

INSPECTION REPORT

WARREN MEAD JUNIOR SCHOOL

Banstead, Surrey

LEA area: Surrey

Unique reference number: 124938

Headteacher: Laura Christie

Reporting inspector: Anne Currie
25429

Dates of inspection: 9th – 10th May 2001

Inspection number: 193986

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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:	Roundwood Way Nork Banstead Surrey
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Appropriate authority:	Governing Body
Name of chair of governors:	Kevin Corrigan
Date of previous inspection:	21 st April 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	8 - 12
WHAT COULD BE IMPROVED	12 - 13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warren Mead Junior School has 289 pupils, both boys and girls, aged between seven to eleven years. The school is situated in Banstead in Surrey. It serves families from a range of social backgrounds that live in mainly owner-occupied houses near the school. The percentage of pupils entitled to free school meals is below the national average. Most pupils transfer from the Infant school, which is on the same site. On entry, pupils' attainment is average. A few pupils come from ethnic minority backgrounds and nine speak English as an additional language. One pupil is at an early stage of English language acquisition. The percentage of pupils identified by the school as having special educational needs is broadly average. Two pupils have statements of special educational need. Pupils who have special educational needs, which involve moderate learning difficulties or speech and communication difficulties, receive regular additional support.

HOW GOOD THE SCHOOL IS

Warren Mead Junior School is a good school. It makes effective provision for its pupils and maintains very high standards. Teaching is good. There is a purposeful atmosphere in the lessons and pupils make good and often very good progress during their time in the school. By the end of Year 6, pupils achieve very good standards in English, mathematics and science. All staff work together well as a team. The governors, head teacher and deputy head provide very good leadership. They ensure that high standards are maintained and look for ways to improve further. The school provides good value for money.

What the school does well

- Pupils at the end of Year 6 achieve standards that are well above average in English, mathematics and science. In art, standards are high throughout the school.
- The headteacher provides very good leadership and she works closely with the very effective governing body.
- The quality of teaching is good, often very good and sometimes excellent.
- The school cares for its pupils very well and helps them develop positive attitudes to learning.
- Parents are given good information about the work of the school and their children's learning. They give good support to the work of the school.

What could be improved

- Communication and working relationships with a small minority of parents who are not happy with the school's work.
- Opportunities for pupils to develop their independence and social skills and more positive strategies to motivate and engage the very small number of pupils who show persistent inappropriate behaviour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection. The school continues to look for ways to improve still further. The high standards pupils achieved in English, mathematics and science by the end of Year 6 have been sustained. The very good leadership of the school has been maintained. The quality of teaching has improved, with more good and very good lessons. All the key issues identified in the previous report have been addressed satisfactorily. Good opportunities are now provided to extend pupils' cultural awareness. Pupils develop a clear understanding of their own culture and that of others in a variety of ways, for example through art, music and religious education. Teachers plan their lessons well to encourage pupils to discuss their work with others, in pairs and in groups and to share their ideas with the whole class.

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	C
mathematics	A	A	A	B
science	A	A	A*	A

Key

In top 5% A*

well above average A

above average B

average C

below average D

well below average E

Schools with a similar percentage of pupils known to be entitled to free school meals.

In 2000, Year 6 pupils attained standards in English and mathematics that were well above average compared to all schools. In science, pupils achieved results in national tests that were among the top five per cent nationally. High standards have been maintained over the last four years. Work seen during the inspection indicates that this is continuing. Pupils enter the school with standards that are similar to those found nationally. Pupils achieve very well. They make good and sometimes very good progress in lessons and during their time in the school. Higher attaining pupils are challenged well, especially through the setting arrangements, in English and mathematics. This is indicated by the high number of pupils attaining above the level expected nationally for their age. The school analyses the results it obtains and has introduced good strategies to improve pupils' writing, which was identified as an area for improvement. Staff clearly concentrate on what pupils need to do to improve and they focus on this in their teaching. In addition, marking indicates to pupils what they have achieved and what they have to do to improve further. As a result, standards in writing are improving steadily. Pupils with special educational needs and the pupil learning English as an additional language, achieve well as a result of the additional help they receive.

The school agrees very challenging targets with the local authority, which it did not quite meet last year. Although results improved, only in science did the percentage of pupils reaching standards above those expected rise by more than five per cent.

Standards in art and design across the school are better than those normally found. Pupils develop their own skills well and learn about the work of artists from around the world. Displays in classrooms and around the school are of a high standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and enjoy learning. They are polite and well-mannered.
Behaviour, in and out of classrooms	Good. Pupils co-operate well with each other in lessons when they work with a partner or in a group.
Personal development and relationships	Pupils' personal development is good. They have good relationships with each other and with school staff. They readily take responsibility when they are given it.
Attendance	Attendance is well above the national average.

There is a very small minority of pupils in the school who find it very difficult to relate to others and who have unsatisfactory attitudes to school and learning. Pupils willingly undertake a variety of responsibilities around school, but opportunities for pupils to work independently in lessons and to be involved in the running of the school are limited.

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 good and it has a positive impact on pupils' learning. In 76 per cent of the lessons seen during the inspection, teaching was good or better. It was very good or excellent in 28 per cent of the lessons observed. There was no unsatisfactory teaching. This is an improvement since the last inspection when 12 per cent of the teaching was judged to be unsatisfactory and only 40 per cent of the lessons were good or better. Lessons are well planned with learning objectives clearly identified. These are often shared with pupils so that they are aware of their own learning. Teaching of literacy and numeracy is good and the ability grouping (setting) arrangements work well. They help to ensure that lessons are well focused on pupils' learning needs and pupils make good progress in lessons. The subject expertise of some staff, for example in music, art and dance, is used well with those teachers taking classes other than their own for these subjects. This leads to very good and sometimes excellent lessons in these subjects, with pupils making very good gains in learning.

Where teaching is less successful there are weaknesses in the management of pupils, which slows the pace of the lesson. In addition, there is an over-emphasis on what pupils should not do, rather than on what is going well. This does not help pupils sustain an interest in the subject being taught.

Good additional help is given for pupils identified by the school as having special educational needs and for the pupil at an early stage of English language acquisition. As a result, these pupils are making good gains in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum, which is enriched by visits and visitors as well as art and music activities. There is a good range of activities provided outside the classroom.
Provision for pupils with special educational needs	Good additional support is provided. Pupils' needs are clearly identified.
Provision for pupils with English as an additional language	The pupil at an early stage of English language acquisition receives very good additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good, overall. There is sound provision for pupils' spiritual and moral education. Good opportunities are provided for pupils to develop their social skills and for them to extend their knowledge of their own and other cultures, especially through music and art.
How well the school cares for its pupils	This is a very caring school. Health and safety and welfare arrangements are very good.

Strategies to promote literacy and numeracy are well established. Good links are made between subjects, which makes good use of the time available and also stimulates pupils' interest well. For example, Year 6 pupils use the Internet to find out about the Olympic Games as part of their work in history. They use their notes in literacy sessions to extend their writing skills. In science, pupils learn to devise their own experiments and to record the work they do in a variety of ways. The school follows a scheme of work for physical education, which ensures that the appropriate skills are developed. The provision for dance is very good in the upper part of the school. The recent fund-raising, to renovate the on-site swimming pool, is one example of the good parental support given to the school. Parents also help in school, for example in the library. They support pupils' work in school well through work undertaken at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, with the good support of the deputy head, provides very good, clear leadership. All staff work together very well as a team and there is a clear focus on raising standards, which is evident in all the school's work.
How well the governors fulfil their responsibilities	Governors fulfil their role very well. They are well informed and fully involved in planning and decision making within the school.
The school's evaluation of its performance	The school's achievements and pupils' progress are monitored and analysed very well. The information gained is used to improve teaching and learning.
The strategic use of resources	The school makes very good use of all the resources available to it and looks at the impact of its spending decision to ensure that it is obtaining the best value. Additional funding made available to the school is used successfully, for example through the organisation of pupils into sets, arranged by ability for English and mathematics, to give smaller class sizes and to ensure that learning is well matched to learning needs. The buildings are very well maintained and provide an attractive learning environment.

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. • Behaviour is good. • Teaching is good. • The school has high expectations. • Their children make good progress in school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities provided outside of lessons. • The amount of homework set. • The information they receive about how their children are progressing. • Better relationships between parents and the school, with the school working closer with parents.

The inspection team agrees with the positive views expressed by parents. The provision for extra-curricular activities is good. The school has a very clear policy for homework, which is consistently followed so that parents are aware of the school's expectations. The school provides a good amount of information about children's progress and how the school works. The team recognises that there is a small, vocal minority of parents who find it difficult to approach the school. The school needs to continue to work to improve communication with these parents and to develop an effective working relationship with them for the benefit of the children involved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils at the end of Year 6 achieve standards that are well above average in English, mathematics and science. In art, standards are high throughout the school.

1. At the end of Year 6, national test results show that standards in English, mathematics and science are consistently well above average. In current work, there are examples of high standards in all three subjects. Standards are high in art across the school.
2. When pupils enter the school at age seven their attainment is broadly average, although some pupils already exceed the standards expected. As they progress through the school, pupils make good and often very good gains in learning. They work hard and respond well to the good teaching they receive. Lessons are well planned and clearly focus on what pupils need to learn, with new work building on what they already know.
3. In English, pupils make good progress in speaking and listening. Since the last inspection, teachers have increased the opportunities they give pupils to discuss their work during lessons. Provision is now good, with pupils encouraged to discuss their ideas with a partner or in a group in many lessons. They also share the work they have done with the whole class, especially in literacy and numeracy lessons. Teachers use questions well to encourage pupils to express their ideas and they treat their responses with respect, which helps pupils gain confidence. Pupils make good progress in reading. Teachers provide frequent opportunities for them to read across the curriculum. The school identified that standards in writing were lower than those in reading and, as a result, they have focused on improving pupils' written work. This has been successful and standards are now higher in writing. Grammar is taught well and pupils recognise and use an increasing range of verbs, adverbs and adjectives to make their writing livelier. They write for a range of purposes and their sentences become increasingly complex. Pupils respond well to the comments made on their work, telling them what they need to do to improve. Good links are made with other subjects, for example history, and the subject matter captures pupils' interest, especially the boys.
4. Pupils achieve well in mathematics. Teaching is lively and the work is well matched to pupils' learning needs. Teachers give clear explanations which help pupils understand what they are doing. The grouping of pupils into sets, by ability, across the school means that work is well matched to their learning needs. There is a good emphasis on giving pupils the opportunity to carry out investigations. For example, pupils in Year 3 investigated how many different ways 5p and 10p coins can be arranged to make 25p and 35p. Pupils enjoyed the challenge and responded well to it. In Year 6, pupils in the higher attaining set can work out algebraic equations to show a correlation between two numbers and then plot the results on a graph. The pupils capable of higher attainment within the class can successfully draw a conversion graph to show how to change temperatures in degrees Fahrenheit to degrees centigrade. By the end of Year 6, most pupils achieve the standards expected for their age. Many pupils in Set 1, the higher attaining group, exceed them.
5. Pupils with special educational needs are well supported. The lower attaining sets in mathematics and English are comparatively small, allowing more attention to be given to individual pupils. Good additional help is also given in some classes and in small group or individual sessions which take place outside the classroom. The pupils who receive extra support make good progress towards the targets set for them. Very good additional support is available for the pupil who is at an early stage of English language acquisition.
6. In the 2000 science tests, Year 6 pupils achieved results which were in the top five per cent, nationally. Well over half the pupils exceeded the standard expected for their age. Pupils make good and often very good gains in learning as they move through the school. They develop a lively interest in science activities, as a result of stimulating teaching and the clear focus on investigative work. Pupils in Year 3, for example, investigated what plants needed to grow well and they eagerly

watched caterpillars grow, waiting for them to change into pupae and then butterflies. Pupils learn how to conduct a fair test and how to record the results in a variety of ways, including graphs and tables. For example, Year 4 pupils investigated friction by measuring the force needed to pull a shoe over a variety of surfaces. They used force meters accurately and recorded their results in a table.

7. Standards in art across the school are high, as they were at the time of the last inspection. Pupils study the work of a good range of artists, including those from other cultures, and they produce their own paintings in a variety of styles. Art makes a good contribution to pupils' cultural development. Pupils learn a variety of techniques and produce work of a high standard. Pupils in Year 6 demonstrate their good colour mixing skills when they individually recreate sections of Sandro Botticelli's picture 'Venus in the Garden', and join them together, with each one matching its neighbour. In Year 3, pupils use powerful brushstrokes and bold colours to create vibrant pictures in the style of André Derain, whilst Year 4 pupils use pastels to create African scenes.

The headteacher provides very good leadership and she works closely with the very effective governing body.

8. The headteacher, who is very well supported by the deputy head, provides very clear leadership, which is clearly focused on raising standards in all aspects of the school's work. Some of the features of the very good leadership are:
 - the regular monitoring of teaching, especially of literacy and numeracy, by the headteacher, the deputy head and mathematics co-ordinator; effective action is taken to address any weaknesses found; this is reflected in the high percentage of good teaching;
 - the good support given to new teachers and the valuable contribution the school makes to training new teachers; this is essential as there is a high turnover of staff, partly caused by promotion, the retirement of older teachers and the movement of other teachers out of the area because of the high cost of housing; there is a good team atmosphere with teachers supporting one another well;
 - the analysis of results obtained in national tests and from teachers' own assessments which indicates areas for improvement and the effective action taken as a result of this analysis; a recent, good example is the work done to improve the standard of writing so that it is now more in line with that in reading; staff received training to extend their understanding of what was required and additional curriculum time allocated to writing to give pupils time to extend their skills; targets are set for groups of pupils in lessons so that they focus on what they need to do to improve;
 - the good use of funds to give pupils good opportunities for learning; an example of this is the employment of additional teaching staff to allow the two classes in each year group to be split into three ability groups or sets for literacy and numeracy; this arrangement ensures that teaching is well focused on the learning needs of each set; the smaller numbers in Set 3, the lower attaining group, mean that pupils receive more individual attention focusing on their needs; learning support assistants are also employed to give effective, well targeted extra support to individuals and groups of pupils; and
 - a clear school development plan which focuses on relevant priorities to maintain and improve the quality of education provided; a good example is the emphasis on initiatives to extend further pupils' personal and social education; this is designed to meet National Curriculum requirements and also the result of the school's own assessment of pupils' needs.
9. Members of the governing body work very closely with the headteacher and they fulfil their statutory duties well. Their role in the work of the school was recognised recently when the school achieved the renewal of its Investors in People status. Individual governors have specific expertise, for example in building maintenance and financial management, which they share with the school. The headteacher keeps governors well informed and some visit the school and then report back to the governing body so that they have a very good overview of the strengths and areas for improvement.

The quality of teaching is good, often very good and sometimes excellent.

10. The quality of teaching is good overall and this has a very positive impact on pupils' learning. In 76 per cent of the lessons seen during the inspection, the teaching was good or better. It was very good in 24 per cent of the lessons and one lesson was excellent. No unsatisfactory teaching was observed. This is a marked improvement compared to the previous inspection when 12 per cent of the lessons were unsatisfactory and only 40 per cent good or better.
11. Standards of teaching in English, mathematics and science are generally good. Teachers have a good understanding of the National Literacy and Numeracy Strategies and they implement them well, ensuring that pupils steadily develop their skills and understanding. Teachers have good subject knowledge in science and they share their enthusiasm for the subject with pupils. The school identified the need to improve pupils' writing skills, as they were not achieving the same high standards in writing as they were in reading. Whole-staff training gave teachers a clear understanding of how to develop writing skills and how to assess written work accurately to identify what pupils need to do next to improve. From this analysis, teachers now plan work for groups of pupils to help them improve and most give individual pupils a clear idea of what they have to do to improve when they write comments in pupils' books. These are illustrated by the comment in a Year 3 pupil's book 'Next time remember to use capital letters' and in a Year 6 book 'Try to think of different ways to start sentences'. Teachers also highlight areas where pupils are achieving well and they give praise with comments such as 'Well done. You have included all the relevant information and organised it appropriately' and 'You have understood this poem well and put your answers in sentences'. One lesson a week is devoted to developing pupils' extended writing skills so that they have the opportunity to practise their skills. As a result, pupils are making good and often very good progress.
12. Good use is made of teachers' particular skills when they are given the opportunity to teach other classes. Examples of this were seen in the excellent music lesson in Year 6, the very good art lesson, also in Year 6 and the very good dance lesson in Year 5. In these lessons, teachers shared their expertise and enthusiasm well with pupils and, as a result, they made very good gains in learning. The English and mathematics co-ordinators take Set 1, the higher attaining group of pupils, in Years 5 and 6 and this ensures that the very good subject knowledge of these teachers is used effectively. This helps the higher attaining pupils to achieve well.
13. The features of the good teaching, and factors that contribute to it, are:
 - lessons that are well planned and teachers who are clearly identifying what they want pupils to learn; the learning objectives for the lesson are usually shared with pupils so that they are aware of what they are learning;
 - the setting arrangements for literacy and numeracy work well because they help teachers focus clearly on what pupils need to learn, ensuring that good progress is made in lessons;
 - most teachers manage pupils well and lessons proceed at a good pace, so that a substantial amount of work is covered;
 - teachers have good relationships with pupils; as a result, most pupils are keen to please and they work hard and achieve well;
 - teachers use questions well to assess what pupils know and to help them share their ideas with others;
 - teachers plan an interesting range of work, which pupils respond to well; this is shown by pupils' good recall of facts about the Olympic Games in Ancient Greece; good use is made of the work of famous artists to stimulate pupils' poetry writing; for example, the painting 'The Tiger in the Woods' inspired a Year 6 pupil to write a poem using adjectives very effectively to set the scene;
 - learning support assistants are well trained and they provide good additional help; they are used effectively to enable pupils to achieve well; and
 - teachers have high expectations of what they want pupils to achieve and how they expect them to behave.

14. When lessons are less successful:

- teachers show some weaknesses in classroom management; as a result, time is wasted and pupils make only satisfactory progress in lessons; and
- there is too much emphasis on what pupils should not be doing, rather than on what they are doing well; this results in one or two pupils losing interest and not making sufficient progress.

The school cares for its pupils very well and helps them develop positive attitudes to learning.

15. There are very good procedures in place to ensure pupils' health and safety. The administrative officer and the premises monitoring group of the governing body, make termly safety checks on the building and its grounds. The premises officer promptly carries out minor repairs. The school takes child protection issues very seriously. The headteacher and two other members of staff have received appropriate training and this has been shared with the rest of the staff. Pupils are well supervised at break and lunchtimes. All staff are offered the opportunity to undertake first aid training by either the Red Cross or the St John's Ambulance service. Most have gained relevant qualifications. Pupils were involved in the re-arrangement of the play areas. This resulted in several different areas being constructed, which satisfy the varying needs of pupils. For example, there is an area for ball games, a quiet garden area and an adventure playground.

16. Class teachers have a very vigilant approach to punctuality and the headteacher pursues any persistent cases. As a result, punctuality is good. Attendance is closely monitored and the headteacher analyses absences, looking for patterns and areas for concern. These are quickly followed up with the support of the local education authority's education welfare officer.

17. There are clear anti-bullying procedures and pupils interviewed said that incidents of bullying were rare. They knew what to do if they encountered it and felt happy that the school would deal with it.

18. There are several ways in which the school helps pupils develop good attitudes to learning. These include:

- the good relationships that teachers develop with pupils, which means that pupils work hard and are keen to please;
- the way staff get to know pupils well and use assessment information to plan future work, which offers an appropriate amount of challenge, but also allows pupils to succeed.
- the wide range of lively activities, which the teachers plan to stimulate pupils' interest, such as designing and making slippers in design and technology lessons in Year 6; there is also good emphasis on an investigative approach in science lessons;
- the marking of pupils' work is extremely positive, giving encouragement and praise; team points are awarded for good work;
- teachers treat pupils' responses to questions with respect and, as a result, they gain confidence; and
- the good use of displays around school; these create a very attractive learning environment and also show that pupils' work is valued.

Parents are given good information about the work of the school and their children's learning. They give good support to the work of the school.

19. The school provides a good range of opportunities for parents to find out about their children's learning. This is an improvement since the previous inspection. Parents who are new to the school are invited to attend induction meetings so that they are aware of the school's approach to various issues, such as teaching reading and the ability grouping (setting) arrangements. Formal meetings with the class teacher take place in the autumn and spring terms. The school invites parents to discuss their children's annual reports in the summer term. The reports are of high quality and the school makes effective use of its assessment systems to set individual targets. There is good parental support for homework. Parents are making good use of the home/school

contact book. A mother says the setting and marking of homework gives her “a window into what the children are doing”.

20. The school also provides parents with good information about various aspects of its work. Meetings are held which explain the school’s approach to reading and the process of selecting a secondary school. Informative booklets are provided, such as how to help children with reading, and the Mathematics Essentials book shows parents what is expected in the national tests.
21. Parents contribute actively to their children’s learning. A regular rota of volunteer librarians helps pupils to locate and select fiction and non-fiction. Parents help with sports and other extra-curricular activities and clubs. They accompany pupils on visits. A parent who went with the school choir to the Royal Albert Hall says how well the children behaved themselves on that occasion. The active parent teacher association successfully raises funds to provide extra facilities. Together with the infant school, parents have, within the past two years, raised £50,000 for the refurbishment of the school’s swimming pool. This will give pupils more opportunities for swimming in the summer term, and the school plans to provide water polo as an extra-curricular activity.

WHAT COULD BE IMPROVED

Communication and working relationships with the small minority of parents who are not happy with the school’s work.

22. A small but significant minority of parents expressed concern about their relationship with the school. Whilst the large majority gave positive responses to the questionnaire, 25 per cent of parents who returned the questionnaire, did not agree that the school worked closely with them. Twenty per cent returning the questionnaire did not feel comfortable approaching the school with a query or problem. A specific concern expressed at the pre-inspection meeting was that a teacher prevented her class from taking part in physical education lessons because of unsatisfactory behaviour by a small group of pupils. In fact, this happened on only two occasions, during the 1999/2000 school year and has not occurred since. Punishment of a whole class because of individuals’ behaviour is against the school policy and the school took appropriate action soon afterwards to prevent it happening again. Two parents felt the school did not give adequate support in the event of bullying. However, pupils interviewed say that bullying is rare, they know what to do if it happens and the school’s procedure works well. A few parents thought that the school put too much emphasis on academic achievements at the expense of a wider range of activities. Pupils take part in an appropriate range of visits to enrich their experiences and visitors to the school add breadth to the curriculum. There is a good range of extra curricular activities and pupils taking part in various local events, such as music festivals and netball tournaments.
23. The school recognises that it is not communicating effectively with all parents. The school development plan contains a section aimed at looking at ways in which the school and parents can work together to improve pupils’ education. The school already makes use of its own questionnaires to canvass parents’ opinions. The headteacher has begun to meet with parents of children in a year group to identify concerns, but few parents attend. There is some scope to improve relationships with those parents who feel disaffected. For example, the school needs to build on the success of its welcome to parents when their children first join the school. Discussions with parents reveal that not all parents read the detailed newsletters sent home. The school should look for additional ways of helping all parents to become aware of pupils’ considerable success in subjects other than English, mathematics and science, such as sports and the performing arts. One parent says she was delighted when she first saw the artwork her child was doing.

Opportunities for pupils to develop their independence and social skills and more positive strategies to motivate and engage the very small number of pupils who show persistent inappropriate behaviour.

24. In most of the lessons seen during the inspection, the activities pupils undertook were very teacher-directed. For example, in the Year 4 science lesson, the teacher selected the surfaces that the pupils were going to use to test for friction. In other lessons, pupils showed a lack of independence. For example, Year 6 pupils felt it necessary to ask if they could go on to the next page in literacy and when they were unsure about how to organise their work in their mathematics books. This indicates that they are not given enough opportunities to act on their own initiative. In the assembly where Year 5 pupils played musical instruments, opportunities were missed to develop their skills by letting them introduce themselves or each other. Similarly, the report of the netball tournament the previous evening was given by a teacher and not a team member. Staff felt that pupils did not have enough confidence to speak out in front of the whole school in this way. These are pupils who are achieving very well academically and they should be encouraged to gain confidence and to participate in a range of settings.
25. Pupils have a satisfactory range of responsibilities within classes and Year 6 pupils have the opportunity to be house captains and monitors, for example during wet playtimes. The school is following a clear scheme of work to extend pupils' personal, social and health education and they have some opportunities to share their thoughts and feelings with others in their class. Pupils' opinions were canvassed when the outside areas were being developed. However, pupils do not yet have any formal voice in how the school is being run, for example through a school council, and this is a missed opportunity for them to develop their social skills.
26. A very small number of pupils show persistent, inappropriate behaviour. The school's approach to them is very consistent, with pupils having a clear understanding of the sanctions, which are applied. These include the use of a short time out of the classroom and the missing of lunch and break times, often with the pupil required to write lines to remind him or her of the inappropriate behaviour. For persistent offenders these sanctions appear to be ineffective and have little impact on these pupils' behaviour, so there is a need to develop alternative strategies. In addition, on a very few occasions, there is an overemphasis on what pupils are doing wrong, rather than highlighting the behaviour of pupils who are behaving well to create a more positive environment. When this happens there is an uneasy atmosphere in the classroom, which is not conducive to good learning and encouraging all pupils to achieve their best.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. To improve further the good practice and high standards evident in many aspects of the school's activities, the headteacher, governors and staff should:
- (a) investigate ways of improving communications and working relationships with the small minority of parents who are not at present happy with the work of the school;
- (This weakness is mainly discussed in paragraphs 22 and 23)
- (b) extend strategies for engaging and challenging all pupils, but especially the very small number of pupils who show persistent, inappropriate behaviour by:
- encouraging more independence in lessons;
 - giving pupils increased opportunities to contribute to the life of the school; and
 - ensuring a consistently positive approach to behaviour management.

(This weakness is mainly discussed in paragraphs 24, 25 and 26)

The school development plan already incorporates strategies for improving the partnership with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	48	24	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	289
Number of full-time pupils known to be eligible for free school meals	15

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

1999-2000	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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
	2000	41	29	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	36	40
	Girls	25	25	28
	Total	61	61	68
Percentage of pupils at NC level 4 or above	School	87 (94)	87 (90)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	38
	Girls	26	24	29
	Total	61	60	67
Percentage of pupils at NC level 4 or above	School	87 (87)	86 (93)	96 (99)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	239
Any other minority ethnic group	8

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)	12.2
Number of pupils per qualified teacher	23.7
Average class size	36.1

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	81

Financial information

Financial year	1999-2000
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	£
Total income	512,539
Total expenditure	530,898
Expenditure per pupil	1,863
Balance brought forward from previous year	58,676
Balance carried forward to next year	40,317

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	28	59	9	4	0
My child is making good progress in school.	33	58	7	1	0
Behaviour in the school is good.	33	50	9	1	6
My child gets the right amount of work to do at home.	24	59	15	2	0
The teaching is good.	37	55	6	0	2
I am kept well informed about how my child is getting on.	30	49	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	32	47	13	7	2
The school expects my child to work hard and achieve his or her best.	63	34	3	0	0
The school works closely with parents.	19	53	17	8	1
The school is well led and managed.	49	41	4	4	1
The school is helping my child become mature and responsible.	41	41	12	3	3
The school provides an interesting range of activities outside lessons.	23	63	13	2	1