

INSPECTION REPORT

BLAIR PEACH PRIMARY SCHOOL

Southall

LEA area: Ealing

Unique reference number: 101892

Headteacher: Anita Puri

Reporting inspector: John Lilly
12487

Dates of inspection: 23 – 24 June 2003

Inspection number: 246159

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr. Madhav Patil
Date of previous inspection:	16 March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blair Peach is a large primary school with 431 girls and boys on roll between the ages of three and eleven. It serves a community of many cultural and religious traditions, although the majority of pupils are of Indian or Pakistani heritage. Almost all the pupils speak a language other than English at home, the commonest being Panjabi or Urdu with an increasing number of Tamil speakers. A high number are at an early stage in acquiring English. Most pupils come from homes that are not as economically advantaged as the national average and a third of pupils are eligible for free school meals, a much higher than average proportion. A third of pupils have refugee or asylum-seeker status, and a much larger than usual number of pupils joins or leaves the school other than at the reception stage or Year 6. Most pupils join the school with well below average attainment. The number of pupils with special educational needs is broadly average. In recent years the school has won three Achievement Awards. The school's mission is: 'Achieving Academic & Creative Excellence' or, as the school's brochure says, 'Blair Peach is ACE.'

HOW GOOD THE SCHOOL IS

Blair Peach is a very good school, well on the way to becoming excellent. Pupils make very good progress and by the end of Year 6 their attainment is above the national average and well above the average for similar schools. This is because the headteacher provides excellent leadership and she is supported well by a close-knit, committed and determined staff. Consequently, teaching is very good and provision for personal development is excellent. Relationships are excellent and pupils behave very well and are eager to succeed. It is a highly inclusive school with very strong values. Girls and boys of every ability, culture, faith and background succeed and reach their potential, not least because support for pupils learning English and those with special educational needs is excellent. The school offers very good value for money.

What the school does well

Pupils make very good progress, reach their potential and develop very well as young people because:

- The headteacher provides excellent leadership for a committed, hard working and determined staff
- Teaching is very good
- Provision for the personal development of the pupils is excellent
- Support for pupils learning English and those with special educational needs is excellent.

What could be improved

To improve standards even further, the school needs to:

- Strengthen and further extend the leadership and management skills of managers
- Ensure the Foundation Stage (nursery and reception) has an expert leader who is part of that teaching team
- Seek further partnerships with the wider community and other very successful schools to learn more ways to sustain future improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been very good since the last inspection (March 1998). Standards have improved rapidly and steadily. The curriculum is now very well managed and planned, and pupils' progress accurately tracked. Provision for information and communication technology is at least good and improving rapidly, and support for pupils learning English as an additional language is now excellent. Even though the school has had great problems in recruiting and retaining staff, current staffing is stable. It is now a school that seeks ways to improve through rigorous and systematic self-review.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	B	A
Mathematics	B	C	B	A
Science	A	C	B	A*

Key

well above average A

above average B

average C

below average D

well below average E

Pupils join the nursery with very low-attainment, particularly as to speaking and listening in both English and also in the languages many speak at home. By the end of Year 2, they achieve standards in national tests and assessments that are broadly in line with the national average and well above the average for similar schools. This represents very good progress and shows that pupils overcome factors that may hinder their learning. In these tests in 2002, pupils attained standards in writing that were in line with the national average, although they were lower for reading and mathematics. Over recent years standards by the end of Year 2 have risen in line with the average national rate. Work seen during the inspection, and interim results in national tests for 2003, show that improvement is becoming more rapid, with significant improvement since 2002. Improvement in results at the end of Year 6 has been more rapid than nationally and work seen during the inspection and interim results in national tests at the end of Year 6 in 2003 show that this trend continues. This rapid improvement is the result of improved teaching and good provision for personal development, and also because the support for pupils with special educational needs and for pupils learning English as an additional language has become so effective. This support includes excellent induction for pupils who join the school other than at the reception stage. The school sets itself challenging targets for improvement. Significantly, teachers say 'We expect a lot of the children because it raises their self-esteem'.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school and strive to do their best. They have very good attitudes towards their work and towards others.
Behaviour, in and out of classrooms	Pupils behave very well and there is very little bullying.
Personal development and relationships	Pupils develop very well as caring, mature and independent young people. Relationships are excellent between adults and children, and amongst children of all races and faiths.
Attendance	Most pupils have good attendance, although it is satisfactory overall.

Attendance figures are affected by children's visits to their heritage countries. Although pupils gain the confidence to take responsibility for their own learning and behaviour and to take initiative, the school is seeking further ways to increase pupils' ability to research on their own, for example, through the recently equipped library and access to the Internet within classrooms.

TEACHING AND LEARNING

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

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

Teaching has improved significantly because staff are determined to increase their skills and because they benefit from supportive management. Even so, some staff lack experience overall or in the areas they need to teach. For example, teaching in nursery and reception is less effective because it lacks sufficient planning for the variety of learning required at this stage. Throughout the school, teachers and teaching assistants are particularly good at helping pupils gain the rich and structured spoken English language they need for learning; they teach literacy and numeracy very well. When available, dual language teaching also helps children develop the language they speak at home. Skilled assessment of each pupils' needs leads to focused and successful help for each pupil in overcoming problems they meet and takes advantage of their individual gifts and talents. Among other reasons, this is because teachers help pupils to understand why they succeed and what they need to learn next, orally and through very helpful marking. Pupils, therefore, become able to plan their own learning, for example, when a teacher asked her class 'What do you think we need to learn next lesson?'. The pupils were quick to tell her. Teaching seen during the inspection and analysis of the pupils' previous work show that most teaching is at least good and almost one half very good or excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, and significantly enriched by outside class activities. Even so, clear and immediately accessible management guidance is needed in nursery and reception classes to increase the balance and variety in the children's learning.
Provision for pupils with special educational needs	Provision is excellent and highly responsive. Problems are picked up early and solved.
Provision for pupils with English as an additional language	Provision is excellent and includes very good support when pupils join the school, often from other countries.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision overall is excellent. For spiritual development it is very good and for moral, social and cultural development excellent. Pupils learn to value their own culture while respecting and appreciating the faiths and cultures of others. This provision is empowered by seeking the views of pupils both within lessons and also through the school council.
How well the school cares for its pupils	Standards of care are high.

The school works hard, innovatively and successfully to work in partnership with parents. There is a strong sense of mutual respect between home and school. The school actively seeks the views of parents and acts upon their advice.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher is creating a team within which members share responsibility and seek solutions together. Leadership and management overall is already effective and mainly very effective. The task is now to learn the additional skills to make them excellent.
How well the governors fulfil their responsibilities	The governors work in an efficient and effective way to support the school, giving the school clear vision and values for the future. They meet their statutory responsibilities well
The school's evaluation of its performance	It is a highly reflective school that sees systematic and honest self-review as essential for continuous improvement and the school uses such self-review very effectively. Because this self-evaluation is so rigorous, senior managers recognise that they must now find new and innovative ways to sustain improvement.
The strategic use of resources	The school manages its finances well and gains best value from investments. It is significant that the school does not benefit from the additional resources such as Excellence in Cities that are commonly found in schools facing similar challenges.

The school makes full and effective use of what the buildings and accommodation offer. The buildings are attractive but inconvenient; even so they sparkle with excitement and shine from the care of site staff. Resources are of good quality and range. There are adequate qualified staff to meet the requirements of the curriculum and the many learning needs of the pupils, although some staff lack experience. Administration staff are courteous and efficient. Senior managers use 'performance management' positively to develop staff skills. Through working with others and comparing the school's performance with similar schools, the school seeks best value, but now needs to work more closely with the wider community and other very good schools to extend its awareness of strategies used elsewhere and additional support that could be available. Governors, staff and parents are concerned about the expensive vandalism of the school by outsiders, despite their best efforts. There does need to be stronger partnership between community agencies to rectify this costly and damaging problem.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy and make good progress • They find it easy to discuss concerns with the school • Their children are well taught. • Their children grow in maturity and independence. 	<ul style="list-style-type: none"> • Some parents think that homework needs to improve • Some feel there needs to be more activities outside lessons • A few were concerned about outbreaks of theft in the school

Inspectors agree with the positive views of parents. Provision for homework is good and is becoming more systematic, with better communication between home and school. There is a very good range of activities outside lessons, although there could more activities for pupils in Years 1 and 2. Theft is very rare and is investigated fully.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership for a committed, hard working and determined staff

1. The headteacher inspires and guides the staff and pupils through personal example and expert guidance. These leadership qualities give the school vision, mission and strong sense of purpose and direction. She helps others to believe anything is possible, but not without strong values, hard work, skilled planning and open and honest self-criticism. This excellent leadership has created a shared commitment to improvement and given staff the authority to seek better ways to help the pupils learn; this encourages innovation. The headteacher backs this by effective and efficient management, and relevant and tightly-planned staff development, managed ably by the deputy headteacher. As a result, standards of teaching, learning and personal development have improved significantly and attainment throughout the school has been significantly raised.
2. Middle managers pick up and run with these leadership and management skills. They are willing to take risks while keeping that which has been proven to work. Many of the subject co-ordinators are new and/or comparatively inexperienced. They recognise they will need to learn new skills and new ideas, and they see that these may well be best gained by visiting other similar, very successful schools. The headteacher seeks such ideas from others, for example, through an action-research project with other schools and an university college, and extensive links with teacher training institutions. There are excellent links with an environmental group. The time has now come to extend the range of partners, for instance, with business organisations and through, perhaps, the Investor in People quality framework or the European Foundation for Quality Management (EFQM) as adapted for schools; both could help with recruitment, selection and retention. This building of the school's own supportive network is very important since the school is not a member of a Education Action Zone or Excellence in Cities partnership.

Teaching is very good

3. Teaching is very good across all classes and subjects in Years 1 to 6. This encourages very good learning.
4. Pupils make very good progress and reach their potential because teachers help them to learn one step at a time, clearly understanding what they need to learn and why each topic or skill is important. Skilled assessment not only tracks what pupils can do but is also used to predict what pupils could do if the teaching and learning became even better. Through skilled questioning and marking, teachers and teaching assistants help pupils of all abilities to play their own part by deciding how to improve their work.
5. This very good teaching results in high quality learning because:
 - The curriculum is planned and delivered so that each step prepares for the next and is resourced to give richness and relevance to the learning.
 - Teachers place very high priority on developing the pupils' speaking and listening skills – before moving on to the systematic teaching of reading and writing skills. Teachers make the same priorities when teaching numeracy.

- At the start of each unit of work and lesson, teachers make clear what is being learned, why it is being learned and what qualities the teacher will look for in each pupil's work.
 - Teachers use accurate and progressive assessment to evaluate progress and to match the learning to each pupil's needs – spotting when a child could do better.
 - Teachers counter potential barriers to learning, for example, special educational needs and pupils being at an early stage of English acquisition.
 - Teachers use probing and open questions to test the pupils' learning, increase the pupils' awareness of why they succeed or meet problems, alongside building the pupils' ability and confidence to self-review and think through their own work.
 - Teachers make clear through marking where and why each pupil has succeeded and what they need to learn next.
 - Teachers set high yet achievable targets for each level of ability, adapting the work perceptively.
 - The structure and expectations within each lesson help pupils gain good work routines and ways of learning.
 - There is very productive teamwork between the class teacher, and support assistants and specialist teachers, for example, providing focused support for pupils who have recently joined the school.
 - Teachers make the pupils full partners in the learning by asking them to review their own progress, and help decide what they and the class need to learn next. Some teachers also ask pupils for advice on how to improve their teaching next lesson.
6. These qualities were fully met in almost one half of the lessons observed and previous work shows this is usually the case. There is a shared enthusiasm for, and joy in, learning throughout the school.
7. One lesson caught all these strengths. A small group of recent arrivals shrugged off their natural worries about speaking English in a strange country. 'Cold!', 'Rainy!', 'Hot!' rang out as they chased new words and ideas. 'I did that on the computer – come and see'. Gathering around, the others saw how he could type in the words and then their opposites, changing the font and colour of the letters. The quiet ones came out of their shells of shyness and the rather pushy focused their energy on learning new skills. The teacher asked, 'What have we learned today?', 'Opposites – like it's very hot today not rainy', and 'I did it on the computer with this button'. 'Do you mean 'button?', the teacher asked. 'No – the right word is key!' – punching a triumphant fist in the air. The teacher asked, 'What shall we do next time?' – the pupils bubbled with ideas that they felt would help them to learn exciting new words and to use the computers better. They were curious, ambitious yet thinking learners. The teacher skilfully balanced development of speaking and listening with growth in self-esteem and confidence – not forgetting to build the pupils' information and communication technology skills. Instead of rushing on, she gave the pupils space to think, expecting and supporting more structured language at every step in the lesson.

8. Where teaching and learning are less good while still at least satisfactory:
- Teachers are overly dominant and do not give pupils space and time to respond and think for themselves. The pupils lose the confidence to think through and suggest their own ideas and solutions. Their learning loses that key individuality and independence.
 - The pace of the learning is too fast for some, and the less able lose confidence and concentration.
 - The potential contribution of teaching assistants is not used to the full, for example, when sitting at the back in full class sessions, where they cannot make eye contact with the pupils.
 - The curriculum at the reception stage is not taught in ways that assure full coverage of all the areas of learning and the styles of learning necessary for this age. The learning does not strike the right balance between teacher-led and self-initiated learning.
9. An area for improvement overall is giving pupils more opportunity for personal research, for example, through more widespread use of the library and Internet. Similarly, although very able pupils are sufficiently stretched and challenged, the school has yet to focus on ways to identify their very specific gifts, talents and specific learning needs.

Provision for the personal development of the pupils is excellent

10. This is a key strength and enlivens learning as well as helping pupils mature as responsible, caring young people. Pupils learn the rights, responsibilities and skills of being a citizen by playing a full part in making the school the effective community it is. The school council garners views and makes suggestions. The pupils who care for the beautiful atrium do not simply tidy up but also look for ways to make it better. Pupils regularly play team and competitive sport and balance this with creative art display, and musical and dance performance. In lessons they learn to collaborate as a higher skill to just being co-operative. Visits to and from the school, including residential experience, extend the challenges they learn to deal with and also provide a wider view of the world. They learn that manners and being nice to people get you further than sullen aggression.
11. This social awareness is founded upon clear expectations of not only what is right or wrong but also learning why this is the case. Pupils learn that personal decisions must be set in real life situations, for example, through study of such areas as drugs education and relationships, as well as different societies and times. Classes draw up their own codes that balance successful ways of working with the values that underpin human life and work. Especially good is the way teachers give pupils certificates not simply 'for being good' but for highly individual achievements.
12. This leads naturally to learning that helps pupils to understand, appreciate, respect and find joy in the range of faiths, cultures and creativity present within the school. They learn in depth about major religions. They experience and take part in a range of musical and dance traditions. Drama is taking an increasing role in the life of the school. Pupils learn that this creativity is not simply part of school but also important to life beyond school, for example, through the art and craft project involving parents, and listening and singing along with visiting performers who also play an important part within the community. Visibly and actively, this is a culturally rich school.

13. It is a spiritual school that gives pupils many opportunities to seek meaning and purpose in their lives. They do this through imaginative art, reflective writing and poetry, deep discussions of shared reading and enjoyment of music. Teachers increasingly use 'circle time' (a time when children can share concerns and dilemmas) to deepen the pupils' ability to reflect on things that are not simply factual but emotional, and this is a development that could be extended. Assemblies are important corporate events and celebrations. Through assemblies, pupils consider aspects that are centrally significant to human lives. Even so, assemblies tend to lack the quiet stillness that enables calm and un-pressured reflection leading to inner awareness. The school could usefully consider ways to allow assemblies to give pupils more opportunities to reflect quietly.

Support for pupils learning English and those with special educational needs is excellent

14. This is crucial to the school's success as an inclusive school. Both areas are powerfully led and expertly managed, with close and planned collaboration between the two of them, and with class teachers and teaching assistants. Pupils are assessed and their needs carefully identified the moment they arrive. From then on their progress is continually tracked so that action can and is taken the moment learning slows or personal development wanders off track. This leads to seamless provision across each day, with a measured balance between trying on your own, trying with support, trying with a special group and working outside class in a more focused way. The deputy headteacher plays a very positive part in supporting the pupils facing the greatest problems.
15. Especially good is the way the school unpacks special educational needs, the need to learn English and personal development needs, even when a single child faces all three barriers to their learning. The excellent provision helps these pupils to see these barriers not as very high walls that block the way but as hurdles that they can be helped to jump over with confidence. When compared with practice elsewhere, the expert way in which the induction of children, often from other countries, is planned and managed is so good that it could set the standard for almost every other school in the country.
16. Underpinning both areas of provision is the expert way class teachers develop speaking and listening skills in English and, when possible, in the languages many pupils speak at home by using specialists who speak the same language as the children. Teachers model the English language pupils need in school, and will later need at secondary school and in adult life, extremely well.
17. Equally important is the way the school works fully with parents, realising they may need and want support with helping their children. The school runs sessions for parents and provides texts in the pupils' home languages to read with their parents at home. Children and their parents value this highly, and this service could profitably be even further extended, for example, by acquiring a greater number and range of books in the languages pupils speak at home.

WHAT COULD BE IMPROVED

The leadership and management skills of managers

18. Staff with management responsibilities already provide strong and ambitious leadership, and efficient management for their areas. This is because they have an increasingly clear idea of what is needed to improve learning and how to meet the many learning needs of the pupils. This has led them to realise that they still have skills to learn if they are to meet the very high standards they set themselves. They consider problems and projects intelligently, and actions are pushed forward continuously against planned schedules and standards to reach. Communication is very good within teams and across the school, and this helps good ideas to be shared and problems to be solved together. Honest and systematic self-review leads to realistic evaluation of how far the school has come and where it needs to go next, for instance, through excellent reviews of literacy and numeracy that lead to improvements.
19. Even so, managers recognise that energy and drive is not always enough, and that new strategies and techniques can be found. There is now a need to look outside the school for the next step forward. This process is called 'benchmarking'. One area for development is the skill of collecting, recording and seeing patterns in data. This helps managers to make better use of what they already know, for example, by using better computer programs to record, analyse and provide insightful reports on assessment data. A second area would be to seek more accurate ways of identifying the potential of, for example, the gifted and talented pupils. A third area would be greater use of Quality Frameworks such as 'Healthy Schools' to compare the school's practices with those elsewhere. This would help managers spot what they miss because they see it everyday or because they do not recognise a need or strategy because it is beyond their experience. The school recognises that it requires the highest management skills and this means seeking out training and advice that is not run of the mill.

The leadership and management of the Foundation Stage (nursery and reception)

20. The school has faced considerable problems in staffing this area of its work, including the loss of a key and expert manager through promotion outside the school. Senior management have acted sensibly and practically to maintain standards, but this has meant that the key manager with oversight of the Foundation Stage has wider responsibilities, including responsibility for a class further up the school. The school has clear plans to improve this less-than-ideal situation as soon as it is possible. Currently, the team manager is not a member of the nursery and reception teaching team. This means that the manager cannot immediately lead and guide staff, and knowledge of what goes on day-by-day lacks immediacy. As a result, hardworking and committed teachers and assistants cannot take full advantage of the skills they bring to their work. Similarly, the curriculum has become unbalanced, losing the essential mix of learning which includes both that which is led by the teacher and that which is initiated by the children. The learning needs of children of this age are different from those of older children and national guidance lays down six areas of learning that should be covered. Currently, the curriculum in reception in particular, does not ensure the foundations in these six areas of learning are fully secure before moving on to the more structured learning within the National Curriculum.
21. An essential aspect of management is monitoring, evaluating and interpreting the children's progress and achievement. National guidance for the Foundation Stage sets these out as secure and progressive 'steps' in learning. Currently, progress is not

sufficiently measured and recorded against these steps and, therefore, teachers run the danger of missing essential stages on the way.

Use of partnerships within the wider community and with other very successful schools to learn ways to sustain future improvement

22. The school is outward looking and has several very productive partnerships. These have been arranged, however, largely through the school's own initiative. As a result, although very helpful in some areas, these partnerships lack the range and scope seen in many other very successful schools. In part this is because the school is not part of initiatives such as Excellence in Cities or an Education Action Zone. This means that managers do not have easy access to partnerships and may not be aware of what is there to help. By contacting other very successful schools and schools that already benefit from such partnerships, a new resource would become available to the school, for example, links with businesses and quality assurance agencies. Examples of such additional resources could include, businesses providing learning mentors and reading partners, providing role models for pupils, for example, girls, making trainers available for leaders and managers, and providing consultancy in financial management and revenue generation. Other initiatives can bring additional relevance to the pupils' learning, for example, applying numeracy skills in real commercial settings or using literacy skills to persuade others. National research shows that such schemes can make a major contribution to raising standards. Links with other very successful schools can bring benefits to Blair Peach by learning from what the other schools have already discovered. The school recognises that it needs now to become even more innovative, and this often means taking ideas from others and adapting them to meet the needs of Blair Peach.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school has come a very long way, despite many challenges on that journey. It achieves very high standards. Because this is the case, governors and staff need to gain the skills and awareness necessary to sustain improvement. The school is like a football team that is in the Premiership and is about to win the cup, but managers and team players want to win all the national competitions and then those in Europe. This will require leadership and management skills and understandings of the highest order if improvement is to be sustained and the school is to achieve its very high aspirations.
24. To improve standards even further, the school needs to:
- (1) Strengthen and extend the leadership and management skills of managers by:
 - improving the systems for collecting, recording and seeing patterns in assessment data, for example, by using better computer programs to record, analyse and provide insightful reports on assessment data;
 - seeking more accurate ways of identifying pupils' potential, for example, the gifted and talented;
 - seeking ways to get training in the highest management skills, for example, through government schemes and business partners.
(Paragraphs 2, 9, 18 and 19)
 - (2) Improve the leadership and management of the Foundation Stage by:
 - finding ways to make the key manager a member of the teaching team for this age group in line with present planning;

- using the leadership and expertise of this manager to review and improve the curriculum, and styles of learning and teaching;
 - use national guidance to create better ways of tracking progress and evaluating teaching;
 - seeking out best practice from other very good schools.
(Paragraphs 8, 20 and 21)
- (3) Extend partnerships with the wider community and other very successful schools to learn ways to sustain future improvement by:
- making greater use of Quality Frameworks available to schools;
 - investigating schools that already have extensive links with business and other organisations that can help;
 - forming partnerships with schools that are already very successful but face similar challenges to Blair Peach.
(Paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
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	1	17	17	5	0	0	0
Percentage	2	43	43	12	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. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than two, 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)	40	351
Number of full-time pupils known to be eligible for free school meals		117

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register	7	60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	324

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	121
Pupils who left the school other than at the usual time of leaving	64

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	22	22	20
	Total	42	43	42
Percentage of pupils at NC level 2 or above	School	88 (80)	90 (85)	88 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	19	21	22
	Total	38	41]	42
Percentage of pupils at NC level 2 or above	School	79 (70)	85 (89)	88 (63)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	27	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	25
	Girls	21	21	24
	Total	45	44	49
Percentage of pupils at NC level 4 or above	School	80 (77)	81 (83)	88 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	25
	Girls	21	22	24
	Total	45	45	49
Percentage of pupils at NC level 4 or above	School	80 (79)	80 (80)	88 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
3	0	0
1	0	0
6	0	0
0	0	0
0	0	0
1	0	0
0	0	0
188	0	0
74	1	0
1	0	0
33	0	0
6	0	0
15	0	0
1	0	0
0	0	0
6	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	214

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	13

Financial information

Financial year	2002-2003
	£
Total income	1130602
Total expenditure	1166497
Expenditure per pupil	2791
Balance brought forward from previous year	98466
Balance carried forward to next year	62571

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	437
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	0	0	1
My child is making good progress in school.	60	33	5	1	1
Behaviour in the school is good.	59	31	7	2	1
My child gets the right amount of work to do at home.	51	32	12	5	0
The teaching is good.	68	28	3	1	0
I am kept well informed about how my child is getting on.	55	37	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	59	33	4	2	2
The school expects my child to work hard and achieve his or her best.	63	34	2	1	0
The school works closely with parents.	48	44	7	1	0
The school is well led and managed.	64	33	2	1	0
The school is helping my child become mature and responsible.	54	40	5	1	0
The school provides an interesting range of activities outside lessons.	54	32	9	2	3

Other issues raised by parents

Some parents were concerned about theft in the school. Inspectors find these incidents are recent and rare. The school treats theft extremely seriously and investigates each event thoroughly. Stopping such events entirely is difficult because of the open-plan nature of the school.