

INSPECTION REPORT

WHITEHALL PRIMARY SCHOOL

Whitehall Road, Leicester

LEA area: Leicester

Unique reference number: 120081

Headteacher: Lynda Valentine

Reporting inspector: Ian Nelson
2220

Dates of inspection: 29th - 30th October 2002

Inspection number: 248086

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

Gender of pupils: Mixed

School address: Whitehall Road

Leicester

Postcode: LE5 6GJ

Telephone number: 0116 241 3087

Fax number: 0116 243 1120

Appropriate authority: The governing body

Name of chair of governors: Mr V Patel

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2220	Ian Nelson	Registered inspector
19335	Susan Dixon	Lay inspector
22805	Jo Greer	Team inspector
25433	Pat Richards	Team inspector

The inspection contractor was:

The Schools Inspection Unit
University of Birmingham
Edgbaston
Birmingham
B15 2TT

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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

Number on roll	412 (Well above average)
Pupils entitled to free school meals	13% (Broadly average)
Pupils with English as an additional language	72% (Very high)
Pupils on the register of special educational needs	15.7% (Broadly average)

Whitehall Primary School is a large community school for pupils aged 3 to 11 on the edge of Leicester. There is a nursery that takes children from the age of three. The school serves an area that includes both private and local authority houses. It includes a high number of pupils with English as an additional language, of whom 26 are at early stage of acquiring English. Around 80% of pupils come from ethnic minority, particularly Asian, backgrounds representing the culturally diverse community that the school serves. Attainment on entry to the nursery is well below average.

HOW GOOD THE SCHOOL IS

This is a very effective school. The excellent leadership of the headteacher, governors, senior leadership group and subject co-ordinators ensures consistently high quality teaching and learning throughout the school so that pupils make very good progress and achieve high standards in their work, behaviour and social development. Very effective management of all aspects of the school leads to it providing very good value for money.

What the school does well

- The excellent leadership and management of the head, governors and senior staff creates a very positive and caring atmosphere where everyone feels valued and expects to work hard and achieve their best.
- The pupils achieve high standards in their work and behaviour.
- Very good teaching is based on a rich and well balanced variety of learning experiences and informed by very good assessment procedures so that pupils thrive academically, socially and emotionally.

What could be improved

- There are no significant areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then the school has addressed the key issues from that report, improved standards in the annual national tests for eleven-year-olds, greatly improved the quality of teaching and learning, and improved the quality of leadership and management. It has also successfully introduced the range of new national initiatives, like the literacy and numeracy projects, and greatly improved the facilities for information and communication technology (ICT) and the Foundation Stage (nursery and reception children). Overall improvement since the last inspection has been very good.

STANDARDS

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

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

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

The table shows that in the 2002 national tests for eleven-year-olds the school achieved well above average results in English, mathematics and science when compared with all other primary schools and compared with similar schools. When compared with similar schools, Whitehall was in the top 5% of schools for science. These results show that the school has improved on the 2001 results. In English 95% of pupils attained the expected level 4 or above compared with 79% in 2001. In mathematics 94% reached these levels compared with 86% the previous year and in science all the pupils reached level 4 or above compared with 97% last year. In the tests for seven-year-olds in 2002 the school gained average results in reading and mathematics and well above average results in writing compared with all schools. Compared with similar schools, reading was below average, writing was well above average and mathematics was average. This is a slight drop on the 2001 results. The school exceeded its targets for English and mathematics in the 2002 tests and continues to set challenging targets for the future.

The inspection findings confirm that the pupils achieve high standards. Most pupils, including those with special needs and with English as an additional language, are well supported in lessons and achieve at least their expected levels with many achieving the higher levels. All pupils make very good progress in their learning. By the time they are eleven, pupils show high standards of speaking and listening, reading, writing and mathematics. They conduct interesting discussions, listening to what others say and building on their contributions. They write interesting and entertaining stories, accounts and poems and show a good grasp of numbers so that they work out number problems in their heads confidently.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about coming to school and enjoy their lessons. They are attentive and keen to do their best in all that they do.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They move around the school quietly and sensibly, look after equipment and respond quickly and quietly to their teachers and other staff.
Personal development and relationships	Excellent. Pupils get on very well with each other. They work well together on their own or in groups, play well together at breaks and relish the opportunity to take responsibility and help around the school. They show great respect and understanding of the range of cultures represented in school. They show a maturity beyond their years.

Attendance	Well below average. The school has worked very hard to improve attendance rates. However some pupils take extended holidays to visit families abroad. The school effectively supports pupils during these absences and monitors their performance closely to ensure that their progress in learning is maintained.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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 and learning are very good. During the inspection most of the lessons were judged to be very good with some being excellent. None was less than satisfactory. This shows a great improvement since the last inspection when only 5% were very good and 13% were less than satisfactory. A strong emphasis on teaching basic skills ensures that pupils have a very good foundation for their learning. Consequently, they are confident in recalling basic number facts because teachers build into lessons interesting ways of developing this knowledge so that learning becomes enjoyable. They teach pupils what they need to know to succeed as when they show them how to use computer programs, for example, and they give them the skills they need to speak, read and write with great confidence. Teaching makes use of interesting and innovative ideas to 'warm up' the brain ready for work at various stages in lessons and includes the effective use of quiet background music to create an excellent learning atmosphere. Teachers tell pupils what they will learn at the start of lessons, make sure that the range of tasks they provide meets the needs of all pupils, including the most able, those with special needs and those with English as an additional language, and make very good use of classroom support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very good range of learning experiences both in lessons and in after-school clubs and activities. It teaches the whole of the National Curriculum and religious education and meets statutory requirements in full.
Provision for pupils with special educational needs	Very good. The school helps pupils with special needs to achieve well and attain the expected standards. They are included fully in the life and work of the school.
Provision for pupils with English as an additional language	Very good. The school supports pupils with English as an additional language very well so that they make very good progress and attain good standards in their work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school helps all pupils to develop very well in all these areas by providing plenty of opportunities to reflect on their experiences, to work and play together, to take responsibility for themselves and others and to appreciate a wide range of cultural activities.
How well the school cares	Very good. The school ensures that pupils feel safe and secure enough

for its pupils	to learn effectively, to know how well they are doing in their learning and what they need to do to improve.
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The school offers parents very good opportunities to get involved in their children's learning and in the life and work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head has a clear vision for the future of the school that she shares with all staff and governors. She also has the excellent management skills needed to make her vision a reality. Through very effective delegation and support she ensures that all those with management responsibilities perform very well.
How well the governors fulfil their responsibilities	Excellent. The governing body has a very good committee structure with clearly defined terms of reference and delegated powers that ensure it works efficiently and effectively. Governors have a very clear understanding of how to achieve the best value they can from the resources they have.
The school's evaluation of its performance	Very good. The school has very effective systems for checking how well it is doing and what it needs to do to keep on improving.
The strategic use of resources	Very good. The school has very good systems for ensuring that resources are used effectively and efficiently to raise standards.

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. • The school expects children to work hard and do their best. • They feel comfortable approaching the school with questions or problems. • Children make good progress. • Behaviour is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about how their children are getting on. • The range of after-school clubs and activities. • The amount of homework children receive.

The inspectors agree with what pleases parents most. They think that the school provides a very good range of after-school clubs and activities for pupils and that they get the right amount of homework, especially as extra homework ideas are also shown on the school's website so that parents and children with home computers can access them whenever they want to. While the information for parents on how well their children are doing is satisfactory overall, some of the educational language used may be difficult for some parents to follow. School reports could also be more precise in defining what pupils need to do to improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent leadership and management of the head, governors and senior staff creates a very positive and caring atmosphere where everyone feels valued and expects to work hard and achieve their best.

1 The headteacher provides excellent leadership and management. She has a very clear sense of direction that she shares with all staff and governors. She also has the excellent management skills needed to drive the school forward on a cycle of continuous improvement. Since taking up her post she has created a very strong management structure based on a shared vision of excellence in all that the school does. The management structure is firmly founded on, and guided by, a very clear and comprehensive set of policies and guidelines that leave no doubt who is responsible for what. As a consequence, the school runs very efficiently and effectively.

2 Central to the shared vision for the school is the quality of care for all pupils. This goes well beyond a simple desire to ensure their health and welfare, and includes a strong focus on hard work and high achievement so all pupils meet with success whatever their abilities or aptitudes. To ensure this, the head has created an atmosphere founded on:

- mutual respect and trust;
- a celebration of the range of cultures represented within the school community;
- a determination to ensure that everyone feels fully included in the life and work of the school regardless of race, gender, ability or disability and;
- a recognition of the importance of personal responsibility.

This leads to a thriving school community where all pupils feel valued and have the confidence to contribute to their own success.

3 In order to promote continuous improvement the head has put in place a rigorous system for self-evaluation. This includes thoroughly analysing information on how well the school does in the annual national tests and school based assessments to set clear priorities and targets for improvement. A recent example of the impact of these procedures is in English where the results of the tests for eleven-year-olds in 2001 were only average. This led to a focus on improving English to bring it into line with the results in mathematics and science and resulting in a sharp rise in standards in the 2002 tests. Very thorough monitoring of teaching and learning highlighted the strengths and weaknesses and has led to a great improvement in the quality of teaching since the previous inspection. It has also led to the introduction of innovative and exciting approaches to lessons including the use of accelerated learning techniques and 'Brain Gym' exercises, designed to stimulate the brain and make it work more effectively in much the same way that a physical warm up and vigorous exercise improve physical fitness. That these approaches are working is borne out, not only by the rising standards, but also by the levels of enthusiasm for lessons, the excellent concentration shown by pupils, and the delight that they take in their learning.

4 Many of the governors are fairly new to their posts. They are full of enthusiasm and fully committed to the school. They provide excellent strategic leadership and management. They have a very clear understanding of how well the school is doing. They confidently interpret the information that they receive about how well the school is doing compared with other schools. Consequently they are able to take a full and active part in setting priorities and targets for improvements and in holding the school to account for its performance. They have a very clear understanding of the principles of Best Value and apply them. They challenge the need for spending, ensure that they receive competitive prices for goods and services, compare the school's performance with similar schools and consult

widely with staff, pupils and parents on the school improvement plan. Governors have a clear understanding that value for money in spending decisions is measured by the impact on standards. They have a very clear committee structure with delegated powers that enables them to work very efficiently and effectively. They set the budget to meet the identified priorities and monitor spending regularly to ensure that budget limits are not breached. They ensure that grants for specific purposes are appropriately used. For example, specific funding is used very well to support pupils with English as an additional language. Recruitment of staff with multi-lingual skills contributes significantly to the progress these pupils make. The governors provide very good strategic leadership and management.

5 All staff with management posts have very clear job descriptions and know exactly how their function fits into the overall scheme. The senior leadership group work very closely with the headteacher on establishing the overall direction of the school. Those responsible for assessment procedures and for analysing test results play a particularly significant role in helping the school to identify its priorities and set targets for improvement. All staff work hard to fulfil their duties and show great commitment to the school. They take a full part in deciding the school priorities for improvement and in developing the school improvement plan. They contribute effectively to the monitoring of teaching and learning and to the performance management procedures. They work very well as a team.

The pupils achieve high standards in their work and behaviour.

6 Pupils attain high standards in the national tests for seven and eleven-year-olds. In 2002 the eleven-year-olds achieved results that were well above average in English, mathematics and science when compared to all schools and compared to similar schools. This is an improvement on the 2001 results. The table below shows how the school improved its results in the 2002 tests compared to its 2001 results in terms of the proportions gaining the expected level 4 or above. It did particularly well in English and in the higher than expected level 5 in all three subjects. The good numbers gaining the higher level 5 demonstrates the school's commitment to support the high attaining pupils. The high proportions reaching at least the expected level 4 shows that the school is also effectively supporting those pupils with special educational needs so that they reach acceptable standards.

		Level 4 and above	Level 5
2002	English	96%	46%
	Maths	94%	39%
	Science	100%	69%
2001	English	79%	22%
	Maths	86%	33%
	Science	97%	51%

Table showing the increased proportion of pupils gaining the expected and the higher than expected levels in the national tests for eleven-year-olds in 2002 compared with 2001.

7 Having identified that English results did not match those in mathematics and science in 2001 the school analysed the reasons and took effective action to improve the results in 2002. The improvement is impressive and illustrates the school's commitment to achieving and maintaining high standards.

8 Between the previous inspection in 1997 and the tests in 2002 the school raised standards faster than the national improvement overall. The table below shows how standards in the tests have improved between the time of the last inspection in 1997 and the tests in 2001 based on average points scores*.

	1997	2002	Increase
English			
School	26.4	29.5	3.1
National	25.5	27	1.5
Maths			
School	26.1	29.3	3.2
National	25.5	26.7	1.2
Science			
School	27.4	31.1	3.7
National	26.2	28.3	2.1

*Table showing the improvement in the average points scores gained since the time of the last inspection. (*Points are given for the numbers of pupils who gain each level. The higher the level the more points gained. This is how the government determines the national average in the tests.)*

9 Standards in the tests for seven-year-olds in 2002 were average in reading and mathematics compared with all schools. In writing they were well above average. Compared with similar schools reading was below average, mathematics was average and writing was well above average. The school has achieved consistently high standards over recent years although reading has fluctuated between well above average and average. The table below shows that the results in the 2002 tests were slightly below those achieved in 2001 but nevertheless remain high overall, although fewer pupils attained the higher level 3 in 2002 than in 2001.

		Level 2 and above	Level 3
2002	Reading	90%	14%
	Writing	92%	15%
	Mathematics	92%	29%
2001	Reading	95%	32%
	Writing	96%	19%
	Mathematics	98%	40%

Table showing the proportion of pupils gaining the expected, and the higher than expected, levels in the national tests for seven-year-olds in 2002 compared with 2001.

10 Standards in the tests for seven-year-olds have been rising faster than standards nationally since the time of the last inspection when measured by average points scores*. This is in spite of the slight drop in standards in the latest tests and is shown in the table below.

	1997	2002	Increase
Reading			
School	14.8	15.7	0.9
National	15.2	15.8	0.6
Writing			
School	14.3	15.7	1.4
National	13.5	14.4	0.9
Mathematics			
School	15.5	16.9	1.4
National	15.3	16.5	1.2

*Table showing the improvement in the average points scores gained since the time of the last inspection. (*Points are given for the numbers of pupils who gain each level. The higher the level achieved the more points gained. This is how the government determines the national average in the tests.)*

11 Given that children enter the nursery aged 3 with standards well below those to be expected for their age, the school ensures that all pupils make very good progress in their learning and achieve well. By the time children enter the reception class their standards have improved but are still below those to be expected. Throughout the nursery and reception classes children make very good progress in their learning so that they enter Year 1 with average standards. They continue to make very good progress throughout school so that by the time they are eleven they achieve well above average standards. All pupils achieve well, including those with special educational needs, because the school provides work that challenges all pupils, whatever their abilities and aptitudes, and gives support to ensure that all pupils succeed. Pupils who speak English as an additional language achieve very well. The consistent support for their learning enables them to develop their understanding very well, for example, when a group of Year 2 pupils work with an adult to describe the properties of a range of solid shapes. The progress of these pupils is carefully monitored to ensure that work is suitably matched to their needs and enables them to achieve well alongside other groups of children.

12 Not only do pupils achieve well in their work, they also show very good standards of behaviour. This is because the school places a strong focus on the personal, social and emotional development of pupils. Staff expect pupils to behave in a responsible and mature way, taking care of themselves, their environment and others who need care. Consequently, pupils expect to have to behave very well, to take responsibility and to respect the needs, beliefs and values of others. This is demonstrated in the normal day-to-day routines in classes, when teachers rarely have to speak sharply to pupils. Around the school pupils act as friendship buddies for those who need support, or take on tasks to help with the smooth running of the school. In discussions with inspectors, Year 6 pupils and those from the school council talked in a very mature way about the school and what they liked about it. Where pupils in some schools might have suggested things like longer playtimes and swimming pools when asked how the school could be improved, the pupils at Whitehall responded with things like more teachers to make sure the pupils with special needs got all the help they needed.

13 Pupils have excellent attitudes to their work. They want to learn, to do well and to achieve the best they can. They settle quickly in lessons, pay attention when the teacher or another pupil is talking, concentrate on the task in hand and produce neat and careful work.

They tidy away at the end of lessons with a minimum of fuss. This was shown very well when a class used the ICT suite and had to leave for their next lesson. Within a short space of time, and without any need for the teacher to remind them, two or three pupils collected up pencils, rulers, worksheets and other bits and pieces to leave the room tidy for the next class. In assembly they pay attention to whoever is leading it, whether it be the head, the vicar or a class of pupils. Even the younger children sit very attentively throughout and all show their appreciation at the ends of performances, as when Year 5 dramatised the Diwali story.

14 While attendance rates are well below average this is largely due to the extended absences of pupils visiting families overseas. The school thoroughly analyses patterns of absence and their impact on pupils' progress. The school works with parents to support pupils on extended absences to ensure that their progress in learning is maintained. The rising standards and school monitoring show that these absences have minimal effect on most pupils' progress and the school works hard with pupils on their return to ensure that they catch up with their work.

Very good teaching is based on a rich and well balanced variety of learning experiences and informed by very good assessment procedures so that pupils thrive academically, socially and emotionally.

15 Teaching and learning are very good throughout the school. Consequently all pupils make very good progress. Of the lessons seen during the inspection 64% were judged to be very good to excellent compared with 5% at the time of the last inspection. Another 21% were judged good with the remaining 14% judged satisfactory. No unsatisfactory teaching was observed. In the last inspection 13% of lessons were judged less than satisfactory. This shows very good improvement in the quality of teaching since the school was last inspected, especially as the expectations of teaching are higher now than they were at that time.

16 Underpinning this high quality teaching is a rich and well-balanced curriculum. Displays in classrooms and around the school show that the teachers provide a rich variety of learning experiences for pupils covering all the subjects of the National Curriculum and religious education and maintaining a very good balance between the subjects. Although the school has an appropriate emphasis on literacy and numeracy, it has not neglected other subjects like music and art. This breadth of learning was further demonstrated in the assembly, taken by Year 5, that celebrated Diwali. It included narration, dance, drama, music, costumes and masks. It was delivered with great confidence showing the outcome of the school's emphasis on personal development and building the confidence of pupils. It was appreciated by the whole school from the Foundation Stage to Year 6, who all sat enthralled, showing the result of the school's focus on social development and mutual respect. The quality of the curriculum also shows in the way subjects are linked to make the most effective use of the time available. This is demonstrated well in the use of the computer suite where pupils learn not only ICT skills but also skills and knowledge in other subjects. For example, a Year 4 class practised typing lists, changing the colour of the words on the screen, the style and size of type, and importing pictures to illustrate their work while also learning about how people spend their leisure and recreation time as part of their geography work. Most of the learning in the computer suite uses this same approach of using material from one subject to learn and practise computer skills. Another example, from Year 5, linked mathematics and computer skills. Pupils created graphs based on simple surveys using spreadsheets. They learned the importance of putting the information into the computer carefully and correctly to ensure that the resulting graph was accurate. They learned how to get the computer to convert their numbers into a colourful block graph and were able to save their work. Although much very good learning takes place in the computer suite there was less evidence of the classroom computers being used regularly to reinforce what pupils learn in the suite.

However the school is already addressing this issue, and at the time of the inspection was about to unpack and install several new classroom computers.

17 All teachers expect their pupils to work hard and behave well, which they do. Very rarely do teachers need to take time to reprimand pupils or settle them down. Teachers rarely need to raise their voices to gain the attention of their class. Even when pupils have their eyes firmly on computer screens the teacher gains their attention very quickly simply by raising her hand. In a few seconds she has their full attention so that she can explain what she wants them to do next. This was well demonstrated by the lesson where the teacher was suffering from a throat infection and needed to use her voice as little as possible. Because the pupils behave so well no time is lost in lessons waiting for quietness or restoring order and lessons move on at a very brisk pace.

18 Teachers tell pupils what they will learn in the lesson and discuss at the end of each lesson how well the pupils think they have learned what was intended. Effective assessment procedures ensure that teachers know how well their pupils are doing and what they need to do next to keep making good progress. Teachers prepare tasks at different levels to make sure that all pupils have work that is hard enough to challenge them without being so hard that they cannot, with some effort, complete it. This was shown in a literacy lesson in Year 6 where pupils were re-telling the story of the *Three Little Pigs* from the perspective of a good wolf. The task that each group was given was targeted closely to their ability with language so that they all learned effectively.

19 Teachers focus on basic skills to give pupils the firm foundations on which to build their knowledge. At the Foundation Stage this means a good balance between more formal teacher directed learning and structured play activities that encourage children to become independent. For example, a group of children in the home corner held a Diwali tea party and the classroom assistant helped them to develop their language skills through skilful questioning that encouraged them to talk about what they were doing. Children were encouraged to make choices in their play and dressing up. The class teacher in reception on the other hand led a modified numeracy lesson on the theme of '1 more than' to help children to learn about numbers. The greatly improved facilities for the nursery and reception children means that children get better opportunities to develop their physical skills than they did at the time of the last inspection as they have a very good outside area apart from the main playground. This is used effectively so that nursery children, for example, can learn to throw, catch, aim and bounce soft balls and develop their physical coordination. Further up the school basic skills are still being reinforced. Year 5, for example, used a set of cards to practise and improve their knowledge of basic number facts. They had to listen while each pupil in turn asked a number question and when their card had the correct answer they had to say it and ask their question in turn.

20 The school emphasises not only the learning of facts and skills related to subjects but also the learning needed to grow mature and responsible. The staff all set a very good example to the pupils in this respect through their insistence on respect and courtesy at all times. Consequently pupils learn how to deal with others in a similarly courteous manner. They listen very well to each other in discussions and take turns to contribute. This was demonstrated very well when the inspectors talked with Year 6 pupils. Everyone had something to say but they conducted themselves exceedingly well and made sure that they took turns, without interruptions, to express their views. They are proud of the way the school gives them responsibilities through the school council or acting as friendship buddies to those who are feeling lonely. They praise the way the school integrates pupils who arrive part way through a term. One boy spoke very warmly about how his initial anxieties were dispelled by the way the teacher asked the class to welcome him and the way the pupils responded to make him feel at home.

21 The school recognises that not everyone learns in the same way and that while some prefer to sit and listen, others prefer to get on with a practical task. Teachers therefore use a good range of teaching methods to make sure that learning is presented in a way that makes it accessible to all pupils whatever their preferred learning style. The school also recognises the benefits of quiet classical music as a background for effective learning and the need to avoid pupils from dehydrating by providing them with water on their desks. Teachers use brain gym exercises to 'warm up' the brain ready for lessons, or part way through a lesson when they see the pupils' attention drifting from their work. A series of photograph albums provide examples of some of the activities the school organises to enrich the curriculum and the pupils spoke highly of the range of after-school clubs and activities that are available. Out of school clubs include Gujarati and Punjabi lessons that are very popular.

22 The specialist teaching of children for whom English is an additional language is very good. Much of this teaching occurs in the Foundation Stage, where children receive excellent support in their home language. Care is taken to ensure that the children always understand language which is specific to the English culture with staff using their multi-lingual skills to build up the children's knowledge and understanding of English, when for example, they question pupils' understanding of both home language and English, stressing key words and phrases in both languages and helped them pronounce words and phrases correctly.

WHAT COULD BE IMPROVED

23 There are no significant weaknesses for the school to address.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24 As there are no significant weaknesses for the school to address there are no key issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	6	4	0	0	0
Percentage	11	54	21	14	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 more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	382
Number of full-time pupils known to be eligible for free school meals		55

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	295

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	7.0
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	32	27	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	24	24	24
	Total	53	54	54
Percentage of pupils at NC level 2 or above	School	90 (95)	92 (96)	92 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	31	32
	Girls	24	24	26
	Total	53	55	58
Percentage of pupils at NC level 2 or above	School	90 (93)	93 (95)	98 (98)
	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	31	36	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	31
	Girls	34	34	36
	Total	64	63	67
Percentage of pupils at NC level 4 or above	School	96 (79)	94 (86)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	31
	Girls	31	33	35
	Total	59	62	66
Percentage of pupils at NC level 4 or above	School	88 (77)	93 (85)	99 (90)
	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	78	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	271	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	3	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)	14.5
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR-Y6

Total number of education support staff	13
Total aggregate hours worked per week	278

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	
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.

Financial information

Financial year	2001/02
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	£
Total income	950616
Total expenditure	936961
Expenditure per pupil	2204
Balance brought forward from previous year	103480
Balance carried forward to next year	117135

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	2	0	0
My child is making good progress in school.	56	39	4	0	1
Behaviour in the school is good.	57	36	1	0	5
My child gets the right amount of work to do at home.	41	37	14	6	2
The teaching is good.	60	30	5	1	3
I am kept well informed about how my child is getting on.	42	41	12	5	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	2	2	1
The school expects my child to work hard and achieve his or her best.	60	37	3	0	0
The school works closely with parents.	48	44	4	3	1
The school is well led and managed.	57	30	7	1	4
The school is helping my child become mature and responsible.	53	39	3	2	2
The school provides an interesting range of activities outside lessons.	48	34	8	1	9