

INSPECTION REPORT

ASHLEY DOWN JUNIOR SCHOOL

BRISTOL

BRISTOL

Unique reference number: 108910

Headteacher: Mrs J Hunt

Reporting inspector: Gloria Hitchcock
2535

Dates of inspection: 24/01/00-26/01/00

Inspection number: 188323

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Downend Road Horfield Bristol
Postcode:	BS7 9PD
Telephone number:	0117 9513025
Fax number:	0117 9513015
Appropriate authority:	Governing Body
Name of chair of governors:	Ms J Lewis
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Gloria Hitchcock	Registered inspector
Christine Murray-Watson	Lay inspector
Shirley Herring	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport SK8 1BB

Telephone 0161 282 2982

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

INFORMATION ABOUT THE SCHOOL

Ashley Down Junior School is situated in the suburb of Horfield on the north-eastern edge of the city of Bristol. It is described by parents and staff as being like 'a village school in the heart of the city' because of the close liaison with the local community. Pupils have a wide variety of social and educational backgrounds; when they start school there is a wide range of attainment, but overall attainment is below average. There were 256 pupils in the school at the time of the last inspection, which is similar to the present numbers; there are now 250 pupils taught in eight classes by 11 teachers, three of whom are part-time. The average class size is 31. Twenty per cent of pupils are eligible for free school meals, which is close to the national average. There are 27 pupils (11%) who speak English as an additional language, which is well above the national average; 45 pupils (18%) are from ethnic minorities, which is also well above the national average. Fifty two pupils (21%) are on the school's special educational needs register, which is close to the national average; eight pupils (3.2%) have statements of special educational needs, which is well above average.

HOW GOOD THE SCHOOL IS

Ashley Down Junior School is a good school where pupils achieve high standards within a caring, friendly and lively atmosphere. The teaching is predominantly good and often very good. The headteacher, governors, staff and parents work together effectively to achieve the school's aim to help pupils develop a respect for others and tolerance of other races, religions and ways of life. All children are valued and are given a wide range of opportunities for learning. The school has an average level of income and provides very good value for money.

What the school does well

- Standards in English, mathematics and science are high. They are especially strong in English, particularly in writing poetry.
- The teaching is good; high attaining pupils are challenged and those with special educational needs are supported well. Staff strive to do their best for all pupils.
- The headteacher is a very effective leader who has a clear idea of what the school should be; together with the staff and governors, she creates an atmosphere where expectations of success are high.
- The wide range of opportunities, both in school and outside school hours, provide excellent opportunities for pupils.
- There is a strong 'family' atmosphere, where individuals are valued and respected, which has a very good effect on the standards they achieve.

What could be improved

- In mathematics the pupils working just below the middle in each group are not always given work that helps them to improve sufficiently.
- The oral part of numeracy lessons often lacks pace and challenge, and does not improve pupils' numeracy skills sufficiently nor make the sessions sufficient fun.
- The quantity and quality of books in the library and for general classroom use are poor.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in May 1996 judged Ashley Down Junior to be a developing school where much had been achieved. The quality of education and the leadership and management were good overall, but standards required some improvement, with standards average in English, but below average in mathematics and science. The school has tackled all the key issues in the last inspection effectively and made good improvements; standards have risen each year, partly as a result of improved teaching, partly because subject guidance and teachers' planning has improved and partly because the introduction of the literacy and numeracy strategies has had a good effect. There is now a clear set of guidelines in place for staff and pupils. Provision for information and communication technology has been improved and a new suite of computers installed. Together with staff training this means that standards have now risen so that they are what can be expected for pupils of a similar age. The key issues for action in the last report have been tackled effectively, the headteacher has a clear idea of what needs to be done next and the school is well placed to continue to improve.

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	A	A	A
mathematics	C	C	B	A
science	D	C	B	B

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

This set of results shows that standards have risen steadily over the last three years so that standards are well above the national average in English and above average in mathematics and science. Around a third of pupils achieved a level higher than that expected of 11 year olds, which was well above average in English and mathematics and above average in science. This is because the high attaining pupils are challenged very well. An unusual feature of the results is that although a high proportion of pupils reached the higher levels in mathematics, with a small number reaching levels expected of secondary pupils, the proportion reaching the level expected of 11 year olds was below average. This reflects that fact that a significant proportion did not quite reach the expected level in mathematics, although they did in English. Given the number of pupils with special educational needs this is a very good set of results and shows the good progress made by pupils with special educational needs. It also shows the very good progress of all pupils, when these results are compared with the fact that when pupils enter the school at the age of seven, attainment overall is below average. The work pupils were doing during the inspection confirmed these standards. The school is making good progress towards its targets for 2001. Pupils work in English is a particular strength of the school and they write imaginative and striking poetry well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They enjoy coming to school, and rise to the challenges the school sets for them.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They behave responsibly both in class and in the crowded playground. A minority of pupils who have difficulty in behaving well, respond positively to the school's clear discipline policy.
Personal development and relationships	Very good. There are wide range of opportunities for taking responsibility and pupils gain increasing confidence as they move through the school.
Attendance	Good. Pupils are keen to come to school, even when they do not feel well.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	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.

The teaching in the school is very good overall and has a very positive impact on pupils' learning. In 65% of lessons it was at least good and in 22% of lessons seen it was very good, with excellent teaching in 8% of these lessons. Thirty three per cent of the teaching was satisfactory and there was no unsatisfactory teaching, which is an improvement since the last inspection. The teaching of English, including reading and writing, is very good. Teachers' love of the subject shines through and the highly effective support offered to pupils with special educational needs as well as high attaining pupils plays a significant part in the very good standards achieved. Pupils respond well and rise to the challenge their teachers set. A special reason for pupils' very good attitudes to learning is due largely to the respect that teachers show to individuals, which means that they are confident and are not afraid to 'have a go' at solving a challenge. Teaching in mathematics is good overall; basic skills are taught well, and high attaining pupils and those with special educational needs are challenged and supported effectively. Two comparative weaknesses are the oral section at the start of numeracy lessons, which often does not have sufficient pace, and the fact that the pupils working slightly below the middle of the group in lessons, do not always have work geared sufficiently close to their level of achievement. Pupils are extremely hard working and respond to their teachers' very high expectations of success by doing their best at all times. Teachers' management of pupils is exceptionally good and is reflected in the fact that although there are a number of pupils with behavioural difficulties, lessons are rarely disrupted. Teachers celebrate the success of all pupils, which has a positive effect on the learning of pupils with special educational needs, with English as an additional language and with the high attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to the pupils in this school. The wide range of extra-curricular activities and educational visits extends pupils' learning. They are very popular and well supported by pupils.
Provision for pupils with special educational needs	The school supports pupils with special educational needs very well. The careful attention to the specific needs of each pupil means that they make very good progress.
Provision for pupils with English as an additional language	Good, with well thought out structure of support both in class and when pupils are withdrawn from lessons for extra help. Pupils become increasingly confident in using English, even in front of large groups such as whole school assemblies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' social and moral development is a particular strength. This is reflected in the positive atmosphere of the school, where respect for individuals is considered important. Pupils develop a mature understanding of their own responsibilities. All cultures are valued within the school.
How well the school cares for its pupils	Very well. Pupils are well looked after and an example of the thought given to pupils' welfare is the successful lunchtime club where pupils can participate in a range of purposeful activities in the care of a trained adult.

The school provides a wide range of opportunities for pupils, such as residential visits to the Isle of Wight and to Cornwall and clubs and activities out of school hours. This has a very positive effect on pupils' learning. For example, in the gymnastics club pupils strive to achieve higher standards than they reach in lessons, to improve their performance further. Staff are very aware of the specific requirements of pupils with special educational needs and those with English as an additional language and gear activities to support and challenge these pupils effectively, as when one pupil with emotional difficulties was guided skilfully towards joining in with others during a lunchtime activity. A strength in the school's provision is the teaching of English, which encourages a love of reading and writing in the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher has a very clear view of what the school should be like and how to achieve it; this has a major effect on the positive atmosphere of the school. The new structure for the senior management team, with two senior teachers and no deputy head, is working effectively.
How well the governors fulfil their responsibilities	The governors are committed to the school and perform their duties well. The chair of governors visits the school weekly to discuss policy issues and this has a good effect on the united efforts of pupils and staff.
The school's evaluation of its performance	The school has identified areas for improvement and has tackled them successfully. This is already having a positive impact on raising standards.
The strategic use of resources	Good. The money, time and people available to the school are used efficiently, including the cramped playground and limited space available in the school. The library facilities are not good enough, but the school is working hard to improve them.

A particular strength of the leadership and management is the very good atmosphere created by the headteacher and supported by the whole school community. This makes a significant contribution to the high standards pupils reach and the progress they make as they move through the school. The headteacher has a very clear picture of the strengths and weaknesses in the school. The school applies the principles of 'best value' well and provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like coming to school. • Behaviour is good. • The school helps pupils to become responsible individuals. • The range of activities. • The school expects pupils to work hard and do their best. 	<ul style="list-style-type: none"> • The amount of homework. Some parents want more homework and some want less.

The inspection team agrees with the parents' positive comments. The amount of homework required is consistent with the government's.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are higher than average. They are especially strong in English, particularly in writing poetry.

1. The results in the 1999 national tests for 11 year olds, at the end of Key Stage 2, were well above average in English and above average in mathematics and science, including a few pupils who achieved levels expected of secondary school pupils. These standards were confirmed by looking at lessons and at work in pupils' books during the inspection. This positive picture is a considerable improvement since the last inspection. Standards have risen as a result of:
 - the school's careful attention to the areas for improvement identified in the last report;
 - a closer analysis of results to discover where pupils were not doing as well as they should;
 - the introduction of the national literacy and numeracy strategies. The numeracy strategy is still in the early stages of development, but the literacy strategy has been particularly successful in raising standards in English. This is not the only reason, as the school has a history of strength in English which, together with the very good teaching, results in pupils being challenged to achieve their very best.

2. Another reason for the improvement in overall standards is the outcome of the good support for pupils with special educational needs and those who speak English as an additional language. This means that the great majority of pupils achieve at least Level 3, which is lower than that expected for 11 year olds, but a significant improvement on the starting point of many when they start at the school. An anomaly in the mathematics results is that although, when taking the average of scores of all pupils standards are above average, the proportion gaining Level 4 and above (the level expected of 11 year olds) was below average, the proportion gaining higher than expected Levels 5 and 6 was well above average. This shows that the school is doing well for the higher attaining pupils and for those with special educational needs, but could improve still further if more of those in the slightly below average attainment band could achieve slightly more. The school has already identified this point and has taken positive steps such as teaching pupils in groups with others working at about the same level. An unusual feature of the school's results is that boys do slightly better than girls in all three subjects, but particularly in English. The school attributes this partly to the fact that stereotypes are actively discouraged in the school, for example male teachers lead in drama and poetry as well as taking the football club, so boys as well as girls willingly participate in all aspects of school life. Standards in religious education have been maintained since the last inspection and are average; information technology standards have improved from below average to average.

3. The extent of improvement in what pupils achieve at the end of Key Stage 2 in Year 6 in comparison with when they enter the school at seven is a strong feature of the school and overall standards move from below average at the age of seven to above average at the age of 11, which is a significant gain. As well as the reasons for success given above, pupils make such good progress partly because they are given a good grounding in the basic skills of reading, writing and mathematics in Years 3 and 4. Another reason is that the teachers' very high expectations breed an expectation that pupils can and will succeed, which has a very positive effect on the standards they achieve. It is a tribute to the teachers and pupils that they achieve such high standards in English when, even though there are plenty of good books that were bought for the literacy strategy, books for the library and general classroom use are inadequate, as they are old and often in poor condition.

4. Teachers consciously encourage pupils in the skills of speaking and provide many opportunities for them to speak to groups, the class and the whole school in assembly. By the time they are 11 at the end of Key Stage 2, pupils handle complex vocabulary and express their ideas confidently in a range of different settings, as when one Year 6 class wrote their own account in the style of David Attenborough's 'Life on Earth', using a range of different sentence construction to convey different messages and moods.
5. High standards in writing poetry are a particular feature of the school. This is partly due to the long tradition of a love of English inherent in the school, and partly to the co-ordinator's passion for poetry. For example one Year 6 pupil who had not previously communicated a great deal wrote a deeply moving poem after being shown a picture painted by Mondrian, including images such as 'Trapped and caught in the glass, freezing body turning blue, like a statue looking, trapped, as if to say 'help me'. Year 4 pupils put together a class book of individual poems showing considerable insight and the ability to express their feelings in poetry.

The teaching is good; high attaining pupils are given demanding work that matches with their capabilities and those with special educational needs are supported well. Staff strive to do their best for all pupils.

6. A feature of the teaching in the school is the teachers' commitment to the pupils and their determination to do the best possible for them. They give of their own time freely, for example one senior member of staff said ' We don't find the extra time tiring, it energises us for the classroom work'. This commitment is also evident in lessons, where teachers plan carefully to support pupils of all abilities. One of the main reasons for the high standards in English, mathematics and science is the fact that although many staff have been in the school for a very long time, they are still determined to make a success of new initiatives. For example the literacy and numeracy strategies have been implemented effectively, although the literacy strategy is stronger at the present time as it is in its second year and staff have had more time to evaluate what works best. Teaching is better in English than mathematics and this is reflected in the slightly higher test results. The other main reason for the high proportion of pupils reaching levels above what is expected for their age, is the very high expectations of success that are constantly reinforced by teachers. For example one teacher in Year 6 inspired pupils working on poems with the belief that they would succeed, saying 'Now you have reached such good standards of literacy we can go on today to produce work that you can be really proud of and the school can be proud'. This has a marked effect on pupils' attitudes to learning and the good progress they achieve.
7. There are examples of very good teaching throughout the school, where pupils are challenged to do better, as when one lower attaining pupil asked where 'Frome' was after reading a limerick containing the town's name. He was not given the answer, but challenged to find out and tell the teacher the next day – another pupil said 'That's the point of learning!' Pupils with special educational needs and those who speak English as an additional language are supported very effectively. There are good plans with individual targets for each pupil and the help they receive in class, in groups and individually is very effective. This is demonstrated by the good national test results that indicate the impressive progress made by these pupils.

8. The highest attaining pupils are supported extremely well, which is a major reason for the high proportion of pupils achieving levels above those expected for eleven-year-olds in the national tests. A few even achieved Level 6 in 1999, which is a level expected of secondary school pupils. This is partly due to pupils' very good attitudes to learning and determination to do well, but mainly to the high level of challenge they receive. For example pupils in a top group Year 6 lesson were expected to work on complex sentence structures when studying non-chronological writing. They found it difficult, but the teacher's well directed questions helped them find their way through to a successful conclusion and had a very positive impact on their learning; at no point were pupils daunted by the task, but were given the confidence to believe that they would inevitably succeed and their work led them into a mature discussion about urban and rural issues. In mathematics, although high attaining pupils and those with special educational needs are catered for well, teachers do not always plan sufficiently specifically for those just below the middle of each group. This happens in top groups as well as lower attaining groups and is something which, if improved, could raise the standards in mathematics further. Teachers and support staff work effectively together, which has a positive impact on pupils' learning. Teachers bring out the best in pupils and the good relationships with pupils is mirrored in the strong sense of teamwork amongst staff, who work together to help each other conquer new developments. This all contributes to the strong community atmosphere within the school.
9. Teachers manage pupils very well; this has a positive effect on their learning. One of the rules is that each child has the right to learn, which means that others do not interfere with their learning. Pupils are frequently reminded of this rule at the start of lessons, and it is necessary as a minority of pupils find it difficult to concentrate and have behaviour problems. The behaviour policy, which has been developed since the last inspection, is implemented consistently throughout the school; this shows considerable improvement since the last inspection. Staff support pupils sensitively in managing their own behaviour. For example in one Year 4 lesson where pupils became excited at the end of an activity the quiet 'Thank you John, you're ready to move on' to one well behaved pupil had the effect of bringing the rest of the class to order swiftly. In addition to the technical competence of teachers, a recurring theme of staff was 'This is a wonderful school to work in, I love it here'.

The headteacher is a very effective leader who has a clear idea of what the school should be; together with the staff and governors, she creates an atmosphere where expectations of success are high.

10. The aims of the school are reflected in its everyday life and make a strong contribution to standards. The headteacher has a very clear view of what the school should be and has effectively created an atmosphere where staff, governors, pupils and parents pull together for the good of the school. Central to this deceptively simple approach is the belief, shared by the whole school, that each individual matters and should be respected. The effects are evident in the way pupils increase in confidence and improve the standards of work they produce, as they move up through the school. Pupils, too, know the part that they must play, and take increasing responsibility for themselves and for contributing to the whole school community. For example Year 6 pupils are completely independent in managing equipment and resources for assembly and all older pupils are effectively encouraged to be kind to younger ones. Two Year 3 pupils said 'There are all these big people in the playground and we're only small. Still they are kind to us'. All pupils have equal access to the excellent opportunities the school provides.

11. A good example of the headteacher's leadership is the new and effective management structure that was introduced recently; there are now two senior teachers with clear responsibilities who share the work of a deputy head. The governors took careful steps to evaluate the implications of this departure from tradition before approving it; this reflects their involvement in and knowledge of the school. Although it is early days it is clear that the energy and dynamics of the people involved, as well as the clear structure, are having a positive effect on pupils' life in school.
12. At the time of the last inspection standards in information and communication technology (ICT) were below average and the subject did not meet legal requirements. Clear decisions were taken to put this right and the ICT co-ordinator and headteacher have worked effectively to improve the school's provision. This has included obtaining a suite of ten computers at a very low price and ensuring that pupils experience a good range of ICT activities, for example drafting English work and recording results of scientific investigations. As a result standards are improving and now match those expected for pupils of a similar age.

The wide range of activities, both in school and outside school hours, provide excellent opportunities for pupils.

13. The headteacher and staff are anxious that, as well as literacy and numeracy, pupils continue to have a rich diet of opportunities for learning both in school and outside school. They are successful in providing a wide range of activities that are supported strongly by the pupils. For example, the football club is so popular with boys and girls, that it needs three teachers to lead the sessions. The gymnastics club is almost as popular and the range of other activities including chess, netball, drama and recorders give all pupils the chance of taking part in a club if they wish. There is an added bonus, in the increased self-confidence and self-discipline of pupils who take part in these activities. Pupils do their best in all activities, which is illustrated in the fact that the school has been highly successful in the local football league, despite only having a sloping, concrete playground on which to practise. All teachers are involved in activities outside school hours and their commitment is reflected in their recent negotiation of the local Bristol Rovers reserve ground on which to play their future matches.
14. Educational visits and residential experiences also make a significant contribution to pupils' social and personal development. For example, the school noted the striking improvement in Year 6 pupils' self-confidence and social development after their week in Cornwall. As a result an extra residential experience was introduced. Now pupils in Year 5 visit the Isle of Wight, and gain increased confidence at an earlier age, after living and working alongside others. In addition day visits to places of interest enrich pupils' learning in school. For example, pupils in Year 4 produced interesting accounts of their visit to Penhow Castle, with comments ranging from 'The first part of Penhow Castle was built in Norman times and is the oldest castle in Wales that is still lived in' to the fact that the present owner was only 24 when he bought it. Both pupils and teachers enjoy these activities and they get to know each other well. They make a positive contribution to pupils' personal development and also help them to develop communication skills that have a positive effect on their learning in school.

There is a strong 'family' atmosphere, where individuals are valued and respected, which has a very good effect on the standards they achieve.

15. The school is characterised by a strong 'family' atmosphere. Pupils come from an unusually wide range of social, cultural and ethnic backgrounds and the strong sense of community within the school is striking. This does not happen by accident; it is mainly a result of the headteacher, staff and governors putting into practice their belief that every child matters and should be valued for what they bring to the school. One example of this was in an assembly led by pupils who speak English as an additional language. The sense of wonder at a boy who, two years earlier had spoken two other languages but no English, and can now read confidently and clearly in assembly, was celebrated by the headteacher and drew spontaneous applause from the pupils. Respect for individuals is practised by adults and encouraged amongst the pupils, so that pupils of different social and ethnic backgrounds play together happily. It is also evident in the care the school takes to provide individual support tailored to the needs, whether behavioural, social or academic of the pupils.

16. The sense of community was evident in the comments made by parents before the inspection. It is strengthened by the close links teachers have in the community, where many of them have lived for a number of years. This was valued by staff and parents.

WHAT COULD BE IMPROVED

In mathematics the pupils working just below the middle in each group are not always given work that helps them to improve sufficiently.

17. The results of the national tests for 11 year olds at the end of Key Stage 2 show that standards in mathematics are well above average, but are not as high as those in English. After analysing the results the headteacher and senior management team organised the teaching into groups, where pupils are taught alongside others working at about the same level. This has had a good effect on pupils' progress, but it could still be improved further by raising the standards of the pupils working just below the middle in each group.
18. The teaching overall is good and is often very good. However it could be even better if the planning in mathematics focused more sharply on the needs of the pupils working slightly below the middle in each lesson. Teachers plan very well for those with special educational needs and for the most able, which is demonstrated by the proportion of pupils who achieve high grades in the national tests. The school has gone a long way towards helping the slightly below average pupils by introducing groups where pupils are taught with others working at roughly the same level. However, even within these groups there is a need to identify more clearly the work needed to help this the slightly below average within the group. With some fine-tuning of planning, standards should improve further. This is the case even in some top groups.

The oral part of numeracy lessons often lacks pace and challenge, and does not improve pupils' numeracy skills sufficiently nor make the sessions sufficient fun.

19. Teachers have implemented the numeracy strategy conscientiously and work hard to ensure that pupils make good progress. However the first part of many lessons, where the work is oral, often does not have sufficient pace and challenge to keep the pupils on their toes. Pupils are almost always keen and eager to answer questions but too often the activities are somewhat laboured, as in one lesson where pupils were asked to write down answers and mark each other's work.
20. The headteacher and senior staff have already identified the need for further training in mathematics and teachers are anxious to develop their skills in the numeracy lessons. A focus on strategies for making the oral part of the lesson brisk and fun, so that pupils improve their ability to manipulate numbers mentally, should help to raise standards in this aspect of mathematics.

The quantity and quality of books in the library and for general classroom use are poor.

21. The school has invested well in a good range of books to support work in the literacy hour. This has a positive effect on the quality of pupils' learning and the high standards they achieve. Pupils love books and make the most of those available, as when one Year 6 pupil said 'I'm always reading – my mum can't get my head out of a book at home'.
22. However, books for the library and for general use within classrooms are inadequate. Many are old and in poor condition, and are not inviting for pupils to use. It is a credit to the skills of the teachers and the attitudes to learning of the pupils that they achieve such high standards in the light of this poor book provision. Both the quantity and the quality of library books and classroom books should be improved and old books in poor condition removed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school should now:

- (1) Sharpen the focus of planning in mathematics for the pupils working just below the middle in each group so that work is closely geared to helping them move forward.
- (2) Adopt a consistent, whole school approach to the oral element at the start of numeracy lessons to ensure greater pace and challenge, improve pupils' number skills and make the sessions more fun.
- (3) Improve the quantity and quality of books for library and general classroom use.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8.3	16.7	41.7	33.3	0	0	0

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

Pupils on the school's roll	Nursery	Y3 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		250
Number of full-time pupils eligible for free school meals		50

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y7
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		52

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

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	35	29	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	25	30
	Girls	22	17	22
	Total	50	42	52
Percentage of pupils At NC level 4 or above	School	78	66	81
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	30
	Girls	25	23	25
	Total	54	53	55
Percentage of pupils At NC level 4 or above	School	84	83	86
	National	62	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	21
Black – African heritage	1
Black – other	3
Indian	8
Pakistani	2
Bangladeshi	2
Chinese	4
White	205
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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.

Teachers and classes

Qualified teachers and classes: Y3 – Y7

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: Y3 – Y7

Total number of education support staff	5
Total aggregate hours worked per week	112.25

Financial information

Financial year	1999
----------------	------

	£
Total income	371,470
Total expenditure	388,964
Expenditure per pupil	1,555
Balance brought forward from previous year	22,286
Balance carried forward to next year	4,792

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	64	30	6	0	0
Behaviour in the school is good.	42	55	2	0	2
My child gets the right amount of work to do at home.	38	38	13	8	4
The teaching is good.	55	42	4	0	0
I am kept well informed about how my child is getting on.	43	53	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	2	0
The school expects my child to work hard and achieve his or her best.	55	40	6	0	0
The school works closely with parents.	38	51	11	0	0
The school is well led and managed.	51	38	6	4	2
The school is helping my child become mature and responsible.	53	42	2	0	4
The school provides an interesting range of activities outside lessons.	70	26	2	0	2

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%