

INSPECTION REPORT

NORWOOD GREEN JUNIOR SCHOOL

Southall

LEA area: Hounslow

Unique reference number: 102495

Headteacher: Mrs R Lamb

Reporting inspector: Mrs J Richardson
6676

Dates of inspection: 27 - 28 November 2001

Inspection number: 193785

Short 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 - 11
Gender of pupils:	Mixed
School address:	Thornccliffe Road Southall Middlesex
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Hanspal
Date of previous inspection:	6 - 9 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 - 14
WHAT COULD BE IMPROVED	14 - 15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 300 pupils, aged from seven to eleven, in eleven classes. Eighty-three per cent of pupils speak English as an additional language. Fifty-four pupils, including eight who are at an early stage in learning English, are given help in school by the Hounslow Language Support team. Around half the school's pupils are from an Indian background, 16 per cent are white, mainly from the UK, and 13 per cent are of Pakistani origin. Twenty-six pupils are refugees, mostly from Afghanistan and Somalia. The school's ethnic diversity has increased in recent years. Most families live in rented houses or flats which are often overcrowded, and some are in temporary accommodation. There is a high level of mobility amongst pupils. Twenty-six per cent of pupils are eligible for free school meals and this is above the national average. Thirty-four per cent of pupils are on the school's register of special educational needs. Eight pupils with statements of special educational need are supported by the school's Hearing Impaired Centre for pupils who are profoundly or severely deaf. Most pupils join the school from the infant school on the same site. Their attainment on entry is below the national average. The staff currently includes two teachers without a UK teaching qualification. Norwood Green has recently achieved Beacon School status.

HOW GOOD THE SCHOOL IS

This is an excellent school. Pupils achieve high standards by the time they leave because they are very well taught. The school's leadership is exceptionally effective in creating the conditions for all pupils to succeed. The school gives very good value for money.

What the school does well

- The school achieves high standards in English, mathematics and science.
- Pupils are very skilfully taught so that they succeed in their learning.
- The school's leadership brings the best out of staff and pupils.
- Very careful attention is paid to pupils' personal and social development.
- Additional support is very well matched to pupils' individual needs.
- The school is very effective in evaluating its work and sharing good practice.

What could be improved

- The school has more to do in working to improve writing standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then it has built further on its strengths, to very good effect. Standards have risen and the quality of teaching has improved. Issues raised in the last inspection report have been successfully addressed. In particular, the school's expectations of pupils have risen and are now made more explicit to staff, pupils and parents. The school's increasing success in recent years has been recognised in national awards. These include a School Achievement Award for improved results, the Basic Skills Agency Quality Mark and the Investor in People award. Designated a Beacon School, from September 2001, the school is now developing a programme to share and extend good practice. The significant strength of its leadership and management means that the school is well placed to continue to move forward.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A*
Mathematics	C	C	B	A
Science	A	A	A	A

Key

in the highest 5% of schools A*

well above average A

above average B

average C

below average D

well below average E

In the national tests for eleven-year-olds in 2001, results were well above average in English and science and above average in mathematics, when compared with all schools. In comparison with similar schools, results were in the highest 5 per cent in English, and well above average in mathematics and science. Eighty-six per cent of pupils reached Level 4, the standard expected at this age, in English and mathematics, exceeding the school target of 80 per cent in each subject. Many pupils achieved beyond this and in English and science half reached Level 5, the standard expected of thirteen-year olds.

Standards have improved significantly in recent years from below the national average in 1998 to well above the national average in 2001, taking English, mathematics and science together. This improvement has been particularly marked among girls.

The work seen during the inspection shows that high standards are being maintained. Pupils achieve very well by the time they leave the school in relation to their attainment on entry. Those with special educational needs, including pupils with hearing impairment, make very good progress.

Pupils, including those for whom it is an additional language, achieve exceptionally well in English. The school places a strong emphasis on language and literacy and basic skills are taught very thoroughly. All pupils benefit from the school's expertise in providing structured teaching for those with specific language needs. Throughout the school, pupils enjoy reading and exploring the use of words. The school has been successful in raising standards in writing, although it has more to do. Pupils achieve well in mathematics and they are confident in working with numbers in their head. Their progress is accelerating as a result of the school's implementation of the National Numeracy Strategy. Pupils achieve high standards in science because their knowledge is steadily extended, and their understanding is reinforced through practical investigation and discussion. They develop a good grasp of scientific principles and terminology. Pupils are making good progress in information and communication technology, particularly in word processing and in finding information.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils develop very positive attitudes to the school, and to their work, and this makes them successful learners.
Behaviour, in and out of classrooms	Pupils behave very well. They understand what is expected of them, and why, and generally live up to the school's high standards. They are polite and friendly and show respect for people and property. There have been no exclusions in the last two years.

Personal development and relationships	Pupils take pride in belonging to the school community and in contributing to it, for example through the work of the school council. Older pupils take their responsibilities seriously as prefects and playground friends. Relationships, including those between pupils of different ethnic backgrounds, are harmonious and pupils co-operate well in groups.
Attendance	The overall attendance rate, and the extent of unauthorised absence, are broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 quality of teaching is very good overall and this is a major strength of the school. Effective methods are used consistently by teachers throughout the school to promote successful learning and to meet the needs of all pupils. The teaching is brisk and pupils are given time limits for the completion of tasks. The teachers keep pupils actively involved, providing a variety of tasks to reinforce learning. They manage classes calmly and firmly, treating pupils with courtesy and sensitivity and expecting them to work hard. Teachers give clear explanations and instructions, ensuring that pupils understand the precise meaning of words. They encourage pupils to express their ideas, using questions well to check understanding and to stimulate thinking.

Teamwork is exceptionally strong. Language support teachers and teachers of the deaf work well in partnership with class teachers, sharing the teaching of the class as well as the support of individual pupils. The teachers in each year group plan together. Good work habits, including high standards of handwriting and presentation, are reinforced in all classes.

The skills of literacy and numeracy are taught systematically and thoroughly. Teachers ensure that new work builds on previous learning. Individual targets are set for pupils to help them improve. Effective additional teaching in literacy is provided for pupils with special educational needs. Homework is set regularly to reinforce what has been learned or to prepare for new work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Time is well used to ensure good coverage of all subjects. Good provision is made for the teaching of information and communication technology, using the new computer suites.
Provision for pupils with special educational needs	Pupils' needs are carefully identified and clear targets are set on individual education plans. Pupils are supported very effectively within the classroom and when withdrawn for extra teaching. The support for pupils with hearing impairment is very well planned and delivered.
Provision for pupils with English as an additional language	Language support staff work very effectively in partnership with class teachers, ensuring that all pupils are able to participate fully in lessons. All staff are alert to the pupils' language background and take this into account in their teaching.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is highly effective in promoting pupils' personal development. It celebrates the diversity of pupils' experiences, extending cultural awareness. Visits and visitors and special events enrich pupils' learning. The school and the grounds offer an attractive environment for learning, nurturing pupils' appreciation of their surroundings and of the natural world. Pupils are taught to be responsible citizens and good members of the school community.
How well the school cares for its pupils	The school cares very well for all its pupils, and pupils are secure and happy as a result. Work, behaviour and attendance are closely monitored, and staff are consistent in their dealings with pupils. There is close liaison with parents to foster a strong link between home and school in support of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, strongly supported by the deputy and senior management team, provides outstanding leadership. This generates effective teamwork in pursuit of the school's aims. All teachers contribute to working groups for curriculum development, and good practice is shared widely across the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities and support the school well. They are kept informed about the curriculum, and make regular visits to monitor developments.
The school's evaluation of its performance	The school is very thorough in evaluating its performance, and in mapping out a programme for school improvement. The progress of pupils is closely tracked and targets are set for each year. This helps to set sights high.
The strategic use of resources	The school makes very effective use of its resources, including funding for special projects. Decisions about expenditure are taken carefully with a view to achieving best value.

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. • The teaching is good and children make good progress. • Children are expected to work hard and achieve their best. • Behaviour is good and children are friendly to each other. • The school helps children to be responsible. • Parents are kept well informed. • The school is well led and managed. 	<ul style="list-style-type: none"> • One parent in ten does not think there is the right amount of homework, or a good range of activities outside lessons.

Over 200 questionnaires were returned, and a small number of parents also attended the parents' meeting before the inspection. Most parents are very happy with all aspects of the school's provision for their children. The positive points in the table above were agreed by at least 97 per cent of those who expressed a view when completing the questionnaire. The inspectors agree with these views and consider that parents' confidence in the school is very well justified. They consider that the homework set is

generally appropriate and that a range of clubs and other activities enriches the curriculum for many pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards in English, mathematics and science.

1. The school has been successful in raising standards and is continuing to set its sights high in helping pupils to achieve their potential.
2. Pupils reach high standards in English and become very confident in literacy. Their skills are supported by the linking of speaking and listening, reading and writing within lessons. Pupils learn to talk about language in order to use it more effectively. For example, pupils in Year 3 were able to talk about organising sentences into paragraphs. Many could identify verbs and discuss the use of past, present and future tenses, and some remembered that adverbs "add to the verb". Discussion of what they read helps pupils to understand the structure of writing and to apply this in their own work. This was seen when pupils in Year 4 developed plans for newspaper articles, for example about the theft of computers from the school. They selected an eye-catching headline and used key questions to organise their information effectively. Pupils in Year 5 reflected on the impact of the language in studying the opening of *The Iron Man* by Ted Hughes. They recognised the sense of mystery created by the repetition of 'Nobody knows' and listed questions which were not answered by the text, role-playing their answers. In Year 6, pupils identified examples of alliteration, assonance and imagery in discussing *A Christmas Carol*, revelling in the richness of Dickens' use of language as they delved into it. Teachers help pupils to extend their vocabulary as they read. For example, when considering the portrayal of Scrooge, the teacher checked pupils' understanding of the word 'thaw', while also exploring the meaning of the imagery in 'he carried his own low temperature around with him'.
3. Pupils become competent in writing. In Year 3, they develop a fluent joined handwriting style, and teachers insist on a high standard of presentation throughout the school. Pupils practise spelling and achieve a good level of accuracy. They become familiar with the distinctive characteristics of different types of writing, for example learning to take notes and to organise information in non-narrative writing. Many pupils take pleasure in writing, as seen for example in well-crafted biographies by pupils in Year 6 about famous people such as Mahatma Gandhi.
4. Pupils enjoy literacy and read widely. They swap opinions on the Harry Potter books. They make connection between books they have read, for example comparing the opening of *The Iron Man* and of Roald Dahl's *The Twits*. They read regularly at home as well as at school. As one girl told her teacher: "Literacy is not a lesson, it's a hobby". Pupils' enthusiasm and competence in literacy support their learning across the curriculum.
5. The school has put much effort recently into implementing the numeracy strategy and this is now being reflected in rising standards in mathematics. Pupils learn to manipulate numbers in their head, for example responding to quickfire questions based on the five and ten times tables in Year 3, and doubling and halving four digit numbers in Year 6. They discuss ways of working and look for patterns, readily identifying in Year 3 that odd numbers "must end in 1,3,5,7 or 9". Teachers check pupils' understanding thoroughly before moving on, so that solid foundations are laid for subsequent learning. The introduction of setting is promoting pace and ambition in the teaching of higher-attaining pupils. As a result, an increasing proportion are on course to achieve standards beyond those expected for their age by the time they leave.
6. Standards are high in science, reflecting thorough teaching. Scientific vocabulary is very well taught and applied in context. Pupils become very familiar, for example, with the classification of solids, liquids and gases and, when working with electricity, with terms such as 'circuits' and 'conductors'. Pupils' understanding is extended a step at a time, as when pupils in Year 5 established that sound is made by vibration, and then investigated how well sound travels through different materials. Pupils' knowledge is regularly reinforced and they become skilled in conducting investigations and recording outcomes, for example identifying 'the changing variable' when plotting measurements on a graph.

Pupils are very skilfully taught so that they succeed in their learning.

7. The high standards achieved by pupils are brought about by very effective teaching. Most of the teaching seen during the inspection was at least good and much was very good. Despite the varied experience of staff, and the current employment of three temporary teachers, teaching shows a steady consistency of approach. Strong leadership, effective teamwork and concern for professional development foster the sharing of good practice, and informed analysis of what works best.
8. Teachers help pupils to become proficient learners by promoting positive attitudes and behaviour. They teach them 'good sitting' and 'good listening' so that pupils learn to be attentive and to focus their thinking. Teachers encourage pupils' consciousness of their own mental processes and provide imagery to assist this. For example, when asking pupils to remember previous work on different forms of writing, the teacher guided their recall: "Let's open up some filing cabinets in the brain...." When the session is long, teachers provide mental refreshment by means of a 'brain break'. For example, after some challenging calculation in a Year 3 numeracy lesson, the teacher played music and led pupils through a sequence of movements, including writing multiples of ten with their finger in the air. This helped pupils to re-focus their attention.
9. Teachers interact well with pupils to keep them involved. They reinforce learning in a range of different ways. For example, a teacher in Year 4 discussed how to make a basic sentence more interesting, and then gave pupils half a minute to produce an improved version with a partner. Teachers use paired and group work, and ask pupils to write their answers on whiteboards which can be quickly checked. This helps to ensure that everyone participates. Pupils learn to order their actions and to recall the pattern, as in a dance lesson where pupils generated a sequence of 'dot' and 'squiggle' movements in response to music, gradually extending their routine.
10. Teachers ask questions well to reinforce and to stimulate thinking. For example, when demonstrating skills in information and communication technology, the teacher posed a series of questions about use of the computer: "What will happen if...?" "Why would I need to...?" Teachers help pupils to formulate questions themselves. For example, in a religious education lesson about the Jewish New Year, each pair of pupils had to write down questions and then answer the questions posed by another pair. This approach helps pupils to think through what they know or need to find out more about.
11. Resources are used imaginatively and teachers ensure that pupils are able to learn through a mix of looking, listening and doing. A good range of techniques are used to keep everyone thinking. For example, a Year 4 class had to show thumbs up, down or straight to indicate 'yes', 'no' or 'don't know' in response to statements about how sound travels, before experimenting to find if they were right. Classes are well managed and brought quickly to attention, for instance by the sound of wood chimes as a signal from the teacher. Classrooms are well organised and books and equipment are kept close to hand and tidied away quickly at the end of lessons. This minimises the time lost in moving between activities.

The school's leadership brings the best out of staff and pupils.

12. The school is calm, orderly and purposeful. The headteacher, ably supported by the deputy headteacher, maintains this ethos, ensuring that the school is a haven for pupils where they can learn effectively, and a good place for teachers to work.
13. The standards expected are made very clear. The headteacher talks at length with parents when their child is admitted, with an interpreter if necessary, to gain support from home in matters such as homework and behaviour. She maintains close links with parents and is readily accessible. Pupils' behaviour is very closely monitored and their progress in learning is carefully tracked. Each year, the headteacher reviews the progress of each pupil with the classteacher and discusses targets for the year. The school's leadership has a very clear overview of performance throughout the school, by pupils and by teachers.
14. The headteacher, deputy headteacher and year team leaders form a very strong management team. This contributes to the consistency of teaching throughout the school and the harnessing of

effective teamwork. Teachers in each year group plan together. All teachers contribute to curriculum groups, usually in two subject areas, sharing responsibility for curriculum development and the implementation of action plans. This means that staff are collectively involved in moving the school forward in key areas of activity, such as literacy and numeracy.

15. The school's leadership has worked to provide an attractive environment for learning. Inside the building, interesting displays, comfortable reading areas, corridors lined with pictures and pupils' work, and an indoor garden, with plants, running water and fish, all add to the atmosphere. Outside, the grounds have been extensively developed through tree planting, a fitness trail and environmental study ponds. The pleasant surroundings give pupils physical space and stimulate their interest, giving them things to look at, to do and to think about. This contributes to pupils' enjoyment of school and their interest in learning.
16. The staffroom has been developed to provide good areas for work, with access to resources, and also for eating and relaxation. Many staff arrive early and leave late, and the staffroom provides a welcome base for social and professional interaction. This helps to maintain staff morale.
17. The headteacher has a very clear vision for the school and provides exceptional leadership, while also building a strong team. The school is very well organised and administered and lines of communication are strong. The contribution made by each member of the school's large staff is valued and channelled by the school's leadership to achieve the maximum benefit for pupils.

Very careful attention is paid to pupils' personal and social development.

18. The school promotes pupils' all-round development in tandem with the pursuit of high standards. It explicitly teaches the skills needed for effective learning. It encourages a sense of responsibility, develops pupils' social and moral awareness and expands their horizons. This equips pupils to succeed in school and lays the foundations of good citizenship.
19. The school provides well-structured teaching in personal, social and health education. Pupils are each now keeping a 'citizenship' file, logging the work covered over their time in school, so that previous learning can be kept in mind. They develop self-control through understanding their own and others' feelings, as seen when a class discussed anger and then worked out alternative ways of solving problems. In 'circle time', pupils gain confidence in themselves as valued members of the group, and learn to respect and take an interest in others. This is reinforced in class assemblies.
20. The school council, under the guidance of the deputy headteacher, plays an important part in the life of the school. It helps pupils to realise that their ideas count and that they have a contribution to make to the community. Each class has one council member who reports back to it about what has been discussed and decided. Pupils readily speak about what the school council has achieved, for example in the provision of playground equipment. Aspiring members of the council are expected to argue their case to their constituents, and key positions are highly sought after.
21. Older pupils readily take on responsibilities. Playground friends look after others on the playground and ensure that no one is unhappy or left out. They have developed their role to supervise games such as quoits and French cricket. They encourage proper turntaking and check the return of equipment at the end of breaks. Prefects help to ensure that pupils move sensibly around the school. They have received training in how to talk to pupils appropriately when doing this.
22. Pupils appreciate the wide diversity of life experience amongst their peers. This was seen, for example, in the sharing of a book of poems by refugee children about leaving their homelands. In a religious education lesson, the depth of pupils' knowledge about different religions was evident. For example, in a Year 6 lesson, pupils from Muslim, Sikh and Christian backgrounds confidently shared and compared their experiences as they learned about Buddhism. They were interested and thoughtful in discussing the Buddhist view of death, and in practising the first stage of meditation. Pupils readily welcome newcomers, and new pupils say that it is easy to make friends.
23. Pupils are keen to contribute beyond the school, for example raising money to build an extension to a South African school. They also benefit from visits, such as the Year 6 visit to the Isle of Wight at

the start of the year, and visits to local historic houses and museums. These extend pupils' sense of place and time, and their understanding of the local community to which they belong.

Additional support is very well matched to pupils' individual needs.

24. The school works with pupils, whatever their individual needs, in ways which help them to succeed as learners. The provision of additional support also contributes to the strength of teaching and learning throughout the school as a whole.
25. The Hearing Impaired Centre provides support for eight pupils who are profoundly or severely deaf. Two teachers of the deaf, and two experienced teachers who are in the process of training, work very effectively with these pupils. They use a total communication approach, so that pupils develop skills in signing, lip-reading, listening with the aid of radio microphones, and speaking. The pupils receive intensive literacy teaching in groups of two or three, and are very keen to succeed. Teachers extend pupils' skills step by step. They quickly identify sources of confusion, for example helping pupils to distinguish between similar hand signs for 'fox' and 'can', or between words which are visually alike such as 'horse' and 'house'. Work is closely matched to pupils' needs while broadly following the literacy framework. This was seen when pupils in Year 4 and 5 worked on the structure of sentences within a traditional tale, identifying the different word order of signed and written sentences. The pupils also benefit from two half-hour sessions of individual speech therapy each week. This extends their ability to communicate through speech. A weekly video is made of each pupil reading and practising spellings. Pupils enjoy sharing this at home, and it helps parents to provide the support their children need.
26. Teachers from the Hearing Impaired Centre work in partnership with class teachers, sharing the teaching and ensuring that deaf pupils participate and contribute to lessons. Deaf pupils are very well integrated within the school, and respected for their skills. For example, in a recent Deaf Awareness week, pupils gave demonstrations of signing and also performed a dance for the rest of the school in assembly. A lunchtime signing club is heavily oversubscribed. Many hearing pupils have a basic competence in signing by the time they leave. Pupils readily interact with deaf pupils in their class. Routines, such as looking at people when speaking to them, are well established throughout the school. Pupils' experience of working alongside deaf pupils enhances their communication skills and their understanding of the needs of others.
27. Teachers from the Hounslow Language Support service work in classrooms, in partnership with teachers, to support pupils for whom English is an additional language. They help pupils to keep up in class sessions. For instance, when a class was looking for examples of assonance, a pupil was helped to match the 'i' sound in 'nipped' and 'thin', and contributed his suggestion with a beam of delight. During group work, language support teachers underpin learning very effectively, for example providing practice in the use of adjectives within sentences. Pupils at a very early stage in learning English are well supported through work precisely matched to their language level. This helps them to make rapid progress.
28. Language support teachers work in partnership with class teachers, sharing the teaching of the class as well as providing support for individuals. This strengthens the teaching team in many lessons, while providing a strong focus on language from which all pupils benefit.
29. The headteacher is the special educational needs co-ordinator. Great care is taken in identifying pupils' needs early, for example recognising specific learning difficulties even at an early stage of English language acquisition. Individual education plans provide detailed targets, such as forming all lower case letters correctly and to a uniform size, or adding two numbers up to 20. Pupils' progress is carefully reviewed and test results show that many pupils make very good progress over their time in school. A part-time special needs teacher works regularly with pupils whose literacy skills are weak. This teaching, in small groups, is well matched to individual needs and promotes confidence, particularly in the application of phonic skills. This was seen in pupils' enthusiasm, and pleasure in success, when playing a game to distinguish vowel digraphs such as ee/ea and ai/ay.

The school is very effective in evaluating its work and sharing good practice.

30. The school maintains its momentum and draws its energy from active reflection on its own practice, and from looking outwards in pursuit of improvement. This is seen in the range of initiatives which it is now putting in place as a Beacon School, all of which are rooted in ongoing work within the school.
31. The monitoring of teaching quality through classroom observation and feedback is well established. This means that staff are accustomed to considering what works well and what does not, and seeking to sharpen the effectiveness of their practice. This process has become embedded in the school's implementation of the literacy strategy and, more recently, the numeracy strategy. In both areas, co-ordinators have been very active in pursuing improvement. Two teachers, in literacy and numeracy respectively, are recognised as lead teachers within the local education authority.
32. The school is strongly committed to the professional development of all its staff. Effective performance management procedures are in place and appraisal has been extended to include all support staff, as well as teachers. The Investor in People award reflects clear and purposeful line management and a strong sense of collective participation in working to achieve the school's aims.
33. Staff development includes learning from and sharing good practice within and beyond the school. As well as working closely with local schools, the school is extending its international links. For example, two staff recently participated in a visit to China, and this has fed back into school, as seen in the introduction of 'accelerated learning' techniques and the use of music within lessons. The headteacher is involved in a partnership programme with a group of schools in South Africa, which has involved reciprocal visiting. She has also drawn on a study visit to the US in developing the school's provision for information and communication technology, and is now working with local headteachers to develop effective practice in this aspect of the curriculum.
34. As a Beacon School, plans are in hand for a range of mentoring projects. This includes work with the infant school on site, with a local primary school which has a similar intake, and with a nearby secondary school. The school is also developing a training scheme, in conjunction with the language support service, on collaborative teaching in support of bilingual pupils. Work on the application of accelerated learning techniques is being developed into an externally evaluated research project, with a particular focus on thinking in science, and the learning style of boys. A classroom is being developed as a training base within the school and a conference on accelerated learning has already taken place.
35. The school's focus on the quality of teaching and the enhancement of pupils' learning is central to its success. It is now in a position to strengthen this further, and to share good practice more widely, through its work as a Beacon School.

WHAT COULD BE IMPROVED

The school has more to do in working to improve writing standards.

36. The school has been successful in improving standards in writing, as shown in results in 2001 when over three-quarters achieved at least Level 4 in writing, almost as many as in reading. However, the proportion reaching this level, or achieving Level 5, was significantly higher among girls than boys.
37. The school's approach to writing has many strengths. Handwriting and spelling are well taught and most pupils present their work well, using a joined handwriting style, and spell accurately. They learn how to organise their ideas in writing and they practise writing in a variety of forms.
38. Multimedia computer programs are being introduced to provide inspiration and support for writing across a wide range of topics. Work thus far indicates that boys are finding this particularly helpful and motivating.
39. The school's development of non-narrative writing is a strength, and pupils are taught skills such as note-taking from an early stage. Teachers model writing to show how it should be structured and help pupils to organise their ideas. However, planning frameworks, provided to assist pupils,

sometimes become an extra hurdle which inhibits the flow of writing. This was evident, for example, when young pupils tried to sort their ideas about playtime into paragraphs before they began writing, or when older pupils attempted to categorise questions to ask the Iron Man.

40. Pupils have too little opportunity to write at length and at speed, in order to build confidence and fluency in writing. They have 'extended writing' books in which they work towards achieving a good final copy, but they are not regularly expected to sustain and expand on a theme. Written tasks are included in homework, but pupils are not routinely encouraged to develop the length of their writing through work at home, or to follow their enthusiasms, for example in writing stories.
41. Work is marked, and key points for development are carried over into targets which pupils strive to achieve. At times pupils evaluate each other's work. However, systems for checking, editing and re-drafting, and for responding to the teacher's marking, are not fully established as tools for improving writing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In working to improve standards further in writing the school should:
 - ensure that planning frameworks help pupils to write confidently and fluently;
 - use homework to encourage pupils to write at length;
 - develop routines for checking, editing and re-drafting work, and responding to marking, so that pupils improve their own work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	14	4	1	0	0
Percentage	13	38	36	10	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)		300
Number of full-time pupils known to be eligible for free school meals		77

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		101

English as an additional language	No of pupils
Number of pupils with English as an additional language	249

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

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 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	25	34	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	24
	Girls	32	29	32
	Total	50	50	56
Percentage of pupils at NC level 4 or above	School	86 (84)	86 (72)	97 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	21
	Girls	32	29	31
	Total	47	50	52
Percentage of pupils at NC level 4 or above	School	81 (65)	85 (72)	90 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	20
Black – other	0
Indian	153
Pakistani	38
Chinese	0
White	46
Any other minority ethnic group	34

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
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)	16.8
Number of pupils per qualified teacher	17.8
Average class size	27.3

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	61

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	748334
Total expenditure	733912
Expenditure per pupil	2575
Balance brought forward from previous year	16434
Balance carried forward to next year	30856

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	207

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	0	1	0
My child is making good progress in school.	51	45	2	0	1
Behaviour in the school is good.	53	43	3	0	1
My child gets the right amount of work to do at home.	50	41	8	1	0
The teaching is good.	65	33	0	0	3
I am kept well informed about how my child is getting on.	57	39	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	58	33	4	0	4
The school expects my child to work hard and achieve his or her best.	67	30	1	0	2
The school works closely with parents.	51	42	5	0	3
The school is well led and managed.	62	32	3	0	3
The school is helping my child become mature and responsible.	62	35	1	0	1
The school provides an interesting range of activities outside lessons.	45	38	7	3	7