

INSPECTION REPORT

OXFORD GARDENS PRIMARY SCHOOL

London

LEA area: Kensington and Chelsea

Unique reference number: 100485

Headteacher: Mrs E Rayment-Pickard

Reporting inspector: Mrs M Summers
25455

Dates of inspection: 22-23 May 2002

Inspection number: 196151

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------|
| Type of school: | Infant and junior school |
| School category: | Community |
| Age range of pupils: | 3 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Oxford Gardens London |
| Postcode: | W10 6NF |
| Telephone number: | 020 8969 1997 |
| Fax number: | 020 8964 5844 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr. Peter Blagg |
| Date of previous inspection: | 7 July 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|---------------|----------------------|
| 25455 | Mary Summers | Registered inspector |
| 9502 | Rosalind Hall | Lay inspector |
| 1395 | Pauline Hoey | Team inspector |
| 25787 | Edmond Morris | Team inspector |

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| WHAT THE SCHOOL DOES WELL | 11 |
| WHAT COULD BE IMPROVED | 16 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 16 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oxford Gardens Primary is a large school catering for 399 pupils including 25 who attend the nursery, some part-time but mostly full-time. The school is popular and there is a waiting list for places. Pupils come from the local area and reflect the wide range of ethnic and cultural heritages in the Royal borough, including those from White, Black African, Black Caribbean, Pakistani and Bangladeshi families. About a third of the pupils are from families who are refugees or who are seeking asylum in this country. About 40 per cent of pupils speak English as an additional language which is very high and the school has a full-time teacher as well as considerable assistance from the borough's advisory service to support these children. There are also a few pupils from traveller families. A significant number of pupils either leave or join the school midway through the year and many of these have only recently arrived in this country and speak little English. The proportion of pupils who have special needs and the number with statements of special need are about average. Nearly half the children in the school are entitled to free school meals which is much higher than average. Crime and violence are common in the area and the school has installed high security to protect staff and children. It also has very strong links with local police. Pupils start in the nursery with widely ranging levels of attainment but generally they are below the levels expected for their age, particularly in English language.

HOW GOOD THE SCHOOL IS

Oxford Gardens Primary School serves its pupils and their parents very well. Good teaching means that pupils learn quickly and achieve well during their time at school. Outstanding leadership by the headteacher means that staff work closely as a team and that all are determined to do the best they can for their pupils. The school gives good value for money.

What the school does well

- High quality teaching ensures that pupils learn effectively in lessons and make good progress throughout the school.
- Pupils achieve very high standards in the national tests for 11-year-olds compared with similar schools.
- The leadership provided by the headteacher and deputy is very effective in driving the school forward; good management systems ensure that the curriculum is developed systematically and that teachers are continually encouraged to improve their own practice.
- The school provides a rich and interesting range of experiences to support pupils' learning in all subjects; the emphasis on developing pupils' personal and social skills and their understanding of citizenship helps to create a strong community feel to the school.
- The school has very effective links with many different agencies which help it support pupils and their families well; this helps to develop trust and good relationships with parents.

What could be improved

- The co-ordination and leadership of the Foundation Stage.

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 made very good improvement since it was last inspected in July 1997. Pupils now reach higher standards because the quality of teaching is better. All subjects, including religious education, are now taught effectively. Subject leaders work hard to support their colleagues and improve provision for the children. Pupils' progress is carefully assessed and tracked to identify any areas in which they could be doing better. There are very good systems in place to check on pupils' attendance and encourage them to attend regularly and on time. Although these have been successful in improving punctuality the rate of absence is still above the national average. Much work has been done to improve links with parents and these have been particularly successful. Parents are very supportive of the school and of their children's learning.

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 | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| English | D | B | C | A | well above average A above average B average C below average D well below average E |
| mathematics | D | B | B | A | |
| science | D | A | B | A | |

By the time pupils leave at 11, test results are very high compared with similar schools. Even when compared with all schools, they are above average in mathematics and science and average in English. Many reached high levels in the mathematics and science tests. This represents very good achievement for pupils, many of whom start at the school speaking very little English. Over the past four years results have improved at a faster rate than the national trend and the school has received national awards for achievement. There are very challenging targets in place for pupils in Year 6 to achieve this year but present indications are that they are unlikely to reach them. This is due to a high proportion of pupils having recently joined the school and more pupils than average having special educational needs. Standards in national tests look likely to be slightly lower than last year.

The 2001 national test results for Year 2 pupils showed standards to be below average in reading, writing and mathematics when compared with schools nationally but above average when compared with similar schools. In the same year, standards in science based on teacher assessment were average compared with schools nationally but better when compared with similar schools.

When children start in the nursery, their attainment is below that expected for their age. They make good progress in the nursery and Reception classes and, when they start in Year 1, they are average in many aspects of their development but many are still below average in their English skills.

Work seen in lessons confirms that pupils in all year groups are achieving well. Pupils in Years 5 and 6 are making particularly rapid progress because of the very high quality of the teaching in these classes. All the work done in previous years contributes to pupils' very good achievement at the top end of the school. Pupils for whom English is an additional language make good progress because of the high quality of support from specialist teachers. Those with special educational needs are supported well in class by their teachers and classroom assistants and make similarly good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils work hard, respect the school environment and settle down quickly to their work. |
| Behaviour, in and out of classrooms | The majority of pupils behave very well in and around the school. |
| Personal development and relationships | Relationships are very good and there is a high degree of racial harmony. Pupils respect one another's values and beliefs. |
| Attendance | Unsatisfactory. Punctuality is satisfactory. |

Pupils are keen to do well and their behaviour contributes greatly to their good progress. Attendance remains a weakness despite the very great efforts of the school.

TEACHING AND LEARNING

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

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

The quality of the teaching is good because:

- teachers have positive relationships with and high expectations of their pupils; these help pupils behave well and try their best;
- they plan interesting and exciting lessons which interest pupils and maintain their concentration;
- they give pupils many opportunities to talk about and explain their work which helps pupils use new vocabulary and practise their English; it also helps to fix new learning firmly in their minds;
- they teach the basic skills of reading, writing and number well and this provides pupils with a firm grounding for their future learning;
- teachers plan appropriate work for pupils with special educational needs which helps them to make good progress, likewise they support those pupils for whom English is an additional language effectively;
- clear routines have been established in classrooms; this means that pupils feel secure and know exactly what is expected of them.

The teaching is very good in Years 5 and 6 because teachers in these classes are dynamic in their approach. They maintain an exciting and demanding pace to their lessons and really

engage the children by giving them responsibility for their own learning. Often support teachers take an active part in the lessons; this is very successful and adds to the pupils' interest. In most cases, teachers direct their classroom assistants well and they have a real impact on pupils' progress. In a very few cases, assistants have little direction and do not support pupils' learning effectively enough.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Pupils get a very good range of interesting and useful experiences which are relevant to their needs. They are taught all the subjects of the National Curriculum and religious education. The planning for the youngest classes is not so well organised although the children receive a wide range of opportunities. |
| Provision for pupils with special educational needs | These pupils' needs are carefully assessed and relevant support given. Most support assistants provide high quality assistance but a few are less effective because their work is not monitored well enough. |
| Provision for pupils with English as an additional language | Very good. These pupils receive high quality support from their class teachers as well as the school's specialist teacher and borough support staff. They achieve very well at the school. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Assemblies and many lessons provide exceptional opportunities for spiritual reflection. Pupils' moral and social development is fostered extremely well through clear rules and expectations as well as the good role models of staff. Pupils learn very effectively about a wide range of cultures through lessons in art, music and history and through celebrations such as International Day. |
| How well the school cares for its pupils | Very good. The school works very effectively with different agencies to support the needs of pupils and their families. |

The school's work with refugee and asylum-seeking families is a particular strength and contributes greatly to the progress these children make in school. The emphasis on personal development is very important and helps pupils develop confidence, self-esteem and personal responsibility.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher and deputy provide a clear sense of purpose and a strong drive to the school's work. Many subject leaders are new but there are clear guidelines to help them carry out effective management roles. The Foundation Stage is not being led with enough vigour and direction and improvement in planning has been slow. |
| How well the governors fulfil their responsibilities | Governors meet all their responsibilities very well and have a firm grasp of the school's strengths and weaknesses. |
| The school's evaluation of its performance | This is done very well. Standards and test results are analysed carefully so that weaknesses can be addressed. Teachers are encouraged to improve their own performance through regular critical observations and through watching examples of very good and excellent practice. |
| The strategic use of resources | Budget planning is very efficient and ensures that funds are spent wisely to meet the needs of the pupils. Careful management has allowed improvements to the grounds and to the equipment in classrooms. |

The very strong lead of the headteacher and the way that staff work together as a team contribute much to pupils' learning and the standards they reach. The school applies the principles of best value very effectively particularly in the way it gives pupils a real say in the future development of their school.

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 coming to school. • Teaching is good and helps their children make good progress. • The school helps their children to become mature and responsible; behaviour at the school is good. • The school is well led and managed. | <ul style="list-style-type: none"> • The provision of homework which is inconsistent between classes. • The range of activities on offer to children outside the school day. |

The inspection team firmly endorses all the positive views of parents. The team looked at the arrangements for homework in different classes and found them to differ according to the ages of the children. Older children were given more than younger children and this is appropriate. However, homework is more challenging and interesting in the oldest classes where the quality of teaching is very good. Here, teachers give good feedback to pupils about how they can improve their work. In younger classes homework is mainly worksheets which restrict pupils in their ability to think for themselves. Although worksheets are marked, there are fewer comments, mainly just ticks and crosses. The inspection team finds that the school provides a rich and varied range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High quality teaching ensures that pupils learn effectively in lessons and make good progress throughout the school.

1. The quality of teaching and learning is good throughout the school. During the inspection, 29 lessons or parts of lessons were observed. More than three-quarters of these were good or better. The remainder were satisfactory. Almost four out of ten lessons were very good or excellent and the vast majority of these were in Years 5 and 6. Although pupils make good progress throughout the school, the very high quality of the teaching in the oldest classes has a significant effect on the standards that pupils reach by the time they leave the school.

2. In these classes, teachers show great enthusiasm and a dynamic approach to their teaching. They are involved closely with their pupils, chatting informally, constantly reviewing progress and giving helpful suggestions for improvement. They lead the pupils to think for themselves. The approach appears informal but is in fact very carefully managed to encourage pupils to accept responsibility firstly for their own learning and ultimately for their own actions. This is extremely important in a school where pupils' behaviour and needs can be very challenging. Lessons in these classes move at an energetic pace; pupils seldom have time to feel bored or lose concentration. One such lesson was conducted in the computer suite for a Year 6 class. The teacher's excellent subject knowledge shone through and she was able to give very clear and helpful directions to the pupils which enabled them to find relevant illustrations from the Internet to complement stories which they had word processed. Her constant reminders about targets and time ensured that none was wasted and that all pupils completed the work within the lesson. Similarly in a Year 5 music lesson, the teacher covered a tremendous amount of ground in the time available, moving through the teaching aspects quickly yet carefully, ensuring that pupils knew exactly what they had to do. Pupils had a good amount of time to compose their own 2 bar rhythms which they did very successfully, giving due attention to pitch and tempo.

3. In these classes also, the very effective support given by specialist and support teachers added to the success of the lessons. For example, the partnership teaching in Year 5 classes was very effective in helping pupils to understand the importance of supporting pupils who felt excluded. Through role play, the pupils felt what it was like to be excluded from a group and learned how to work together to include and support others, developing a real sense of community. In another lesson in Year 6, the support teacher worked very effectively with a newly qualified teacher to explain about prime numbers. This 'double act' ensured that the pace of the lesson was brisk and entertaining and that all the pupils were supported carefully in their independent work.

4. Teachers throughout the school have very positive relationships with their pupils. They value their ideas and opinions and are always ready to listen. This helps pupils feel secure and confident to approach new learning. It also helps to maintain good standards of discipline as pupils respect their teachers and want to please them.

5. Generally, teachers make their lessons interesting and relevant and this also engages pupils' attention and ensures that they concentrate well. They use equipment and books to help explain the teaching points. For example, in a very good literacy lesson in Year 2, the teacher used Spike Milligan's nonsense poems to involve the pupils and teach them about rhyme and structure. They all thought the lesson was great fun and learned a great deal besides.

6. Teachers always provide good opportunities for pupils to talk about their work and explain how they arrived at their answers or why they have certain opinions. These opportunities allow pupils to use new vocabulary which the teacher has introduced, practise their developing English skills and help to fix new learning in their minds. For example, effective questioning by a Year 1 teacher in a mathematics lesson encouraged the children to explain how they completed a number sentence such as $2+6+[\]=14$. The pupils explained many different methods and all were valued and praised by the teacher.

7. Basic skills in literacy and numeracy are usually well taught. The vast majority of teachers have a firm grasp of the national strategies and use these to plan and guide their lessons. As pupils move up the school, their confidence in reading, writing and numeracy increases and helps them with their work in other subjects. This can be seen, for example in their written work in religious education when Year 6 pupils write about Sikhism and Buddhism.

8. The work done with children who have special educational needs and those for whom English is an additional language is a major factor in the standards reached by pupils in the school. Support teachers and assistants generally guide and help these pupils well during their independent work in lessons. A good example of this was the effective support given to a group of bilingual pupils in a Year 2 class, who were reading poems choosing one to present to the class. In another Year 6 lesson, very good questioning by the support assistant made the pupils think deeply about the structure of their story and her excellent relationships with them encouraged them to do their best. In a very small number of instances, support assistants are less effective, providing little encouragement during class teaching sessions and little help to pupils with their independent work. In these cases, the teachers' expectations have not been made clear to the assistant.

9. The clear systems and routines in classrooms are firmly established and, in the main, pupils respect and work within them extremely well. Pupils know they have come to school to learn and set about their work with little fuss. They adhere to the clear class and school rules. They come into school in an orderly fashion and waste little time. Even the youngest pupils know the routine of circle time, when they sit together quietly and listen to one another's ideas about what they can do to help other people.

Pupils achieve very high standards in the national tests for 11-year-olds compared with similar schools.

10. The good teaching helps pupils to make steady progress and achieve well during their time at the school. Many children start in the nursery at below average levels of attainment. By the time they begin the National Curriculum in Year 1, most are at average levels except in English as many are still developing fluency and confidence. By the end of Year 6, they reach average standards in the national tests in English and above average standards in mathematics and science when compared with schools across the country. They do much better than similar schools. This represents very good achievement for the pupils considering the levels at which they start school and the fact that a high proportion join the school at times other than the normal admission and departure times, speaking no English at all. The continuing drive to improve standards is proving successful as, at the last inspection, standards were judged to be average in English, mathematics and science.

11. The main strength in the school's results is in the high percentages of pupils who reach higher than average levels in the tests. For example, although 86 per cent of pupils reached nationally expected levels in science, nearly 60 per cent of them reached higher levels. This compares with about a third of pupils nationally. The number of pupils reaching high levels in the English test is far fewer but still round about the average of schools

nationally. The school has a great deal of success in enabling boys to achieve high standards, similar to those of the girls. This is due to the boys' own enthusiasm and commitment, but is also due to the practical activities which teachers provide to involve boys in the work.

12. Results in the national tests taken when pupils are in Year 6 show that standards are rising at a rate faster than the national trend. This continued improvement has come about because of the better teaching in the school, the implementation of the National Strategies for Literacy and Numeracy and the use of more focused assessment systems to highlight pupils' strengths and weaknesses. Furthermore, the excellent work done to support refugee pupils and their families has had a major effect upon improving standards.

The leadership provided by the headteacher and deputy is very effective in driving the school forward; good management systems ensure that the curriculum is developed systematically and that teachers are continually encouraged to improve their own practice.

13. At the last inspection, the leadership of the school was judged to be 'exceptional' and this continues to be the case. At the heart of the school's vision is the overriding commitment towards 'nurturing individual talents and personalities, as well as stressing social values and the importance of responsibility and self-discipline.' (School prospectus). This commitment is carried out very effectively by a hard-working team of staff under the excellent leadership of the headteacher.

14. The headteacher co-ordinates her team very effectively and takes a high profile role in the school. Every morning, for example, there is a staff briefing where information is shared. Each morning and afternoon she is at the school gate, welcoming parents and pupils, hurrying the latecomers and chatting informally with all. She knows exactly what is going on around the school as she visits every classroom morning and afternoon to check that systems are working smoothly. In this way she is quickly able to identify and address potential problems and provide support.

15. All members of the school community hold her in high regard. Pupils clearly respect her but the sensitive manner in which she treats them and the time that she gives individuals mean that pupils know that their views will be valued and their problems listened to. Parents show her great support. This is borne out by their views, expressed in the questionnaire and the meeting held prior to the inspection. They say that she is committed to the school and to every pupil in her care. Members of staff speak very highly of her and this is due to the good levels of support that she gives them.

16. The deputy headteacher provides an excellent example of teaching to her colleagues. She works very closely with the headteacher and together they provide a driving force to the school's development. The deputy also takes a high profile role in the school, co-ordinating the Key Stage 2 team, leading the development of information and communication technology and taking a leading part in running the School Council. Again, parents, pupils and staff have high levels of respect for her energy and commitment to the school.

17. There are successful management systems in place to ensure that the work of the school is organised and monitored very effectively. Although many subject co-ordinators are new, there are clear expectations about how they will fulfil their roles. Most are therefore quickly able to gain a full picture of current provision and plan effectively for the future. The careful way in which new staff are inducted into the school's management system enables even the most inexperienced teachers to develop their management skills. For example, a newly qualified teacher is working alongside a more experienced colleague to develop

religious education in the school. Together they have introduced a new scheme of work which is extremely comprehensive and provides excellent advice to teachers. This system contributes towards the school's commitment to continuous professional development. Regular observation of lessons by the headteacher and senior staff plus the opportunities for teachers to observe one another means that they engage readily in professional dialogue and are quick to adopt suggestions about how to improve their work. The success of this system is evident in the high number of teachers who move on to take senior management positions in other schools. Similarly the high number of support staff who go on to train as teachers shows the clear commitment towards developing everyone's professional skills. The only weakness in the system is the lack of a rigorous monitoring system which includes all support staff; this means that a few assistants are providing a less effective service than others.

The school provides a rich and interesting range of experiences to support pupils' learning in all subjects; the emphasis on developing pupils' personal and social skills and their understanding of citizenship helps to create a strong community feel to the school.

18. The school organises the teaching of all the subjects of the National Curriculum and religious education very well. There are very clear plans to show how each subject will be covered each term as pupils move through the school. The criticisms made at the last inspection about planning for history and geography and the provision for religious education have been addressed fully and the plans are now clear and provide useful guidance for teachers. Provision for music and information and communication technology continue to be strong.

19. The way that subjects are linked and specific skills are developed makes the whole learning experience interesting and relevant to pupils. 'Learning is fun at this school,' said one Year 6 girl. Information and communication technology is used very effectively to engage pupils in other subjects. For example, during the inspection a Year 4 lesson in the computer suite allowed pupils to use their knowledge of the Tudor period to search a database for relevant information. Similarly in a Year 6 lesson, pupils used word processing and the Internet to support their literacy work on fairy stories. The grounds of the school have been developed very effectively to provide good resources for pupils to explore the natural world through investigations in the wildlife areas. Visits to local places of interest such as museums and places of worship help bring learning to life and help pupils to appreciate their environment. Swimming lessons and instrumental music lessons are provided free of charge.

20. There is a strong commitment towards providing clubs and activities outside the normal school day. These include Internet Café for Year 6 pupils, model making, Warhammer, sports and music clubs as well as literacy and homework sessions. These clubs are open to all pupils and are only available because of the commitment and enthusiasm of the staff who run them. Refugee pupils, however, are encouraged to attend so that they feel part of a smaller group and improve their self-esteem. The school finds that this helps them fit in more rapidly to school life and has a good effect upon their general progress in class.

21. The development of pupils' personal and social skills and their knowledge of citizenship play a huge part in school life. A large number of activities and systems are in place to help pupils work and play happily together, form good relationships with one another and understand their rights and responsibilities. These work very successfully and ensure that the school is a happy and productive place. For example, weekly circle time activities in younger classes get pupils used to giving their own ideas and listening to the views of others.

In older classes, sessions on citizenship have a great impact on helping pupils to understand their rights but also their responsibilities. Lessons in Year 5 discussed the meaning of 'exclusion' and 'inclusion' and explored pupils' feelings about being part of or outside a group. However, pupils also discussed what being excluded from school meant and how their rights could be taken away if they did not accept their responsibilities. The 'Buddy' system in the playground supports pupils who find these times difficult. The school runs a very successful merit system whereby pupils are rewarded for good work, effort and behaviour. Once they have collected so many merits they are entitled to attend a 'Juice Party' where they can celebrate their success. The success of the system can be seen in the vast numbers of pupils who attend the termly event.

22. The School Council is a powerful force in the day to day running of the school and in development generally. Representatives are elected and meet regularly, guided by the deputy headteacher. They consider ways in which the school can operate more effectively and how provision for the pupils can be improved. For example, they devised 'The Toilet Code' which gives pupils clear expectations about how they should behave. Any misdemeanours are dealt with very effectively by inviting the culprits to attend School Council meetings to explain their behaviour. Sanctions are then agreed by the Council, for instance the withdrawal of privileges to use the climbing frame or areas of the playground. This has been very successful in improving behaviour and the conditions in the toilets generally. They interview prospective candidates for the 'Buddy' system, after considering their letters of application. 'Buddies' also have to appear before the School Council to explain their reasons should they wish to give up the position. Council members have outvoted the headteacher in her choice of classical music at lunchtimes. They prefer more modern popular music to accompany their meal.

The school has very effective links with many different agencies which help it support pupils and their families well; this helps to develop trust and good relationships with parents.

23. The last inspection noted that the school should 'ensure that parents are aware of the school's work with their children and that there are more opportunities for them to be involved'. The school has approached this issue extremely well and has been very successful in developing relationships with parents.

24. The main factor in improving these relationships is in the effective links which the school has with support agencies in the community. The school is quickly able to put parents in touch with the relevant agency in response to their concerns. The Royal Borough's Refugee Education teacher has given exceptional support to the school's work in this area. Regular visits as well as more focused projects have helped the school provide a high quality service to these pupils and their families. Teachers and pupils have benefited enormously from her work in classes. For example, very effective lessons on citizenship help pupils develop personal and social awareness which contribute greatly to the school's good community atmosphere. Teachers benefit from her example of good practice and continue to maintain a high emphasis on these areas of pupils' development throughout the year. The school benefits greatly from their own specialist teacher for pupils for whom English is an additional language. She supports pupils in class and gives valuable advice to teachers.

25. Regular coffee mornings are held each week which are targeted at refugee families. Interpreters are present to support those who have little English. School and borough staff explain to parents about what they are doing to help their children and the various services which are on offer to them as parents. Representatives from the local police and the school nurse, for example have visited to explain how they can help.

26. Links with other agencies help to direct families to seek appropriate advice about housing, legal matters and training. The school is therefore free to get on with its principal work – that of educating the children in its care.

WHAT COULD BE IMPROVED

The co-ordination and leadership of the Foundation Stage.

27. The quality of teaching in the nursery and Reception classes is good overall and children in these classes are therefore making effective progress. However, although the long-term plans show that staff are taking account of the nationally recommended 'Early Learning Goals' this is not always followed through to teachers' weekly and day-to-day planning. This means that the school cannot be sure that all the recommended areas of learning are covered.

28. This is due to weaknesses in the co-ordination of the Foundation Stage. The co-ordinator has not yet established her role firmly enough to lead these fairly inexperienced teachers effectively. The fact that she also co-ordinates Key Stage 1 provision and is separated geographically from the nursery and Reception classes, further complicates the problem. She is not on hand on a day-to-day basis to provide support and guidance to teachers. Furthermore, as she is not always aware of the concerns and problems faced by the teachers, she is unable to bring them to the attention to the senior management team so that they can be addressed effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The school should now:

Improve the co-ordination and leadership of the Foundation Stage by:

- Ensuring the co-ordinator is fully aware of her roles and responsibilities;
- Ensuring she maintains good levels of communication with teachers in these classes so that she can provide appropriate advice and support;
- Improving the short-term plans to ensure that all the recommended areas of learning are covered effectively;
- Monitoring the quality of these plans and provision in classes more regularly. (Paragraphs 27 and 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 29 |
| Number of discussions with staff, governors, other adults and pupils | 5 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 10 | 11 | 7 | 0 | 0 | 0 |
| Percentage | 3 | 34 | 38 | 24 | 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 – YR |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 20 | 377 |
| Number of full-time pupils known to be eligible for free school meals | | 181 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – YR |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 7 |
| Number of pupils on the school's special educational needs register | 1 | 88 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 154 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 18 |
| Pupils who left the school other than at the usual time of leaving | 29 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 7.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 1.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 30 | 24 | 54 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 27 | 26 | 29 |
| | Girls | 18 | 19 | 21 |
| | Total | 45 | 45 | 50 |
| Percentage of pupils at NC level 2 or above | School | 83 (80) | 83 (82) | 93 (96) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 29 | 29 |
| | Girls | 20 | 21 | 20 |
| | Total | 48 | 50 | 49 |
| Percentage of pupils at NC level 2 or above | School | 89 (82) | 93 (96) | 91 (90) |
| | 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)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 28 | 16 | 44 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 21 | 24 |
| | Girls | 13 | 13 | 14 |
| | Total | 34 | 34 | 38 |
| Percentage of pupils at NC level 4 or above | School | 77 (78) | 77 (75) | 86 (92) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 21 | 23 |
| | Girls | 13 | 13 | 14 |
| | Total | 33 | 34 | 37 |
| Percentage of pupils at NC level 4 or above | School | 75 (65) | 77 (63) | 84 (76) |
| | 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 | 33 |
| Black – African heritage | 37 |
| Black – other | 16 |
| Indian | 1 |
| Pakistani | 7 |
| Bangladeshi | 9 |
| Chinese | 2 |
| White | 138 |
| Any other minority ethnic group | 134 |

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) | 19.6 |
| Number of pupils per qualified teacher | 19.8 |
| Average class size | 26.9 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 20 |
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | |
| Number of pupils per FTE adult | 10 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 10 |
| Number of teachers appointed to the school during the last two years | 6 |

| | |
|--|---|
| 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) | |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 1 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 4 | 1 |
| Other minority ethnic groups | 3 | 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 | 2001/2002 |
| | £ |
| Total income | 1,136,990 |
| Total expenditure | 1,122,980 |
| Expenditure per pupil | 2,829 |
| Balance brought forward from previous year | 106,790 |
| Balance carried forward to next year | 120,800 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 397 |
| Number of questionnaires returned | 135 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 26 | 2 | 1 | 1 |
| My child is making good progress in school. | 57 | 39 | 3 | 0 | 1 |
| Behaviour in the school is good. | 56 | 39 | 3 | 1 | 1 |
| My child gets the right amount of work to do at home. | 40 | 41 | 13 | 4 | 3 |
| The teaching is good. | 61 | 29 | 4 | 1 | 4 |
| I am kept well informed about how my child is getting on. | 53 | 38 | 7 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 63 | 24 | 5 | 4 | 3 |
| The school expects my child to work hard and achieve his or her best. | 64 | 29 | 3 | 1 | 2 |
| The school works closely with parents. | 45 | 39 | 9 | 4 | 3 |
| The school is well led and managed. | 60 | 35 | 1 | 4 | 1 |
| The school is helping my child become mature and responsible. | 55 | 41 | 1 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 36 | 33 | 13 | 9 | 9 |