

INSPECTION REPORT

DULWICH HAMLET JUNIOR SCHOOL

Dulwich Village

LEA area: Southwark

Unique reference number: 100787

Headteacher: Miss Diana Bell

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 10th – 12th January 2000

Inspection number: 192159

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Dulwich Village London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Russell Ewens
Date of previous inspection:	11 th - 17 th October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a relatively affluent part of the borough. With 376 pupils, it is large by comparison with other junior schools and has slightly more boys than girls, although not significantly so. Attainment on entry is above average and there is a large catchment area, with pupils from 17 different schools entering in September 1999, although the majority, about two thirds, come from the neighbouring Dulwich Village Church of England Infants' School. About 22 per cent (83 children) are from ethnic minorities but only 3 pupils need additional help in acquiring English. The percentage of pupils on the special educational needs register (15 per cent) is below the national average, although the percentage with statements is above. About 11 per cent are known to be eligible for free school meals but, taken together, most pupils' backgrounds are broadly favourable, their personal circumstances being positive compared to the national picture.

HOW GOOD THE SCHOOL IS

Dulwich Hamlet is a very effective school achieving very high standards. Good teaching and the commitment of the headteacher, governors and staff to high achievement contribute substantially to these standards. The school provides good value for money.

What the school does well

- Attainment in English and science is well above national averages and in mathematics it is very high.
- Overall, teaching is good. In the lessons observed, one in five is very good with a similar, but slightly smaller, proportion being excellent.
- Pupils of all attainment levels are highly motivated to learn; they behave very well and have very good relationships with their teachers and with each other.
- The school cultivates pupils' personal development very well.
- The headteacher provides strong leadership and is well supported by the governors and senior staff in managing the school.

What could be improved

- Systematic monitoring of teaching to raise standards to those of the best practice in the school.
- Communication between the school and parents, including information about school policies, and clarity and consistency about homework.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1996, the school has made improvement in all of the action points identified. In particular, there has been substantial progress in the standards in information and communication technology, which are now satisfactory, the subject meeting statutory requirements. Standards in English, mathematics and science have continued to improve year on year, remaining well above those found nationally. Teaching has improved significantly and has benefited from recent staff changes, with well over two thirds being good or better and only four per cent being unsatisfactory. Some monitoring of teaching takes place, but this is not undertaken systematically. Homework continues to be used inconsistently throughout the school.

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	A	A	A	A*
Mathematics	A	A	A*	A*
Science	A	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

These are outstanding results and show standards in all three subjects to be well above the national average, being very high in mathematics. They are also very high compared to schools with similar intakes and are in the highest five per cent of schools nationally. Evidence from this inspection confirms these very high standards. Pupils' speaking and listening skills are particularly impressive. Standards have continued to improve since the last inspection and are very good in music throughout the school. Standards in information and communication technology have improved and are now satisfactory. This is because the appointment of an effective co-ordinator, since the last inspection, has helped to raise the level of teachers' expertise through monitoring and training and by improving the curriculum. The school is making appropriate progress towards its targets for Year 6 which, in the light of its own analysis, are sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very motivated and interested in most lessons, concentrating well. They enjoy school.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, at lunchtimes and at break times.
Personal development and relationships	Pupils have very good relationships with each other and with all members of staff. They are very willing to take responsibility in the daily routines of the school.
Attendance	Above the national average. There is very little absence.

Pupils' attitudes, behaviour and their personal development and relationships are all positive features contributing to their effective learning.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is much better than it was at the last inspection. In this inspection, in the lessons seen, only four per cent was unsatisfactory compared to 17 per cent in 1996. Sixty eight per cent was at least good, of which 20 per cent was very good and 16 per cent was excellent. Good or very good teaching was observed in most year groups.

In the best lessons, good planning ensures pupils are fully aware of what is to be learned and effective questioning challenges pupils to recall the knowledge and skills they learned on related issues in earlier lessons. In these lessons, teachers' very secure subject knowledge engages pupils' attention and the expectation that they will give of their best ensures that they do. Work is challenging and pupils enjoy coping with the brisk pace of these lessons. The needs of most pupils are met well, including those with special educational needs (SEN), but in 2 or 3 lessons some pupils, particularly those of higher attainment, are unchallenged by some of the work. On these occasions, pupils lose concentration and drift away, when they should be moving on to new challenges. The teaching of literacy and numeracy skills, overall, is good. It is also good in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. It is enriched by cultural visits and by inviting visitors to share their expertise. The range of regular activities outside school times is limited; it is very good for music but there is less sport than might be expected.
Provision for pupils with special educational needs	This is good. With early identification and effective support, pupils are making good progress. The physical environment has been adapted for individual needs.
Provision for pupils with English as an additional language	Provision is good, having a positive impact on pupils' development, resulting in rapid progress in language development and contributing to pupils' successful integration into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. High quality provision is made for pupils' spiritual, moral, social and cultural development, promoting pupils' personal development very effectively.
How well the school cares for its pupils	The school provides a secure and caring environment in which pupils feel safe.

The school provides an effective curriculum that appropriately emphasises the development of pupils' literacy and numeracy skills and provides very good and often excellent opportunities for pupils to develop and practise their speaking and listening skills. Provision for music throughout the school is very good, including singing and instrumental playing. Provision for information and communication technology (ICT) is good, the school benefiting from the recently opened ICT suite. Statutory requirements are met in all aspects of the curriculum. The school takes appropriate steps to ensure the welfare of its pupils; for example, the playgrounds are well supervised. Procedures to record and monitor punctuality are not fully implemented.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide strong leadership and effective management in improving standards in teaching and learning. Monitoring of lessons, to bring teaching and learning up to the best practice in the school, is not systematic enough.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well. They are knowledgeable and well informed and are committed to raising standards continually.
The school's evaluation of its performance	This aspect is sound. The school has recently begun to track individual pupil progress, by setting realistic but challenging targets.
The strategic use of resources	Good. Resources are used well, including funds for pupils with special educational needs and those from the Ethnic Minorities Achievement Grant (EMAG).

The headteacher, governors and senior staff provide clear educational direction for the work and development of the school and promote high standards. The clear aims and values of the school and its commitment to equality of opportunity are reflected in its daily work. Monitoring of teaching is not rigorous or systematic enough and there is room for improvement in communication between the school and parents. The school applies the principles of best value 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"> • Children like school. • Good behaviour. • Teaching is good. • The school has high expectations of its pupils to do well. • The school is well managed and led. • Pupils' personal development is strongly encouraged. 	<ul style="list-style-type: none"> • The quality of homework and it being given consistently. • Communication between the school and parents, some parents feeling the school is not approachable enough. • Many parents feel there are not enough activities outside school, especially for sport.

The inspectors support parents' positive views and those identifying where improvements are needed. Many parents feel the policy on homework leaves too much to the discretion of the teacher and this results in a lack of consistency, even within the same year group. Communication is not as open as it should be; for example a general statement about homework is included in the school prospectus but parents are invited to approach the school themselves for information about the full policy. Some parents would like the administrative area to be more welcoming and approachable. A significant number of parents, both at the meeting and in written responses, felt that, with the exception of music activities, there were not enough out-of-school clubs, particularly for sport. Whilst there are a number of visits and visitors to the school, and well-attended clubs such as chess, French and technology, provision for sport at the time of the inspection was under-represented. The school is to review its provision for out-of-school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and science is well above average and in mathematics it is very high

1. Pupils achieve standards in the National Curriculum tests that are well above the national average in English, mathematics and science and have done so consistently since 1996 when the test began. Results in mathematics in 1999 were very high. The school believes standards in mathematics to have benefited particularly from the setting arrangements in Year 6. Standards have improved year on year, the upward trend broadly reflecting the national trend overall, but progress in the science results since 1997 has been excellent. Compared to schools with pupils from similar backgrounds the results in 1999, in all three subjects, are very high.
2. Inspection findings reflect these high standards. Allowing for the generally good standard on entry to the school, they are due to the good standard of teaching and to the positive attitudes and disposition of the pupils of all attainment levels in response to this teaching. Standards in speaking and listening are very good and are often outstanding. Pupils benefit from the frequent opportunities to practise these skills, for example in class and in assembly. In Year 3, in the Literacy Hour, whilst studying Greek Legends, a boy is confident in explaining about Bellerophon's horse Pegasus: *"He is immortal, he can live for ever."* In assemblies, all pupils speak confidently, enunciating and articulating very clearly. They are precise in their use of language. In response to an inspector's question, *"Does the school encourage you to work hard?"* a pupil in Year 6 replied *"Encouraged, yes, but not pushed to do well."* There is strong emphasis on literacy which supports progress effectively in other subjects, such as history and geography. Reading skills are very high. Pupils read with confidence and full understanding, being very fluent. A pupil in Year 3 was asked if she enjoyed reading and replied: *"of course"* in such a way that the question seemed quite redundant. Research skills are well developed and pupils, some of whom have had little experience of ICT, are growing in confidence as a result of the school's improved provision for this subject. Standards in writing are very good overall and, on occasion, are exceptional. In Year 6, pupils write well in a variety of styles and for a range of purposes. They evaluate clearly the feelings of a group of evacuees from *"Children of the Blitz"*, when they receive letters from their mothers. Vocabulary and use of grammar is very good. They write poems effectively in the style of Ted Hughes and review their Millennium hopes in the style of Martin Luther King's *"I have a Dream"*. Writing is clear and heartfelt, conveying simple messages very effectively as in this example from a girl in Year 6: *"A new Millennium is a great opportunity to start afresh and make the most of this beautiful world we live in and really share it amongst not only ourselves but the animals and wildlife of this planet. We can live without hatreds and poverty, but we can't live without love."*
3. There is appropriate emphasis on numeracy; the school has been following the National Numeracy Strategy since last September. Many pupils are working at high levels in most attainment targets. For example, in number and algebra, pupils confidently use their understanding of place value, multiplying and dividing whole numbers and decimals by 10, 100 and 1000. In shape, space and measures, they measure angles to the nearest degree and know the approximate metric equivalents of commonly used imperial units, converting one from the other. In handling data, pupils understand and use the mean of discrete data. In an excellent lesson in Year 6, pupils respond very well to the teacher's very effective questioning, working at speed to find the factors of 72. They show very good knowledge and understanding of multiplication and general mental recall. The work is challenging, but they work hard and enjoy persevering, supporting each other in finding solutions. Pupils' skills in numeracy support other areas of the curriculum well.
4. In science, by the time they leave the school, pupils have very secure knowledge of the science curriculum, for example of the properties of solids, liquids and gases. The pupils respond well to good teaching. In Year 6, the teacher plans well, setting the scene clearly: *"When we were in Year 4, we learned what happened when an ice cube was heated"*. This recalls previous learning effectively and reminds the class that each topic is studied twice, the second time with

greater depth and understanding. Pupils are very articulate and explain confidently the properties of the materials being studied. In science, there are some very good cross-curricular links with other subjects, such as English, history and geography. In one lesson on the environment, for example, pupils plan and prepare for a debate in a Children's Parliament, considering how they would tackle environmental issues if they were Members of Parliament. They show very good understanding of issues, such as the effects of hypermarkets on town businesses, and quickly identify the advantages and disadvantages of motor cars. They respond very well to the teacher's calm manner and her expectation that pupils will get on independently as far as possible, producing a reasonable amount of work in a restricted time.

Overall, teaching is good. In the lessons observed, one in five is very good with a similar, but slightly smaller, proportion being excellent

5. Whilst the overall quality of teaching is good, with a significant minority being very good or excellent, there is a wide variation in quality. Twenty eight per cent is satisfactory but, of this, some lessons lack sufficient spark to bring the best out of pupils and to sustain their interest for the whole of the time. In one lesson in Year 4, teaching was unsatisfactory. In this mathematics lesson, in which the pupils had to add and subtract two digit numbers mentally, pupils were given too much time to complete their tasks, which, because of the slow pace, became unchallenging, with pupils making slow progress.
6. In most lessons, planning is good and pupils are made fully aware of what is to be learned. Teachers work well with classroom assistants, providing very effective support for pupils with special educational needs. Literacy and numeracy skills are generally taught well. Pupils are fully engaged in their learning and make good progress. The best lessons contain very effective questioning, as in a setted group for numeracy in Year 6, the teacher asking: "52 - what do we need to make 100? 43 - what do we need?" The pupils know they have to think quickly and respond well to the teacher's high expectations, getting the lesson off to a brisk pace. During the inspection, some outstanding lessons were observed. In a singing lesson for the whole school, the teacher, a music specialist, demonstrates excellent management skills of this large group. Planning is of a very high order and the pace of the lesson is such that this exciting teaching enraptures the whole school. The pupils sing songs they already know very well and learn a new song very quickly, not because it is easy (it is actually quite difficult) but because their concentration levels in this lesson never waver in response to the excellent teaching. In another outstanding lesson, English in Year 5, the tasks are constantly challenging. The teacher, an English specialist, is full of enthusiasm, which cascades down to the whole class. There is a very good rapport with the class and display in the classroom provides a very stimulating learning environment. In lessons such as these, pupils make very good progress.
7. Teaching has improved significantly since the last inspection. This is partly as the result of teacher turnover, with new staff bringing improved expertise and skill. However, there is strong emphasis on training and teachers have also shown themselves open to new ideas. For example, before the introduction of the National Numeracy Strategy, teachers were given the opportunity to observe numeracy being taught by experienced teachers in other schools. Teachers have been willing to improve their skills in information and communication technology and have received in-service training from the co-ordinator, having had their lessons monitored. This has raised the standards in the subject. The special educational needs co-ordinator and SEN teacher have received training on specialist aspects to improve their skills. Training is not restricted to teachers. Support staff have been trained in literacy support, numeracy and ICT, enhancing the learning opportunities for pupils. The school values opportunities for training and is working towards an *Investors in People* award. The quality and amount of homework is not given consistently throughout the school.

Pupils of all attainment levels are highly motivated to learn: they behave very well and have very good relationships with their teachers and with each other

8. One of the aims of the school is "to provide a purposeful safe working environment that encourages learning". This is fully met in practice. Pupils respond very well to the good teaching and enjoy learning. They concentrate well and become completely involved in

discussion when called upon to do so. In Year 6, when discussing the narrative and poetic features of *The Highwayman*, they show an impressive ability to answer concisely and to the point. However, in response to focused questioning, they are able to extend their answers as required. In Year 5, pupils enjoy searching through poetry anthologies, deciding whether to choose an elegy, a narrative poem or a ballad. There is a purposeful feel to this lesson, pupils being very well motivated, with lively chatter related to the task.

9. At the meeting, and in response to the questionnaire, most parents were very impressed with pupils' behaviour. This confidence is fully justified. Behaviour is very good in lessons and in and around the school, including the playground. The geography of the building makes it necessary, on occasion, for pupils to walk about a lot, for example to the hall for assembly or to the computer suite. These moments for potential misbehaviour are handled well, pupils responding positively to the school's high expectations of them and to the teachers' consistency in behaviour management.
10. Pupils work well together. They share equipment patiently, such as computers in the ICT suite, and find solutions to problems together, respecting each other's point of view. They applaud spontaneously and generously at assemblies when pupils play solo pieces on their musical instruments. The very good relationships with their teachers help pupils feel secure and confident and encourage them to work hard and to take risks. For example, pupils offer answers to questions even when they are not totally sure of the answer, knowing that their efforts will be appreciated. Pupils with special educational needs and those learning English are very well integrated. Teachers giving support on a withdrawal basis relate very well to these pupils.

The school cultivates pupils' personal development very well

11. Pupils' personal development is promoted very effectively through the school's provision for their spiritual, moral, social and cultural development. The curriculum promotes pupils' spiritual development very well. During the inspection, this was particularly marked in some English lessons with pupils studying poetry, in music lessons and in assemblies. In poetry in Year 6, pupils are encouraged to develop their reflective awareness by describing the pictures in their mind engendered by *The Highwayman*. In music, pupils appreciate the beauty of singing and enjoy the collective experience of being brought together through song. From past work, there is evidence that pupils have opportunities to reflect on fundamental issues. The following, from an extract in a Year 6 pupil's Millennium message is fairly typical: *"I wish that everyone will be equal and people would have the same. I hope that everyone will live in harmony, wars will end, poverty will be over and there will be no more racial barriers. If there are no more racial barriers then there's more chance of the world living in harmony."* Assemblies offer effective moments for quiet reflection. As pupils quietly enter the hall, they sit in stillness and in silence, listening to a musician playing *Yesterday* solo on the saxophone, clapping the performer generously at the conclusion. The headteacher asks the pupils to consider sharing the good things in life and all ask God to help them share more readily, contributing very effectively to their personal development.
12. The school sets a high standard of behaviour. Staff act as good role models for their pupils and positive values are actively encouraged. Assemblies are used to raise concerns and assembly themes include anti-bullying messages. Moral messages are also used in lessons. In a creative writing essay, older pupils discuss clearly the consequences of lying. Pupils have also assimilated very well the social consequences and importance of group rules and how these help them to relate to one another. They know that if one misbehaves when walking to assembly or to the ICT suite, this will let down the whole group. However, on occasion some pupils are not fully aware of others, pushing past adults to go through a door first. Pupils are encouraged to take responsibility and to show initiative. They sit as members of the school council and help with charity collections, voluntarily running *Blue Peter* "Bring and Buy" sales, and design and make magazines to sell for school or charity profit. As they progress through the school, their personal development is enriched by a five day school journey in Year 5. Last year, pupils in Year 6 also undertook a two-day trip to France. In assemblies pupils play musical instruments, whilst others operate the overhead projector and the sound system in the hall.

13. The school promotes pupils' personal development very effectively through teaching pupils to appreciate their own cultural traditions as well as the diversity and richness of other cultures. This is done very successfully by appropriate emphasis, for example, on other faiths in the teaching of religious education and by visits to places of worship, for example to a Sikh temple, and by visitors to the school representing other faiths and cultures. The emphasis on poetry and high quality music represent two of the most significant aspects in the school promoting pupils' cultural development highly effectively and are strongly supported by numerous visits to museums, theatres and galleries.

The headteacher provides strong leadership and is well supported by the governors and senior staff in managing the school

14. The headteacher and senior staff lead and manage the school well and are committed to high standards in teaching and learning. This is entirely consistent with one of the school's main aims: *"To develop the highest possible standards of teaching and learning"*. Pupils achieve very high standards and are confident and are proud of their school. The headteacher knows her staff well and has adopted a collegiate style and an open door policy for staff, being available at short notice. She believes, *"purposeful collegiality is important, when staff know each other well they can focus on the issues and communicate more easily."* She is very supportive of the staff and it is not surprising that staff morale is high as a result of this leadership. The headteacher encourages her staff to develop individual expertise through significant emphasis on in-service training. A very good example is the increased knowledge base and skill level of all teachers in information and communication technology. Under the direction of the headteacher, a co-ordinator for ICT has been appointed who is enthusiastic and knowledgeable, who has provided in-service support, monitored teaching and developed the policy and scheme of work. Although there is some way to go to bring the subject up to the practice of the best, standards have risen significantly since the last inspection.
15. The governing body is knowledgeable and has high levels of expertise amongst the group. They have confidence in the headteacher but are clear that they expect her to be fully accountable to them. They are also aware that they are accountable to the parents for the performance of the school. The chair of governors has been in post for approximately 16 months and has weekly meetings with the headteacher. Since that time, parents feel there has been an improvement in how the school listens and responds to their views and attributes this to the governing body taking a more active part in the management of the school, although they feel there is room for further improvement. The improvement so far reflects the governors' determination to improve communications with parents and, to this end, they have set up a communications working party of governors and staff. This prepares a termly newsletter and recently analysed for publication the results of a communications questionnaire sent to all parents in the summer term. The governors are keeping their communications strategy under review.

WHAT COULD BE IMPROVED

Systematic monitoring of teaching to raise standards to those of the best practice in the school

16. Overall, teaching in the school is good. There are weaknesses in some teaching, however, which, if eradicated, would help to raise the overall level throughout the school towards the best practice, some of which is excellent. The school is planning to increase its monitoring programme by members of the senior management team and subject co-ordinators. Some monitoring has taken place in lessons, such as information and communication technology. Newly qualified teachers and a teacher working to obtain qualified teacher status have also been observed. There is evidence that the monitoring that has taken place is not consistently rigorous in identifying weaknesses in teaching, especially in its impact on pupils' learning.
17. Monitoring of pupils' work and teachers' planning takes place on a more regular basis but the school is right to focus its efforts on the monitoring of teaching in the classroom and to set targets with individual teachers for further improvement. These targets could be appropriately

set within the context of the teacher appraisal process, which currently is suspended because of industrial action. However, a formal meeting takes place with the headteacher and individual members of staff each year in the summer term in which previous targets could be evaluated and new ones set.

Communication between the school and parents, including information about school policies and clarity and consistency about homework

18. Governors have already identified communication as an area of concern that led to the communications working party being set up. A significant minority of parents, both at the meeting and in written responses, felt that the school was defensive and negative in its dealings with parents, particularly in how it responded to parents' views and concerns, especially if there is any suggestion of criticism. They acknowledged that there had been improvements recently due to the greater involvement of the governing body, meeting their wishes, for example, on school uniform and welcoming the setting up of the school council.
19. A large proportion of parents were not clear about where and when school clubs take place. There was also criticism of the accessibility and appropriateness of the siting of noticeboards for parents who do not visit the school often and the perception that the school office is unapproachable and unhelpful. Whilst it is a minority of parents who are critical, these criticisms have substance and parents, as partners in their children's education, are justified in expecting improved communication from the school. Such criticisms provide a distraction from the good work going on in the school and, if not addressed, make some parents suspicious of its real worth.
20. A major concern, both at the meeting, in the questionnaire and in written responses, was about homework. There is some confusion about the policy, which is not distributed to parents as a matter of course, a summary only being included in the school prospectus, although parents have been made aware it is available on request. In the governors' questionnaire, homework was the policy parents wanted to know more about. Many parents feel the policy on homework leaves too much to the discretion of the teacher, resulting in a lack of consistency even within the same year group. Inspectors find that the policy does not meet the guidelines from the Department of Education and Employment (DfEE) in terms of recommended time and that there is too much discretion allowed to individual teachers. Homework sometimes consists of finishing work unfinished in class but, if completed, there is no homework that night, leading to inconsistency in provision. The school is to review the homework policy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

ISSUES FOR ACTION

The school should now:

- implement consistent, rigorous classroom observations and monitoring by the senior management team and subjects co-ordinators, setting targets for improvement to raise the quality of all teaching to the level of the best (paragraphs 16,17);
- improve communication systems and information to parents about the work of the school (paragraphs 18 and 19);and
- review the homework policy to ensure it meets DfEE guidelines and is given consistently throughout the school (paragraph 20).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	20	32	28	4	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)		376
Number of full-time pupils eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		12
Number of pupils on the school's special educational needs register		56

English as an additional language

	No of pupils
Number of pupils with English as an additional language	47

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.7

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	50	41	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	44	46	49
	Girls	35	35	37
	Total	79	81	86
Percentage of pupils at NC level 4 or above	School	87 (79)	89 (75)	95 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	45	47
	Girls	35	34	37
	Total	77	79	84
Percentage of pupils at NC level 4 or above	School	85 (84)	87 (89)	92 (94)
	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	11
Black – African heritage	18
Black – other	4
Indian	5
Pakistani	5
Bangladeshi	0
Chinese	1
White	293
Any other minority ethnic group	39

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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: Y 3 – Y 6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	26.5
Average class size	31

Education support staff: Y 3 – Y 6

Total number of education support staff	11.0
Total aggregate hours worked per week	275

Financial information

Financial year	1998/99
	£
Total income	777,789
Total expenditure	792,193
Expenditure per pupil	2,107
Balance brought forward from previous year	51,534
Balance carried forward to next year	37,130

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	376
Number of questionnaires returned	171

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	2	1	0
My child is making good progress in school.	35	51	9	3	2
Behaviour in the school is good.	37	61	1	0	1
My child gets the right amount of work to do at home.	18	35	32	14	1
The teaching is good.	35	55	5	1	4
I am kept well informed about how my child is getting on.	22	58	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	39	45	10	4	1
The school expects my child to work hard and achieve his or her best.	41	48	7	1	2
The school works closely with parents.	14	61	19	3	4
The school is well led and managed.	32	53	7	3	5
The school is helping my child become mature and responsible.	35	57	5	1	2
The school provides an interesting range of activities outside lessons.	15	33	28	20	4

Other issues raised by parents

Twenty-eight parents attended the meeting. Most parents were generally happy with standards and with the quality of teaching. Their concerns reflected those above and were mainly about homework, communication between the school and parents and lack of after school clubs, particularly for sport.