

INSPECTION REPORT

WOODFIELD JUNIOR SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104299

Headteacher: Mr J A Sheard

Reporting inspector: Mrs Jill Palmer
18152

Dates of inspection: 12 – 16 February 2001

Inspection number: 191404

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Woodfield Avenue Penn Wolverhampton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Glover
Date of previous inspection:	20/01/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodfield Junior School is a large junior school for boys and girls 7-11 years old. There are currently 400 pupils on roll. The school serves the Penn Ward of Wolverhampton but draws pupils from a much wider area. Fifty percent of the pupils currently on roll are from outside of the area. Most of the pupils transfer from the infant school, which is on the same site. There is a wide range of attainment on entry, although overall, attainment as measured by the end of Key Stage 1 National Curriculum assessments, is at least in line with the national average. There are 96 pupils with English as an additional language, although none are in the early stage of acquisition. This figure is very high when compared to all schools nationally. There are currently 90 pupils with special educational needs; the percentage of pupils with statements of special educational needs is broadly in line with the national average. The number of pupils eligible for free school meals is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Woodfield Junior School is a very effective school. It makes very good provision for the pupils in its care. Pupils achieve the generally very high standards because of the very high quality of the teaching. Teachers have very high expectations of the pupils, both in attainment and behaviour. They treat all pupils with dignity and respect and work hard at inclusion. The pupils respond very well and make very good progress. The headteacher, governors and all staff work well together to improve the school and maintain the very high standards. The school provides very good value for money.

What the school does well

- All pupils make very good progress overall as they move through the school. By the time they are eleven years of age, the average level of attainment is well above that found nationally in English and mathematics and above the national level in science.
- Teaching of very high quality makes a major contribution to the very good progress that pupils make and the very high standards they achieve.
- The headteacher leads and manages the school very effectively. He is well supported by the governors, senior management team and subject co-ordinators, who work hard to maintain and improve the very high standards.
- Pupils are very well behaved, they work very hard and are keen to learn.
- The provision and support for pupils with special educational needs and those pupils with English as an additional language are very good.

What could be improved

- There are no significant weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the previous inspection in January 1997, Woodfield Junior School was found to be a good school with many strengths. Since then it has continued to improve in many areas. The school has been effective in maintaining the overall high standards achieved by the pupils in English, mathematics and science, whilst at the same time raising the standards in many other areas of the curriculum. Observation of pupils in lessons, work in books and on display, reflects high standards in information and communication technology, design and technology, art and design, history and geography. The headteacher and governing body have successfully revised the management structure of the school to ensure that the expertise of all staff is used effectively in promoting high standards. This has ensured that national and school initiatives have been implemented very effectively. The excellent leadership and management of the school by the headteacher and the governing body ensures that the school has the capacity to improve even further and sustain the levels of high performance. The school's accommodation is limiting, but developments since the last inspection have ensured that every amount of space that is available is used very efficiently and effectively. There has been very good refurbishment of existing accommodation and plans for another classroom and the environmental area are about to become reality.

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
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	B	B	A	A
Science	A	A	B	B

Key

well above average A

above average B

average C

below average D

well below average E

Pupils' achievements in English, mathematics and science have been consistently above the national average since 1997. The work that pupils were doing during the inspection, particularly in numeracy and literacy, confirmed these standards. Over the past four years, pupils' achievements in English have remained well above the national average, when compared to all schools and schools with similar intake. Standards in mathematics have improved and are now well above the standards expected nationally and schools with similar intake. The year 2000 test results for science show that although the standards attained were above average when compared to all schools and schools with similar intake, these standards were not as high in previous years.

From a generally average level of attainment when they enter the junior school, all pupils make consistently very good progress as they move through the school. As a result, all pupils, including those with special educational needs and pupils with English as an additional language, achieve very

well by the time they leave the school at eleven years of age. The school has set clear and challenging targets for all pupils, based upon the teachers' very good understanding of what their pupils are capable of doing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to their work. They work very hard and concentrate well.
Behaviour, in and out of classrooms	Behaviour is excellent throughout the school.
Personal development and relationships	Relationships are excellent. Pupils co-operate very well with each other and adults. They are very courteous and polite and when given opportunities to carry responsibilities they are trustworthy and show good initiative.
Attendance	Attendance is good and pupils enjoy coming to school.

Pupils demonstrate very positive attitudes to school and this has a positive effect on the very good progress made. They are very well motivated and enthusiastic. The excellent behaviour of the pupils enables them to make the most of all the opportunities presented to them. They are keen to learn and respond well in lessons. Many of them take part in the wide range of additional activities after school or during lunchtimes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	n/a	n/a	Very 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 seen was of very high quality overall. During the inspection, twenty-three lessons were observed. The quality of the teaching was never less than good. The teaching was good in four lessons. In ten lessons the teaching was very good and in the remaining nine lessons the teaching was excellent. The teaching of English and mathematics is very good overall. The skills of literacy and numeracy are taught very effectively. Pupils work in ability groups for English and mathematics; this helps teachers to meet the needs of all pupils. Additional support is provided for pupils with special educational needs and for pupils with English as an additional language. This support is of the highest quality. Teachers have very high expectations of all their pupils and work is well matched to their needs and abilities, providing them with a clear challenge and thus supporting their progress. Lessons are very well planned and clearly structured. Pupils respond extremely well. They are keen to learn and concentrate well, resulting in the very good progress being made.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting, exciting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by visits out of school and a wide range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well provided for. Pupils receive extra support when they are working with their class, but also benefit from additional help organised through withdrawal groups. This support is excellent and ensures that these pupils make very good progress.
Provision for pupils with English as an additional language	No pupils are at an early stage of acquisition. Pupils with English as an additional language are taught with their peer group. There is a very high level of quality support for those pupils who require it in class lessons. All pupils are fully included in the work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good role models provided by staff, very clear expectations of behaviour and the positive values promoted in lessons ensure that provision for moral and social development is very good. Very good provision is made for pupils' spiritual development through the exciting and challenging range of learning experiences offered. Maximum use is made of the wide range of cultural diversity within the school. Many curriculum opportunities are provided for pupils to explore different aspects of a wide range of cultures.
How well the school cares for its pupils	The school cares for its pupils very well. All staff know the pupils very well as individuals and create a very supportive environment in which pupils can grow in maturity.

The school provides a broad, balanced and well-planned curriculum for all pupils. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate the pupils very well. The personal and social education of the pupils is a strength of the school, with very good opportunities provided to enable pupils to develop an understanding of their moral and social responsibilities.

Pupils' academic performance is monitored very effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear leadership and has established a very positive ethos for the school. Key staff perform their very clear management responsibilities very well. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and are aware of the needs and priorities facing the school. They contribute very well to the success of the school.
The school's evaluation of its performance	There are very efficient systems in place to monitor the standards of pupils' attainment and the quality of teaching. This evaluation is used very well to inform the planning for further improvements.
The strategic use of resources	Extremely good use is made of all staff, of time, of learning resources and of the accommodation. The computer suite is used very well.

Collectively, the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. They have established a very positive ethos for the school. Teachers with responsibility for the management of curriculum areas such as literacy, numeracy, science, information and communication technology and special educational needs, provide very clear leadership and support for colleagues. The headteacher and the governors have a clear view of the school's needs and priorities. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It clearly identifies the school's priorities. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. The headteacher and governors make very effective use of the financial resources available. The school applies the principles of best value very well.

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 good progress children make. • Behaviour in the school is good. • Good teaching. • The expectation that children will do their best and work hard at all times. • The school is well led and managed. • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework; some parents wanted more and others wanted less. • The information they receive from the school about their children's work and progress. • The range of activities outside lessons.

The inspectors endorse the parents' positive comments. The school has a policy for homework and there was evidence during the inspection of it being used effectively to support work in some classes. However, there is inconsistency in the homework required by different class teachers.

Parents are sent regular newsletters about a variety of issues, and an update at the beginning of each term about the curriculum to be covered. There is an annual written report on each pupil's progress and there are three parents evenings a year (one each term), for parents to meet with the teachers. If parents have any pressing concerns they can approach the school at any time. These arrangements are sufficient to keep parents well informed about their children. The school provides and facilitates a very wide range of activities at lunchtimes and after school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils make very good progress overall as they move through the school. By the time they are eleven years of age, the average level of attainment is well above that found nationally in English and mathematics and above the national level in science.

1. Pupils' attainment upon entry to the junior school is at least in line with the national average in English, mathematics and science. There is good liaison between the infant and junior school staff. The teachers meet to analyse the end of Key Stage 1 test and teacher assessment results, the outcomes of which are used by the Junior school teaching staff to plan appropriate programmes of work for the pupils. As a result, there is good continuity in learning and the pupils' progress is maintained well. As the pupils move through the junior school, progress is accelerated. Very good progress is made, particularly in English and mathematics. At least good progress is made by all pupils, including those with special educational needs, in science and other areas of the curriculum.
2. Speaking and listening skills are very good across the curriculum. Pupils speak confidently, asking relevant questions of the teachers and one another. For example, in a Year 3 religious education lesson, pupils worked in groups to share their ideas about the use of a mystery object (a Chauri) that was passed around the class. These views were later shared as a whole class and all pupils used words such as 'Guru Granth Sahib', 'Gurdwara' and 'Baba Ji' with great confidence, understanding and appropriate respect. In a science lesson in Year 6, the pupils made clear explanations of what happened in their experiments on inflation and deflation, expansion and contraction. They responded positively when questioned by other pupils and maturely took account of others' views.
3. Reading skills are very good. The pupils enjoy reading for pleasure, but also make very good use of books to find information about their current topics of study. Older pupils have well developed research skills, using the school library and information and communication technology to support their work across the curriculum. The excellent individual project books produced by older pupils reflect their very good understanding of how reference books should be compiled. They have used contents pages, indexes, glossaries and bibliographies. The work is very well illustrated at appropriate points. Most of the books have been produced on the computer, and reflect many pupils' abilities to cut and paste, and scan pictures and graphs from other sources. This work is of the highest level and well above that expected for pupils of their age.
4. The vast majority of pupils make very good progress in developing writing skills. The teachers use their knowledge and understanding of the national strategy for teaching literacy very well. They plan well-focused lessons that systematically develop the pupils' writing skills. These skills are consistently reinforced across many curriculum areas. A very clear development of these skills can be seen in the pupils' work as they progress through the school. All pupils use their writing skills for a variety of purposes, such as note taking, story and poetry writing, script writing, producing factual accounts and recording practical work in science and mathematics. The school places a great emphasis upon writing and this is evident in the very high standard of independent writing in the pupils' books and on display around the school. The development of independent writing is encouraged throughout all

year groups. By the end of the key stage, the majority of pupils produce extended writing, in narrative or poetic form, that is well organised and very imaginative. Paragraphs are used to good effect and punctuation and spellings are usually correct. High standards of presentation are expected and most of the pupils write clearly and legibly in joined script. Literacy is developed very well across many areas of the curriculum.

5. Standards of attainment in mathematics are well above the national average. By the end of the key stage, the majority of pupils of all abilities have a good knowledge of place value and can use the four basic operations very competently. They have a very good grasp of shape and space and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a very good understanding of the properties of different two-dimensional shapes and can apply their very well advanced skills of computation to work out the size of angles when given complex problems to solve. For example, Year 6 pupils used their knowledge of the number of degrees around a point; the properties of different kinds of triangles and supplementary and corresponding angles to find missing information on a series of geometric diagrams. The learning in this lesson was of the highest level and well in advance of the work expected nationally for pupils of this age. All the pupils responded very well to the challenge and very good progress was made. Pupils throughout the school respond very well in the oral mental arithmetic sessions. Teachers have high expectations of pupils and the pupils make very good progress. Numeracy skills are developed very well across the curriculum. The skills of measuring and calculating are used well to support work in science and design and technology, when, for example they made working models of a merry-go-round and other models with moving parts.
6. Standards in science are good. Pupils develop their knowledge and understanding of science facts through practical investigation. Investigative work in science is developed progressively through the school. Younger pupils are taught how to set up and carry out investigations in a methodical way, with careful attention to recording their work clearly and accurately. Older pupils are encouraged to make decisions about how they record their work and to make conclusions from the investigations that they have carried out. Very high level discussion was observed in a science lesson on expansion and contraction, when pupils used scientific vocabulary accurately when sharing their findings and answering questions from other pupils. As pupils progress through the school, they are introduced to an increasing number of ways for recording their work. Most of the work in science is recorded independently by all the pupils. Some very good work, produced by the younger pupils on the properties of different materials, was observed. This work was recorded on charts, graphs and simple diagrams.

Teaching of very high quality makes a major contribution to the very good progress that pupils make and the very high standards they achieve.

7. Pupils are grouped by ability for literacy and numeracy. They are taught in mixed ability groups for all other subjects of the curriculum. Additional staffing, including learning support assistants and support for pupils with English as an additional language, enables these pupils to benefit from being taught in much smaller groups.
8. During the inspection, 23 lessons were observed. All class teachers were seen teaching at least once. The teaching seen was of very high quality overall. It ranged from good to excellent. Teaching was good in four lessons. In ten lessons the teaching was very good. In nine lessons the teaching was excellent. Teaching of the highest quality was observed in each year group.
9. Teaching of the highest quality was observed, for example, in a Year 6 mathematics lesson. The lesson moved at a brisk pace throughout. The level of challenge was very high and the pupils responded enthusiastically. There was sufficient variation in the questions asked of the pupils that all were able to respond at their own level. A great deal of this lesson required the pupils to recall and apply a wide range of previous learning, which they did very successfully. In a Year 3 literacy lesson, the teacher used very good questioning techniques to encourage the pupils to share their understanding of instructional texts. This beginning session, reinforced through shared reading of instructional texts, was very well supported by a well-planned activity session in which the pupils were asked to produce a recipe for their favourite food.
10. The lessons are very well planned to meet the pupils' needs. Year group teachers and learning support staff plan together a variety of interesting learning experiences. These are very well matched to the needs of individual pupils. A very strong feature of the teaching is the way that pupils are encouraged to develop responsible attitudes to their work and the high degree of independence that is encouraged throughout the school. The teachers have very high expectations of all pupils and they take care to present the learning in ways that challenge and motivate. This is particularly evident when setting problems in mathematics, when encouraging pupils to pursue their own studies in English, and encouraging pupils to use information and communication technology to explore, communicate and record information. Pupils respond very well to the teachers' high expectations in both their work and behaviour. All teachers have established a climate for learning that encourages the pupils to have a go. As a result the pupils are secure in the knowledge that both the teacher and their classmates will value their contributions. There were many occasions in lessons when pupils were encouraged to think for themselves, question each other and make well-reasoned judgements.
11. The teachers have developed their own systems for recording the progress of pupils during lessons. These are varied but include writing clear and focused comments on pupils' books, writing notes in their own notebooks and evaluating the outcomes of lessons on their planning sheets. In one lesson, the teacher asked the pupils to look through their writing books and remind themselves about comments on their work. On another occasion, the teacher used her evaluation of a previous lesson to reinforce teaching points and ask appropriate questions

12. All lessons are supported well by good quality resources. Teachers made sure that all resources were made ready before the lessons started, and in many cases the pupils themselves prepared these. Classroom support staff are used very effectively to support the pupils' learning. The teachers help the pupils to make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere.
13. The school has a policy for homework and there was evidence during the inspection of it being used effectively to support work in some classes. However, there is inconsistency in the homework required by different class teachers.

The headteacher leads and manages the school very effectively. He is well supported by the governors, senior management team and subject co-ordinators, who work hard to maintain and improve the very high standards.

14. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of his leadership. There are high expectations of the pupils in the standards of achievement and in behaviour. There are very good relationships in the school and equality of opportunity for all. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work very well together to support the headteacher in promoting the school's aims. The school is particularly successful in helping pupils to develop '*study and learning skills that will enable them to become independent learners*' and in ensuring '*success at all levels and in all areas of school life*'.
15. The governing body plays a very effective and supportive role. The establishment of a committee structure, with clear terms of reference, provides for efficiency in strategic decision making. The governors are aware of their responsibilities and ensure that statutory requirements are met. The headteacher, staff and governors plan together for the future. Time is put aside for all staff and governors to review the school's achievements, strengths and weaknesses, and to plan for future developments as a result. Financial planning is appropriately linked to these developments and also to longer-term developments, such as the provision of more teaching space and the further development of the environmental area. Some governors visit the school to observe the school's policies in action and also help in a variety of ways. Others are committed to wider initiatives with, for example, the local education authority, in governor training and support. The headteacher and governors make very effective use of the financial resources available. The school applies the principles of best value very well.
16. Co-ordinators are responsible for managing their subject and delivering curriculum support. They are involved in monitoring planning, some of the teaching and pupils' attainment. They make a very positive contribution to the management of the school. The leadership provided by the year co-ordinators and the deputy headteacher is particularly effective in helping the staff to work together as a team, supporting the pupils' learning and constantly seeking to improve standards. The deputy headteacher has played a significant and effective role in leading and co-ordinating the school's provision and support for special needs pupils including those with English as an additional language. Very good links with the infant school

and the local secondary school, to which more than 50 percent of the pupils transfer, have been formed. A great deal of time and effort has been spent by teachers from all three schools to ensure that the pupils make as smooth a transition between these stages of their education as is possible.

17. Daily management and organisation is efficient and unobtrusive. The administrative staff work hard to assist the smooth day-to-day operation of the school. The school environment is very well looked after and is respected by the pupils. This has a positive effect on the quality of learning and standards of achievement.
18. The aims of the school are clearly and simply expressed and are reflected in all aspects of the school's work. The school has very high expectations of the pupils in their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is endeavouring to be even more efficient and effective by constantly monitoring, evaluating and reviewing its performance. The outcomes of such actions are used well in planning for further developments and in striving to become even better. There is a strong, positive ethos in the school. The needs of the pupils are the highest priority. This is a very effective school.

Pupils are very well behaved, they work very hard and are keen to learn.

19. The pupils' attitudes to their work are excellent and this has a positive effect on the very good progress made. They are very interested in their work, very well motivated and enthusiastic, offering many ideas and suggestions during discussions. They listen attentively to their teacher and do what is asked of them. Pupils concentrate well on the tasks set for them in lessons and they persevere when not immediately successful. They undertake personal study and accept responsibility for their own work very well. This is particularly evident in the way that they respond to homework tasks, particularly in the upper school. The homework projects produced by older pupils are of the very highest quality in content and presentation. Many of the pupils have used desktop publishing to present their final draft.
20. The behaviour of the pupils in lessons and around the school is excellent and this enables them to make the most of all the opportunities provided for them. They are very courteous to one another and adults in the school. They are very welcoming and helpful to visitors. They move about the school in an orderly and business-like way. Many pupils request to work in school at playtime and lunchtime, either finishing off their work or working on the computer. There is a very good work ethos in the school.
21. Relationships amongst the pupils and between the adults are excellent, enabling pupils to work together effectively, collaborate on joint projects, to help each other to complete work and to enjoy team activities. Incidences of bullying are rare, but if they occur, they are quickly and effectively eliminated. The school has included sessions for the personal and social development of the pupils on the timetable. These sessions are designed for pupils to give their views, pass on their concerns and discuss issues that are directly linked to the well being of all.

The provision and support for pupils with special educational needs and those pupils with English as an additional language are very good.

22. The pupils with special educational needs are very well provided for. The school has a commitment to raising standards for all its pupils. Money from the school budget and other extra funding has been very well used to employ learning support assistants for these pupils and those with English as an additional language.
23. Currently 96 pupils have English as an additional language, although none of these pupils are at an early stage of acquisition. Most of these pupils are taught with their peer group and do not need any additional support. There are members of staff who can support these pupils in their mother tongue if the occasion arises. There is a very high level of support for those pupils who require it in class lessons. This very high level of good quality support was noted across most observations of teaching. All staff treat all pupils with dignity and respect and work hard at inclusion. This results in an atmosphere of racial harmony. The provision for pupils with English as an additional language is a real strength of the school.
24. The planning for pupils with special educational needs is very good. The Code of Practice is being very well implemented. The deputy headteacher and special educational needs co-ordinators work very well together to ensure that any pupil with a special educational need is identified as soon as possible so that individual education plans can be put into place. Gifted pupils are also included in the school's policy. The individual education plans were used well by the class teachers in all lessons observed. The teachers plan work with the learning support assistants in order to ensure that all pupils are fully included and working with their peer group. There are some occasions when it is more beneficial for special educational needs pupils to work separately, when for example, they work in the computer room to write stories. Clear targets are set and monitored carefully by the class teacher and special needs co-ordinator. Meetings with parents are arranged appropriately.
25. The very good support provided for pupils with special educational needs is reflected in the assessment and test results at the end of Year 6. Many of these pupils achieve the nationally expected Level 4 in some aspects of their work. During the days of the inspection, observations were made in classes where pupils with special educational needs were attaining at a level commensurate with their peer group. A great strength in the teaching is that all pupils are treated as individuals and recognition that a special educational need in one aspect of the curriculum should not stop the pupil from attaining high levels in other work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
42	42	17	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	400
Number of full-time pupils eligible for free school meals	n/a	34

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	90

English as an additional language

	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	46	54	100

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	38	42
	Girls	50	41	46
	Total	92	81	90
Percentage of pupils at NC level 4 or above	School	92 (83)	81 (79)	90 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	41	39
	Girls	49	43	43
	Total	90	86	84
Percentage of pupils at NC level 4 or above	School	90 (86)	86 (81)	84 (81)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	1
Black – other	1
Indian	143
Pakistani	6
Bangladeshi	4
Chinese	1
White	226
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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 – Y6

Total number of qualified teachers (FTE)	16.3
Number of pupils per qualified teacher	26.1
Average class size	33.3

FTE means full time equivalent

Education support staff: Y3 – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	76

Financial information

Financial year	1999/2000
	£
Total income	646331
Total expenditure	659627
Expenditure per pupil	1670
Balance brought forward from previous year	53376
Balance carried forward to next year	40080

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	199

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	98	85	10	0	2
My child is making good progress in school.	83	102	8	0	4
Behaviour in the school is good.	79	105	7	2	5
My child gets the right amount of work to do at home.	39	115	34	9	1
The teaching is good.	96	90	6	0	6
I am kept well informed about how my child is getting on.	65	91	32	7	2
I would feel comfortable about approaching the school with questions or a problem.	92	83	14	4	4
The school expects my child to work hard and achieve his or her best.	99	88	6	1	4
The school works closely with parents.	52	99	35	2	6
The school is well led and managed.	83	101	8	1	4
The school is helping my child become mature and responsible.	82	103	8	1	4
The school provides an interesting range of activities outside lessons.	40	85	42	15	16