

INSPECTION REPORT

**ST FRANCIS OF ASSISI CATHOLIC
PRIMARY SCHOOL**

London

LEA area: Royal Borough of Kensington and
Chelsea

Unique reference number: 100494

Headteacher: Mr Paul Rincon

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 7th - 8th May 2002

Inspection number: 194694

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Treadgold Street Notting Hill London
Postcode:	W11 4BJ
Telephone number:	(0207) 727 8523
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Edwin Dooley
Date of previous inspection:	9 th - 12 th June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Francis of Assisi Catholic Primary School is situated in Notting Hill in London. The school, which is bigger than other primary schools, has 306 pupils (165 boys and 141 girls) from an ethnically diverse inner city community. There are 12 classes from Nursery to Year 6; all pupils attend full-time. The prior attainment of children entering the Reception classes is below average. The proportion of pupils eligible for free school meals is well above average, as is the proportion of pupils who speak English as an additional language. Spanish, Portuguese, Tagalog and Arabic are the most frequently used first languages. Around half of the school is from a wide range of ethnic backgrounds and there are also a few refugees and travellers. The proportion of pupils with special educational needs is around average, but there is a higher than average number of pupils with statements of special educational need. These are mainly for learning and behavioural difficulties.

HOW GOOD THE SCHOOL IS

The school is highly effective, because it very strongly promotes pupils' achievement, both intellectually and personally. The outstanding leadership of the headteacher, very strongly supported by all staff, ensures that there is a stimulating environment in which children have positive attitudes to learning and achieve well. Much of the teaching is of high quality, particularly for older pupils; consequently pupils make good progress and achieve above average standards at 11. The school promotes educational inclusion very effectively; the headteacher and staff provide very good role models, who show great respect for and value the pupils, helping to create a harmonious, yet culturally very diverse community. Despite the school receiving a high income, it uses its funds very effectively to ensure that all pupils achieve well. The school provides very good value for money.

What the school does well

- Leadership and management are very good, with an outstanding contribution from the headteacher. Excellent teamwork has a very strong impact on the pupils' achievements.
- The quality of teaching is good, overall, with very good teaching for older pupils, which helps them achieve high standards. By 11, pupils are well above the national average in mathematics and above average in English, science and information and communication technology.
- The very good provision for pupils' spiritual, moral, social and cultural development contributes significantly to pupils' personal development, their good behaviour and positive attitudes to learning and to very good relationships with each other and adults.
- The school is very inclusive. All pupils, boys and girls, gifted and talented, those with special educational needs, those from ethnic minorities, or for whom English is an additional language, are catered for effectively - this leads to a very harmonious, diverse, vibrant community.

What could be improved

- Outdoor provision for children in the Reception classes.
- Attendance rates are not good enough; they remain well below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in June 1997, the school was found to have many strengths, but there were also areas for improvement. The school has improved considerably since the last inspection; it has maintained its significant strengths in areas of leadership and management and in promoting pupils' personal development. It has addressed the weaknesses identified in the key issues very well. The school has raised standards, particularly for the higher attaining pupils. The curriculum has improved and is now good, with strengths in mathematics and information and communication technology. Monitoring of teaching and learning has improved, as well as assessment in English, mathematics and science.

The school has improved its already very inclusive nature and now identifies and addresses the needs of gifted and talented pupils, particularly in mathematics. The school is in a particularly good position to continue to tackle its priorities and to maintain its high standards and provision.

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
	1999	2000	2001	2001
English	D	A	C	A
mathematics	C	B	B	A
science	B	C	C	A

Key

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

In the 2001 Year 6 National Curriculum tests, standards in English and science were in line with the national average and in mathematics they were higher, above the national average. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were well above average. This represents the good progress that pupils make from the time they enter the school in Nursery. The school has worked hard to raise standards and exceeded its challenging targets. The rate of improvement has reflected the national trend; this is a good achievement, as around half of the pupils have English as an additional language. In the 2001 Year 2 National Curriculum tests, standards in reading and writing were well below average and in mathematics in line with the national average. This reflects the higher number of pupils with special educational needs in the year group. Teacher assessment in science shows pupils' attainment at seven to be below average. Children enter the Nursery with attainment well below what would be expected, particularly in communication, language and literacy. They make good progress in all areas and, by the end of Reception, most children are likely to achieve the early learning goals apart from in communication, language and literacy.

Currently, standards at the end of Year 2 in reading and writing are just below the national average. The school has identified raising standards in English in Years 1 and 2, as a priority. In mathematics and science, standards are average. Overall, pupils make good progress, including those with special educational needs, from ethnic minorities and for whom English is an additional language. In Years 3 and 4, pupils build successfully on their knowledge and skills and, by 11, they make very good progress and achieve well above average standards in mathematics and above average standards in English, science and information and communication technology. This reflects the increased focus on these subjects. In all other subjects, pupils achieve well and overall standards are average by the time pupils leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They enjoy coming to school and work at a good pace. They are proud of their school and show a keen interest in all aspects of school life.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. There are occasional lapses amongst the younger pupils. Within the diverse community there is an absence of oppressive behaviour. Despite the school working hard to integrate all pupils, there have been two exclusions during the last reporting year.
Personal development and relationships	The personal development of pupils is very good. They are very friendly and helpful, work together very well and are willing to take on responsibility and show initiative. Relationships are very good.
Attendance	Attendance is unsatisfactory. Children are taken out of school for prolonged holidays and some parents do not support the school in sending their children regularly. The recent 'late at the gate' system has improved the pupils' punctuality; most now arrive on time.

Pupils' positive attitudes, good behaviour and very good relationships are why pupils achieve so well.

TEACHING AND LEARNING

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

Improved quality of teaching, particularly in Year 6, is helping standards to rise and is supporting positive attitudes and good behaviour. Of the 25 lessons seen, 18 were good or better. None was unsatisfactory, unlike the previous inspection where eight per cent of teaching observed was unsatisfactory. This is a good improvement. High quality teaching was observed, particularly with the oldest pupils. This includes teaching of basic skills in English and mathematics. Teaching in Years 1 and 2 were satisfactory, overall. Information and communication technology skills are taught well throughout the school and integrated well in all subjects. The quality of teaching in the Nursery and Reception was consistently good and children learn effectively. However, no regular opportunities are planned to promote all areas of learning outdoors, particularly physical development. Pupils with special educational needs and English as an additional language are taught well and, consequently, make good progress. There are no significant differences in the performance of boys and girls; they achieve equally well.

There are significant strengths in teaching. Throughout the school, teachers use effective questioning which helps to focus, check and extend pupils' thinking. The teaching of the basic skills of literacy, numeracy and information and communication technology and also those skills which help pupils to investigate and experiment in science is particularly good. This means that pupils are making good progress in acquiring new skills, which also helps them to increase their knowledge. They easily access information across a range of subjects and this supports their achievement. Where teaching is good, there is effective management of pupils. This results in their concentrating well and working hard. There are occasions when a teacher takes too long to check the behaviour of a minority of younger pupils. This means they lose concentration and disturb others around them. Work is usually matched to pupils' ability. Where it is not, lower attaining pupils are supported effectively by classroom assistants. This meets the needs of all pupils and helps them learn well. Day-to-day assessment is generally good,

although the quality of marking is variable. Where it is good, it helps pupils improve their work. The arrangements for homework are satisfactory and support work carried out in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is well balanced, broad, relevant and very inclusive. The school successfully promotes links between subjects, in particular literacy, numeracy, science and information and communication technology. Insufficient emphasis is given to planned activities outdoors for Reception children.
Provision for pupils with special educational needs	Provision is good. Effective support both in class or in small groups helps pupils make good progress and achieve well.
Provision for pupils with English as an additional language	Provision is good. Pupils are effectively supported and fully included in all aspects of school life, which helps them to make good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Pupils' personal development is very well promoted. Spirituality is promoted very effectively through stimulating, imaginative displays and the sense that everyone can achieve. The strong focus on moral development has a significant impact on attitudes and relationships. Social development promotes a very strong sense of community to which all pupils contribute. Very good promotion is given to multicultural development. The school is very effective in ensuring that pupils from a wide range of backgrounds are valued and respected.
How well the school cares for its pupils	The school is a very caring and supportive community in which pupils are happy and secure. Provision for Child Protection and pupils' safety and welfare is good. Assessment is good in English and mathematics, but is at an early stage of development in other subjects.

The headteacher and staff know the children well and they work hard to ensure that the support provided meets both their academic and personal needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher offers outstanding leadership, is innovative and has an excellent educational vision. There is excellent teamwork between the headteacher and deputy. He has a very strong senior management team, who with him have succeeded in raising standards.
How well the governors fulfil their responsibilities	Governors are very clear and positive in relation to their roles and responsibilities. They are fully aware of the strengths and weaknesses of the school and the problems in retaining teachers. They are very supportive of the headteacher and share in the commitment to school improvement.
The school's evaluation of its performance	The school evaluates its performance effectively. It has a clear view of its work and effectively analyses what it needs to do to improve standards. It is using this information to set future school targets.
The strategic use of resources	The school's financial resources, including specific grants, are very well targeted to meet the needs of all pupils and staff and to raise standards. The school provides very good value for money.

The principles of best value are very well understood and implemented by both the headteacher and governors. The quality of the school's financial arrangements is very good.

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 and they make good progress. • The school is well-led and managed. • Teaching is good and there are high expectations of what children can achieve. • Parents feel comfortable approaching the school with questions and suggestions. 	<ul style="list-style-type: none"> • A minority of parents would like to receive more written communication about events and procedures. • The quality and quantity of homework. • The range of extra-curricular activities.

The inspection team agrees with the parents' positive views. Children are enthusiastic about school. They have positive attitudes and their behaviour is good. Leadership and management are very good. The overall quality of teaching is good and pupils are expected to work hard and achieve well, whatever their prior attainment. The inspection team does not share parents' concerns. Generally, homework is relevant and set regularly and the range of extra-curricular activities is appropriate. The day-to-day contact of the headteacher and staff with parents is very good. Although regular newsletters are not sent out, parents are well informed about all aspects of school life.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are very good, with an outstanding contribution from the headteacher. Excellent teamwork has a very strong impact on the pupils' achievements.

1. The headteacher is an outstanding, innovative leader. He has an exceptionally clear vision of what the school must do to support pupils' academic and personal development and to help all of them achieve high standards. There is excellent teamwork between the headteacher and deputy. Between them they have developed the school as a Centre for Excellence in Mathematics and strongly promote educational inclusion and pupils' personal development. Consequently, these areas of the school's work are significant strengths. One of the headteacher's exceptional skills is to seize educational opportunities, as in securing funding for the building of a 'Classroom of the Future'. This is a DfES project examining the design of future educational buildings and the ways in which they will improve learning and performance. In the headteacher's continual bid to ensure that the school is a totally inclusive community pupils, staff, governors and parents have been involved in this exciting initiative from the start. Children have been involved in the designs and can knowledgeably discuss the features of the building.
2. Governors are very well informed by the headteacher about all aspects of school life and make a significant contribution to the overall effectiveness of the school. They recognise the strengths of the school and have an extremely strong commitment to maintain the very positive ethos and promote high standards in this popular school. Governors are very aware of the problems of recruiting and retaining good teachers in their inner city school. With the headteacher they are keen to develop very good working conditions to ensure that teachers have positive support in their teaching and management responsibilities.
3. The school provides very good value for money. Very effective financial management and planning ensures that resources available to the school are spent very wisely in relation to educational priorities. The headteacher and governors have a very good awareness of financial commitments. To ensure that standards and values are not compromised, several senior teachers and the deputy do not have responsibility for a class in order to support teaching and learning. For example, the deputy supports mathematics and information and communication technology very successfully throughout the school and also teaches the higher attaining pupils in the upper school, hence the high standards in these subjects. Teachers whose responsibility lies with pupils with special educational needs and English as an additional language support both within the classroom and in small groups. The school has around half of its pupils who speak English as an additional language and 20 per cent who have special educational needs, and yet the school achieves highly. Funds are very well targeted to achieve the high standards at 11, particularly when compared with schools with a similar intake.
4. The headteacher has been very successful in establishing an ethos in which members of staff, governors and parents feel valued. This leads to the strong commitment to achievement, valuing and respecting the individual in a caring, vibrant, multicultural community and ensuring that all pupils have opportunities to achieve. These are very much the key factors to the school's success.

The quality of teaching is good, overall, with very good teaching for older pupils, which helps them achieve high standards. By 11, pupils are well above the national average in mathematics and above average in English, science and information and communication technology.

5. The determination of the headteacher, deputy headteacher, staff, governors and parents to promote a very positive, stimulating ethos for learning in the school, and a shared commitment to pupils' achievement, has made a significant contribution to the high standards reached by the pupils when they leave the school at 11. When children start in the Nursery they make good progress in their learning, which continues through the Reception classes. This includes children who have special educational needs, as well as the considerable proportion of children who speak English as an additional language. Pupils make satisfactory progress through Years 1 and 2, then the rate of progress accelerates, so that by the end of Key Stage 2, progress is very good. This is linked to high quality teaching and also, by Year 6, many pupils are proficient in the use of English and build on their previously acquired knowledge, skills and understanding in mathematics, science and information and communication technology.
6. The school is successful in encouraging pupils to enjoy mathematics and, as a result, pupils achieve high standards by 11. There are a number of reasons why achievement in mathematics is high and pupils reach well above average standards. The very effective mathematics co-ordinator is a leading mathematics teacher and inspires the staff and pupils in his work. He regularly monitors teaching and learning, maintaining the expectations the school has set itself in being the 'Centre for Excellence in Mathematics' within the borough. Linked to the school's strong philosophy of educational inclusion the co-ordinator, headteacher and staff have identified gifted and talented mathematicians. By setting by ability groups these pupils have the opportunity to work at a particularly high level. They have a zest for learning; are highly motivated and tackle their work with understanding, as when they work out how to build on a pattern using squares and cubes using an algebraic formula. Within this culture of achievement and very good teaching the lower attaining group, including pupils with special educational needs, understand the use of metric measures and achieve at the national average. Mathematics has a high profile throughout the school, right from the youngest children in Reception. Several children work in an extension group, where they are effectively challenged to communicate their thinking about the value of coins and in another example, describe quite complex patterns they make with pasta.
7. Particularly effective links between English and science, together with enthusiastic and challenging teaching, contribute towards above average standards at 11 in these subjects. Both of the Year 6 teachers are also the co-ordinators for science and English respectively. They have a great enjoyment of their subjects and good expertise that they effectively share with the pupils. In a very effective English lesson on biographical writing, pupils successfully identified the typical features in a scientific article, based on the work of Dorothy Hodgkin, who discovered insulin. Pupils have good speaking and listening skills and confidently develop each other's views, showing good understanding of the purpose of the article, the audience and organisation of the layout. Effective support by classroom assistants ensure that pupils with special educational needs access the lesson well and within the positive learning environment, have the confidence to contribute.
8. Information and communication technology is used to support learning in other subjects effectively. Pupils have very good opportunities to use the Internet, where they use information gained to support their learning. Particularly good use is made of information and communication technology in science, for example, using spreadsheets to solve scientific questions and, following a visit by a nurse, pupils present information on protection against illness. Very effective match of work to pupils' needs ensured that all of them achieved well, with higher attaining pupils producing a leaflet, others organising information about meningitis, using a program suitable for presentations, and lower attaining pupils using a digital camera to take appropriate photographs relating to personal hygiene. The school successfully matches work to pupils' ability to ensure that individual needs are met well.

The very good provision for pupils' spiritual, moral, social and cultural development contributes significantly to pupils' personal development, their good behaviour and positive attitudes to learning and very good relationships with each other and adults.

9. The school gives pupils very good opportunities to appreciate their surroundings and explore values and beliefs, including religious beliefs, which makes an important contribution to their spiritual development. Each classroom has a religious corner and prayers are said at various times of the day, such as before going home. Teachers give pupils very good opportunities to understand human feelings and emotions, for example, when older pupils express their thoughts in written work on fear and confusion. The pupils have a respect for themselves and others and know that they can achieve. This is because they are within a positive climate where the headteacher and staff believe in them and strongly promote excellence for all.
10. The excellent displays of artefacts enhance the school so that it is a stimulating, vibrant learning environment. It is a school that not only celebrates the wide cultural diversity amongst the pupils and staff, but acknowledges the rich cultural heritage from mathematics, literature, science and technology. This is an improvement since the last inspection. Mathematics is promoted strongly throughout the school, not only in giving pupils a chance to reflect and think about their work, but also through displays such as the Islamic tiles on the east staircase. The pupils appreciate their surroundings and, when going home, a group of children stopped spontaneously to discuss a collection of old telephones on display. History plays a very important part, with outstanding artefacts for children to see, such as suits of armour and helmets displayed on the stairs. Very interesting links in time are made for the pupils to think about, such as a Victorian display, including a fireplace and costume, next to artefacts and the commandments from the North American Indians. Parents commented that the physical environment was really interesting and well-kept and their younger children were enchanted by the outdoor environment and the school pets.
11. The mission statement aims to provide a high quality education recognising the needs of each individual and valuing the contribution of the community. In that it is very successful. The school recognises the fundamental link between successful learning and good personal relationships. All staff have a very positive rapport with the pupils and this results in a very good ethos for learning across the school. The school encourages pupils to think about and care for others; this is evident in the way everybody shows great respect for others, their feelings and beliefs. Parents commented on this positive aspect of school life and were pleased also that the school promotes a strong sense of achievement. All pupils work and play harmoniously together. New children are quickly integrated into the life of the school and live up the high expectations that all adults hold.
12. Many opportunities are provided for pupils to undertake responsibility for themselves and others. This is reflected in the positive attitudes, self-discipline and keen interest shown by most pupils. They are proud of their school, talk about it with enthusiasm and want to achieve. Older pupils develop into self-assured and mature individuals. For example, a pupil wanted to share with the inspectors a very good story he had written and with confidence asked 'what did we think of it?' The headteacher maintains a very 'open door' policy where children come and offer their suggestions regarding many aspects of school life. He provides an excellent role model, always listens to them avidly and involves them in exciting initiatives in the school. Everybody has been involved in the 'Classroom of the Future', whether through drawings or suggestions about what it should look like. In this way, a real sense of community is established.

The school is very inclusive. All pupils, boys and girls, gifted and talented, those with special educational needs, from ethnic minorities, or for whom English is an additional language, are catered for effectively - this leads to a very harmonious, diverse, vibrant community.

13. The headteacher has an extremely clear view of how this exciting, vibrant community should develop and is instrumental in ensuring that all staff and governors are committed to equality of opportunity for all in the school community. The school has been recognised for its high achievement of ethnic minority groups, including black boys. The headteacher enables key staff to carry out their roles to promote high standards within the school, both academically and personally, by giving them management time and the opportunity to work alongside pupils with

differing needs. Specific grants are very effectively used for both the special educational needs and English as an additional language co-ordinators as they do not have responsibility for a class, in order to support pupils both within the classes and in small withdrawal groups. In addition, there are good arrangements for pupils to be supported effectively by well-trained and conscientious classroom assistants. The headteacher and staff go out of their way to ensure that there are very good relationships between the school and different ethnic groups. The school is very effective in promoting race equality in all aspects of school life. Very good equality of opportunity exists for all pupils of different racial groups; this helps them have good relationships with one another. Parents are made very welcome in the school and often help in the classrooms. These strategies ensure that the pupils make good progress and are fully integrated into all aspects of learning.

14. The deputy headteacher, who is also the mathematics and information and communication technology co-ordinator does not have the full time responsibility for a class. He spends a considerable time each week teaching higher attaining pupils, including those identified as gifted and talented in mathematics and information and communication technology. This has had a significant impact on raising standards in these subjects. The school has been recognised for its work in mathematics and has been formally acknowledged as a Centre for Excellence in the subject. The headteacher and deputy are involved in local and national research projects concerning gifted and talented pupils and use this expertise effectively in the school. The headteacher, with the staff, has identified other pupils with particular talents in science, art and design and literacy and their needs are being addressed.
15. The school effectively teaches pupils to appreciate their own cultural traditions and the diversities and richness of other cultures. Around the school, displays from different cultures and traditions actively promote the multicultural and ethnic backgrounds of its pupils and staff. For example, to acknowledge the small group of travellers in the school, there is a display of travellers, promoting their craft of making flowers. These children receive specific support from a specialist traveller teacher to ensure that their specific needs are met. The headteacher actively appoints staff who reflect the various cultures and languages of the school. Several teachers speak Spanish, which helps to integrate children from South America as well as from Spain. The English as an additional language teacher is able to liaise effectively with parents in either French or Spanish. To promote this link further, the headteacher leads a visit to Spain most years, which is thoroughly enjoyed by staff and pupils and gives pupils valuable experiences away from home.
16. In his pursuit of high achievement, the headteacher, together with the borough, has secured a DfES bid, to build the 'Classroom of the Future' which will be started this term. The project will examine strategies that improve the ways children perform best, by constructing a unique building that is conducive to learning. The findings from the project will naturally have an impact on learning styles for the rest of the school and the borough. This is yet another way the school is committed to achievement for its pupils and is addressing a wide variety of needs by finding out what works best.

WHAT COULD BE IMPROVED

Outdoor provision for children in the Reception classes.

17. The Nursery children have access to a large, well-equipped outside area where they play, exercise and socialise with one another. Reception children do not have such an area. Outside play is restricted by the lack of space and appropriate resources. Teachers promote children's communication, language and literacy and mathematical development well, also many aspects of the Foundation Stage curriculum, which are planned effectively. However, there are no regular planned opportunities to promote all areas of learning through outdoor activities for the Reception children, particularly those to promote physical activities. Activities that have a clear purpose and specified learning objectives are not identified within the planning. The school is about to embark on an extensive building programme which will incorporate a large area of the

playground and it would need to consider how best to provide full entitlement to the Foundation Stage curriculum for the Reception children.

Attendance rates are not good enough, they are well below the national average.

18. The school has been particularly effective in reducing the incidence of lateness among the pupils with its 'Late at the gate' red card system. The headteacher and members of the senior management team are at the gate each morning, monitoring pupils' punctuality. However, the school has not managed to tackle the problem of unsatisfactory attendance with the strategies it has in place. The school does inform parents through the prospectus and letters of the importance of regular attendance at school and the impact that absence from school will have on their children's education in terms of the continuity of learning. Attendance has been consistently well below average since the last inspection. Children are taken out of school for prolonged holidays during term time to their countries of origin, for example, the Philippines and Colombia. In addition there are a few parents who do not support the school in sending their children to school regularly. There has been some absence due to illness, but most parents let the school know when this is the case. There does not appear to be a trend for condoned absence for such events as birthdays and shopping. Truancy patrols are in the area and the Educational Welfare Officer offers good support to the school and monitors attendance of a few families. Despite the efforts of the school, attendance remains unsatisfactory. Procedures for monitoring and promoting attendance are not adequate for tackling these problems.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school has many notable strengths and relatively few areas for development; as a result, pupils' progress well and achieve high standards. To improve standards further, the headteacher, staff and governors should:

- (1) Ensure that the children in the Reception classes receive their full entitlement to all aspects of the outdoor curriculum by;
- Developing a secure outside area for outdoor play;
 - Providing regular, planned opportunities to promote all areas of learning, particularly physical development;
 - Providing suitable large equipment when financial resources allow.

(Paragraph 17)

- (2) Continue attempts to improve pupils' attendance by;
- Regular communication with parents, especially with regard to holidays in term time;
 - Develop further procedures to promote good attendance as in the successful 'late at the gate' system.

(Paragraph 18)

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	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	9	7	0	0	0
Percentage	0	36	72	100	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)	26	280
Number of full-time pupils known to be eligible for free school meals	14	142

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	1	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	146

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	7.3

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	15	15	20
	Total	33	33	39
Percentage of pupils at NC level 2 or above	School	79 (81)	79 (76)	93 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	14	16	18
	Total	31	34	36
Percentage of pupils at NC level 2 or above	School	74 (81)	81 (89)	86 (89)
	National	85 (84)	89 (88)	89 (88)

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
	2001	24	22	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	22
	Girls	17	20	21
	Total	37	39	43
Percentage of pupils	School	80 (85)	85 (82)	93 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	19	19	21
	Total	37	39	41
Percentage of pupils at NC level 4 or above	School	80 (76)	85 (85)	89 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	41
Black – other	8
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	143
Any other minority ethnic group	76

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.0
Number of pupils per qualified teacher	17.5
Average class size	26.0

Education support staff: YR – Y6

Total number of education support staff	10.0
Total aggregate hours worked per week	221

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26:1
Total number of education support staff	3.0
Total aggregate hours worked per week	71.5
Number of pupils per FTE adult	7.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	1
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	964,838
Total expenditure	928,198
Expenditure per pupil	3,004
Balance brought forward from previous year	-17,727
Balance carried forward to next year	18,913

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	20	4	1	0
My child is making good progress in school.	63	31	5	0	1
Behaviour in the school is good.	61	31	3	0	1
My child gets the right amount of work to do at home.	45	39	12	1	1
The teaching is good.	67	28	2	1	2
I am kept well informed about how my child is getting on.	56	38	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	31	2	1	0
The school expects my child to work hard and achieve his or her best.	73	19	5	1	1
The school works closely with parents.	50	39	5	3	2
The school is well led and managed.	67	28	2	2	0
The school is helping my child become mature and responsible.	61	31	4	1	1
The school provides an interesting range of activities outside lessons.	28	47	14	2	6