

INSPECTION REPORT

HATHAWAY PRIMARY SCHOOL

Ealing, London

LEA area: Ealing

Unique reference number: 101914

Headteacher: Mr Tim Kaye

Reporting inspector: Ms Jean Mackie
7871

Dates of inspection: 9 – 10 December 2002

Inspection number: 246164

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------------|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 3 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Hathaway Gardens Ealing London |
| Postcode: | W13 0DH |
| Telephone number: | 0208 998 2479 |
| Fax number: | 0208 810 7502 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Robin Johnston |
| Date of previous inspection: | 12 January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|------------------|----------------------|
| 7871 | Jean Mackie | Registered inspector |
| 1166 | Rosemary Hussein | Lay inspector |
| 22147 | Anne Holland | Team inspector |
| 24091 | Michael Shaw | Team inspector |

The inspection contractor was:

Brookbridge Education

2 Haselwood Drive
Enfield
MIDDX
EN2 7BU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hathaway Primary School is expanding and is now bigger than most other primary schools with 385 pupils on roll and a further 50 children attending the Nursery on a part-time basis. The school serves a culturally diverse community and a very high proportion of pupils have a first language that is not English. Approximately fifteen percent of these pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs is in line with the national average. The attainment of children on entry to the Reception class is below average.

HOW GOOD THE SCHOOL IS

National Curriculum test results at the end of Year 6 have shown an overall improvement over the last three years, and the performance in 2002 represents good progress for the pupils from their previous results at the end of Year 2. There is a high proportion of good teaching which is enabling pupils to achieve well in lessons and make good progress. Standards are improving and relationships within the school are very good. The headteacher, senior staff and subject leaders are providing a clear direction for the school after a period of some uncertainty. The school is providing satisfactory value for money.

What the school does well

- There is a high proportion of good teaching which is enabling pupils to achieve well in lessons.
- There is a harmonious atmosphere within the school which reflects the effective strategies for promoting good attitudes and behaviour.
- The arrangements for securing pupils' welfare and safety are good.
- The school offers a broad and balanced curriculum which provides well for pupils' academic and personal development.
- The programme for monitoring and evaluating the work of the school is effective in securing improvements.

What could be improved

- Attendance is poor.
- The provision for guided reading is not fully effective in helping to raise reading standards.
- There are some shortcomings in the school improvement planning process.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards declined following the previous inspection which was undertaken in January 1998. The school experienced a period of transition during which there was a high turnover of staff, including the arrival of a new headteacher. Systems have since been established that have secured improvements in national test results in Year 6, which have risen over the last three years. The monitoring within the school has resulted in improved teaching and a consistent approach to promoting positive attitudes and behaviour in the school, although attendance remains a weakness. The school has made satisfactory improvement since the last inspection.

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 | E | B | C | A |
| mathematics | E | D | D | B |
| science | E | D | D | B |

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

In the 2002 National Curriculum test results, pupils at the end of Year 2 achieved standards in reading that were well below both the national and similar school averages. The results in writing were in the bottom five percent of schools nationally and well below the average of similar schools. The mathematics results and teacher assessments in science were both well below the national average and below the average for similar schools. Attainment on entry to the school has been dropping over the last three years and this has been mirrored by a similar decline in the national test results at Year 2, most notably in mathematics. This decline has also occurred at a period of high staff turnover.

Standards in Year 6 have improved over the last three years. In the 2002 tests taken by pupils in Year 6 (the Standard Assessment Tests or SATs), pupils achieved standards that were in line with the national average in English and below the national average in mathematics and science. Taken overall, the results compare favourably with those from similar schools, being well above the similar school average. These results represent good progress from the pupils' earlier results when they were in Year 2, particularly in English. The 2002 target for English was exceeded and that for mathematics was nearly achieved. The targets for 2003 are rather modest, but improved assessment procedures and a more rigorous approach have resulted in targets for 2004 which are more challenging.

All pupils, including those with special educational needs and English as an additional language, achieve well and are making good progress. Standards are improving and are higher than those indicated by the 2002 results, particularly in Year 2. In English and mathematics, standards at Year 2 and Year 6 are now approaching those expected nationally.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils are keen to learn and do well. They are enthusiastic and concentrate well on their work. |
| Behaviour, in and out of classrooms | The good behaviour of the pupils makes a significant contribution to the calm, positive atmosphere within the school. There is a very small number of pupils who exhibit quite challenging behaviour. |
| Personal development and relationships | Relationships within the school are very positive. Pupils of all backgrounds work and play harmoniously together. |
| Attendance | Attendance levels are poor and some pupils are regularly late to school. |

The school has been very successful in its efforts to promote positive attitudes and behaviour. The pupils are polite and get on very well with each other and adults in the school.

TEACHING AND LEARNING

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

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

The high proportion of good teaching ensures that pupils of all ages are acquiring new skills and knowledge quickly. The national strategies for English and mathematics have been well embedded and these subjects are taught well. Teachers provide a wide range of activities for the pupils and capture their interest through well-selected resources and lively presentations. Language and number skills are being appropriately developed through other subjects of the curriculum. The teachers, well supported by classroom assistants, cater well for the needs of pupils with special educational needs and those with English as an additional language. Higher attainers are making good progress. Whilst the teaching was good overall, a few shortcomings were observed which related to slow pace and activities that did not enable pupils to achieve the objectives set for the lesson.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is well planned and organised. It provides a good range of experiences for the pupils. The increasing number of extra-curricular activities is proving popular with pupils. |
| Provision for pupils with special educational needs | The provision for pupils with special educational needs is good. The procedures for identification and monitoring are effective and ensure that the pupils make good progress towards the targets set for them. |
| Provision for pupils with English as an additional language | Pupils with English as an additional language are well catered for. Their level of English is quickly identified and support is appropriately targeted at those with the greatest need. Monitoring of progress is well established. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school provides very well for the pupils' cultural development. The provision for pupils' moral and social development is good and that for spiritual development is satisfactory. |
| How well the school cares for its pupils | Thorough and effective arrangements are in place to ensure the health, safety and welfare of all pupils. |

The curriculum for the Foundation Stage (Nursery and Reception) is planned in line with national guidance and provides children with a good base from which to start their time in the main school. In Years 1 to 6, all National Curriculum requirements are met and there is an increasing use of information and communication technology (ICT) to support learning. The time allocated for guided reading needs to be planned more carefully. The pupils' progress, both academic and personal, is being tracked effectively. The links with parents are satisfactory and improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher, ably supported by senior staff and subject leaders, has established a clear direction for the school following a period of uncertainty, and is beginning to establish effective procedures to ensure continued improvement. |
| How well the governors fulfil their responsibilities | The governing body is comparatively new and, whilst enthusiastic in its support for the school, requires further training and experience before it can fully hold the school to account for standards and teaching. |
| The school's evaluation of its performance | Very effective procedures are in place to monitor the work of teachers and evaluate the performance of the school. Senior staff have a clear picture of strengths and areas for improvement. |
| The strategic use of resources | The school deploys its resources, including staff, appropriately to the benefit of the pupils in the school. |

The school has a clear view of strengths and areas for development and much has been done recently to establish a stable staff with a shared vision for the future. Whilst priorities are clear, the process of annual review and evaluation followed by a set of clear actions for the following year is not fully in place. The school applies the principles of best value when allocating funding and purchasing goods and services.

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 enjoy coming to school • The positive attitudes and values promoted by the school • The staff and headteacher are approachable • The school has high expectations of the pupils | <ul style="list-style-type: none"> • Behaviour in the school • The provision for extra-curricular activities |

The team concurs with the favourable comments of the parents. Behaviour in the school was judged to be good. The very small number of individuals who have challenging behaviour are dealt with very well. The provision of extra-curricular activities was considered to be varied and improving. The parents had mixed views about the provision for pupils with special educational needs and the information that is sent to them about their child's progress. The team considers the support for special educational needs to be effective and the reports that are sent home are of high quality.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a high proportion of good teaching which is enabling pupils to achieve well in lessons.

1. The quality of teaching is good throughout the school, enabling all pupils to broaden their knowledge and acquire new skills rapidly. The teachers plan their lessons carefully, identifying clearly what the pupils are expected to learn. These objectives are shared with the pupils so that they understand fully the purpose of the work that they are about to undertake.
2. The national strategies for literacy and numeracy are well understood and used effectively to ensure that the pupils achieve well and make good progress in English and mathematics. In a Year 2 literacy lesson, for example, the teacher's lively introduction to the story of *The Great Lorenzo* stimulated much interest from the pupils, who were all very keen to identify those words that had been covered up. The teacher had recapped the techniques for recognising unfamiliar words and the pupils were clearly applying their understanding of the strategies to identify the unknown words successfully. In a Year 6 English lesson the teacher effectively built on previous work on poems to enable the pupils to develop their understanding of similes and metaphors. The high expectations and good pace challenged the pupils who all responded positively and made very good progress in constructing their own poems using metaphors and similes.
3. The features of effective literacy lessons are also apparent in the teaching of numeracy. In a Year 2 lesson on number sequencing, the teacher followed a clear introduction to the whole class with group work which carefully matched the needs of the pupils, enabling them to consolidate and develop their skills in counting forwards and backwards in steps. The teacher created a purposeful atmosphere, to which the pupils responded enthusiastically, and they all made very good progress. The work in Year 6 on number facts related to the number nine was effectively planned to extend the knowledge and understanding of these older pupils who were then challenged to look for the number patterns associated with triangles. The teacher effectively demonstrated how the numbers built up as triangles got larger and then asked pupils to predict the relationship for the next two triangles in the series. This stimulated a good response and pupils were able to discuss their ideas with confidence.
4. In many lessons the teachers use questioning to good effect to elicit ideas from the pupils and to develop their understanding of key ideas. In a Year 4 literacy lesson, the teacher asked the class to describe the boy in the story *The Sea of Tranquility*. This was done with sensitivity to ensure that all pupils, both lower and higher attainers, were sufficiently challenged and able to contribute to the discussion, which they all did with confidence. In a Year 3 science lesson, the teacher moved around the class, questioning each group about their work on different soil samples, ensuring that they were all able to describe their observations, and probing their understanding of the differences between the soils. As a result, pupils were able to make valuable contributions to the plenary session at the end of the afternoon.
5. Teachers use a good range of activities and resources to underpin the learning that is to take place. In the Nursery, for example, there was a full range of activities promoting all aspects of learning expected for these young children with a particular focus on the development of literacy through the use of the role play areas, cooking and observations of an ice balloon. The activities provided a very stimulating environment for the children who were making very good progress, particularly in their language skills.

6. Teachers manage their pupils well in class and establish very good relationships, which ensure that there is a positive working atmosphere where the pupils expect to work hard and achieve. Some pupils have quite challenging behaviour and this is very well managed in the classroom. Classroom assistants make a valuable contribution to the achievements of pupils, particularly those with learning and behavioural needs. The teachers and other adults in the classroom ensure that all pupils, including those with special educational needs and those with English as an additional language are making good progress. There is some detailed marking in the pupils' books which provides good feedback on their efforts and focused guidance on how to improve their work.

There is a harmonious atmosphere within the school which reflects the effective strategies for promoting good attitudes and behaviour.

7. The pupils enjoy school and are keen to work hard and do well. They concentrate well in lessons, respond enthusiastically to their teachers and are keen to answer questions in class. The teachers use praise to encourage the pupils who take much pride in their work.
8. Behaviour in lessons is good. The pupils respond positively to the teachers' high expectations of behaviour. They are fully aware of the school rules which are displayed in every classroom. The pupils listen carefully to instructions and are thus able to tackle tasks set with confidence. They also listen respectfully to each other's contributions in class and collaborate well during group activities as seen in several science and geography lessons. Many pupils have the confidence to go to the front of the class and explain their ideas as seen in a number of mathematics lessons, for example. The positive atmosphere created within each class enables pupils to ask questions when they do not understand something, without fear of ridicule from their peers. There is also a willingness on the part of the pupils to help each other when in difficulty as observed during a Year 5 information and communication technology (ICT) lesson when those that had finished their task quickly helped others who were less secure with the demands of the exercise.
9. Behaviour is also good around the school during playtimes and lunchtimes. Pupils of all backgrounds play well together. They queue up for lunch in an orderly fashion and behave responsibly in the dining area. Staff, including the headteacher, establish a strong presence during the breaks and the few incidents of inappropriate behaviour are dealt with effectively and efficiently. There is a small number of pupils with quite challenging behaviour. The good teaching and support from the headteacher and deputy headteacher helps to ensure that, for the most part, these pupils participate productively in the life of the school.
10. The youngest pupils in the Nursery and Reception quickly settle into the established daily routines. As they move through the school, the pupils are given a range of responsibilities which they undertake with maturity. The pupils are courteous and polite, welcoming visitors to the school. They show concern for others and are ready help their peers when in need. The members of the school council undertake their responsibilities conscientiously and are learning how to take decisions and influence the day-to-day routines within the school.
11. The positive attitudes and behaviour plus the very strong relationships contribute to the happy and harmonious atmosphere within the school where pupils' achievements, both academic and personal, are recognised and celebrated. There is, however, a high level of absence and this has a negative impact on achievement for those pupils who are not in school on a regular basis or who often arrive late. The school is developing its strategies to improve this shortcoming.

The arrangements for securing pupils' welfare and safety are good.

12. Arrangements for child protection are very good and follow closely the local authority's guidelines. The deputy headteacher is the named person responsible. She has been fully trained and is very alert to any child protection issues that may arise. Reports are very thorough and all staff are made aware of the procedures to be followed if there are any concerns. The procedures for first aid and health and safety are well established. The full-time welfare supervisor, welfare assistant and the Nursery nurse are all first aid trained and the midday supervisors are due to undertake training in the near future. Systematic records are kept of any injuries and accidents. Pupils who remain late after school are looked after carefully by both teaching and non-teaching staff until parents or carers arrive to take them home. The headteacher oversees the health and safety checks within the school and procedures here are thorough. The site manager tours the school on a daily basis and makes a good contribution to the security, safety and maintenance of the buildings and site. The playground equipment is supervised by an adult at all times during breaks. Pupils are encouraged to lead healthy lives through the provision of a broad and balanced diet at lunchtimes.

13. The procedures for monitoring and promoting good behaviour are effective. There has been a focused effort to ensure that the behaviour policy is implemented effectively and consistently. The school council represented the pupils' views in establishing the behaviour policy. Pupils are fully aware of the rewards and sanctions that operate in the school and understand the implications of inappropriate behaviour. As a result the playground is a more harmonious place where relationships between pupils now are very good. The systems for dealing with poor behaviour are clear and have led to a number of exclusions this term. The school works well with external agencies to ensure that the small number of pupils with challenging behaviour do have maximum access to a full curriculum. The school has been less successful in improving attendance and recognises that more needs to be done in this respect.

The school offers a broad and balanced curriculum which provides well for pupils' academic and personal development.

14. The school offers a broad and balanced curriculum for all pupils. Literacy and numeracy are given an appropriate focus and the long term planning for these subjects is thorough, ensuring that knowledge, skills and understanding are developed systematically as pupils move through the school. There is a standardised system to ensure that all other subjects are similarly covered in depth in each year. As a result the provision for design and technology has improved on that reported in the previous inspection. The planning identifies opportunities to develop the key skills of language, number and problem solving across the curriculum. ICT skills are increasingly being developed both through focused sessions in the newly established suite and through other subjects. The provision for pupils' personal development is good, enabling them to mature as rounded and caring young people. The school day is longer than is nationally recommended but the time is generally used to good effect. Some very short afternoon sessions for younger pupils are not fully effective as too much time is wasted. This is particularly affecting some guided reading sessions which are not as productive as they could be.

15. The curriculum for children in the Nursery and Reception classes is planned very carefully in line with national guidance for this age group. All areas of learning are given appropriate emphasis with a particular focus on the development of the children's language skills. The curriculum throughout the school provides equality of access and opportunity. Class teachers and subject leaders work closely with the special needs co-ordinator and teacher with responsibility for ethnic minority achievement to ensure that planning meets the needs of all pupils within their classes. The arrangements to support pupils with special educational needs and English as an additional language are good. The provision for gifted and talented pupils is satisfactory and the school is aware that more needs to be done for these pupils.

16. There is an increasing number of extracurricular activities which are proving popular with the pupils. More are attending the various clubs, mainly sporting, which are run after school. The headteacher and staff have identified this as an important area of personal development and have noted the positive impact on motivation and self esteem of the pupils attending. Continued efforts are being made to expand the current provision.
17. The provision for pupils' moral and social development is good. Staff act as good role models, helping the pupils to understand the consequences of their actions on others. Group work in class and careful supervision in the playground encourage all pupils from different backgrounds to work and play in harmony. The pupils have many opportunities to care for each other and become responsible for their own actions. The consistent approach to the behaviour policy means that the pupils are fully aware of the expectations upon them and the vast majority comply. The implementation of the policy has led to a high number of fixed-term exclusions but these are largely linked to a very small number of pupils. Throughout the school the pupils behave with maturity, as was particularly evident in the Year 6 presentation about Eid, which took place during the whole school assembly where pupils' successes and achievements are celebrated weekly.
18. The school prepares its pupils very well for an ethnically and culturally diverse community. The pupils are given effective opportunities to learn more about their own cultural traditions through visits and lessons. Displays are used well to celebrate the range of backgrounds represented within the school and good opportunities are provided for pupils to study world faiths in religious education. The inclusive atmosphere within the school ensures that the values, customs and diversity of the whole community are valued and exploited to enrich the pupils' experiences.

The programme for monitoring and evaluating the work of the school is effective in securing improvements.

19. The school experienced a period of uncertainty following the last inspection with results declining and a high turnover of staff including a change in leadership. The current headteacher, well supported by the deputy headteacher, has established a stable staff with a clear and shared vision for the future. Steps have been taken to raise standards, and the Year 6 national test results have risen steadily over the last three years. The results represent very good progress from the pupils' previous attainment at the end of Year 2. Clear systems of rewards and sanctions have been introduced to establish high standards of behaviour and to celebrate the pupils' achievements, both academic and personal. There is a purposeful atmosphere within the school.
20. A key contributory factor to these improvements has been the systematic monitoring of the curriculum. Lessons have been observed, teachers' planning and pupils' work have been scrutinised and classrooms have been monitored for consistency in their organisation and layout. Test results and other assessment data have been analysed systematically. The findings have been carefully recorded and the information has been used effectively to improve practice. For example, additional time has been created to develop writing skills which were identified as a weakness, particularly in Years 1 and 2. The school has developed a clearer understanding of its strengths and areas for development. The middle managers are enthusiastic and keen to work with the senior management team to secure further improvement.
21. The governing body comprises many new members and there remain some vacancies. The Chair meets regularly with the headteacher and knows the history of the school well. Performance data is shared with the governors and there is a training programme in place to support the new governing body in its work. Steps have been taken to reduce the significant underspend by increasing classroom support, which has proved effective. The headteacher

and governors recognise the need to monitor the impact of these financial decisions and to ensure a secure budgetary position for the future.

22. Whilst significant strides have been taken towards establishing improved standards and teaching, a clearer and more robust system for planning the next stages of development for the school needs to be established.

WHAT COULD BE IMPROVED?

Attendance is poor.

23. The attendance figures for the school are well below the national average and have not improved since the last inspection. Punctuality is also a problem with some pupils regularly arriving late and often not being picked up promptly at the end of the day. Some pupils are absent because of extended holidays during term time despite regular requests from the school to avoid this practice. A more rigorous approach is now being adopted in both monitoring attendance patterns and promoting good attendance. Pupils receive rewards for good attendance and information is sent home regularly via the weekly newsletter. Further steps need to be taken if sustained improvements are to be made.

The provision for guided reading is not fully effective.

24. The school is actively promoting reading and using additional time outside the literacy hour to support and improve pupils' reading skills. The use of this time, particularly at the end of the afternoon for pupils in Years 1 and 2 is not as productive as it should be. There are too many activities which require careful organisation of the pupils into groups, resulting in a very limited period for constructive work. As a result, pupils make limited progress during this short period of time. Further consideration should be given to the timing of the afternoon playtime for the younger pupils, and closer monitoring of the guided reading sessions in other year groups needs to be undertaken.

There are some shortcomings in the school improvement planning process.

25. Whilst the school has been successful in securing improvements in results in Year 6, the procedures to enable it to progress further need to be strengthened. At present the school improvement plan lacks a clear structure. Monitoring and evaluation have been undertaken, findings are recorded and steps taken to improve provision. There is no formal review of the previous year's work of the school in the plan nor is there a revised set of priorities recorded for the current year. This position needs to be rectified to ensure that the appropriate actions are taken, and resources are targeted accordingly. This will be particularly important as middle managers will need to have clear guidance on how to develop their own areas of responsibility so that their collective efforts are complementary and are effective in raising standards further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. To build on the steady progress made recently and to raise standards further, the school needs to:
- a) develop more rigorous procedures to both celebrate good attendance and follow up poor attendance
(paras 11, 13, 23)
 - b) establish a more consistent approach to guided reading and ensure that time is used productively in these sessions
(paras 14, 24)
 - c) establish a more rigorous approach to the school improvement planning process.
(paras 22, 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 22 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | | 4 | 10 | 7 | 1 | | |
| Percentage | | 18 | 45 | 32 | 5 | | |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 18 | 332 |
| Number of full-time pupils known to be eligible for free school meals | | 149 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 5 |
| Number of pupils on the school's special educational needs register | | 75 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 164 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 35 |
| Pupils who left the school other than at the usual time of leaving | 67 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 8.3 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 | 33 | 17 | 50 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | 24 | 20 | 25 |
| | Girls | 8 | 8 | 14 |
| | Total | 32 | 28 | 39 |
| Percentage of pupils at NC Level 2 or above | School | 64 (73) | 56 (76) | 78 (90) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above | Boys | 24 | 25 | 26 |
| | Girls | 9 | 14 | 9 |
| | Total | 33 | 39 | 35 |
| Percentage of pupils at NC Level 2 or above | School | 66 (73) | 78 (92) | 70 (80) |
| | 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 | 20 | 24 | 44 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 16 | 13 | 18 |
| | Girls | 19 | 20 | 22 |
| | Total | 35 | 33 | 40 |
| Percentage of pupils at NC Level 4 or above | School | 80 (93) | 75 (67) | 91 (88) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | n/a | n/a | n/a |
| | Girls | n/a | n/a | n/a |
| | Total | n/a | n/a | n/a |
| Percentage of pupils at NC level 4 or above | School | 65 (56) | 77 (79) | 72 (79) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 80 | 1 | |
| White – Irish | | | |
| White – any other White background | 30 | | |
| Mixed – White and Black Caribbean | | | |
| Mixed – White and Black African | | | |
| Mixed – White and Asian | | | |
| Mixed – any other mixed background | | | |
| Asian or Asian British - Indian | 17 | 1 | |
| Asian or Asian British - Pakistani | 10 | | |
| Asian or Asian British – Bangladeshi | | | |
| Asian or Asian British – any other Asian background | 5 | | |
| Black or Black British – Caribbean | 43 | 14 | |
| Black or Black British – African | 41 | 11 | |
| Black or Black British – any other Black background | 10 | | |
| Chinese | 1 | | |
| Any other ethnic group | 54 | | |
| No ethnic group recorded | 39 | 3 | |

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) | 12.7 |
| Number of pupils per qualified teacher | 19.8:1 |
| Average class size | 25.5 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 245 |

Qualified teachers and support staff: Nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 18.1 |
| Total number of education support staff | 5.5 |
| Total aggregate hours worked per week | |
| Number of pupils per FTE adult | 2.8 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 1 109 999 |
| Total expenditure | 1 048 603 |
| Expenditure per pupil | 2 819 |
| Balance brought forward from previous year | 38 726 |
| Balance carried forward to next year | 100 122 |

Recruitment of teachers

| | |
|--|------|
| Number of teachers who left the school during the last two years | 17.5 |
| Number of teachers appointed to the school during the last two years | 10.4 |
| <hr/> | |
| 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 | 350 |
| Number of questionnaires returned | 26 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 31 | 62 | 8 | | |
| My child is making good progress in school. | 27 | 62 | | 12 | |
| Behaviour in the school is good. | 27 | 54 | 19 | | |
| My child gets the right amount of work to do at home. | 31 | 62 | 4 | 4 | |
| The teaching is good. | 35 | 58 | 4 | | 4 |
| I am kept well informed about how my child is getting on. | 31 | 58 | 8 | 4 | |
| I would feel comfortable about approaching the school with questions or a problem. | 42 | 54 | | | 4 |
| The school expects my child to work hard and achieve his or her best. | 35 | 65 | | | |
| The school works closely with parents. | 20 | 60 | 16 | | 4 |
| The school is well led and managed. | 25 | 58 | 12 | | 4 |
| The school is helping my child become mature and responsible. | 20 | 60 | 12 | | 8 |
| The school provides an interesting range of activities outside lessons. | 12 | 42 | 27 | 8 | 12 |