

INSPECTION REPORT

HILLSGROVE PRIMARY SCHOOL

Welling, Bexley

LEA area: Bexley

Unique reference number: 101408

Headteacher: Mrs D V Spooncer

Reporting inspector: David Welsh
10992

Dates of inspection: 15 – 16 February 2000

Inspection number: 188585

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Raggett
Date of previous inspection:	17 – 21 June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hillsgrove Primary School is situated in the town of Welling in the London Borough of Bexley. The school is larger than most and is fully subscribed. There are 494 pupils who attend full-time and 52 pupils who attend part-time in the nursery. Most pupils live in the immediate neighbourhood.

English is the first language for most pupils but other languages spoken are Punjabi, Gujarati, Greek and Chinese. The number of pupils who learn English as an additional language (18) has increased since the last inspection and is slightly higher than the national average. The number of pupils on the register for Special Educational Needs (66) is below the national average but the number with Statements of Special Educational Need (7) is in line with the national average. The number of pupils eligible for free school meals is 45, a little below the national average. The school admits pupils from the whole range of ability and, overall, standards of attainment on entry to the reception classes are towards the lower end of average.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. The school has continued to improve in many aspects since the last inspection and its strengths greatly outweigh its weaknesses. Strong leadership ensures the school is effective, with pupils at the age of eleven attaining standards above the national average in English, mathematics and science. The school gives very good value for money.

What the school does well

- Leadership and management by the headteacher is outstanding. She is very well supported by the deputy headteacher, who plays a strong strategic role, staff and governors.
- The school promotes high standards of behaviour and personal development.
- Teaching is mostly good, and in Years 5 and 6 it is often very good and excellent.
- High standards in English, mathematics and science have been maintained.
- Provision for pupils in the nursery is good.
- The display of pupils' work is very good and reflects the high standards achieved throughout the curriculum.

What could be improved

- Standards in information and communication technology are not high enough.
- Parents do not receive sufficient information about their child's progress or the homework set.
- Time is not always used to full advantage in the infant classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected, in June 1996, Hillsgrove was found to provide a very good education for its pupils although there were strengths and weaknesses. The school has maintained its high standards in English, mathematics and science and initiated improvements in other areas. All the action points from the last inspection have been tackled well and the improvement in the provision of early years education and design technology is very good. Other improvements include better staffing, improved teaching strategies, refined programmes to monitor teaching and a greater involvement of parents in understanding curriculum initiatives, such as literacy and numeracy. The school continues to seek to improve and has identified further areas for development; for example, the information and communication technology suite.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	B	B
mathematics	A	A	B	B
science	A	A	A	A

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

Most of the children under five in the nursery and reception classes achieve what is normally expected for their age in language and in numeracy. At seven years of age, standards in reading are above average and in writing, mathematics and science they are average. By the age of eleven, standards in reading and science are well above the average. In English, overall, and in mathematics they are above the average. Although the test results in English and mathematics appear not to be quite so good in 1999, the number of pupils attaining above-average levels in English and mathematics was above the national average. Also, the school's performance in English is only just below the higher category in comparison with all schools and with those that are similar in nature. Over the past four years the school's results in English and science have been well above the national average and in mathematics above the national average. In 1997, the results in English were particularly high. In conjunction with the Local Education Authority, the school has set itself targets for English and mathematics for the past two years and achieved them. Realistic targets to maintain the high standards are in place for the year 2000 and the school expects to meet these. Standards of work in nearly all areas of the curriculum are at least in line with those expected of pupils aged eleven, although standards are not high enough in information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and they are keen to learn. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in nearly all lessons is very good. Pupils move around the school in an orderly manner and they play well together in the playground.
Personal development and relationships	Personal development is good, overall, and improves as the pupils move through the school. Older pupils are keen to help younger pupils and relationships throughout the school are good.
Attendance	Attendance is good and most pupils arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.

Most of the teaching in the school is good. In 91 per cent of what was seen, the teaching was at least satisfactory and in 62 per cent the teaching ranged between good, very good and excellent. Nine per cent of the teaching seen was unsatisfactory, as pupils did not learn enough. The teaching of English, including reading and writing, is good throughout the school. The teaching of mathematics, including numeracy, is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching in Years 5 and 6 is always at least good and often it is very good or excellent. Teachers have clear learning objectives, which they share with their pupils and pupils are encouraged to assess their own learning effectively. Teachers make very good use of other adults and especially the teaching support assistants, who provide good support to individuals and small groups of pupils. Except where teaching is unsatisfactory, the needs of all pupils are met, including those with special educational needs and those who learn English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All subjects of the National Curriculum are given due emphasis. Pupils benefit from visits and visitors, although there has been no opportunity for pupils to benefit from a residential experience in recent years. Extra-curricular provision is just satisfactory.
Provision for pupils with special educational needs	Good. Pupils are well-supported in their learning. The additional adults employed by the school work in close co-operation with teachers and make a significant contribution to pupils' learning.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal including spiritual, moral, social and cultural, development	Good role models of staff and very clear codes of behaviour and conduct ensure that pupils develop a mature understanding of their moral and social responsibilities. Very good provision is made for spiritual development in most assemblies but because teachers do not always make full use of opportunities this is not maintained in lessons. Good provision is made for pupils to appreciate cultural traditions.
How well the school cares for its pupils	Good procedures are in place to ensure the health and safety of the pupils. Staff know the pupils well and take a strong interest in their welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and management. She is very well supported by the deputy headteacher, who plays a strong role in the strategic management of the school. Other members of staff and the governors fully support the headteacher.
How well the governors fulfil their responsibilities	Governors are aware of their statutory responsibilities and carry them out effectively. They take considerable interest in the school's business and ensure that the school makes the best use of its financial resources.
The school's evaluation of its performance	Very good in analysing the overall strengths and weaknesses of the school and in using data to decide what improvements are needed. The procedures for monitoring teaching, which include targets for improvement, are very good.
The strategic use of resources	Very good use is made of all staff, of material resources and the building. Teachers at Key Stage 2 use time efficiently but this is not always the case at Key Stage 1.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress in school. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • Children are expected to work hard and achieve their best. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The policy concerning homework is not clear to the parents. They receive insufficient information on a daily basis at Key Stage 2. • Insufficient information is given about how their child is progressing in the first part of the year. • More after-school activities. • Opportunities to make suggestions for improvements at the school. • Prior notification of which teacher their child will be with the following September.

The inspection team agrees with both the strengths and the weaknesses identified by the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management by the headteacher is outstanding. She is very well supported by the deputy headteacher, who plays a strong strategic role, staff and governors.

1. The headteacher has a clear vision for the school. She wants it to be successful for its academic results and for producing pupils who can relate well to others, whatever their background, and contribute fully to their local community and beyond. The aims of the school are reflected in its everyday life and they make a strong contribution to high standards. The Hillsgrove Community Contract is displayed in all classes and around the communal areas and its implementation contributes significantly to the positive ethos in the school. The headteacher and deputy head work well together. They lead by example and ensure that staff and pupils play their part in fulfilling the contract. They are to be seen around the school throughout the day supporting staff and pupils. Delegation is effective. The deputy headteacher is a very good manager. She carries out her responsibility well for the overall organisation and development of the curriculum. This includes a strong programme of staff development for teachers and teaching support assistants, which has a significant impact on the quality of pupils' learning. The co-ordinators make a significant contribution to developments through the identification of strengths and weaknesses of the school. They are expected to plan and implement appropriate developments and to monitor and evaluate their areas of responsibility. The headteacher holds regular briefings with the senior management team and with staff in general which keep her well-informed. The school analyses its test results from the pupils' entry into school at the age of five through to the standard assessment tests in Year 6. It regularly reviews the progress of pupils and sets its own targets for individuals. The headteacher is fully aware of the school's strengths and weaknesses and is constantly seeking to improve the education provided. She knows all the pupils as individuals and monitors their progress in reading closely.
2. An example of improvement in the school as a result of the headteacher's leadership and management is the manner in which the school monitors teaching and learning. A finding in the last inspection was that there was not sufficient clarity in the criteria underpinning the monitoring of teaching. There is a structured programme of classroom observations in place, which mainly concentrates on the teaching of English, mathematics and science. Clear criteria are set upon which judgements are made. These have included teachers' planning and the learning in the group on which the teacher focuses most. Strengths and weaknesses are identified and from these, targets are set for teachers to improve their practice. This has had a positive effect on the quality of teaching, especially where teachers have been newly appointed to the school. In addition to the headteacher and deputy head, key members of staff, such as the co-ordinators for English, mathematics and science, monitor teaching and this is good for their professional development as well as for the teachers they support.
3. The headteacher is well supported by governors, who take a keen interest in the business of the school. Although they have no structured programme of visits to see the school in action or to monitor and evaluate initiatives, there are several governors who are regularly in school. They visit assemblies, which are led by the pupils and to which parents are invited. They take an interest in recent initiatives, such as the literacy and numeracy strategies, and visit lessons. They attend in-service sessions and are kept up-to-date with full reports from the headteacher and other staff. Two governors with strong expertise in information and communication technology have assisted in setting up the new suite and provided advice on appropriate hardware and software. They are in school regularly to support teachers. Governors ask searching questions concerning standards and they are keen to ensure that the school makes the best use of its physical and financial resources. They have their own business plan, which helps them to evaluate their own effectiveness.

The school promotes high standards of behaviour and personal development

4. When the children enter the school at the age of four, the base-line assessment indicates that their personal and social skills are below average. By the time they leave the school in Year 6 they are good and often very good. The school has very clear expectations of its pupils as set out in the Hillsgrove Community Contract and the pupils are expected to adhere to the "Code of Behaviour". The school's aim is to encourage self-discipline.
5. Teachers have high expectations of pupils concerning behaviour and attitudes to work. They have regular procedures, for example, at registration, so that pupils know what is expected of them. Pupils are encouraged to take responsibility from an early age; for example, returning the registers to the office and carrying out tasks in the classroom. Pupils are given more opportunities to take responsibility as they move through the school and it is noticeable how the older pupils care for the younger ones, for example, in the dining hall. Pupils are keen to participate in charitable events but as yet they have no opportunity to take responsibility through a school council.
6. Behaviour is good in classrooms and around the school. Pupils are polite to adults and to one another. In most classrooms there is a quiet working atmosphere in which the pupils concentrate well on their work. Relationships are good across the school and the pupils play together well in the playground. Pupils show an interest in school life by participating in activities such as assemblies, end of year performances and extra-curricular activities. They are enthusiastic to respond to the teachers' questions in class and they are sufficiently confident to demonstrate their knowledge to others by explaining how they arrived at their answers and sometimes showing their working out on the board for all to see. They make their own suggestions in class discussions and they pose questions for others to discuss. They work well on their own, in pairs and in small groups. Most pupils are conscientious about completing their homework.

Teaching is mostly good and in Years 5 and 6 it is often very good and excellent

7. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping the pupils carefully and deciding how to assess what the pupils learn. Teachers ensure that support staff are fully aware of the aims of the lessons and provide helpful notes to guide their work with groups of pupils or individuals. Support staff and other adults are used effectively and they make an important contribution to pupils' learning. Evaluations of lessons are regularly completed.
8. In the very good lessons in Year 6, teachers share the learning objectives with the pupils and they encourage pupils to reflect on the ways in which they learn. In the mental arithmetic session, good questioning makes pupils think and they are asked to explain to the rest of the class, for example, how they worked out double 36 and half of 144. This helps other pupils to understand that there are different methods for finding answers. The teacher makes good use of resources to help pupils understand the differences between acute, obtuse and reflex angles. Effective use of questioning ensures that the teacher knows what pupils understand and helps to reinforce previous learning; for example, when the teacher asked the pupils in what direction the protractor was being moved they responded, "anti-clockwise". The teacher emphasises the need for accurate use of vocabulary. The pupils respond well to the task set, to measure angles using a protractor. They are very well-behaved and they concentrate well on their tasks on their own and in small groups. At the end of the lesson, time is left for the teacher to assess what the pupils have learnt and pupils are given the opportunity to demonstrate their knowledge of the properties associated with isosceles and equilateral triangles. Pupils are then taught how to construct an accurate angle through effective questioning to the class such as, "How do I start?" "Is that correct?" and "What happens next?" Pupils are asked to demonstrate the process on the white board. Homework is prescribed at the end of the lesson and pupils asked to bring some empty boxes to school for the work on *nets* the following week.
9. In a science lesson in Year 6, excellent organisation of pupils and resources, very high expectations of behaviour and very good subject knowledge resulted in pupils making a

considerable leap forward in their knowledge and understanding of electricity and the factors which affect the brightness of a bulb in a circuit. The teacher's sense of humour added to the pupils' enjoyment of the lesson and excellent questioning skills enabled her to assess the pupils' understanding. Pupils were required to act as scientists, to hypothesise, to test several times, and to make conclusions. Co-operation between pupils was impeccable, with careful use of resources and quiet discussions between those in the same group, which were not intrusive to others. Information and communication technology skills were used to speed the results into symbol form and correct vocabulary was emphasised, such as *terminal* and *components*. Pupils were able to evaluate their work when they were set the task of sending a message in Morse code to Ann Frank, thus linking the work naturally to the history topic currently being studied.

10. Another example of using skills from other areas of the curriculum occurred in a design and technology lesson in Year 5. Pupils were set the task of designing a moving toy. The teacher's subject expertise was very good, enabling her to teach the specific skills required. The lesson was well planned in stages to enable the pupils to complete their designs and improve them before moving into the construction stage. Time was used effectively with quick clear explanations that kept the pupils' enthusiasm so that they concentrated well and worked to capacity. Pupils used their numeracy skills to measure, knowing that accuracy was important to the quality of the end product. Pupils understood the difference between the cams that are symmetrical and turn both ways and those that only turn one way. They collaborated well in their groups and it was evident that homework had been used to enhance their work.

High standards in English, mathematics and science have been maintained

11. Attainment in English, particularly in reading, is high. This maintains the high standard reported at the previous inspection. At the end of both key stages, attainment in reading is above the average when compared with all schools nationally. Attainment in writing at Key Stage 1 is in line with the levels expected of pupils aged seven. At the end of Key Stage 2, attainment in English is above the national average. These standards have been maintained over the past four years. Children under five are quickly caught up in the wonder of reading and writing by the activities presented to them, in the story and shared book times and when choosing to write and draw. They enjoy stories and like to feel they are reading. Some can already write their names. Progress is good and by the age of seven they are writing in a legible script, many of them spelling simple words correctly and using basic punctuation. Most read at the expected level, while the higher-attaining pupils are well above that level. By the end of primary school both the reading and writing skills of pupils are at a high level, higher than is expected nationally. Many of them have developed a personal writing style that makes their work interesting and thought-provoking to read. Throughout the school, pupils speak clearly and listen very well.
12. The school has set realistic targets in English for the next year with a view to maintaining its current levels of attainment. Staff are working hard to bring writing up to the same high standard as reading. There are extensive systems for ensuring that English is given priority. In addition to the daily *Literacy Hour* the school still expects all pupils to read alone each day, to work on a phonic scheme each week, and at Key Stage 2 to read the class novel daily. Reading at home and spellings to be learned are an expectation throughout the school. Extra sessions have been timetabled to ensure that extended writing takes place regularly and booster groups have been set up for pupils who need extra support but would not qualify for it as pupils with special educational needs. Pupils with special educational needs are well supported by both special needs assistants and specially trained classroom assistants. Reading records are kept from the reception classes onwards and pupils' reading is assessed monthly, either by the class teacher at Key Stage 1 using the guided reading session of the *Literacy Hour*, or by the headteacher at Key Stage 2. The former co-ordinator for English is the deputy head, who provided strong leadership in the subject. She currently supports the newly-appointed co-ordinator effectively. They have analysed the standard assessment test results with a view to improving the quality of writing and are now focusing on teaching pupils the purposes of writing and organisational strategies. The co-ordinator monitors pupils' work regularly and staff are also monitored by the senior management team to ensure that they are teaching the subject correctly.

13. Over the past four years, the standards achieved in mathematics in the standard assessment tests at both key stages have been above the national average. Children under five in the nursery and reception class make a good start and attain levels expected of children aged five. Children in the nursery learn to count to 10 through activities with the teacher asking questions, such as, "How many have I here?" In the reception class they learn to count to 10 and the higher attainers count to 20. They can add $4 + 3$ to make 7 and identify the 1p, 2p and 5p coins. By Year 2, the pupils count to 100 and more in ones, twos and tens. They count in tens starting at 3, 6 and 8 until they reach 103, 106 and 108. Pupils recognise symmetrical shapes and they use coloured squares to design their own patterns. Through the introduction of the numeracy strategy the pupils are improving their skills in mentally calculating addition, subtraction, multiplying and dividing. The pupils enjoy their mathematics. A strength of mathematics is the opportunity pupils have to use and apply their knowledge through Key Stage 2. In Years 3 and 4, pupils have opportunities to carry out their own investigations and represent their findings using tally charts, bar charts and pictograms. By Year 6, pupils are investigating numbers and patterns and recording their findings in an appropriate way. Numeracy skills are applied across the curriculum, for example, measuring accurately in design and technology, and this helps to reinforce pupils' learning. However, the weakest aspect of mathematics is the pupils' mental recall of number facts. The partial setting in Years 5 and 6 ensures that all pupils benefit from smaller groups and, together with the very good quality of teaching, contributes significantly to the high standards achieved. The co-ordinator has been most effective in supporting teachers and other staff in the implementation of the *Numeracy Project*. The programme of monitoring and evaluating enables the strengths and weaknesses to be identified. The school has set itself targets for 2000 to ensure that it maintains its high standards.
14. Science is a strength of the curriculum in Key Stage 2. The pupils aged eleven achieve very high standards in science in the standard assessment tests. There is a strong emphasis on scientific investigation throughout the school, which increases pupils' depth of understanding. As much of their learning is built round this practical open-ended approach, it enhances pupils' ability to think and work like scientists. When carrying out experiments in Key Stage 2, pupils are used to observing, predicting outcomes, interpreting results and drawing conclusions. They understand the need for a fair test when finding out the solubility of different substances. They make predictions before testing their hypotheses by carrying out varied experiments to investigate the flow of electricity, such as what factors affect the brightness of a bulb in a circuit. They present their findings clearly in charts, tables and graphs with appropriate use of information and communication technology to record their results accurately. They show good use of literacy and numeracy skills, their handwriting is neat and their careful illustrations reflect a good standard in art. By the age of eleven, pupils are very knowledgeable about observing and testing rocks and how to group them. They know that humans have a skeletal structure for support. They successfully describe such processes as 'photosynthesis' and label the parts of flowering plants. They use correct terminology when talking and writing about their work on solids, liquids and gases, such as *solute*, *variable* and *evaporation*. They have a secure understanding of physical processes, such as how friction slows objects, and have used force meters to measure weight in Newtons. Teachers' use of questioning to challenge and develop pupils' understanding plays a major role in pupils' learning. Year 6 pupils are therefore reaching a higher level of attainment as a result of careful planning and very good teaching matched by pupils' enthusiasm for the subject. Throughout the key stage, well-designed activities support pupils' successful achievement in their standard of experimental skills. Teachers have a very high expectation of pupils' behaviour and the amount and standard of work achieved by all ability groups. Pupils are keen and purposefully engaged in activities. They work calmly and collaboratively, discuss their findings at a mature level and use equipment responsibly.

Provision for pupils under five in the nursery and reception class is good

15. In both the nursery and reception classes the provision for children under five is good. The curriculum is broad and balanced, including the regular use of large outdoor apparatus. The new staff team in the nursery and those in reception classes are qualified for this age. Both teams work very effectively ensuring that their time and effort maximises the impact on children's learning. Teaching is at all times good and often better; for example, during a physical education session in the hall the nursery children concentrated for a full thirty minutes, responding quickly and appropriately to the teacher. The success and effectiveness of this session was entirely due to the teachers' sensitive handling of children and to the motivation engendered by the activities she had planned. Planning is based upon the *Desirable Learning Outcomes*. It focuses on giving children choices through play-based activities. Staff ensure that as children play they are continually being assessed through observation and questioning. The results of those assessments are recorded on prepared sheets and contribute to every pupil's individual record book. Staff are very aware of individual needs and match the curriculum to them, including those of children with specific special needs. All staff concentrate on developing the children's language skills as they interact with them in the planned activities, modelling correct language and introducing new vocabulary. Staff have set up systems for developing independence; for example pink pocket-files into which children can be seen putting work that is to go home. Relationships are very good at all times. These young children enjoy being at school. They are well-motivated by the exciting activities provided; for example the polar bears in the ice flow (a game to help them explore the properties of ice, coloured shades of blue and green, and water). They are developing good powers of concentration and are making good progress towards the *Desirable Learning Outcomes* in all areas of the curriculum.

The display of pupils' work is very good and reflects the high standards achieved throughout the curriculum.

16. The high standard of the display of pupils' work to celebrate their achievement and the impeccably well-organised and stimulating learning environment to promote pupils to be autonomous learners is a strength of the school. The respect for pupils, by displaying their work in a creative and aesthetically pleasing way, is consistent throughout the school. Pupils gain new information and understanding by reading one another's work and responding to the interactive labelling of the work in the classrooms and all the communal areas. This fosters pupils' cultural development, including the multicultural aspect through their work on the Chinese New Year, artwork in the style of African artists, and poems about an Indian dance. There is a rich wealth of different English work, showing the successful development of pupils' writing skills through the school in all forms of fiction and non-fiction written work. A strength of the displays is seeing how pupils' literacy and numeracy skills link effectively with other subjects. There is separate input of skills for art, design and technology, geography, history and science, yet, in the excellent and effective display of their work in these subjects, pupils realise how all their skills are used to support the development of the whole curriculum. The colourful display of science work in the school entrance sets the tone for a warm welcome to a school that expects a high quality of work from its pupils. The display of work throughout the school promotes the philosophy and aims of the school by encouraging the development of pupils' confidence and raising their self-esteem, thereby contributing to the very positive ethos of the school.

WHAT COULD BE IMPROVED

Standards in information and communication technology are not high enough

17. The school has identified information and communication technology as an area for improvement. It has recently spent over £24000 in providing equipment for the room set aside for this area of the curriculum. Since January 2000, this has enabled teachers to take the whole class into the room to teach pupils specific skills, although there are still not enough computers for all pupils to work in pairs. This is a significant improvement on the previous situation where all classes had a computer and pupils took turns to use it, making it difficult for

teachers to give sufficient time to each pair or group of pupils. Using the scheme of work produced by the Quality and Curriculum Association, the co-ordinator has planned a seven-year programme of teaching to include all the skills required at Key Stages 1 and 2. These are to be taught in the information and communication technology suite. In addition, there are still computers in classrooms upon which pupils may practise their skills. Standards at Key Stage 1 are close to the levels expected of pupils aged seven, whilst standards at the end of Key Stage 2 are not as high as those in English, mathematics and science because pupils have not had sufficient access to appropriate resources and teaching is not consistently good. Procedures for assessment and recording are still to be implemented.

18. During the inspection, four lessons were seen. The teaching ranged from good to unsatisfactory. In the good lessons, the teachers identified the learning objective and shared this with the pupils. In Year 2, the teacher led the pupils through a new procedure of drawing shapes and filling them with colours before drawing pictures in the style of Mondrian using bold or pale colours. This is linked with other work in art. Questions were used effectively to establish what the pupils had remembered from their previous experiences, for example, "How can you make that line thicker?" and "How can you erase that if you don't want it?" The pupils were excited by the task and worked with enthusiasm and good concentration, even when they were only supporting their partner. There was some disappointment when the pictures could not be printed in colour. In a Year 6 lesson, pupils were led through the procedures on how to complete a spreadsheet, entering appropriate information on World War 2, their history project, with the teacher demonstrating what to do. Pupils loaded the program "Number Box", competently entered the information and learnt to total figures using "formula" and "sum". They learnt to print out graphs and identify the characteristics of each graph. A good resource in this lesson, which enabled the pupils to work at a good pace, was the provision of written instructions on how to use "Number Box", thus freeing the teacher to intervene where his help was most needed.
19. In a Year 3 lesson, the pupils were introduced to the lesson in the classroom and it began well when pupils were asked to remember the categories previously used when they collected data on animals. The teacher explained the benefits of a database on the computer over a system of filing cards, using the example of an estate agent and house prices. When the pupils had settled in the information and communication technology suite they were reminded how to switch on the computers and to type in the user name and password. The teacher took the pupils stage by stage through the process including "booting up" and loading the appropriate file. Pupils were becoming restless at this stage, as they wanted to get on with their tasks. They became very noisy and little was done to calm the class. Pupils were given the task of finding information from the database and recording their answers on a worksheet. They were grouped in twos and threes and some worked co-operatively but others took little interest in the proceedings leaving the work to those at the keyboard. The teaching failed to capture the interest of many pupils. The teacher ensured that all pupils had a turn at using the mouse and keyboard but the noise made concentration difficult. At the end of the lesson all returned to the classroom where the teacher talked of what they might do next; use their own characteristics to form a database; for example, hair, colour, eye colour and name. Pupils were asked to contribute to the discussion but several were still fidgety. Pupils did not learn enough in this lesson.

Parents do not receive sufficient information about their child's progress or the homework set

20. At their meeting, and on the questionnaires they returned, parents raised concerns about homework. They are not clear about what is required of their children, and when it should be completed. The inspection found that there is a good policy in place and it is used fairly consistently by staff. In time, it exceeds the guidelines published by the Department for Education and Employment. Clear information now needs to be communicated to parents.
21. Parents are justified in wanting to know more about how their children are progressing early in the school year. The school is to respond by organising an additional consultation evening in the spring term. There is a consultation evening following the receipt of the pupils' annual report in June. In addition, parents are welcomed into school at any time during the school

year to discuss their children's progress. Some parents raised concerns over the clarity of the written reports. The inspection found that written reports to parents are good. They contain clear information on work the children have covered and pupils' attainment in the subject areas, as well as giving information on their attitudes to work and personal development. They include targets for the pupils to work towards in the next academic year, and the school provides parents with an opportunity to review these at the parents' meeting held in October and again at the end of the school year.

Time is not always used to full advantage in the infant classes

22. The recent introduction of the literacy and numeracy strategies has caused some changes to timetables as a result of the specific times allocated to these sessions but the overall structure of the school day has not changed. At Key Stage 1, in particular, this has led to a period of between ten and fifteen minutes at the end of the first session of the morning being used for pupils to drink milk and then to participate in a different activity. For pupils in Years 1 and 2 this is not an efficient use of time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school should now:

- improve standards in information and communication technology by ensuring that there are adequate resources and teaching is of a consistently good quality;
- improve information to parents about the progress pupils are making and the homework policy of the school;
- review the structure of the day to ensure that all the time available is used efficiently.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	15	41	29	9	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	494
Number of full-time pupils eligible for free school meals	0	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	24	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	39	40
	Girls	23	21	21
	Total	63	60	61
Percentage of pupils at NC level 2 or above	School	94 (89)	90 (89)	91 (91)
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	38
	Girls	20	21	22
	Total	60	61	60
Percentage of pupils at NC level 2 or above	School	90 (92)	91 (92)	90 (91)
	National	82 (80)	86 (84)	87 (85)

Percentages in brackets refer to the year before the latest 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	33	32	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	28
	Girls	28	26	29
	Total	55	52	57
Percentage of pupils at NC level 4 or above	School	85 (85)	80 (81)	88 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	24
	Girls	26	26	26
	Total	48	51	50
Percentage of pupils at NC level 4 or above	School	74 (78)	78 (78)	77 (78)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	
Indian	16
Pakistani	
Bangladeshi	
Chinese	1
White	378
Any other minority ethnic group	

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		
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: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	33.2
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	756,032
Total expenditure	725,954
Expenditure per pupil	1,415
Balance brought forward from previous year	40,148
Balance carried forward to next year	70226

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	494
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	55	40	4	0	1
Behaviour in the school is good.	56	42	1	0	1
My child gets the right amount of work to do at home.	24	61	11	2	1
The teaching is good.	58	40	2	0	0
I am kept well informed about how my child is getting on.	23	54	19	4	1
I would feel comfortable about approaching the school with questions or a problem.	48	48	4	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	30	50	14	2	3
The school is well led and managed.	64	35	1	0	0
The school is helping my child become mature and responsible.	57	40	1	0	2
The school provides an interesting range of activities outside lessons.	13	35	22	9	21

Other issues raised by parents

Parents would welcome:

- an opportunity to make suggestions for improvements at the school;
- prior notification of which teacher their child will be with in the following September.