

# INSPECTION REPORT

## **CHELLASTON JUNIOR SCHOOL**

Chellaston, Derby

LEA area: City of Derby

Unique reference number: 112977

Headteacher: Mrs Jacqueline Drake

Reporting inspector: Ms B Matusiak-Varley  
19938

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> February 2000

Inspection number: 188284

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Maple Drive Chellaston Derby
Postcode:	DE73 1RD
Telephone number:	(01332) 701460
Fax number:	(01332) 691322
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Robert T Savidge
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Ms B Matusiak-Varley	Registered inspector
Mrs M Morrissey	Lay inspector
Mr J Carnaghan	Team inspector
Mr N Wales	Team inspector

The inspection contractor was:

PPI Group Limited  
7 Hill Street  
Bristol  
BS1 5RW

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Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 10</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11 - 15</b>
Standards in English, mathematics and science are above national averages and the implementation of the literacy and numeracy hours is effective.	
The quality of teaching is good, with examples of very good and excellent practice.	
Provision for spiritual, moral, social and cultural development of pupils is very good.	
The school cares well for its pupils and provision for special educational needs is good.	
The school works well with the majority of parents.	
The leadership of the headteacher is good, a clear educational direction is given for the school and the staff work well as a team.	
Pupils' attitudes to learning and their relationships and behaviour are very good.	
<b>WHAT COULD BE IMPROVED</b>	<b>15 - 17</b>
Raise pupils' attainment in information and communications technology (ICT).	
Develop pupils as independent learners by providing more opportunities to develop AT1 in science, research and library skills in English and across the curriculum, recording findings in a variety of ways and encouraging pupils to choose their own resources for tasks.	
Provide further challenge for higher attainers.	
Improve communication systems between the headteacher/staff, some governors and a very small minority of parents, so that all are aware of each other's strengths and use them to move the school forward.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18 - 21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Chellaston Junior School is a very large school which caters for pupils aged seven to 11. There are 211 boys and 212 girls on roll. The majority of pupils are of white UK heritage, with 13 per cent coming from black Caribbean, Indian, Chinese and white European backgrounds. Fourteen per cent of pupils are entitled to free school meals, which is below the national average. Twelve per cent of pupils are on the register of special educational needs, this is also below the national average. Five pupils have a Statement of Special Educational Need.

The school serves the village of Chellaston six miles south of Derby. Pupils come from the village and a wider area. Since the previous inspection which took place in June 1996, numbers have steadily risen from 366 to 423 and are predicted to continue rising in the future. Pupils are taught in 14 single-aged classes by 14 full-time teachers. Attainment on entry is very varied but is average, overall. The previous inspection judged attainment on entry to be above average. However, in recent years the academic profile of pupils has altered and the school serves a much wider area with 7.5 per cent of pupils attending the school living out of the catchment area. Thirty-three per cent of new housing in the area is deemed as 'social housing'.

There is a high degree of transience throughout Year 6. Out of a year group of 102 pupils, 18 per cent joined the present year group in Years 5 and 6. Although there is a small percentage of pupils (2 per cent) identified with English as an additional language, their language competencies do not merit ethnic minority additional grant support as they have full access to the curriculum.

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

This is an effective school, with many strong features. Pupils are well prepared for their next stage of education and the school is maintaining its high standards in English, mathematics and science as identified in the previous inspection report. Standards in the core subjects of English, mathematics and science have improved from year to year and are well above national averages both in comparison with all schools and in comparison with similar schools. Attitudes and values are very good. Leadership and the quality of education provided are also good and the school has improved well since the last inspection. Relationships are very good and pupils are supported by a hard-working staff who teach well. Expenditure is a little above average, but the school gives good value for money.

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

- Standards in English, mathematics and science are above national averages and the implementation of the literacy and numeracy hours is effective.
- The quality of teaching is good, with examples of very good and excellent practice.
- Provision for spiritual, moral, social and cultural development of pupils is very good.
- The school cares well for its pupils and provision for special educational needs is good.
- The school works well with the majority of parents.
- The leadership of the headteacher is good, a clear educational direction is given for the school and the staff work well as a team.
- Pupils' attitudes to learning and their relationships and behaviour are very good.

### **What could be improved**

- Raise pupils' attainment in information and communications technology (ICT).
- Develop pupils as independent learners by providing more opportunities to develop AT1 in science, research and library skills in English and across the curriculum, recording findings in a variety of ways and encouraging pupils to choose their own resources for tasks.
- Provide further challenge for higher attainers.
- Improve communication systems between the headteacher/staff, some governors and a very small minority of parents, so that all are aware of each other's strengths and use them to move the school forward.

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

The strengths of the school outweigh the weaknesses.

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

The school was last inspected in June 1996. Since then it has made good improvement in implementing the majority of the key issues identified in the previous report. Curriculum planning has improved and teachers are now specifying intended learning outcomes and assessment strategies are used to guide teachers in preparing their work. Standards in art have been raised and are now in line with what is expected at the age of 11. However, insufficient progress has been made in raising standards in ICT by the end of Key Stage 2.

Since the previous inspection, satisfactory progress has been made in matching tasks to pupils' needs, especially higher attaining pupils, but this practice is inconsistent among teachers. The school has rightly identified the need to have a policy of meeting the needs of gifted and talented pupils. The quality of teaching has improved since the previous inspection and no unsatisfactory teaching was seen during the week of inspection. The school's provision for spiritual, moral, social and cultural development has improved and it is now judged as very good. The school has increased provision for pupils' cultural development. Opportunities for higher attaining pupils in problem-solving activities have also improved. The present leadership and management of the school have been judged as good. The school has maintained high standards in the core subjects of English, mathematics and science and there has been a gradual improvement in standards over the past three years in English and mathematics. Standards in science have remained consistently well above average. Standards of presentation of pupils' work remain very neat and tidy and pupils' attitudes to learning and behaviour remain very good. Relationships throughout the school between all staff and pupils have improved and are judged to be very good. However, communication systems between the headteacher/staff, a very small minority of parents and some governors need to be strengthened.

Overall, taking all factors into consideration, especially the increase in school numbers and pupils' average attainment on entry, with the exception of standards in ICT, the school has made good improvement and is well placed to make further improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	A	A
mathematics	B	A	A	A
Science	A	A	A	A

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

The improvement in the school's results for all core subjects together was broadly in line with the national trend. There has been no significant difference between the attainment of boys and girls over time. Inspection findings show that standards in English, mathematics and science by the end of Key Stage 2, are above averages as opposed to being well above, as demonstrated by the 1999 test results. This is because a different cohort of pupils has been inspected whose academic profile is geared more towards the average attainment levels. Eighteen per cent of pupils in Year 6 have not had the continuity of learning from Year 3, and have joined the school mostly in Years 5 and 6.

Pupils' attainment in speaking and listening is well above national averages. Standards in reading are above average and standards in writing are average with several examples of above-average attainment. Standards of presentation of work are very good throughout the school. By the time that pupils leave the school they are well prepared for the next stage of their education and all pupils, including those with special educational needs, have achieved as well as they can and they make good gains in their learning. Standards in mathematics are above national averages with standards in number being a strength of the school. However, pupils' attainment in handling data is just in line with national averages, but it could be better. In religious education, pupils have maintained high standards and exceed the expectations of the locally agreed syllabus.

Standards in science are above national averages, but pupils make gains in scientific knowledge rather than skills and processes. The school has rightly identified, in the school development plan, the need to further develop experimental and investigative science throughout the school. Inspection findings show that pupils do not have sufficient opportunities to record their findings in a variety of ways and develop their skills of both recording and independent research in setting up their own experiments. Pupils' attainment in art has improved and is now in line with what is expected of pupils at the age of 11. However, in ICT, standards are below national expectations and very little evidence of ICT being used was found in the scrutiny of pupils' work. The use of ICT is underdeveloped across the curriculum. By the time that most pupils leave the school, they have achieved as well as they can. However, there are occasions when higher attaining pupils could be challenged more.

The school has generally set realistic targets for its pupils in English and mathematics. By the year 2000, it is expected that 70 per cent of pupils will have achieved level 4 or above in English and mathematics. However, analysis of internal test results of present Year 6 pupils, taken when they were in Year 5, show that their present attainment in English and mathematics is already close to the predicted targets and, whilst these targets are realistic for these pupils, there is scope for even further challenge.

## PUPILS' ATTITUDES AND VALUES



Aspect	Comment
Attitudes to the school	Very good. Pupils are motivated, keen to learn and persevere in the tasks that are set for them.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and confident in their discussions with adults. There have been two fixed-term exclusions in the last year.
Personal development and relationships	Relationships throughout the school are very good. Pupils relate very well to one another and to their teachers. Pupils' personal development is good and many opportunities are provided by the school for pupils to take on responsibilities, such as acting as prefects, delivering internal mail and distributing registers. Provision for spiritual, moral, social and cultural development is very good. However, in lessons there are inconsistencies in the promotion of independent learning. Pupils do not use the library and CD ROMs enough to develop their research skills. In science, pupils do not record their findings in a variety of ways and do not plan their own experiments. Opportunities for choosing their own resources to execute tasks are limited.
Attendance	Attendance is satisfactory, overall, with the rate of absence being broadly in line with national averages. Pupils enjoy coming to school and all lessons start promptly.

The very good attitudes to learning and very good behaviour contribute to the orderly environment and the very positive ethos for learning. Relationships are very good, pupils get on very well with their teachers and are well looked after. Pupils' personal development is good, but more opportunities could be provided for pupils to become independent learners. Attendance is satisfactory and the school has good procedures for monitoring it.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.*

Five per cent of teaching seen was excellent, 28 per cent was very good, 43 per cent was good and 24 per cent was satisfactory. There was no unsatisfactory teaching observed. The overall quality of teaching is good, with several examples of very good practice. One excellent lesson was seen in teaching literacy in Year 4. The teaching of basic skills of literacy and numeracy is very good. Teachers have good subject knowledge, with the exception of ICT, where teachers' knowledge is varied, but is unsatisfactory, overall. Teachers plan well, defining clear learning objectives, which is an improvement on previous inspection findings. Teachers generally have high expectations, but challenge of higher attaining pupils is inconsistent throughout the school, with some staff catering appropriately for these pupils' needs in their lessons and others not taking full account of their needs.

Most teachers have very good classroom management skills which contribute positively to the good rates of pupils' learning. Pupils with special educational needs learn well and most pupils, including those who receive additional literacy support, make good gains in learning. Teaching is good in

literacy, numeracy, science and art. Teaching is sound in religious education. An example of very good teaching was seen in music. In an excellent literacy lesson, pupils made very good gains in writing poetry due to the high quality of teacher intervention.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is satisfactory, overall; it is broad and balanced with very good provision made for spiritual, moral, social and cultural development. However, the curriculum for ICT has shortcomings in its implementation due to the major building works being undertaken at the school. Extra-curricular activities are satisfactory, overall, but there are more activities provided for older pupils than the younger ones.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. All pupils are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good, but insufficient emphasis is placed on developing pupils as independent learners. Provision for spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school cares well for its pupils. Child protection procedures are very good and ensure pupils' welfare very well. Pupils' academic performance and personal development are well monitored. All teachers know their pupils well and accommodate their personal needs well in the classroom.

Very good use is made of the 'good book/bad book' in recording pupils' achievements and any minor misdemeanours. Teachers' planning identifies clear learning objectives and the curriculum is enhanced by visits, trips and visitors coming into the school. Good attention is paid to the health and safety of pupils. However, extra-curricular activities for the younger pupils in Years 3 and 4 are limited and the school has recognised this as an area to be addressed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of the headteacher, key staff and governors are good. All are committed to raising standards, but there is a weakness in honest and open communication between the headteacher/staff, some governors and a very small minority of parents. The headteacher acknowledges the need to address this issue. Monitoring and evaluation of the school's performance and taking effective action are very good. Coordinators fulfil their duties well, with the exception of ICT, where the scheme of work is not fully implemented and resources are inadequate.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and have good knowledge of the school's strengths and areas for improvement.
The school's evaluation of its performance	Very good. The headteacher and key staff have undertaken thorough audits of all areas of the curriculum and school life and use this information very well to prioritise targets on the school development plan.
The strategic use of resources	The school makes good use of all its resources and, with the continued progress in raising standards, improved teaching and good management, the school provides good value for money.

There is a weakness in that, as yet, effective communication systems have not been fully developed. This means that, in spite of all of the hard work of the headteacher, a small minority of parents and governors still feel that their contributions are not fully valued. The headteacher is rightly seeking ways of addressing this issue.

The school makes good use of its grants and resources and support staff are generally used effectively to support pupils' learning. The school uses the principles of best value when spending the budget and comparison, challenge, consultation and competition underpin spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• School has high expectations of work and behaviour.</li> <li>• Behaviour is very good.</li> <li>• School is effective.</li> <li>• Staff work very hard.</li> <li>• Children value their teachers.</li> <li>• The school prepares its pupils well for the next stage of education.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework set is inconsistent.</li> <li>• Insufficient after-school activities for the younger pupils.</li> <li>• School does not work closely with parents in keeping them informed about what is being covered in class and pupils' progress.</li> <li>• Higher attainers are not sufficiently challenged.</li> </ul>

Inspection evidence supports the positive views of parents and inspectors agree that pupils are well prepared for their next stage of education. Inspectors agree that the range of extra-curricular activities for younger pupils is less well developed than it is for older pupils, but that, overall, the school provides a balanced range of extra-curricular activities. Inspectors agree that there are occasions when higher

attainers are under-challenged. However, inspection findings show that the amount of homework set reflects the school's homework policy but that more guidance could possibly be given in relation to topic work. Inspectors feel that parents are sufficiently informed of their children's progress because there are three parents' meetings per year, reports are very detailed and parents can come into school to discuss their children's progress with the class teacher. Building works have limited large-scale meetings, but plans are underway to keep parents more informed of the literacy and numeracy hours.

Inspectors would like to reassure parents that their children are well looked after both pastorally and academically, that the headteacher has the best interests of staff, pupils and parents at heart, and that any decisions that are taken are for the benefit of the child. The school welcomes parents' views, but the headteacher has been in post 'officially' for only a relatively short period of time and has had many urgent priorities to contend with. The school is now in a more stable position to continue to work constructively with parents and the governing body.

## **PART B: COMMENTARY**

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

#### **Standards in English, mathematics and science are above national averages and the implementation of the literacy and numeracy hours is effective.**

1. Pupils are well prepared for their next stage of education. Standards in English, mathematics and science are above national averages and the implementation of literacy and numeracy is effective.
2. Pupils make good progress in English, mathematics and science by the time they leave the school. The majority of pupils, including those with special educational needs, have achieved as well as they can. Since 1997, there has been a gradual improvement in standards, culminating in standards being well above the national averages in comparison with all schools and above average in comparison with similar schools. Inspection findings show that this particular cohort of pupils inspected in Year 6 has an average attaining profile, based upon their prior achievement and there are fewer gifted and talented pupils identified than in previous years.
3. By the age of 11 in English, pupils have very good speaking and listening skills. Standards in reading are also above average. Standards in writing are average with several examples of above-average attainment. Pupils have a flair for words and use interesting vocabulary. In Year 6 when writing recipes for the millennium, pupils used a good range of descriptive vocabulary which showed their emotional literacy. For example, one child wrote: “mix sunshine and laughter with a sprinkle of hope and two spoonfuls of care and compassion, so that all people feel valued”. Pupils’ presentation of work is very neat and tidy. Work is dated, finished work is ruled off and all pupils take pride and care in ensuring that books are not dog-eared. However, pupils’ research skills, whilst satisfactory overall, could be better. The use of CD ROMs for personal study is underdeveloped.
4. In mathematics, pupils can do mental arithmetic with ease and speed. They have good problem-solving skills, use mathematical language well, but forms of mathematical presentation using ICT are underdeveloped. The application of number is very good and pupils use the rules of number to check results and estimate approximate solutions with a sense of the likely outcome. Pupils have good knowledge of shape, space and measure, but opportunities for using ICT to develop their knowledge of collecting, representing and interpreting data are less well developed due to the lack of computer software used in the classrooms.
5. By the end of Key Stage 2, pupils attain high standards in science. They have secure subject knowledge in how switches can be used to control electrical devices and that vibrations from sound sources can travel through a variety of materials. Literacy and numeracy is well implemented across the school. Teachers have good knowledge of the literacy and numeracy hours and plan their lessons well. In the literacy hour, appropriate emphasis is given to matching phonics to text level work and this contributes to the good progress that pupils make. In additional literacy support sessions, work is well planned and all pupils make good progress. Teachers give very good explanations in the numeracy hour and ask pupils to verbalise their thinking. This enables them to intervene appropriately in pupils’ learning and correct their mistakes.

**The quality of teaching is good, with examples of very good and excellent practice.**

6. The good quality of teaching has a strong impact on pupils' learning. Teachers plan well and set clear learning objectives for their pupils to follow. Teaching is founded on the very good relationships which have been established between staff and pupils. The opinions of pupils are respected and valued and, as a result, the quality of discourse in lessons is high, contributing significantly to pupils' knowledge and understanding. A positive feature of very good teaching is the very good management of pupils by the teachers. Teachers consistently expect that all pupils will give of their best and are very encouraging for pupils' attempts. Teachers teach the basic skills of literacy and numeracy well and this results in good gains in relation to pupils' acquiring both phonic and computational skills.
  
7. Assessment is thorough and teachers make good analysis of data in order to use it to inform future planning. The headteacher operates a very good tracking system of individual pupils' performances in order to provide extra support where this is needed. Teachers take great care to ensure that lessons are interesting and relevant and pupils with special educational needs are well supported. In an excellent literacy lesson in Year 4, the teacher had an avid passion for teaching poetry and skilfully taught pupils to make comparisons between a range of Robert Louis Stevenson's poems with particular reference to the way the poet used adjectives. When working with a group of pupils who started off writing a first attempt at a poem which began "I opened the curtains, I looked out of the window and went outside"; the teacher upgraded the pupils' language to "I saw snowflakes fluttering and falling on the crisp white ground." He then explained to pupils that there is no need to worry about using words that did not rhyme as long as a picture could be evoked in the reader's imagination. In this lesson, homework supported pupils' learning as pupils had previously studied work on Robert Louis Stevenson's poem "The Lamplighter". The teacher empowered the pupils as poets by saying "Do you realise that you are pulling this poem apart by analysing it and you can now write in the style of Robert Louis Stevenson?" In this lesson, pupils made very good progress because the teacher provided a climate of safety and security from within which pupils can learn. Teachers use targets effectively to move pupils on in their learning and this aids their personal development because they know that, for example, they need to improve their handwriting or to stay on task during the lesson. Teachers make good use of support staff and resources for maximum impact in lessons.

**Provision for pupils' spiritual, moral, social and cultural development is very good.**

8. The generally broad and balanced curriculum is well supported by very good provision for spiritual, moral, social and cultural development. Opportunities are provided for reflection and prayer and pupils are taught about values which surpass instant self-gratification. For example, in an assembly taken by the headteacher, pupils were asked to reflect upon the difference in emphasis on using the word 'love' to describe "I love chocolate" to "I love my parents". Appropriate reference was made to St Paul's letter to the Corinthians in which he explains the true meaning of love, which aided pupils' spiritual development. Pupils have visited many places of worship. The school is a harmonious community, based upon trusting and respectful relationships where pupils are valued. Pupils are taught to appreciate God's world, value the uniqueness of individuals and have a very good awareness of themselves. Pupils gain very good insights into their own responses and spiritual beliefs of their own and other cultures.
  
9. Pupils are encouraged to make moral decisions, such as taking part in the National Debate on the Environment and they reached the finals in the East Midlands Region. Pupils have raised money for Kosovan refugees, cancer sufferers and have recycled aluminium cans in an attempt to understand the need for looking after the environment. Pupils explore feelings and moral choices in assemblies and in the literacy hour they study a range of texts with moral messages. In science, pupils learn how scientific and technological developments can cause moral problems and

dilemmas and, through environmental education, pupils are taught to make moral decisions about looking after the world we live in.

10. Social development is actively encouraged through group work in classes, residential trips to the Isle of Wight or, particularly in Activity Week, such as visiting the Otter Haven and Owl Sanctuary, cycling on Peak Trial, and working with a sculptor. Pupils are taken to Pride Park to watch Derby County football matches. They sing carols at Meadowfields Practice, learn about rules in sporting and games' activities and learn how to share, take turns and participate in group work.
11. Pupils' cultural development is well enhanced through visits to places reflecting their own culture, such as Shughborough Hall, Staunton Harold Nature Reserve, and The Legion XIV visits to teach pupils about the Roman invasion of Britain. Pupils learn about a range of artists, including Rousseau and Picasso and have studied Kenya, the British Isles and Europe to understand that one human race has many cultural differences. Pupils use a range of multi-cultural instruments in their music lessons and listen to a range of multi-cultural music which enhances cultural and musical appreciation. The French club is well attended by the pupils and contributes positively to their awareness of European life.

#### **The school cares well for its pupils.**

12. All pupils are well known by their teachers, both pastorally and academically. Pupils' academic performance and personal development are well monitored, attendance and behaviour procedures are good and procedures for assessing pupils' attainment and progress are very good. Procedures for child protection and ensuring pupils' welfare are also very good. They are meticulously documented and contain clear indications of agencies involved and ensuring outcomes. All staff are aware of their usage.
13. Pupils who are under-achieving are very quickly recognised and appropriate plans are put in place to help them with their learning, such as additional literacy support. Pupils with special educational needs make good progress towards most of their individual education plan targets because they are well supported by support staff. The school works very hard at ensuring that full inclusion takes place and that pupils with special educational needs feel valued and play a very full part in the life of the school. Pupils with special educational needs are proud of the work they do and are keen to celebrate their achievements with the staff and their friends. The newly appointed coordinator for special educational needs has a good understanding of her role. Pupils' problems are identified early and the Code of Practice is fully implemented.

#### **The school works well with the majority of parents.**

14. The school values parents as true partners in their children's learning. The home/school link book has been effectively devised as a means for ensuring dialogue between parents and staff. Three parents' meetings are held each year and all parents are invited to lunch at the school. Newsletters are detailed and inform parents of what is happening in the school. However, a minority of parents would like further guidance on how best they can help their children when undertaking research for topic work. Reports for parents are very detailed and provided accurate information on both pupils' attainment and progress. Parents are invited to comment on their child's progress. The school has an effective home/school agreement which is adhered to. However, the school has not sufficiently informed parents of the Government's initiatives in relation to raising standards through literacy and numeracy. Whilst letters have been sent to parents, there has been little 'hands-on' experience to put this into practice.
15. Due to major building works, extra-curricular clubs have had to be curtailed. This has caused an

adverse reaction among parents who particularly want these clubs for their children. The headteacher and staff are looking at ways to introduce clubs on a rolling programme as this is a voluntary activity provided by the goodwill of the staff. Inspection findings show that there is a slight misconception between what the school offers its pupils and what parents' perceptions are of what is being offered. This is an area that has been rightly identified by the senior management team and governors to address and the school places a high emphasis on regarding parents as partners in their children's learning which is reflected in the home/school agreement. Inspection findings show that the school operates an open door policy where parents can come in and discuss their concerns with teachers. Inspection findings also show that the school ensures that the interests of the child are paramount and are at the centre of every decision that is made; parents should, therefore, have no concern regarding the academic and pastoral welfare of their children.

16. Parents are involved in the life of the school and plans are underway to undertake an audit of parents' skills so that their skills and expertise can be fully used across the curriculum.

**The leadership of the headteacher is good, a clear educational direction is given for the school and the staff work well as a team.**

17. The headteacher has only officially been in post for just under one year. Prior to that she executed her duties as the acting headteacher. The headteacher has successfully built a strong team spirit, developed the role of the coordinators and has established a clear educational direction for the school. She has promoted high standards and effective teaching and learning. She manages the school well and is ably supported by the chair of governors. She leads by example, takes responsibility and ensures that staff are appropriately trained to execute their duties. The school has a good system of appraisal which highlights appropriate areas for development and is linked to the budget. The headteacher ensures that performance targets are set for staff and these are reviewed regularly.
18. The headteacher effectively monitors and evaluates the school's performance, correctly identifies its strengths and weaknesses and takes effective action to secure improvements. This is evident in the way that management of change has been handled since pupil numbers have grown and the school has had to undergo major building works. Decisions on spending are linked to educational priorities and the principles of best value are appropriately applied in the school's use of its resources. The headteacher has a very caring disposition towards all individuals under her care and this is balanced with rigorous commitment to improving upon previous best performance. Very good monitoring is undertaken of pupils' academic performance and progress made. There are effective induction procedures in place for newly qualified staff and all staff work well as a team, helping and supporting one another. Year groups plan well together which ensures equality of opportunity for all pupils. Coordinators have generally taken a greater responsibility for standards in their subject since the previous inspection. They monitor and evaluate both the quality of teaching and pupils' achievements.
19. The good leadership and management of the school is a contributory factor to the high standards that pupils achieve.

**Pupils' attitudes to learning and their relationships and behaviour are very good.**

20. The school is an orderly community where sanctions and rewards are used appropriately. Pupils enjoy coming to school, they show enthusiasm in lessons and are very well behaved in and around the school. They are well motivated, interested and responsive. They take on responsibilities such as being monitors for putting chairs out in assembly and collecting hymn books. Pupils are aware of their targets for improvement and they confidently generate ideas and solve problems, such as in a Year 6 music lesson, deciding which instruments to use when adding texture to a



musical composition.

21. No incidents of bullying or aggressive behaviour were observed and the 'good book/bad book' is an effective method of recognising positive work and any minor misdemeanours. At the parents' meeting, several parents remarked that pupils are aware of punctuality and are reminded by their children to get them to school on time. Attendance rates are satisfactory and monitoring of attendance is accurate. The headteacher knows her pupils well and each child is valued for the uniqueness that they bring to the school community.
22. Relationships are very good between teachers and pupils and a climate of trust is established in the classroom; this has a positive effect on the standards that pupils achieve because they are not afraid to ask for help when they need it. Whilst there have been two fixed-term exclusions in the last year, these were related to emotional and behavioural problems.

## **WHAT COULD BE IMPROVED**

### **Raise attainment in ICT.**

23. Standards in ICT are below national expectations by the end of Key Stage 2. By the end of the key stage, pupils know how to send e-mails and are aware of the varying font scripts and sizes, but they do not know how to enter data to produce a variety of charts and graphs and do not use ICT to support the curriculum. Whilst the curriculum meets statutory requirements, the scheme of work has not been rigorously implemented throughout the school due to the lack of resources and the increase in class numbers. In addition, the continuing building works, have not made it possible for the school to set up a permanent ICT suite.
24. The school has rightly identified this as an area for improvement. There have been many contributory factors as to why standards are low, mainly related to the problems encountered by the building works, lack of software to match the range of computers and a lack of systematic implementation of the scheme of work to teach progressive knowledge, skills and their subsequent application to all areas of the curriculum. Whilst the coordinator has produced a detailed scheme of work, there has been a lack of systematic application with some teachers covering more work than others. This has resulted in an ad hoc approach to progressive skills' development. There is little evidence that pupils use the computers in any systematic way although several examples of word processing and graphic packages were seen. Not all teachers are sure as to how to make the best use of expertise that pupils bring from home and are not using ICT systematically to support work in other areas of the curriculum, such as English, mathematics, science and music. This results in pupils not being fully encouraged to develop appropriate skills and, therefore, use the computer for low-level work, for example, correcting spelling rather than drafting, altering font size, lay-out and presentation, when word processing. The coordinator does not fully execute his role and, at present, is focused on resourcing the subject rather than ensuring its application in the classroom. Plans are underway for in-service training for teachers who are less secure in its use.
25. At present there is no system for target setting in ICT and pupils' progress is not sufficiently monitored. Whilst all pupils have equal access to ICT and time is allocated for its use, there has been insufficient progress made in this subject since the previous inspection.

### **Pupils' independence in learning is not sufficiently well developed.**

26. There are occasions where insufficient opportunities are provided for pupils to develop their skills as independent learners. For example, when pupils are undertaking experiments in science, they do not have sufficient opportunity to record their findings in a variety of ways and generally use a teacher-made or commercially-produced worksheet to record their findings. There is a lack of

opportunity for pupils to use what they have learnt in the numeracy hour in relation to data handling to construct charts and enter data onto the computer. When planning experiments, pupils do not choose their own equipment and resources. This was seen in Year 4 when pupils were experimenting with sound vibrations and the teacher had prepared all the resources for them. This limited the pupils' potential to decide what evidence needed to be collected and in what ways it could be recorded. In considering evidence, pupils do not always make comparisons and identify trends in results, using a range of recording systems, say if evidence supports predictions or draw conclusions from using results.

27. In other subjects, such as history, geography, art and music, opportunities are missed for pupils to use CD ROMs and the library to carry out research and record their findings in a variety of ways other than copying information from books.

**Provide further challenge for higher attainers.**

28. There are isolated instances when gifted and talented pupils could be doing better in English, mathematics and science, even though the national test results show that these pupils are achieving well above national averages. There is a discrepancy between teacher assessments and test results in English, mathematics and science of 9 per cent, 11 per cent and 24 per cent respectively at Level 5. Whilst this lack of challenge is not widespread throughout the school, it is, nevertheless, an area which has been rightly identified by the headteacher and key staff as an area to be developed.
29. Insufficient opportunities are provided for pupils to use knowledge that they have gained at home or during extra tuition sessions. For example, the school has not undertaken a detailed audit of what ICT skills these pupils have learnt on their computers at home and, in music in Year 6, the instrumentalists were not given compositional work that would have built upon their prior attainment.

**Improve communication systems between the headteacher/staff, some governors and a very small minority of parents so that all are aware of each other's strengths and weaknesses.**

30. The school has unfortunately had to contend with a relationship problem historically generated due to previous management. Remnants of this unease have remained and are, on occasions, a stumbling block to the many positive and creative ideas generated by the governing body, parents and headteacher. For example, during the week of inspection there was little evidence to suggest that one governor's excellent suggestion on target setting had been acted upon. This type of expertise merits consideration and needs to be viewed as an added dimension to the many positive features of the school.
31. Communication systems at present are not as open and honest as they could be and it would be useful for the headteacher/staff to accept governors' proposals as a tool for improvement and not a personal criticism. Equally, it would be useful for governors and parents to recognise that the school staff are dedicated, hard-working, and do not shirk responsibility. Change can be effective only if it is introduced in a rational and systematic way and when effective partnerships are based upon trust, recognition and open communication. Further checking of each party's understanding of what has been proposed and agreed needs to be implemented.
32. During the parents' meeting, several parents expressed a concern that on transfer from the infant school, many pupils were anticipating a range of clubs, as identified in the school prospectus. This was not the case when pupils arrived at the school because the majority of the good provision of clubs was aimed at Years 5 and 6. The school has recognised this shortcoming, but building work has prevented these clubs from being fully developed due to rightly identified health

and safety risks. Whilst extra-curricular activities are based upon the goodwill of staff, it is not always possible for the same teachers who are running clubs to run other clubs alongside, due to supervision difficulties. The school is seeking ways of involving parents and outside agencies to help out with clubs.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

33. Further raise standards in ICT by:

- a. implementing the scheme of work across the whole school, ensuring that clear expectations are defined for each year group and pupils' knowledge gained at home is recognised to move them on in their learning;
- b. ensuring that all teachers are appropriately trained to use ICT effectively across the curriculum;
- c. ensuring that the coordinator monitors implementation of the scheme of work and its subsequent impact on standards.

(Refer to paragraphs 23, 24, 52)

34. Further develop pupils as independent learners by:

- a. developing scientific skills and processes in all forms of investigative work;
- b. ensuring that research skills are appropriately defined and implemented across the curriculum.

(Refer to paragraphs 26, 27)

35. Ensure that gifted and talented pupils are consistently challenged by:

- a. developing a policy for gifted and talented pupils;
- b. improving teachers' knowledge of the higher levels of the National Curriculum;
- c. identifying what knowledge, skills and understanding these pupils bring from home and ensuring that tasks set are appropriately matched to their needs.

(Refer to paragraphs 28, 29)

36. Establish effective communication systems so that the headteacher/staff, governors and parents can put their personal views aside and, together, work for the benefit of the pupils.

(Refer to paragraph numbers 30, 31, 32)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	28	43	24			

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	423
Number of full-time pupils eligible for free school meals	63

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	58

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	10

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	15

### *Attendance*

#### **Authorised absence**

	%
School data	4.9
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.7
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 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	52	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	32	33
	Girls	48	44	49
	Total	73	76	82
Percentage of pupils at NC level 4 or above	School	80	84	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	25	27
	Girls	44	40	43
	Total	72	65	70
Percentage of pupils at NC level 4 or above	School	79	71	77
	National	68	79	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	2
Indian	6
Pakistani	
Bangladeshi	
Chinese	4
White	368
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	28.5
Average class size	30.5

#### **Education support staff: Y3 – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	137

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*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	1999
	£
Total income	685,238
Total expenditure	653,711
Expenditure per pupil	1,651
Balance brought forward from previous year	29,451
Balance carried forward to next year	60,978

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	846
Number of questionnaires returned	164

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	1	0
My child is making good progress in school.	43	47	5	1	4
Behaviour in the school is good.	39	56	2	1	2
My child gets the right amount of work to do at home.	29	55	12	2	1
The teaching is good.	38	49	3	2	6
I am kept well informed about how my child is getting on.	26	48	15	8	2
I would feel comfortable about approaching the school with questions or a problem.	44	40	9	5	2
The school expects my child to work hard and achieve his or her best.	62	35	2	1	1
The school works closely with parents.	24	51	13	9	4
The school is well led and managed.	33	51	7	3	6
The school is helping my child become mature and responsible.	38	53	5	1	3
The school provides an interesting range of activities outside lessons.	27	42	15	9	7