

# INSPECTION REPORT

## **DURDAN'S PARK PRIMARY SCHOOL**

LEA area: Ealing

Unique reference number:101896

Headteacher: Ms J Raeburn

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> October 2002

Inspection number: 246160

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	King George's Drive Southall Middlesex
Postcode:	UB1 2PQ
Telephone number:	020 8575 1477
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev D I Barnes
Date of previous inspection:	10 <sup>th</sup> November 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Durdan's Park Primary School is situated in Southall in the London borough of Ealing. There are 464 pupils aged 3-11, with similar numbers of boys and girls from many ethnic backgrounds. In the past few years, an increasing number of refugee children have joined the school. The school is larger than other primary schools, with a very high proportion of pupils who have English as an additional language. The percentage of pupils claiming free schools meals is above the national average. The number of pupils with special educational needs, including those with statements, is below the national average. The attainment of pupils when admitted to the school is well below average.

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

The school is very effective. It is very well led and managed. The excellent leadership of the headteacher has a beneficial impact on the standards and achievements of many pupils. The quality of education at the Foundation Stage is very good and as a result children develop confidence in their approach to learning and make a good start to their education. The pupils continue to make good progress at both Key Stages 1 and 2 and by the ages of 7 and 11 they achieve very well in English, mathematics and science and reach standards in all three subjects that are above, and in some cases, well above the average when compared with similar schools. The pupils have very good attitudes to learning and there is a high level of racial harmony among the many groups of pupils at the school. The teaching in many subjects is good and teachers often devise interesting and imaginative ways to extend the pupils' language and number skills whilst studying other subjects. The school provides very good value for money.

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

- Pupils achieve well by Years 2 and 6 (the end of Key Stages 1 and 2) in English, mathematics and science.
- The quality of education in the Foundation Stage is very good, effectively ensuring that many children make good progress in many areas of their learning.
- The teaching of literacy and numeracy at both key stages is very imaginative.
- The pupils develop very well personally as a result of the very good provision made for their spiritual, social, moral and cultural development.
- The teaching of art and design is very good throughout the school, ensuring that the pupils reach standards higher than those normally found by pupils in their age.
- The pupils have very good attitudes and this enables them to learn well.
- The school is very well led and managed, with a sharp focus on pupils treating one another with respect as well as achieving to the best of their ability.

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

- There are no areas for development.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in December 1997. Since then it has made very good progress. The key issues from the last report have been very successfully tackled. Standards, which were previously below those expected in art and design, design and technology and information and communication technology, are now in line with expectations; in art and design they are above the expected standards for children of this age. Other aspects of the school's provision in relation to

teaching, the curriculum and how teachers assess the pupils' work and use the information gained to plan future learning have all been considerably improved. Under the excellent leadership and management of the headteacher, the school is very well placed to build on its many strengths and continue to improve the quality of education it provides for all pupils.

## 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	D	C	B
Mathematics	C	B	C	B
Science	D	B	C	A

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

The information shows that in the 2001 National Curriculum tests at the end of Year 6, the pupils reached standards that were average in English, mathematics and science. When the results are compared with similar schools, based on the numbers of pupils who claim free school meals, the pupils reached standards that were above average in English and mathematics and well above average in science. The results for 2002 are very similar to those of 2001.

The findings of the inspection are that pupils in the current Year 6 are average in English, mathematics and science and closely match the most recent National Curriculum test results. In view of the low attainment of many pupils when they first enter the school, they make very good progress in all three subjects. Standards of literacy and numeracy are in line with expectations and many teachers devise interesting and stimulating ways to improve the pupils' language and number skills through their work in other subjects. Standards in information and communication technology (ICT) are in line with national expectations and the pupils make satisfactory progress in their understanding of how ICT can assist them in their daily learning. The school sets appropriately challenging targets for Key Stage 2 pupils in English and mathematics and these closely reflect the accurate understanding that teachers have of the pupils' academic abilities.

The 2001 national test results at the end of Year 2 indicate that the pupils' attainment in reading was above the national average and in writing was average. In mathematics, the pupils reached well above average standards. In comparison with similar schools, the pupils' performance was well above average in reading and above average in writing. In mathematics, when compared with similar schools, the pupils reached standards that were in the top five per cent of schools nationally. The teacher assessments in science at the end of Year 2 indicate that the pupils' attainment was average. The 2002 results indicate that standards are higher still in reading, writing and mathematics. Inspection findings indicate that by the end of Year 2, pupils reach standards that are above average in reading and mathematics and average in writing.

Data gathered as a result of assessing children when they enter the school full-time indicates that their attainment is well below average. Children make very good progress in many areas of their

learning while in the Nursery and Reception classes and good attention is paid by teachers to the development of the children's skills and confidence.

Children with special educational needs make very good gains in learning as they move through the school. Their individual needs are identified early by teachers who work with the learning support assistant to give them well-targeted guidance. Pupils who are refugees are well cared for and they too make good gains in both their academic learning and in their understanding and use of English, which is often at a basic level when they first enter the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils very much enjoy their learning and work enthusiastically on all that they attempt.
Behaviour, in and out of classrooms	Pupils understand very well how their behaviour impacts on the wellbeing of others.
Personal development and relationships	The school is highly effective in developing pupils' initiative and independence. Relationships are very good and there is a high level of racial harmony at the school.
Attendance	Satisfactory. Attendance rates are in line with the national average.

Pupils work well in many lessons. Relationships at the school are very good and a high level of racial harmony is very evident at the school.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

There is much good and sometimes very good teaching in many classes. Teachers at the Foundation Stage have a good understanding of the learning needs of young children and make good use of imaginative structured play to plan their learning. At Key Stages 1 and 2, the teaching of English and mathematics is frequently good and many teachers plan carefully and imaginatively to develop and promote pupils' skills in literacy and numeracy through other subjects. Characteristics of teaching include the planning of challenging, interesting work that enthuses many pupils and the quality of relationships, which are warm and purposeful. The teaching of pupils with special educational needs is very good, effectively ensuring that the pupils make just as good gains in their learning as their classmates. A direct result of the good teaching is that pupils of all abilities make good gains in learning in many subjects as they move through the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for all pupils is carefully planned and suitably enriched by an interesting programme of visits and visitors to the school as well as the careful use of the local community to support pupils' learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils who have special educational needs. Their needs are identified early and their progress is frequently and effectively checked in light of the targets that are agreed and set by the pupils, parents and the staff of the school.
Provision for pupils with English as an additional language.	Children who are learning and developing confidence in using English receive very good support and guidance.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very effective in developing the pupils' ability to work in a mature and sensible way. The school effectively devises stimulating and interesting ways to promote the pupils' spiritual, social, moral and cultural development. Provision for the pupils' cultural development is excellent.
How well the school cares for its pupils	All staff demonstrate a high degree of care for and commitment to pupils. Assessment procedures are very good, and highly effective use is made of the information in planning pupils' subsequent learning.

The school is effective in planning pupils' learning. Provision for pupils' spiritual, social, moral and cultural development is very good and a high level of care is shown towards all pupils by many staff.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very effectively led and managed. The headteacher provides excellent leadership and is very successfully in developing and leading a team of staff who work hard to ensure that the school's aims are successfully achieved.
How well the governors fulfil their responsibilities	The governors are successful in fulfilling their legal responsibilities. Governors are kept fully informed and involved in many aspects of school life by the headteacher and this helps them to perform their role as a 'critical friend' to the school effectively.
The school's evaluation of its performance	Procedures to monitor the school's work that include gauging pupils' views are very effective. The school makes very good use of assessment information in planning future developments.

The strategic use of resources	Very good use is made of the additional grants that are given to the school to support developments. The governors and headteacher carefully discuss all available options before incurring expenditure. Both the head and the governors have a good understanding of the principles of best value.
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The good number of teachers at the school ensures that the National Curriculum can be taught effectively. The quality and range of accommodation and the quality of learning resources are sufficient to support teachers in their work.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• How the school promotes racial harmony</li> <li>• The care many children receive</li> <li>• The good progress pupils make in their academic learning</li> <li>• The support pupils with special educational needs receive</li> <li>• The quality of education in the Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided for parents in relation to what their children are to learn</li> </ul>

Inspectors support parents' positive views of the school, especially in the degree of racial harmony that is very much evident. The school provides parents with regular information about day-to-day events at the school in the form of newsletters. There are plans in place to ensure that parents are given more information about what their children are to learn during the course of a term.

## **PART B: COMMENTARY**

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

#### **Pupils achieve well by Years 2 and 6 (the end of Key Stages 1 and 2) in English, mathematics and science.**

1. The pupils' attainment in mathematics at the end of Year 2 (Key Stage 1 Standard Assessment Tests) was well above average in 2001. When the results are compared with similar schools, based on the number of children who claim free school meals, the school is in the top five per cent of schools in the country. In the same tests standards were above average in reading and well above average when compared with similar schools. In writing, standards were average when compared with results nationally and above average when compared with similar schools. In the national tests taken at the end of Year 6 (Key Stage 2 SATs), standards in 2001 were in line with the national average in English and mathematics and above average when compared with similar schools. In science, standards were in line with the national average and well above average when compared with similar schools.
2. Over the past three years, the school's results in the National Curriculum tests have risen at a faster pace than that seen nationally. This reflects the school's commitment to achieving high standards and ensuring that all pupils work to achieve their full potential. Early indications are that the pupils' results in the 2002 SATs maintain the pattern of attainment for the past three years, with those at Key Stage 1 being higher than those of the previous year.
3. The inspection findings indicate that by the end of Key Stage 2, the pupils' attainment in English, mathematics and science is in line with the national average. By the end of Key Stage 1, pupils reach well above average standards in mathematics and above average standards in reading. In writing, standards are average. There is no deterioration between Key Stages 1 and 2. The differences noted above reflect the strengths of the two year groups. Also the tests do not measure, for example, the pupils' ability to undertake investigations and apply their scientific knowledge in this way. Furthermore, there are higher levels of mobility in Key Stage 2 than in Key Stage 1 with a greater number of pupils either leaving or starting at the school at the end of Key Stage 1. This means that the cohorts of pupils are not the same at the end of Key Stage 2 as those pupils who were assessed in the National Curriculum tests at the end of Key Stage 1.
4. Because of the very good support that pupils who have special educational needs receive, and because pupils who have been identified by the school as having the ability to be challenged are given more demanding work, pupils of all abilities make good progress as they move through the school. Given that the majority of the pupils' attainment is well below average when they first start at the school, their achievement and progress are very good. The quality of teaching, which is good, ensures that pupils are highly interested in what they do and are very much stimulated by the work that they are asked to complete. While the school works hard to ensure that the challenging targets that are set for English and mathematics are met, this is tempered by the commitment to ensure that pupils are not put under excessive pressure and continue to enjoy their learning in a warm and supportive learning environment.
5. At Key Stage 1, the school is effective in ensuring that the good progress that many children demonstrate while in the Foundation Stage is successfully maintained. By the end of Year 2, pupils read accurately and are able to express their views and opinions about the books they read. They fully understand the difference between fiction and non-fiction

books, and teachers are careful to ensure that the pupils' reading diet does not simply consist of moving through the different books in the school's reading scheme. As they move through Key Stage 2, pupils, including those with special educational needs, continue to make good progress in their reading. By the end of Year 6, pupils read widely and understand well that reading is not just about books. They know, for example, that the Internet can be used to explore and gather information about topics, and pupils are given sufficient opportunities to use this medium to extend their learning.

6. Much recent emphasis has been placed by the school on raising standards and the pupils' confidence in their writing to support their day-to-day learning. Such work has been successful in raising the profile of writing as a learning medium in the minds of pupils and in developing their general writing skills. At Key Stage 1, good attention is paid by teachers to developing the pupils' handwriting skills. Care is taken by teachers to ensure that pupils do not practise these in isolation and good scope is given for them to develop their skills in the writing that they undertake in other subjects. By the end of Key Stage 1, the pupils' writing is clear and legible and many are able to write a simple story or account that has a beginning, middle and an end. By the end of Key Stage 2, pupils write in more depth and understand well that writing is often constructed for different reasons and requires different styles. Good opportunities are provided for pupils to draft and think through their work before committing their prose to a final draft and this helps to develop their understanding of the various stages that writing has to go through before settling on the final version. Standards in presentation, spelling and handwriting are good and by the time pupils leave the school, many are confident users of written English.
7. Pupils of all abilities make good progress in mathematics as they move through the school. At Key Stage 1, a far higher than average number of pupils reach the higher levels in the mathematics SATs. Teachers have a good understanding of the National Numeracy Strategy, and give pupils frequent opportunities to practise number facts and to see how these relate to mathematical problems they may meet in their everyday lives. By the age of seven, pupils are able to solve problems at speed and many pupils are interested in number and other mathematical concepts such as shape, space and measure. By the end of Year 6, pupils are able to check the accuracy of their answers and explain how they have arrived at an answer to a problem or what strategies they have used. Pupils understand the terms associated with shape, space and measure such as acute or reflex angles, perimeter and area and how to calculate these using appropriate formulae. Pupils make increasing use of ICT to support their learning and have a satisfactory understanding of how computers can be used to enter numerical data and then represent that same data in the form of tables and charts.
8. In science, by the end of Year 2, pupils are curious about science and approach their work with a high degree of interest. They understand that different creatures inhabit the world in which they live and need water, air and food in order to grow and thrive. Good opportunities are provided in art and design for pupils to make simple three-dimensional models of insects and this helps to consolidate their understanding of other living creatures. By the end of Year 6, pupils continue to make secure progress in their understanding of life processes, materials, forces and light. In both key stages, pupils are provided with good opportunities by teachers to develop their skills and curiosity by undertaking scientific investigations. By the end of the Year 6, pupils understand well the principles of a 'fair test' and that changing one variable can invalidate the overall results. In both key stages, pupils make good progress in their learning of different scientific vocabulary and develop a strong interest in science appreciating well how science can be seen in many aspects of their daily lives.

**The quality of education in the Foundation Stage is very good effectively ensuring that many children make good progress in many areas of their learning.**

9. Children in the Foundation Stage (the Nursery and Reception classes) get a good start to their education. Children start in the Nursery in the year they are three, and the staff in the Nursery classes, to help get an early understanding of the children, make visits to many of their homes. This is done to explain to parents what sort of learning experiences their children are to undertake when they enter the school. Parents appreciate the time this takes and the action helps to ensure that the children settle quickly into school.
10. All staff in the Foundation Stage have a good understanding of the learning needs of young children. When they commence at the school, early assessments are made on their personal and academic ability. All teachers make good use of this information in planning learning that best fits the needs of the children, many of whom have very low levels of attainment on entry. Very good emphasis is placed on developing children's communication, language and literacy and teachers have a good understanding of the importance that developing this plays in fostering children's other learning. Stories are used well to stimulate children's imagination as well as encouraging their understanding of print and the English language. Books are attractively displayed around each of the classrooms and children are encouraged to pick these up and explore them for their intrinsic worth.
11. In addition to the good use of literature by teachers to stimulate learning, highly effective use is made of many rich and stimulating creative activities to promote the children's development in other areas of their learning. Children use a range of printing tools and media, for example, to print on two-dimensional shapes and this proves effective in developing their early understanding of shapes and measurement. A further key feature of teaching is the good use that teachers make of structured imaginative play that is often linked to the themes that have been planned to support learning. In the 'home corners' children have good scope to dress up and play with a good range of equipment and this makes a strong contribution to their personal, social and emotional development, particularly in how they play and relate to their classmates.
12. Other features of the high quality education children receive include effective day-to-day assessments of children's progress: the information from which teachers carefully plan the next steps in their learning. Nursery assistants and learning support assistants in the Reception classes are highly valued by teachers as an integral part of the Foundation Stage team. They are fully involved in many aspects of the children's learning and have a strong impact on the children's progress. Relationships with the children are warm and purposeful and this helps many of them to feel safe and comfortable in their first few terms at the school. There are good induction arrangements between the Nursery and Reception classes and this ensures that the Nursery children settle in well when they commence their full-time education.
13. As a result of the high quality provision in the Foundation Stage, many children, including those with special educational needs and those whose families are seeking refugee status, make very good progress in many areas of their learning. By the time children commence in Year 1, many are attaining the expectations of the Early Learning Goals in many areas of their learning. Of note are the high standards that pupils reach in their creative development. By the end of the Foundation Stage children often reach standards that exceed expectations in this area of their development.

**The teaching of literacy and numeracy at both key stages is very imaginative.**

14. The school places great emphasis on developing skills of literacy and numeracy, and is especially successful in the way that it supports and encourages the development of reading and writing skills by skilful teaching. In the Foundation Stage, for example, children are strongly encouraged to take pleasure from reading and sharing books and teachers when planning children's learning often use interesting fiction as a starting point.
15. In Years 1–6, the teachers have a good knowledge and understanding of the National Literacy Strategy and closely follow the guidance in this to plan the pupils' literacy development. In one excellent literacy lesson seen during the inspection, the teacher of a Year 3 class made very effective use of the story, *The Noise in the Night* to develop the pupils' understanding of dialogue and of how an author uses synonyms to make the text more meaningful for the reader. By making very good use of the text in the story, the teacher directed the pupils to identify alternatives to the word. Pupils responded well with suggestions such as *snarls* and *murmurs*. The work planned for pupils successfully built on their learning of the previous day where they had been exploring the use of speech bubbles for writing dialogue. As the lesson progressed, all pupils including those with a high level of special educational needs, made very good progress that was further reinforced by the opportunities provided by the teacher to let pupils use thesauri to extend their understanding of synonyms. In both this and many other lessons, teachers make constructive use of the closing sessions of lessons by gathering pupils together to explore what they have learned. This gives pupils many opportunities for speaking and listening and sharing their learning with a wider audience.
16. Teachers are also effective in ensuring that pupils' reading and writing skills are successfully extended by exploring and presenting information in other subjects. In science, for example, pupils at both key stages write detailed accounts for their age of the investigation work they undertake. ICT, in the form of researching various Internet web sites and using appropriate word-processing software, is increasingly used by teachers to provide pupils with further scope to extend their literacy skills. In design and technology, after making musical instruments, Year 4 pupils are encouraged to explain the process of their work, what materials they have used, how they have made their model and how they would improve their work if given another opportunity to make a similar artefact. Activities such as these enable many pupils to improve their understanding of how reading and writing can often be used to complement one another, and how they can be used to extend their knowledge, insight and skills in other subjects.
17. In mathematics, teachers effectively plan to ensure that pupils fully cover all elements of the National Curriculum for mathematics, and this ensures that the pupils have a very good breadth of knowledge in many elements of the mathematics curriculum. Work planned for pupils is challenging, and in many classes teachers provide pupils with practical equipment to help reinforce and consolidate the mathematical ideas they are learning. ICT is effectively used to reinforce pupils' understanding of number and data. In one good Year 6 lesson seen during the inspection, pupils were using spreadsheets well. The teacher carefully explained concepts such as 'downfill' and effectively demonstrated to pupils how by using this technique, data can be moved around a spreadsheet speedily and easily.
18. In many classes, teachers plan carefully to develop the pupils' numeracy skills in other subjects. In science, for example, they devise tables and graphs to demonstrate the effect of exercise on the pulse rate or to show the evaporation rates of water. In design and technology, pupils explore the size and length of the packaging of different food containers and measure the net of the box they are evaluating or, whilst exploring the concept of *Shelters*, estimate, measure, and cut pieces of wood doweling in order to make their own wigwam. Activities such as these successfully develop the pupils' understanding of how

mathematics has an important part to play in their learning and the role it plays in their daily lives.

**The pupils develop very well personally as a result of the very good provision made for their spiritual, social, moral and cultural development.**

19. The provision for developing pupils' spiritual, social, moral and cultural development is very good and this has a strong impact on pupils' personal development.
20. The provision for pupils' spiritual development is successfully enhanced in a number of imaginative ways. School assemblies are highly valued and teachers see these occasions as a way of promoting pupils' understanding of the beauty and wonder of the world around them. In one Key Stage 2 assembly seen during the inspection, for example, on the theme of 'Colours,' the teacher sensitively introduced the pupils the idea of 'iridescent' colours by exploring gold foil paper and what colours are created when this is held up in front of sunlight. Assemblies offer quiet moments of reflection and the chance for pupils to both hear music from different cultures and to sing hymns that they enjoy. Many classrooms are attractively organised with a range of different artefacts that are both natural and manmade. Pupils are encouraged to pick up and explore these and this helps to further develop the pupils' interest in the world around them.
21. The school is highly creative in developing pupils' understanding of culture. Through different subjects of the curriculum, for example, care is taken to ensure that pupils' develop a good understanding of the multi-cultural aspect of the society in which they live. Art and design, music, dance and religious education are used well in this regard and Year 6 pupils have the opportunity to learn French for one lesson a week. In one Year 4 religious education lesson, pupils sat around a shrine specifically set up to emulate that normally found in Hindu homes and sensitively explored some of the ways in which Hindus show their devotion to God. By lighting incense and using a puja pot, pupils learned the importance that such artefacts play in Hindu worship. The school also organises an 'International Evening' for parents and pupils that is very well attended. Here, staff, pupils and parents organise tables to represent the ethnic backgrounds and countries of the pupils. These are decorated with the artefacts and food normally associated with these countries. The pupils are encouraged to dress in their national costumes and entertain with singing, dance and music. Events such as these are very well attended and add much to the pupils' understanding of the beliefs, customs and lifestyles of their classmates. When planning pupils' learning, care is taken to ensure that each class has a regular educational trip to complement their day-to-day learning. Many trips to places of educational interest that include museums, historical houses and art galleries such as the Tate Modern further support and extend pupils' cultural development.
22. There is equally very effective provision made for pupils' social and moral development. In subjects such as English, history, geography and religious education, pupils are encouraged to discuss issues of a moral nature. As they move through the school, pupils develop a clear understanding of what is right and wrong. Pupils are actively encouraged to collect funds for others by supporting various charities and this helps to develop their understanding of how they can assist others in other countries who are less fortunate than themselves. In many lessons, pupils are given good opportunities to work together in pairs or larger groups in solving problems. In ICT, for example, pupils work in pairs to search for information from the Internet, to solve mathematical problems by using spreadsheets, and in many science lessons pupils are given good scope to work with others in following particular lines of scientific enquiry set up by the teacher. Such carefully planned activities help to promote pupils' understanding of the need to work effectively and co-operatively as a member of a wider social group.

**There is good teaching of art and design in all key stages, ensuring pupils reach standards higher than those normally found by seven and eleven-year olds.**

23. The subject of art and design features highly at Durdan's Park Primary School, and many teachers plan well in developing this aspect of the pupils' creative development. This good provision starts in the Nursery and Reception classes where a strong emphasis is placed on developing many aspects of pupils' development through creative work. In many classes at the Foundation Stage, children are provided with good scope to develop an early understanding of painting and printing techniques by using their fingers, paintbrushes, rollers, sponges and even leaves and wood bark. Pupils develop these skills through painting or printing two-dimensional shapes thus fostering their early mathematical development. Other activities include exploring the texture of fruit, drawing the insides of these studying them carefully using magnifying glasses. This work seen during the inspection followed a careful exploration of the story *Handa's Surprise* that gave good scope for pupils to listen and follow the plot of a story. The use of fiction figures prominently in developing pupils' communication, language and literacy skills as well as being creatively and imaginatively used to extend pupils' creative development. High quality two and three-dimensional work produced by the children in response to fiction such as *Rosie's Walk*, or *Where's Spot?* is not uncommon.
24. The good progress in art and design is successfully developed at Key Stage 1. Teachers have a good understanding of the subject and often plan stimulating and challenging work for pupils to undertake. This is sometimes achieved by planning some artwork through other subjects. In Year 2, for example, pupils have created some high quality three-dimensional models of insects as part of a science topic on mini-beasts. Pupils make good progress in their understanding of concepts such as line and tone by drawing first hand observations of rainbow trout and this develops their understanding that in the absence of colour, line and shade can be used to add detail to their work. Teaching strongly encouraged the pupils to make life size drawings of the fish and the resulting work was of a high quality. Underpinning the teaching is the creative use of the works of famous artists. Care is taken to ensure that pupils are stimulated by exploring and discussing the works of artists such as Picasso's *Still Life with Fish*. This provides the pupils with a strong focal point for their own learning as well as making a good contribution to their spiritual and cultural development.
25. As they move through Key Stage 2, pupils continue to make good gains in learning. Trips to art galleries are organised for them and this broadens pupils' understanding of the shape and form that art and design can take. Good opportunities are provided for pupils to develop their perception of three-dimensional work. Pupils produce good quality work using clay and other materials. In one very good Year 5 art and design lesson seen during the inspection, pupils were given the specific task of creating a three-dimensional tableau using a dead rainbow trout, shells, netting, tissue paper and even a small plastic spade and bucket. Again, this work was stimulated by exploring still life pictures by Renoir and Oldenburg and pupils responded by producing good quality work that helped to develop their understanding of how many everyday objects can be used to create imaginative works of art.
26. There is good leadership and management of the subject that impact well on the pupils' achievements in the subject. Since the last inspection, much staff development has taken place and this been successful in developing teachers' knowledge and understanding of the most effective ways to teach the subject. The scheme of work is effectively used to plan learning, and examples of good work are collected to demonstrate to new members of staff the sort of standard pupils are capable of reaching. The quality of display in and

around the school is good and successfully raises the status of the subject in the school. It includes many examples of the teachers' own work undertaken on staff training days. This successfully demonstrates to pupils the high regard that many teachers have for art and design as a learning medium and the part it can play in the pupils' day-to-day lives.

**The pupils have very good attitudes and this enables them to learn well.**

27. Pupils of all abilities enjoy their learning, have very positive attitudes to school and work hard in lessons. Children in the Nursery are quickly settled into school and with the effective and sensitive guidance offered by the teachers and support staff quickly become aware of the school's routines. In the Reception classes, children continue to show good levels of attention and respond well to the increasing expectations that the teachers have of them.
28. As they move through Key Stages 1 and 2, pupils gain in confidence as learners and respond well to the increasing challenge and demands that the school places on them. In many lessons, pupils listen effectively to their teachers and this ensures that they have a good understanding of what they are expected to do in the time they are given to complete their work. When doing so, they are eager to ensure that they complete tasks correctly to both their own and their teacher's satisfaction. Presentation is of a high standard, further demonstrating pupils' keenness to produce work that is of a high quality that represents the best of their ability. As pupils become increasingly mature, increasing attention is paid by the school to developing the pupils' skills in finding things out for themselves. In mathematics and science, for example, pupils are given good scope to carry out investigations and experiments as a way of in finding answers things in response to questions that they themselves have posed. Pupils work well when undertaking such work and collaborate effectively with one another when doing so.
29. All staff work hard to ensure that the pupils are taught in a positive, caring and supportive environment and this has a positive impact on the rate of pupils' learning. Pupils are not afraid to make mistakes, knowing that the adults who support them will use these as a means to highlight where they could improve.

**There is very good leadership and management of the school that is sharply focused on pupils' treating one another with respect as well as achieving to the best of their ability.**

30. The leadership and management of the school are very effective and have a positive impact on pupils' achievements. The headteacher provides excellent educational leadership and has a very good understanding of what the school does well. Her warm yet purposeful relationships with pupils, colleagues, governors and parents have helped to establish a strong sense of school community and a culture within the school that is sharply focused on ensuring that pupils achieve highly in all that they attempt. The headteacher is ably supported in her work by a hard-working senior management team and dedicated staff who are fully involved in decision-making. The senior management team meets regularly to discuss progress against the targets in the school improvement plan and to agree future areas for development. The collegiate style of school management demonstrated by the headteacher helps to ensure the full commitment of staff in implementing and seeing through agreed developments. All staff are highly committed to the school and are fully involved in many aspects of school management. This results in the main aim of the school *'that we respect and value ourselves and others'* being very well achieved.

31. A key strength of the school's leadership and management is the quality of development planning. This is exemplary and the quality of the current improvement plan provides a clear framework for the continued development of the school. The school's targets are realistic as are the time scales for the completion of initiatives. A careful watch is kept on the progress that is being made towards the plan's goals and the various initiatives are carefully costed.
32. The school has very effective procedures for monitoring teaching and learning. The monitoring of teaching is undertaken on a termly basis by both the headteacher and co-ordinators. This work is in addition to the secure arrangements that are in place for the performance management of teachers. The role of the co-ordinator is well developed and much improved since the previous inspection. The work of the headteacher and co-ordinators includes evaluating direct teaching and whole school appraisal of the quality of pupils' work in various subjects. This results in targets being set for improvement that are then fed through into the school development plan. The school also evaluates carefully the end of Year 2 and Year 6 National Curriculum tests and other assessments undertaken in Key Stage 2 in order to highlight trends in attainment among all groups of pupils and to set future targets. A further and unusual strength in how teaching is monitored is the manner in which the school involves the pupils in this process. Pupils in all classes are asked for their perspective on what subjects they find difficult or on what particular aspects of a subject they may find difficult. For example, before undertaking a review of the teaching of writing at Key Stage 2, the school explored with the pupils what they enjoyed about writing or what they found difficult. The information gained was then incorporated into the action points for development.
33. The management of arrangements for pupils with special educational needs is very secure, and impacts significantly on the achievement of those pupils who have such needs. The special educational needs co-ordinator provides a clear lead for her colleagues and offers good support and guidance to all staff. She is effectively deployed in classes to support pupils and this gives her a good overview of the provision that is being made for pupils. Regular and full reviews that involve pupils are undertaken and careful notes made. These are effectively used to devise pupils' individual education plans that and provide clear, measurable learning targets. Resources to support pupils with special educational needs are good and include a good range of ICT equipment for those pupils with a high level of need. The school's policy of valuing and including all pupils with special educational needs in all aspects of school life is well achieved.
34. The governors are fully involved in many aspects of school management and effectively undertake their responsibilities. The chair of governors is a frequent visitor to the school and the headteacher appreciates the support and guidance he offers. Other governors are very committed to the school and they too make visits to the school to gain first-hand experience of the quality of the school's provision. The various committees of the governors meet frequently and this ensures that the Governing Body effectively fulfils its legal requirements as well their role as the governor as well as the governor role as a 'critical friend' to the school.
35. The school makes good use of the school budget and the additional grants it is given to support pupils' learning. The headteacher and governors give careful thought and consideration before incurring expenditure. The school subscribes to most of the support services offered by the local education authority to assist it in the day-to-day management of the school. In order to improve the quality of the school building, the governors have carefully managed the physical reorganisation of the school in recent times. This has included the instigation of a redevelopment programme by partitioning various classrooms

in order to limit the amount of noise that emanated from the open-plan classrooms that were once in place. This has improved the quality of the learning environment for pupils.

36. The school has made very good progress since the last inspection. All of the key issues identified in the last report have been diligently tackled. Standards in ICT have been improved, as have those in design and technology and religious education that were noted to be below expectations at that the time of the last inspection. That standards have been raised is due in part to the careful curriculum development that has taken place at the school since the previous inspection. Not only has the school effectively implemented the national programmes for literacy and numeracy but has been careful to ensure that the pupils continue to have full access to all elements of the National Curriculum. Schemes of work for many subjects have been reviewed and amended and carefully implemented in all year groups. The careful monitoring of the curriculum by the headteacher, senior management team and co-ordinators has ensured that pupils have access to a curriculum that is very well planned to meet their learning needs. The curriculum that is often taught in a cross-curricular way has ensured that pupils learn and apply new skills through other subjects. This has impacted positively on the standards and progress many pupils make as they move through each of the classes.
37. There is a very positive atmosphere at the school. Pupils are valued for their individuality and all pupils are strongly encouraged to achieve to the best of their ability. This positive atmosphere makes a strong contribution to the high level of racial harmony among the pupils and helps to ensure that a further aim of the school, namely, *'we try hard to reach the highest possible standards in all that we do'*, is very successfully achieved.

#### **WHAT COULD BE IMPROVED**

38. There are no issues for improvement. The school has successfully identified the areas of strength and what needs to be accomplished to further improve the quality of pupils' learning. The school improvement plan provides a very clear picture of the school's future aspirations.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	13	10	-	-	-
Percentage	3	34	37	29	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	414
Number of full-time pupils known to be eligible for free school meals	-	119

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	1	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	436

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	35

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.5	School data	0

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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	38	30	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	33	34	35
	Girls	25	27	27
	Total	58	61	62
Percentage of pupils at NC Level 2 or above	School	85(77)	90(80)	91 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	33	35	32
	Girls	27	27	26
	Total	60	62	58
Percentage of pupils at NC Level 2 or above	School	88 (84)	91 (86)	85 (82)
	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	27	37	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	19	25
	Girls	29	28	33
	Total	47	47	58
Percentage of pupils at NC Level 4 or above	School	73 (68)	73 (82)	91 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	19	19
	Girls	29	24	29
	Total	45	43	48
Percentage of pupils	School	70 (59)	67 (70)	75 (71)

at NC Level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

**Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	10	-	-
White – Irish	3	1	-
White – any other White background	10	-	-
Mixed – White and Black Caribbean	-	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	226	-	-
Asian or Asian British - Pakistani	77	-	-
Asian or Asian British – Bangladeshi	2	-	-
Asian or Asian British – any other Asian background	19	-	-
Black or Black British – Caribbean	11	-	-
Black or Black British – African	28	-	-
Black or Black British – any other Black background	1	-	-
Chinese	-	-	-
Any other ethnic group	27	-	-
No ethnic group recorded	-	-	-

*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)	20.6
Number of pupils per qualified teacher	20:1
Average class size	26:1

**Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	135

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
	£
Total income	1 265 906
Total expenditure	1 277 487
Expenditure per pupil	2 670
Balance brought forward from previous year	91 748
Balance carried forward to next year	80 167

**Recruitment of teachers**

Number of teachers who left the school during the last two years	9.6
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	465
Number of questionnaires returned	132

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	2	0	0
My child is making good progress in school.	59	36	3	2	0
Behaviour in the school is good.	63	30	3	2	2
My child gets the right amount of work to do at home.	50	31	15	0	4
The teaching is good.	71	27	0	0	2
I am kept well informed about how my child is getting on.	64	29	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	0	2
The school expects my child to work hard and achieve his or her best.	73	23	2	0	2
The school works closely with parents.	55	39	4	0	1
The school is well led and managed.	60	31	4	0	4
The school is helping my child become mature and responsible.	59	32	4	0	4
The school provides an interesting range of activities outside lessons.	48	23	18	2	9

### Other issues raised by parents

No other issues were raised by parents.