feel comfortable about approaching the school with questions or a problem.	42	53	4	0	0
The school expects my child to work hard and achieve his or her best.	38	44	7	2	9
The school works closely with parents.	29	49	16	4	2
The school is well led and managed.	44	47	4	0	4
The school is helping my child become mature and responsible.	42	53	2	0	2
The school provides an interesting range of activities outside lessons.	29	33	24	7	7