

INSPECTION REPORT

NEW CITY PRIMARY SCHOOL

Plaistow

LEA area: Newham

Unique reference number: 102437

Headteacher: Mrs J C Withnall

Reporting inspector: Mrs T Chakraborti
12603

Dates of inspection: 24 and 25 June 2003

Inspection number: 246239

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
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	New City Road Plaistow London
Postcode:	E13 9PY
Telephone number:	020 8472 2743
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. D. Sceats
Date of previous inspection:	6 October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New City Primary is a large primary school with 544 pupils, aged between three and 11 years. These include 35 F.T.E. children in the nursery. There are 271 boys and 273 girls. Pupils come from a wide range of ethnic backgrounds. Approximately 25 per cent of pupils are from British white background, with the majority of pupils coming from different ethnic backgrounds, representing all the minority ethnic groups in Britain. There are 66 refugee pupils, mainly from Sri Lanka, and no traveller children. The number of pupils with special educational needs and those with statements of special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is above average. A very high proportion of pupils speak English as an additional language and 23 per cent of these pupils are at an early stage of learning English. The attainment on entry to the school is well below the national average. The school is set in the heart of a poorly resourced area of London, which is increasingly being used for housing homeless or refugee families for indeterminate periods. As a result, the school experiences high pupil mobility throughout the year. Over many years, New City has built up a very strong corporate identity and ethos in partnership with the pupils and community. It received a School Achievement Award in May 2003 for improved results.

HOW GOOD THE SCHOOL IS

This is a very effective school. All pupils benefit from a broad and well-balanced curriculum that enables them to achieve very well in the core subjects of English, mathematics and science as well as in the arts, music and sports. The school is led and managed very well and this has meant that it is very effective in monitoring and evaluating its work and taking effective action to improve further. Teaching is consistently good, often very good. Very good arrangements for pupils' care and welfare and for promoting their personal development results in attitudes to learning, behaviour and relationships that are exemplary. Financial planning and monitoring are very efficient and allow resources to be effectively targeted to help bring about improvement. The school provides good value for money.

What the school does well

- By the time they leave, at the age of 11, pupils attain standards in science that are above average. They achieve very well in all the core subjects of English and mathematics and science.
- The quality of teaching is good overall and it is very good in Years 3 to 6.
- The school fosters a very positive ethos and promotes pupils' personal development very effectively. As a result, pupils' behaviour and attitudes to work and the relationships throughout the school are excellent.
- The school is led and managed very well. The headteacher provides very good leadership and she is well supported by the deputy headteacher, other staff and the governors.
- The school's provision for special educational needs is very good.

What could be improved

- The outside educational provision for the foundation stage classes.
- Planning for the nursery curriculum to develop children's skills and understanding systematically.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since its last inspection in October 1997. The areas of weaknesses identified then have been addressed effectively. There are schemes of work in all subjects and they are implemented effectively across the school. Teachers' subject knowledge is good owing to the implementation of a good programme for staff development, linked appropriately to the school improvement plan and performance management. The quality of teaching has improved

significantly since the last inspection, with a higher proportion of good and very good teaching. Handwriting is taught consistently and well. As a result, the presentation of pupils' work has improved. Governors are involved well in monitoring the school's performance and parents receive detailed and high quality information on what their children are taught. The accommodation has improved, providing access to running water for all classes. The high quality of leadership, together with the commitment and hard work of the whole school community, means that the school is well placed to improve further.

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

Key

well above average A

above average B

average C

below average D

well below average E

Standards have improved over the past years. Pupils across the school, especially in Years 3 to 6, achieve very well. The high proportion of pupil mobility means that many pupils stay in this school for a short period, missing out in the continuity of their education. As a result, although many make very good progress individually, test results do not always reflect that. However, the analysis of test results show that the rate of improvement has been above the national trend, despite this. Pupils' results in the 2002 national tests at the end of Year 6 were well above average in science and average in English and mathematics. The improvement is much more evident when compared to schools in a similar context, where standards are well above average in mathematics and science and above average in English. The school exceeded the challenging targets it set for mathematics over the past two years, although the results in English are slightly below the set targets. In Year 2, standards are average in mathematics and science but below average in English.

Lesson observations and scrutiny of pupils' work show they make good progress in English, mathematics and science. Across the school the vast majority of pupils, including higher attaining pupils and those with special educational needs or who speak English as an additional language, achieve very well. For the current Year 6 pupils, standards are above average in science. They are not as high as those attained in the 2002 national test; this is because of the higher proportion of pupils at an early stage of learning English this year. However, standards remain average in English and mathematics, in all aspects of these subjects, including literacy and numeracy. Pupils make good progress in nursery to Year 1 and very good progress in Years 3 to 6. An examination of pupils' work shows that work in information and communication technology is good and improved significantly across the school since the last inspection.

Children in the nursery and Reception year make good progress because of good teaching. By the end of the Reception year, they are likely to exceed the standards expected nationally in personal, social and emotional development. They are on course to achieve the expected standards in all other areas of learning, except in communication, language and literacy. They are not likely to achieve the required standards in this area of learning, because the majority of these children are at the very early stage of learning English language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely enthusiastic learners. They work with sustained concentration and know how important it is to work hard and learn. This is significant in helping them to make good progress and achieve well.
Behaviour, in and out of classrooms	Excellent. Behaviour, both in lessons and around the school, is exemplary, and contributes very well to the good progress pupils make.
Personal development and relationships	Excellent. Relationships throughout the school are excellent, both among pupils and between pupils and adults. Pupils develop confidence and good independent learning skills and respond very well to the opportunities to take responsibilities they are given.
Attendance	Attendance is satisfactory, in line with the national average. Pupils enjoy coming to school, and arrive promptly in the morning.

Pupils take responsibility for behaving well. They are self confident and polite, happy to explain their ideas or to talk about issues they believe are important. Their personal development is particularly strong and they enjoy taking the opportunities given to them to help in the running of the school. Boys and girls of different abilities and from different backgrounds get on very well together and are all included in the full range of school activities.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

The quality of teaching is good overall, with a high proportion of very good and some excellent teaching in Years 3 to 6. No lessons were less than satisfactory. The majority of lessons in English, mathematics and science are very good. Teaching is good in the Foundation Stage. The literacy and numeracy strategies are used very well to help pupils make good progress in these subjects. Teaching in these lessons is imaginative and lively so that pupils are interested and work hard. This is because of the very effective monitoring undertaken by the headteacher, the deputy headteacher and the co-ordinators, which ensures there is a consistent approach in all classes.

Lessons are very well planned and work is well matched to pupils' abilities so that there is good, challenging work for all, and all pupils learn well. Teachers have high expectations both of pupils' work and of their attitudes and behaviour. Lessons are delivered at a brisk pace; this means that time is used very effectively and pupils get a lot of work done. Classwork is supplemented well by homework and most pupils are very enthusiastic to do additional work at home. Teachers know pupils well and make very effective use of assessment information to ensure that pupils make the best progress in their learning.

Questioning is used very well to recap prior learning, test understanding and to enable pupils to share what they have learnt. Teachers have good subject knowledge and this broadens pupils' learning experiences in other curriculum areas like art and design, music and sports very

effectively. Very strong curricular links between the different subjects enhance pupils' learning very well. Teachers make very good use of information and communication technology as an aid to learning in all subjects. Literacy and numeracy are taught very well, both in English and mathematics as well as through other subjects. Marking is good, giving practical guidance to pupils on what they need to do to improve. Pupils with special educational needs and those who speak English as an additional language are included well in lessons, with their needs being addressed very effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum in Years 1 to 6 is rich and stimulating, encouraging pupils to learn and preparing them well for the secondary schools. Curriculum planning is not as effective in the nursery. There is an excellent range of extra-curricular activities and effective links with the local community and partner schools.
Provision for pupils with special educational needs	Very good. The caring ethos of the school and the hard work and support of all staff ensure that these pupils make the same good progress as others and achieve well.
Provision for pupils with English as an additional language	Good. Pupils are supported well in the classrooms in an organised way, according to the learning needs of individual pupils. There are good induction procedures for newly arrived pupils who have limited skills in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, especially pupils' moral and social development. The school is very effective in developing the pupils' ability to work in a mature and sensible manner and prepares pupils well for life in a culturally diverse society.
How well the school cares for its pupils	Very good. The school provides a very caring, safe environment. There are good procedures for monitoring and supporting pupils, especially so for encouraging good behaviour and for assessing attainment and progress.

The school has a very strong and effective partnership with parents and they provide very good support to children's learning, both through homework and in many ways in school. Regular visits to places of interest, linked to the work in school, enhance pupils' learning well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school benefits from the dynamic leadership of the headteacher, who works in close and effective partnership with the other members of the management team and the governors. She provides a very clear direction and strives for continuous improvement. The overall contribution of senior managers is very good. Those with responsibilities for co-ordinating subjects do a very effective job.
How well the governors fulfil their responsibilities	Good. Effective systems for gaining information about the work of the school means governors have very good knowledge of the school. They recognise and help to address its strengths and weaknesses well.

Aspect	Comment
The school's evaluation of its performance	Very good. Constant analysis, evaluation, consultation and comparison over what the school does and how it might be improved, have been important factors in its success in striving to make the quality of education even better. The very good system for performance management ensures that teachers are supported in increasing their expertise, and this benefits the school.
The strategic use of resources	Very good. The school uses its funding and other resources particularly well to support initiatives and areas of development. The principles of best value are applied very effectively.

The very good working relationship between staff and governors means that all are working very effectively to help move the school forward. The school is well staffed, and both teachers and teaching assistants are making a very positive contribution to the provision and standards. The accommodation is spacious and well maintained. Learning resources are good overall and are used effectively to support progress.

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 like school. • Children are taught well and make good progress. • There is very good support for pupils with special educational needs. Higher attaining pupils are challenged well. • They are kept well informed about their children's progress. • The school helps children to become mature and responsible. • The behaviour is good. • The school is led and managed well. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive the right amount of homework. • Some parents feel that the school does not provide an interesting range of extra-curricular activities for their children.

The inspection team fully agrees with parents' positive views. The team also finds that the school provides sufficient homework, appropriate for the learning needs of pupils and that there is an excellent range of high quality extra-curricular activities for pupils across the school run by staff and outside visitors. These are very well attended.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave, at the age of 11, pupils attain standards in science that are above average. They achieve very well in all the core subjects of English and mathematics and science.

The school's performance in the 2002 National Curriculum tests at the end of Year 6 show that standards are well above average in science. A very high proportion of pupils, 53 per cent, scored the level higher than expected for their age. Results are average in English and mathematics. Over the four years 1998 – 2002, the school's results have improved at a faster rate than in most schools nationally. In the current Year 6, the standards in science have dipped slightly but are still above the national average. They remain average in English and mathematics. Standards at the end of the current Year 2 show some improvement over the 2002 test results in English, but are still below the national average. Attainment on entry to the school is well below that expected and there is a very high proportion of pupils at an early stage of learning English. In addition, the mobility of pupils is high due to the temporary housing provision in the school's surrounding area. The school has been very successful in overcoming these barriers through its good quality curriculum and teaching for all its pupils.

In science, pupils have a good idea of scientific methods and can explain fair testing. The subject is taught very effectively through an investigative approach. The majority of lessons are based on investigations, set initially by the teachers. A good example was observed in a Year 2 lesson on forces. Pupils conducted investigations to find out how their toys move. In doing so they explored successfully how different energy sources, including push and pull, made their toys move. They all had a good understanding of what made a fair test and interpreted and evaluated their findings well. Pupils' work shows that they are able to predict the results of their experiments, for example, what will happen to seeds sown under differing conditions. They learn appropriate use of scientific vocabulary, for example, vibration friction and gravity. They use the computer successfully to present the results of their experiment, such as on dissolving salt, clearly.

Pupils love reading. Most have good strategies for tackling unfamiliar words and show a good awareness of how to read aloud, with expression. Older pupils read very confidently from a range of different sources including stories, poems and factual information. In discussions, pupils talked about how much they enjoy reading and commented knowledgeably about the fiction they have read. They know how to use the library or Internet to gather information they need in other subjects, such as history or geography. Writing skills are developing well across the school. By the end of Year 6, pupils produce considerable amounts of work in the time available and use a wide range of vocabulary imaginatively to write for different purposes and audiences. They plan, draft and redraft their writing to improve their work. Effective cross-curricular links with other subjects such as art and design and history enhance pupils' imaginative use of words from an early stage.

The successful introduction of the National Numeracy Strategy means that pupils' skills in mental mathematics and in problem solving activities are developing well. Pupils relish the challenge of mental mathematics 'quick fire' questions to start lessons, and have made very good progress in learning how to solve problems and difficult calculations. In a Year 6 lesson, pupils drew well on what they already knew about factors and used this very effectively to solve problems. They are confident with fractions, decimals and percentages, have a good understanding of perimeter and identify symmetries of two-dimensional shapes correctly.

Pupils across the school are developing information and technology skills and they use them well to support and enhance their learning in other subjects, such as mathematics and science. They also achieve very well in music, art and design and sports.

The quality of teaching is good overall and it is very good in Years 3 to 6.

The overall quality of teaching is good. It is particularly strong in Years 3 to 6 where most of the lessons observed were very good and excellent. The consistency in teaching is one of the main reasons why all pupils do so well. The school has an up-to-date register of gifted and talented pupils. They are supported very well in the areas of the curriculum where they excel. These include academic subjects as well as art and design, music and sports.

Teachers not only inspire and interest pupils, they also expect high standards of work and behaviour. Pupils respond positively to these demands and are keen to do well. One of the most effective strategies teachers use to interest pupils is the way they involve them quickly in the lesson, by introducing investigative activities or sensitive questioning.

Teachers plan their lessons very well for pupils with varying abilities and ages. They plan in year groups to ensure consistency of what is taught and this helps pupils to achieve very well by the time they leave school. Lessons are carefully sequenced to ensure a full coverage of topics or programmes of study. Plans outline clear learning objectives for each lesson and teachers always tell pupils exactly what they are going to learn. A good recap of previous learning was a feature at the beginning of every lesson observed which allowed some useful assessments to be made. For example, in a Year 4 English lesson on writing poems, the teacher drew from the pupils' prior knowledge of poetry to place the lesson in context before inviting pupils to write their own poems. This had the effect of making pupils aware of different forms of poetry, the subjects of their own poems and the imaginative use of a range of descriptive vocabulary. By the end of the lesson most pupils produced acrostic poems on their pets and successfully edited and evaluated them.

Teachers maintain a brisk pace so that pupils remain interested and learn well. This was evident in most lessons observed where a variety of activities engaged and challenged pupils throughout. For example, in a Year 6 mathematics lesson, the teacher's enthusiasm as he made the mental tasks on using facts from multiplication tables harder and quicker enthused the whole class. The questions were carefully planned so that pupils of all abilities were part of the opening session and were challenged well. These features contribute positively to pupils' attitudes to learning and their achievement.

Teachers have very good skills in managing pupils' behaviour and classroom activities. They create a very positive atmosphere by praising pupils and valuing their responses. This very supportive and encouraging approach gives pupils great confidence and enhances their self-esteem. Relationships between classes and their teachers are excellent and based on mutual respect. This motivates pupils to produce and present work to the best of their ability. These positive relationships between the staff and pupils and between pupils create a safe and rich learning environment for all.

Teachers have a very good knowledge and understanding of subjects and this helps them to set challenging and interesting work. They use the literacy and numeracy strategies very effectively and this enhances pupils' learning in these areas very well. Whole-class discussions, at the end of the literacy lessons, are used efficiently to consolidate pupils' learning in reading and writing. This means that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of punctuation and extend vocabulary effectively. They use good questioning to assess pupils' progress in lessons. They track pupils' progress very effectively over time and plan efficiently to ensure that pupils gain in knowledge and understanding progressively. This makes a good contribution to pupils' standards of attainment. Information and communication technology skills are taught well and pupils use their computer skills effectively to support their learning in literacy, mathematics and science.

The school fosters a very positive ethos and promotes pupils' personal development very effectively. As a result, pupils' behaviour and attitudes to work and the relationships throughout the school are very good.

The ethos of the school is very positive. It is directed towards pupils developing their self-confidence and self-esteem and understanding their responsibilities. High levels of commitment by the whole-school community and the successful implementation of an effective inclusion policy ensure that the school manages the emotional, physical, medical, social and educational needs of pupils very well. The school maximises the personal development and academic achievement of all its pupils.

The school provides very well for pupils' personal development through its very good spiritual, moral, social and cultural education programme. Pupils are encouraged to reflect on their personal feelings on many occasions in lessons, circle times and assemblies. Assemblies play an important part in creating the school's positive ethos and the way pupils are encouraged to see themselves and others. Pupils' achievements are celebrated in assembly time each week where pupils are awarded certificates for their achievement in various areas of the curriculum, including sports and music.

There are many very good opportunities for pupils to consider what is right or wrong. They have a strong sense of justice and fairness which is promoted very effectively through debating ideas in lessons, as well as their behaviour towards one another. They confidently discuss world dilemmas including environmental and ecological dangers and suggest ways for improving the surrounding environment. Teachers treat pupils' ideas with sincerity and seriousness, so that they feel valued and respected.

Staff have excellent relationships with their pupils and treat them with great respect. Teachers and classroom assistants all work effectively to create a positive climate for learning where everyone is valued. This is evident right from the Reception class where the supportive relationships create a good, calm working environment in which children develop confidence and independence.

Pupils' attitudes, behaviour and personal development are excellent. They are given ample opportunities to act independently from the time they start at the school and they develop a very good sense of responsibility. They learn very well to take decisions and represent their classes in the school council. Older pupils are keen to help the younger children and take great care when sharing the playground and the dining hall with them. Pupils enjoy being trusted and carry out their tasks very well without adult supervision. They know the school and classroom rules and follow them very well. They respond very positively to their teachers, are always polite and listen well. The personal, social and health education lessons also play an important part in promoting pupils' personal development. The residential and day trips as well as the opportunities to work collaboratively in lessons, take part in the school council and in sporting and performing arts activities outside lessons, promote pupils' social development very effectively.

Pupils in this school benefit enormously from the school's excellent range of extra-curricular activities, especially in art and design, music, drama and sports and are achieving well in these areas. The rich curriculum provides many opportunities for pupils to learn about their own and other cultures. Productions, plays and musical events also play a very important part in enriching pupils' learning experiences and in establishing the school's ethos and values. These are of high quality and not only enhance the quality of the curriculum but also give pupils good opportunities to be involved and to excel in activities outside the classroom. This provision prepares them very well to meet the challenges of secondary school and beyond. For example, during the inspection, Year 6 were observed rehearsing for a musical production and the school choir group preparing for the inter-school performance. In both cases, pupils performed very well and were determined to improve further, displaying very mature attitude to learning.

The school is led and managed very well. The headteacher provides very good leadership and she is well supported by the deputy headteacher, other staff and the governors.

The leadership and management of the school are very effective and have a significant impact on pupils' achievements. The headteacher provides dynamic leadership and a very clear educational direction driving for continuous improvement in standards of education in the school. She is supported very effectively by the deputy headteacher, other senior managers and the rest of the staff in leading and managing the school successfully. Together they have established a school ethos in which all pupils are made to feel confident, and where pupils' social, cultural and personal developments are valued alongside that of their academic successes.

One of the strengths of the school is the way in which staff and governors work as a team. Strategic planning projects ahead a full three to five years and governors are closely involved in monitoring the school's progress. The school improvement plan includes appropriate targets which are carefully prioritised. The targets are linked well to the staff development and the school's performance management. Governors are very supportive and have a clear understanding of the strengths and weaknesses of the school. The chair of governors is a frequent visitor to the school and the headteacher appreciates the support and guidance he offers.

Staff work together very effectively as a team. Teachers with responsibility for managing subjects and other activities within the school do a very effective job. The subject co-ordinators understand their part in monitoring teaching and learning and identifying what is working and what needs to be improved. Constant analysis, evaluation, consultation and comparison over what the school does and how it might be improved, have been an important factors in the school's success. Teaching and learning are closely monitored, with all teachers being observed teaching by the headteacher or other members of the senior management team. Constructive feedback is given and this has contributed to the significant improvement in the quality of teaching since the last inspection. Parents are regularly consulted over new initiatives and these are evaluated and adapted to ensure that they are most effective. Overall, the way the school is led and managed makes a very effective contribution to standards and to the school's positive climate for learning.

The school has a thorough approach to financial planning. Funds earmarked for specific purposes are spent appropriately and monitored very effectively. Good procedures are followed for obtaining value for money and for signing orders, receipts and invoices. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning.

The school's provision for special educational needs is very good.

Provision for the pupils with special educational needs is a strength of the school. Pupils having difficulties in learning are identified at an early stage. These pupils benefit considerably from the careful way in which their progress is assessed and recorded. They are given very clear guidance about what they need to do to improve and receive good support from their teachers. Tasks are carefully planned to address their individual needs.

The quality of teaching for pupils with special educational needs is very good and promotes a very good rate of progress for these pupils. Teachers and teaching assistants work together very effectively to support these pupils. They ensure that the pupils have appropriate work that is challenging but achievable. They are keen to work hard and this helps them learn and achieve very well. For example, in a Year 6 literacy lesson for pupils with learning needs, the teacher's excellent subject knowledge and planning for teaching poetry writing enabled each pupil to complete the task very well. They very successfully drew on their prior knowledge of poetry, including their own work, and produced good quality poems, describing their experience in a forest. The excellent range of activities, very skilfully led by the teacher, meant that pupils very effectively evaluated each other's work and drafted and redrafted their poems to ensure more imaginative use of a range of appropriate vocabulary. At the end of the lesson, all pupils presented their work to the class, reading their poems with clarity, confidence and very good expression, developing high self-esteem. This kind of excellent quality of teaching was also seen in a Year 5 mathematics

lesson for pupils with a wide range of learning needs. Here, the teacher's thorough knowledge of each pupil and excellent assessment of their progress in learning multiplication facts and decimals meant each and every pupil achieved highly. By the end of the lesson, pupils produced a clear graph or chart in groups, based on the information they had collected. The teaching assistants in both of these lessons played a very important role in supporting pupils with statements of special educational needs very successfully.

The leadership and management of this area are very good. The special needs co-ordinator monitors the progress of each pupil very efficiently, in liaison with teachers, teaching assistants and outside agencies. Parents are involved very well in their children's learning through regular review meetings and staff are kept well informed of any changes in the curricular issues and the Code of Practice. Parents are very pleased with the school's provision for their children.

WHAT COULD BE IMPROVED

The outside educational provision for the foundation stage classes.

Children in the nursery and Reception classes get a sound start to their education. Children start in the nursery in the year they are three. Staff in the nursery visit these children and their parents prior to their coming to the nursery. This is done to gain an early understanding of the children and to explain to parents the nature of the learning experiences their children are going to have in the nursery. This helps children to settle quickly into school and parents appreciate this arrangement. However, the school has no provision for outside play. This means that children do not have access to the full curriculum for this age, as learning through outside activities is a part of the recommended areas of learning for children in the nursery and Reception.

Planning for the nursery curriculum to develop children's skills and understanding systematically.

The planning in the nursery is at an early stage of development and insufficient links are made between the six areas of learning. Staff know the children very well and assess them well but assessment information does not inform planning effectively yet. The school is aware of the need for outside learning provision and has prioritised it in its improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should develop an effective outside learning provision for the children in the Foundation Stage and ensure that staff plan more systematically so that children learn better.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	9	3	0	0	0
Percentage	12	40	36	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. Care should be taken when interpreting these percentages as each lesson represents 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)	35	509
Number of full-time pupils known to be eligible for free school meals		160

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	11	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	254

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	58
Pupils who left the school other than at the usual time of leaving	79

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	0.4
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	36	33	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	33
	Girls	33	33	33
	Total	59	61	66
Percentage of pupils at NC level 2 or above	School	86 (78)	88 (79)	96 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	30
	Girls	31	29	29
	Total	59	59	59
Percentage of pupils at NC level 2 or above	School	86 (74)	86 (79)	86 (82)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	34	32	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	27	32
	Girls	24	27	31
	Total	45	54	63
Percentage of pupils at NC level 4 or above	School	68 (63)	82 (67)	95 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	29
	Girls	23	21	24
	Total	48	44	53
Percentage of pupils at NC level 4 or above	School	73 (65)	67 (72)	80 (81)
	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	129	0	0
White – Irish	2	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Indian	33	0	0
Asian or Asian British - Pakistani	46	0	1
Asian or Asian British – Bangladeshi	52	0	0
Asian or Asian British – any other Asian background	22	0	0
Black or Black British – Caribbean	36	0	0
Black or Black British – African	17	0	0
Black or Black British – any other Black background	2	0	0
Chinese	3	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	10	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)	22.3
Number of pupils per qualified teacher	22.8
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	22.5
Total aggregate hours worked per week	495.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	4
Total aggregate hours worked per week	82.5
Number of pupils per FTE adult	11.6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	1,426,530
Total expenditure	1,395,895
Expenditure per pupil	2,565.98
Balance brought forward from previous year	28,017
Balance carried forward to next year	58,652

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	579
Number of questionnaires returned	158

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	1	0	4
My child is making good progress in school.	56	39	1	1	4
Behaviour in the school is good.	58	37	2	0	4
My child gets the right amount of work to do at home.	47	28	10	6	8
The teaching is good.	65	28	1	1	1
I am kept well informed about how my child is getting on.	66	27	3	1	4
I would feel comfortable about approaching the school with questions or a problem.	71	22	2	0	5
The school expects my child to work hard and achieve his or her best.	64	26	3	2	6
The school works closely with parents.	56	34	4	1	5
The school is well led and managed.	71	22	2	0	6
The school is helping my child become mature and responsible.	58	33	3	1	4
The school provides an interesting range of activities outside lessons.	58	29	3	2	8