

# INSPECTION REPORT

## **NORTH PRIMARY SCHOOL**

Southall, Middlesex

LEA area: Ealing

Unique reference number: 101884

Headteacher: Mrs J Grewal

Reporting inspector: Mr M Massey  
23785

Dates of inspection: 10 - 11 March 2003

Inspection number: 253744

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:	4 to 11 years
Gender of pupils:	Mixed
School address:	Meadow Road Southall Middlesex
Postcode:	UB1 2JE
Telephone number:	020 8571 7749
Fax number:	020 8574 0629
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr S Hothi
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23785	Mr M Massey	Registered inspector
9465	Ms E Cooke	Lay inspector
24009	Ms M Hutton	Team inspector
24091	Mr E Shaw	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

### **INFORMATION ABOUT THE SCHOOL**

North Primary School is situated in the Mount Pleasant ward of Southall in the London Borough of Ealing. The school has 407 pupils on roll, which is larger than average. There are 220 boys and 187 girls. Pupils' attainment on entry is well below average. Pupils are aged from four years to eleven years and are taught in 14 classes. They are admitted to the school full-time in the September after their fourth birthday. Pupils mainly come from the local area with around a quarter of them coming from refugee families. The school also has a high rate of pupil mobility. Around 37 per cent of pupils qualify for free school meals, which is above average. The school takes pupils from a wide range of different ethnic backgrounds, the main groups being of Asian and African origin. Around 97 per cent of pupils speak English as an additional language, which is very high. About 20 per cent of pupils are at an early stage of language acquisition. There is also a small group of traveller pupils, around 1 per cent of the school population. Around 22 per cent of the pupils have been identified by the school as having special educational needs, which is about average; the majority of these pupils have moderate and specific learning difficulties, such as dyslexia. Very few pupils have a Statement of Special Educational Needs.

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

North Primary School is an excellent school. It is exceptionally well led by the headteacher, who is ably supported by the senior staff and governors. The very good teaching and high expectations of achievement and behaviour mean that pupils make excellent progress by the time they leave the school. Pupils achieve well above average standards in English, mathematics and science and have very good attitudes to learning. The school provides excellent value for money.

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

- The school is exceptionally well led by the headteacher with the support of senior staff and the governors.
- Teaching is very good overall and pupils make excellent progress.
- The school has successfully created a culture of achievement for all pupils.
- Staff are exceptionally good role models and give pupils clear guidance, leading to the very good attitudes and behaviour shown by pupils.
- The school has developed a caring environment that recognises the importance of pupils, parents and staff in creating a successful school.

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

- There were no significant areas identified 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 has improved very well since it was last inspected in March 1998. This is due to the excellent leadership shown by the headteacher and the high levels of commitment shown by staff. Standards have improved at a faster rate than the national average and very high standards were attained in English, mathematics and science last year, compared to schools with a similar number of pupils claiming free school meals. These standards are being maintained for the present group of pupils in Year 6. A new ICT suite has been established and this is being used well by teachers. As a result pupils are now making good progress in information and communication technology. The school has made excellent progress in strengthening the role of the subject co-ordinators, who are now fully involved in monitoring and evaluating their curriculum areas. The school has also made excellent progress in ensuring that the curriculum provides continuity and challenge for pupils. This is reflected in the high quality of work seen in subjects such as art and music as well as English, mathematics and science.

## 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	A	B	A*
Mathematics	C	A	A*	A*
Science	A	A*	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the last five years the school has improved at a rate that is above the national average. In 2002, pupils in Year 6 scored in the highest 5 per cent nationally in English, mathematics and science when compared to similar schools. When compared to all schools the standards in mathematics were also in the highest 5 per cent nationally. In 2002, standards for pupils at the end of Year 2 were well above average in writing and mathematics and above average in reading, when compared to similar schools.

Children make good progress in the Reception classes and they are in line to meet the expectations for children by the end of the Reception Year in communication, language and literacy, mathematical development and personal and social development. Pupils continue to make good progress in Years 1 and 2 and standards for the present group of pupils are average in English, mathematics and science. The increasing number of refugee pupils and the high pupil mobility are having an impact on standards in this area. As pupils' language and social skills develop they make very rapid progress as they move through the school. By the time they are in Year 6 pupils are achieving standards that are very high in mathematics and well above average in English and science. Pupils with English as an additional language are exceptionally well supported and achieve very highly. Pupils with special educational needs receive very good support and as a result, make rapid progress. Gifted and talented pupils are very well supported in mathematics and achieve exceptionally well. The school has set challenging targets for the present group of pupils in Year 6. Inspection evidence shows that the present group of pupils are in line to attain these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen learners. They work hard and want to do their best.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and around the school. This enables them to feel secure, relaxed and confident and makes a strong contribution to the excellent progress that pupils make.
Personal development and relationships	Excellent. Pupils respect the beliefs and values of others. They share information and help one another happily during lessons. They show tolerance and understanding in their relationships with pupils and adults.
Attendance	Satisfactory. Attendance is around the national average. Pupils arrive in lessons on time.

The tolerance and understanding shown by pupils makes the school a pleasure to visit and a rewarding workplace for staff. It illustrates how pupils, and staff, from a wide variety of backgrounds can work together for the good of all.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	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.*

There are examples of very good teaching and learning in all areas of the school and there is some excellent teaching for pupils in Year 6. Teaching is never less than satisfactory. Teachers are using the National Literacy and Numeracy Strategies effectively, adapting them sensibly to meet the needs of pupils. Intensive language support for pupils who are not fluent English speakers is very good and starts for pupils in the Reception Year. The influence of staff who speak the pupils' home language is an important factor in the pupils' development. The school meets the needs of all its pupils, including those with special educational needs and talented pupils, very well.

In mathematics, the arrangements for grouping talented pupils and supporting other pupils through smaller class sizes are very effective. The teaching of older pupils in these lessons is often excellent and pupils achieve very high standards. A feature of the teaching is the very high expectations that teachers have of pupils' behaviour and the belief that all pupils, irrespective of their backgrounds, can achieve success. The work is very well matched to pupils' abilities. Because of this approach pupils are motivated and eager to learn. Where teaching is satisfactory teachers are sometimes over-directive or use their voice inappropriately. Teachers insist on high standards of presentation and accuracy in pupils' work and this results in pupils taking a pride in the finished product and producing work of a high quality in a range of subjects, such as science and art.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and balanced curriculum that encourages pupils to excel in a wide range of subjects. There is an excellent range of activities held out of school hours. Younger pupils in the Foundation Stage receive a varied and stimulating range of activities that meet their needs fully.
Provision for pupils with special educational needs	Very good. Pupils are very well supported by teachers and teaching assistants.
Provision for pupils with English as an additional language	Excellent. Pupils are identified for support at a very early stage. They are withdrawn for additional teaching as well as receiving support in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The pupils are prepared for life in a culturally diverse society exceptionally well. The school has very high expectations and provides clear guidance for pupils' social development. The very good provision for pupils' moral and spiritual development results in pupils who understand and are tolerant of the beliefs of others and treat them with respect.
How well the school cares	Very well. The school has good child protection procedures.

for its pupils	Assessments are used very well to ensure that the needs of the wide range of pupils are met effectively.
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The school has an excellent partnership with parents, welcoming them in school and providing classes for them to help them to support their children at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership based on a clear vision for the school. She is exceptionally well supported by her senior staff, who are fully committed to raising standards in the school.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the strengths and weaknesses of the school. The Chair of Governors has established a very good critical friendship with the headteacher and is very supportive of the work of the school.
The school's evaluation of its performance	Excellent. The school is constantly striving to improve its performance. There are first-rate strategies for identifying pupils who need extra support as well as those who need stretching. The school improvement plan provides a clear indication of how the school can improve.
The strategic use of resources	Very good. Areas such as the library and computer suite are used well. The use of teaching assistants and specialist teachers is very good.

The headteacher communicates her vision for the school very well. She is the driving force for the school and has a commitment to ensuring that all pupils achieve their full potential. The school applies the principles of best value very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and they make good progress.</li> <li>• The teaching is good and parents are kept well informed about how their children are progressing.</li> <li>• The school expects children to work hard and helps children to become mature.</li> <li>• The school works closely with parents and they are happy to approach the school with questions or problems.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not think that their children get the right amount of homework.</li> </ul>

The inspection team fully agrees with the parents' positive views. The evidence from the inspection shows that pupils receive an appropriate amount of homework.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school is exceptionally well led by the headteacher with the support of senior staff and the governors.**

1. The outstanding leadership shown by the headteacher is one of the main factors behind the very high standards attained at the school. She has taken staff, at all levels, with her on the road to excellence and this is a tribute to her personal dedication and care for others. Because she has been able to communicate her vision for the school so well, staff are very well motivated and work exceptionally hard and successfully to make the vision a reality. The headteacher has a personal belief that pupils, irrespective of their backgrounds, can achieve their full potential. The curriculum has been structured very effectively to enable this to happen and additional language support is given, for example to refugee pupils, at a very early age. However, the broader curriculum is equally valued. The vibrant displays around the school entrance illustrate the great importance given to the arts. Pupils are exposed to very good teaching in music and subjects such as history and design and technology are seen as essential to the all-round development of pupils. The standard of teaching is monitored regularly by the headteacher and feedback is given to staff on areas that could be improved. The headteacher is happy to give responsibility to other staff and has developed very effective systems for ensuring that they can fulfil these responsibilities. As a result the senior management team is very well informed about developments in the school. Priorities on the school improvement plan are identified through a thorough analysis of data as well as a review of identified strengths and weaknesses carried out by all staff. The plan is focused on achievement and includes contributions from all subject co-ordinators, which show how individual subject areas will be developed.
2. Senior staff fully share the commitment of the headteacher to maintaining very high standards and ensuring that pupils achieve their full potential. They are actively involved in monitoring subjects such as literacy and numeracy through observing teaching, looking at pupils' work and checking teachers' planning. The headteacher ensures that they have enough time in the school day to visit classes as part of this monitoring routine. As a result of this very thorough approach to monitoring an overview of the current position in each subject is drawn up. Areas for improvement are identified on a whole-school basis and training needs identified. Although the school has good systems available it would not be successful without the commitment of the staff. The tremendous commitment and hard work of staff, linked to the vision and commitment of the headteacher, are the key to the success achieved by the school. There is a wide range of initiatives to promote learning, many of them after school has finished. Booster classes for pupils in Year 6 are held on a Sunday morning and are very well attended. Senior staff are not complacent. The maths co-ordinator has recently improved the school systems for tracking pupils in order to focus even more clearly on how improvements can be made.
3. The governing body receives very good information from the headteacher and as a result governors know how well the school is doing. Governors visit the school to look at learning in areas like mathematics and English and report back verbally to the full governing body. Subject co-ordinators also report to the governing body when they have completed their reviews of developments in their subject. This gives governors the opportunity to question staff and means that they are not getting information only from the headteacher. Committees regularly report back to the full governing body. Governors are fully informed about standards in the school and the Chair of Governors has a very good understanding of the progress that pupils make at the school. The governors monitor the budget carefully. The high budget carry forward for last year included cash that had to be carried forward for work that had already been completed, but not invoiced. Consequently, the carry forward figure was not a true representation. All the windows in the school have recently been replaced and the school is now looking at resurfacing and developing the playground. The money is being spent wisely and well on the pupils currently at the school.

## **Teaching is very good overall and pupils make excellent progress.**

4. There are examples of very good teaching in all areas of the school. For pupils in Year 6 some of the teaching is excellent. This represents a good improvement since the last inspection.
5. The very high quality of teaching seen in Year 6 is a significant factor in the excellent progress that pupils make by the time they leave the school. In these lessons teachers have an excellent subject knowledge, which is reflected in the very well structured activities that support and challenge all the pupils. In mathematics, pupils show very good skills in mental arithmetic, adding and subtracting up to 1000 quickly and accurately. They use protractors to measure angles to within one degree of accuracy. The grouping of pupils in Year 6 to enable talented pupils to work in a small group is an excellent initiative and contributes significantly to the very rapid progress that pupils make. Not only does it provide challenging work for talented pupils but it also enables other teachers to have smaller classes and therefore produce work that is very well matched to pupils' abilities, meaning that all pupils are challenged effectively. Teachers plan so that the computer suite is used by all pupils to support their work in mathematics, giving pupils the opportunity to reinforce and practise skills learned in numeracy lessons. In science, teachers use appropriate scientific language consistently and pupils accept this as normal. As a result the pupils are confident with their own use of language and this is reflected in the well above average quality of work that they produce. Teachers make excellent use of the plenary sessions at the end of lessons. They plan activities carefully and make effective use of past test questions to reinforce learning and make pupils feel comfortable with the language and layout that they will experience in the end of year tests. These activities are carried out skilfully by teachers to reinforce pupils' learning whilst giving them confidence in their own abilities. It is a very good way of assessing pupils' understanding.
6. The school has exceptionally good systems for identifying and supporting pupils with English as an additional language. Because of this these pupils make very rapid progress and achieve exceptionally well. Excellent examples of this support are seen throughout the school. In the Reception Year a group of Tamil refugee pupils are given intensive language support by the specialist teacher employed in the school and another teacher who speaks Tamil. Because the children are so young the support of a teacher who speaks their own language is very beneficial. The two teachers work together very well. Pupils are confident and try to join in, often with support. In Year 6, pupils continue to receive support appropriate to their needs. They carry out similar work to the main group of pupils but care is taken to explain English terminology such as "coming of age" so that pupils can fully understand the text. The use of teachers and support assistants who can speak the pupils' first language and provide good role models for them is a significant factor in the excellent progress that pupils make.
7. Pupils in the Reception classes receive a varied and stimulating curriculum that is very well planned to meet their needs. Although teachers emphasise the development of pupils' language skills this is supported by the full range of activities for the Foundation Stage and children have good opportunities to develop their creative skills and knowledge and understanding of the world. Teachers make sure that pupils have the opportunity to develop their social and physical skills to a high degree and pupils are in line to meet the expectations for children by the end of the Reception Year. In mathematical development, many children are already beginning to count up to five. In communication language and literacy, they are learning their letter sounds and teachers continually check to ensure that they understand what is required of them. The teachers' very high expectations of behaviour and achievement mean that children work hard and persevere with their tasks. Children are very aware of classroom routines and they move between the activities confidently.
8. Throughout the school classroom management skills are very high. This is achieved through the good relationships that teachers have with their pupils and the very high expectations that are in place. However, in the few instances where teaching is over-directive this reduces the opportunities for pupils to ask questions and make discoveries for themselves. Younger pupils learn from older pupils about what is acceptable and staff are consistent in their approach. This means that pupils know exactly what is expected and they respond accordingly. Because

behaviour is very good pupils can get on with their work and as a result they are productive and have plenty of opportunities to practise new skills. Teachers also have very high expectations of pupils' work. Consequently pupils' work in their books is first rate and reflects the excellent progress that they make. Pupils with special educational needs are very well supported. The work is carefully matched to their needs and teaching assistants often work with them during lessons to ensure that they understand what to do. These pupils take a full part in lessons and many of them are in line to achieve the expected levels when they finish Year 6. Enthusiastic and skilful teaching in lessons like music and Bhangra dancing make a very good contribution to the very effective learning ethos that permeates the school.

**The school has successfully created a culture of achievement for all pupils.**

9. North Primary School has pupils from a wide range of ethnic backgrounds. A substantial minority of them are refugees and there are a few pupils from traveller families. Pupils achieve exceptionally well. During the last complete academic year there was also a high turnover of pupils. None of these factors are considered a barrier to achievement. The school has developed an excellent approach to developing pupils' cultural awareness, which has resulted in a school where the beliefs of others are treated with respect and understanding. Pupils are taught about the different cultures and religions from an early age. The morning assemblies play an important part in this. Pupils are shown that all cultures have something valuable to contribute to the school society. As a result pupils are proud of their different backgrounds and develop high levels of self-esteem. This is illustrated in the confident and open attitude that they have to staff, visitors and one another. This high level of self-esteem gives them a belief in their own abilities and is an essential aspect of the progress that pupils make during their time at the school.
10. The headteacher has established clear expectations of achievement, not only in English, mathematics and science but also in subjects such as art and music. These expectations have now become firmly embedded in the ethos of the school and are accepted and promoted consistently by teaching and support staff. Pupils try hard to live up to these high expectations and are given very good support to enable them to be successful. Because the support is good pupils can see that they are making progress and so they continue to try and therefore continue to progress. Pupils are keen to live up to the expectations of their teachers. These expectations are also clearly conveyed to parents and the headteacher talks to individual parents about the importance of attendance as a requirement to pupils' progress. Parents respond well to this personal approach and there are very few extended holidays taken in term-time.
11. The display in the school makes a significant impact on the achievement of pupils. It is vibrant and representative of the pupils' work. The quality of the pupils' work is very high. It demonstrates a wide range of techniques and skills in different subjects and is a showcase for the pupils' talents. It shows to the whole school community what can be achieved. It is obvious that the staff enjoy their work and value the effort of the pupils. As one staff member said, when complimented on the work on display, "Wait till you meet the children." When staff are proud of the pupils, the pupils can be proud of the school.

**Staff are exceptionally good role models and give pupils clear guidance, leading to the very good attitudes and behaviour shown by pupils.**

12. Teaching and support staff are very good role models for the pupils. They show care and concern for the pupils but also reflect the high expectations that pervade the school. There are a number of staff from different ethnic backgrounds and these staff provide particularly good role models for pupils. They can communicate with pupils in their first language and so pupils quickly become aware of the expectations of the school. This helps the pupils to quickly feel cared for and included in the life of the school. This wide range of teaching and support staff from differing backgrounds makes a significant contribution to the very good attitudes and behaviour shown by pupils.

13. The fact that all the staff work so well together sets a good example to pupils for their own social and personal development. Staff are prepared to accept responsibility for their actions and pupils are expected to do likewise. In lessons, pupils share their knowledge and expertise freely with others. They enjoy helping one another. This starts in the Reception class where children play happily together, taking turns on bicycles and working together happily in the sand tray. This good start is built on through clear expectations and by the example of the older pupils. All the pupils play and work together happily. The School Council provides older pupils with the opportunity to take responsibility for the school environment, for example through the regular playground checks, the results of which are reported back to the caretaker.
14. The pupils' behaviour is very good. This is due to the very good relationships and high expectations that staff have. In lessons, pupils are quiet and attentive. They allow others to work undisturbed and listen carefully to the contributions that their classmates make. Because of this, lessons can proceed at a good pace and the pupils produce a good quantity of work. On the rare occasion that a teachers voice becomes too loud this affects the pupils who also tend to become noisier. Around the school pupils are polite and courteous. They move around the school sensibly and play well together at lunchtimes and playtimes. As a result pupils feel secure and happy at school and can concentrate on doing their best.

**The school has developed a caring environment that recognises the importance of pupils, parents and staff in creating a successful school.**

15. North Primary School has successfully implemented its vision statement of being "A Caring School With A Focus On Achievement". Pupils are at the forefront of the care shown by the school. This is seen in lessons and in the general relationships around the school. However, it goes much deeper than that. The excellent provision for out-of-school activities, including the breakfast club and other activities such as gardening and Bhangra Dancing, reflects a determination to meet the needs of the wide range of pupils at the school. The pupils' charter is discussed by the School Council and makes clear statements about the entitlement of all pupils to respect and dignity in a safe and secure environment. Individual pupils are supported in a wide variety of ways, depending upon their needs. There are examples going back over the years of pupils who have been recognised for their achievements in, for example, overcoming disabilities or attending the Citizens' Network Forum on transport in Europe. More recently individual pupils have been assisted in applying for grants to help with their musical development or taken to art galleries at the weekend. A recently arrived refugee pupil is glowing with pride because his artistic talents have been recognised within weeks of his arrival. This element of care, linked with a development of pupils' abilities and interests boost pupils' self-esteem and gives them a belief in their own abilities that helps them to achieve across a range of subjects.
16. The results of the parents' questionnaire and discussion at the parents' meeting show that parents feel valued and welcomed in the school. In all, 97 per cent of parents felt that the school worked closely with them. Parents are welcomed in the school to help and the vast majority feel comfortable when approaching the school with questions or problems. Because of the difficulties that some refugee parents had in adapting to British school life the school started a refugee club for parents, to run alongside the clubs for pupils. This proved to be so successful that private funding was obtained and the club has now developed into a support group for parents to learn English and develop an understanding of the school system. This club is well attended and parents are developing their English skills well in a very supportive environment.
17. The headteacher and teaching staff are very appreciative of the work done by support staff and visiting teachers. They are generous with their praise for them and this makes support staff feel an integral part of the school. The school has developed a separate staff room for them as there was insufficient space in the main staff room. This has very good facilities and is a place where they can sit and eat in a pleasant environment. Because they feel an integral part of the school they work hard and have a significant impact on the pupils' progress.

## WHAT COULD BE IMPROVED

18. There were no significant areas identified for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	9	3	0	0	0
Percentage	11	22	50	17	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	416
Number of full-time pupils known to be eligible for free school meals	153

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	405

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	68

### Attendance

**Authorised absence**

	%
School data	5.5
National comparative data	5.4

**Unauthorised absence**

	%
School data	0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	40	28	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	32	37
	Girls	28	28	28
	Total	60	60	65
Percentage of pupils at NC level 2 or above	School	88 (82)	88 (84)	96 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	36	35
	Girls	28	28	28
	Total	60	64	63
Percentage of pupils at NC level 2 or above	School	88 (79)	94 (86)	93 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	35	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	30	32	30
	Total	45	49	47
Percentage of pupils at NC level 4 or above	School	83 (92)	92 (88)	89 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	17
	Girls	25	29	31
	Total	38	46	48
Percentage of pupils at NC level 4 or above	School	73 (81)	87 (79)	91 (87)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

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

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
10	0	0
2	0	0
11	0	0
0	0	0
0	0	0
1	0	0
0	0	0
252	0	0
64	0	0
6	0	0
0	0	0
16	0	0
27	0	0
0	0	0
0	0	0
25	0	0
0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.6
Number of pupils per qualified teacher	22.2
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	240

**FTE means full-time equivalent.**

### **Financial information**

Financial year	2001/02
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	£
Total income	1,075,536
Total expenditure	1,022,277
Expenditure per pupil	2,440
Balance brought forward from previous year	117,433
Balance carried forward to next year	170,692

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	12.2
Number of teachers appointed to the school during the last two years	12.6

Total number of vacant teaching posts (FTE)	0
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	414
Number of questionnaires returned	104

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	17	1	0	0
My child is making good progress in school.	64	33	2	0	1
Behaviour in the school is good.	75	22	1	0	2
My child gets the right amount of work to do at home.	62	21	12	4	2
The teaching is good.	73	20	5	0	2
I am kept well informed about how my child is getting on.	63	28	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	25	1	2	5
The school expects my child to work hard and achieve his or her best.	80	18	2	0	0
The school works closely with parents.	67	30	2	1	0
The school is well led and managed.	69	26	1	1	3
The school is helping my child become mature and responsible.	69	28	1	0	2
The school provides an interesting range of activities outside lessons.	72	24	3	0	1