

INSPECTION REPORT

WEST LEIGH JUNIOR SCHOOL

Leigh on Sea

LEA area: Southend

Unique reference number: 114779

Headteacher: Mrs C Woolf

Reporting inspector: Mr P H Cole
2616

Dates of inspection: 12th – 14th November 2001

Inspection number: 195223

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 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Johnson
Date of previous inspection:	June 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	12
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 516 pupils on roll, West Leigh is a very large junior school. Almost all the pupils are white and only five pupils speak English as an additional language. Two of them, who were originally refugees, continue to receive support from the school. All of these pupils are able to take a full part in lessons. Forty pupils are on the school's register for special educational needs, which is a much smaller proportion than is found in schools across the country. Seven have statements to support their particular needs, which again is fewer than usual. Most of the special needs are related to learning, speech and language difficulties. The majority of pupils come from advantaged backgrounds and their attainment on entry from the infant school is clearly above average. In Year 6, the majority of pupils sit tests to gain entry to selective secondary schools, as well as taking the national tests.

HOW GOOD THE SCHOOL IS

This is a very good school that enables pupils to achieve excellent results and high standards in their work. Teaching is good overall and pupils experience many rich learning opportunities. The school is well led and managed, particularly by the headteacher and senior teachers, and it provides good value for money.

What the school does well

- Results in the Year 6 national tests are excellent when compared to schools across the country and they are very good when compared to schools with pupils from similar backgrounds to those at West Leigh. Pupils do very well in the local selection tests for secondary schools.
- The standard of pupils' work in English, mathematics, science and swimming is high and many pupils also achieve equally well in music and French.
- Pupils' attitudes to learning, relationships with each other and adults in school, and behaviour in class and around the school, are all very good.
- Overall, teaching across the school is good and it is often very good and sometimes excellent, particularly in the classes for the older pupils and in some of the specialist lessons.
- The headteacher and senior staff provide very strong leadership and very effective management. They are supported well by other staff and the knowledgeable and supportive governing body.

What could be improved

- The school has no significant weaknesses that need to be tackled.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then good progress has been made in addressing all the key issues that were identified and in improving other aspects of its life. Standards, which were high in English and mathematics, have shown further improvement as have those in science, which were judged to be above average and are now well above. Pupils continue to achieve very well in music, French and particularly in swimming. Standards in information and communication technology (ICT), which were in line with

national expectations, are now above them. The key issues to improve the planning of lessons and to ensure that all pupils had a balanced programme for learning have been addressed very successfully. Assessment, which was a significant weakness identified during the last inspection, is now done well and makes an important contribution to effective learning and the achievement of high standards. Governors did not make a sufficient contribution to the leadership and management of the school and are now much more fully, and appropriately, involved in determining its direction and in checking how well it is performing.

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

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

As can be seen from the table above, pupils have achieved extremely well in the national tests taken by pupils in Year 6. In English, mathematics and science, they achieved results well above those in other schools across the country and in English the results in 2001 were in the top five percent of schools nationally. The school exceeded the appropriately challenging targets it set for 2001 in English and narrowly missed them in mathematics. What is particularly impressive is how well the results compare to those achieved by similar schools, based on pupils' entitlement to free school meals. Again, the results were well above the average in English and mathematics and above average in science. Many of the pupils enter West Leigh Junior School having achieved well in the Year 2 tests, yet when their Year 6 tests results are compared to their Year 2 results they did much better than expected in English and better than expected in mathematics. Their achievement in science was in line with expectations. This clearly indicates that pupils in the junior school made very good progress in English, good progress in mathematics and steady progress in science. This picture is reflected in the current work of pupils. By Year 6, standards in English are very high with many pupils working at least a year above what is expected for their age. They are also already achieving above expectations in mathematics and science. For these pupils, given their prior attainment and backgrounds, the standards they are achieving are good. The majority of pupils achieve above national expectations in music, but about a quarter of all the pupils in school achieve very high standards through their involvement in choirs, instrumental tuition and the many opportunities they have to perform. Almost all pupils make very good progress in swimming as a result of their weekly lessons and most achieve high standards. This is reflected in the school's success in regional and national competitions. Years 5 and 6 pupils learn French and by Year 6 they are working comfortably within the levels expected for pupils in Year 7.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning are mature and very positive.
Behaviour, in and out of classrooms	Pupils' behaviour across the school is consistently very good in lessons, when they are eating lunch, and during breaks in the relatively small play areas.
Personal development and relationships	Pupils respond well and take very seriously the responsibilities they are given. They are confident to take initiatives and get on very well with each other, adults working in school and visitors.
Attendance	Very good, being well above the national average.

Pupils work hard in lessons and want to do their best, as seen in their commitment to out of class activities, such as choirs, instrumental groups, teams and clubs. They are very polite, confident and mature. They ask to produce plays for assemblies, make award certificates when others have done well, for example for an investigation in the science club, and are very responsible and sensible in the way they fulfil their roles as official helpers, monitors and prefects. Overall, the behaviour, attitudes and attendance of the pupils make very positive contributions to the effectiveness of their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Not applicable	Not applicable	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.

Overall, teaching is good and ranges from occasionally unsatisfactory to excellent. Specialist teaching of swimming and for higher attaining pupils in music is often excellent and results in pupils achieving high standards. The specialist teaching of ICT and French is good and is ensuring that pupils make good progress in these subjects. Both English and mathematics are usually taught very well with particular strengths in the precision with which basic skills in literacy and numeracy are taught. Teaching of English is often very good or excellent in Years 5 and 6 and here there is also higher proportion of very good teaching across the curriculum. There are many strengths found in the teaching across the school. Lessons are effectively planned and teachers make clear to pupils what they will be learning. This helps pupils to work successfully towards the same goals as their teachers. Teachers' questions encourage pupils to reason and explain, and enable them to check on pupils' understanding. Most lessons are demanding and challenging. Teachers consistently use technical language, and expect pupils to work very hard and to produce good quality work. In the one unsatisfactory lesson a teacher's lack of knowledge and confidence in teaching science resulted in pupils not achieving what was planned. Resources, such as interactive white boards in ICT, are mostly used to very good effect and teaching assistants are given clear guidance and responsibilities for groups of pupils. They support these pupils well, including

those with special educational needs and English as an additional language, enabling them to make good progress. Teachers' marking of pupils' work is often detailed and very useful in helping pupils to know what they need to do to improve. Teachers also make good use of marking and other assessments to successfully adjust what they do in lessons in order to address the problems that pupils may have. Teachers' very good relationships with pupils underpin their successful management of behaviour and promote pupils' very positive attitudes. Homework is regularly set and makes increasing demands on pupils as they move through the school. It makes a strong contribution to preparing pupils for the tests and the selection processes they will encounter in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned and there is high quality provision for swimming, music and ICT. Pupils' learning is enriched by French for pupils in Years 5 and 6 and extensive out of class activities.
Provision for pupils with special educational needs	Appropriate and effective support is provided for pupils with special educational needs and is informed by very thorough and regular monitoring of their progress.
Provision for pupils with English as an additional language	The needs of the pupils with English as an additional language are effectively met. Almost all speak and write English well and those who need more help are given focused support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall, with strengths in the provision made for pupils' moral and social development.
How well the school cares for its pupils	Pupils' welfare is looked after very well by the school.

The provision of specialist teaching for swimming, music, French and ICT is working well and ensures that the learning opportunities for these subjects are well planned and supported. Streaming of pupils in Years 5 and 6 is effective in meeting the needs of pupils of different attainment. The smaller classes for the average and lower attaining pupils and additional groups for those with particular needs ensure that almost all pupils consistently make good progress. Health and safety, and the arrangements for child protection are very good. Assessment, tracking of pupils' progress and target setting are making very valuable contributions to the school's continuing efforts to raise standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably assisted by senior teachers, provides very strong and effective leadership and management. Co-ordinators lead and manage their subjects and areas of responsibility, such as special educational needs, well.
How well the governors fulfil their responsibilities	Governors take a strong interest in the school. They are appropriately involved in planning developments, deciding how the budget should be spent and in overseeing how well the school is doing.
The school's evaluation of its performance	The school looks closely at how well it is performing and uses the information effectively to improve what it does.
The strategic use of resources	The budget is used well to fund developments and to make improvements to the school's resources and accommodation. Expensive resources, such as the swimming pool and the ICT suite, are mostly used well.

The very real strengths in leadership and management far outweigh any weaknesses and have led to a good school becoming even better. There is a real sense of purpose, and high expectations are evident in every aspect of what the school does. The principles of best value are used effectively to inform decision making, although more could be done to take account of parents' views in this process.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils achieve well in national tests and in the eleven plus examinations. • Many pupils achieve very well in music and swimming. • Teaching is good and their children make good progress. • Pupils behave very well and are very positive about school. • The school is well led and managed. 	<ul style="list-style-type: none"> • There are not enough activities for pupils outside of lessons. Some of the activities are elitist. • Lower attaining pupils sometimes suffer from low self-esteem. • The needs of pupils with special educational needs are not always effectively met. • Parents do not feel well enough informed about their children's progress.

The inspectors agree with the strengths that parents have identified. Their views about what could be better are more positive than those of the parents. There is a relatively large number of clubs and out of class activities, ranging from science and Scrabble clubs to choirs, sports clubs and school teams. Attendance at these is very good. Some clubs, such as the music clubs, are provided for higher attaining and talented pupils and give them opportunities to reach very high standards. Inspectors found in their discussions with pupils in lower streams that they are equally as positive and optimistic about their learning as those in the upper streams. Pupils with special educational needs are carefully monitored and

given support that is well matched to their particular needs. Inspectors found reports to parents to be detailed and informative and to include areas for pupils to work on to improve. The school, however, could do more to identify parents' concerns and to reassure them that it is tackling them effectively.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in the Year 6 national test are excellent when compared to schools across the country, and they are very good when compared to schools with pupils from similar backgrounds to those at West Leigh. Pupils do very well in the local selection tests for secondary schools.

1 Over the last five years the school has maintained consistently very good results in the national tests for pupils in Year 6 compared to all primary schools across the country. In the 2001 tests, the results showed further improvements over those in 2000. This was seen mainly in the increase in the proportion of pupils who achieved the higher level 5. In mathematics, one pupil even achieved level 6, which reflects achievement similar to the average pupil in Year 10 in a secondary school. The results are also impressive when compared to those achieved by schools with pupils from similar backgrounds to those at West Leigh, based on their entitlement to free school meals. In science, they were above those achieved by other schools and in English and mathematics they were well above. When these results are compared to those in 2000, they show a clear improvement in all three subjects. The pupils who come into school in Year 3 have done well in the Year 2 tests and when their results in Year 6 are compared to those they achieved in Year 2, pupils achieved far better than is usually expected in English and better than expected in mathematics and they made the expected gains in science. Overall, the school therefore provides good added value to pupils' achievement.

2 As in most schools, girls achieved better than boys in English, but this was not as marked in West Leigh as in other schools and both boys and girls achieved considerably better than boys and girls nationally. In both mathematics and science, girls' and boys' achievements were very similar. This indicates that the school achieves greater equality in the performance of boys and girls than is the case nationally.

3 In 2001, over 70 percent of the pupils who sat the selection tests for the local grammar schools were successful. This maintained a trend of success that is noticeably better than almost all the primary schools in the local education authority.

The standard of pupils' work in English, mathematics, science and swimming is high and many pupils also achieve equally well in music and French.

4 During the inspection, high standards were found in the core subjects of English, mathematics and science. In all three subjects a high proportion of pupils are achieving well above the national expectations for their age.

5 In English, almost all pupils in Year 3 have already developed a neat joined handwriting style. Higher attaining pupils punctuate appropriately and accurately, including commas and speech marks and use sophisticated language patterns that are well matched to the purpose of the writing, for example, developing a conversational style in a story: "Since you're here....Well I mean, in the middle of nowhere, why don't you come and live here for a year?" Their work shows attainment similar to that usually found by the end of Year 4 (level 3). Average attaining pupils also punctuate well and are working above the expected level for their age and lower attaining pupils often achieve in line with expectations. By Year 4, pupils are using different tenses in their writing and successfully produce a range of writing that includes notes, reviews of books and jingles. Their stories are well structured and sequenced. By Year 5, many pupils are already achieving or are close to achieving the level that pupils are expected to achieve by the end of Year 6. They understand well how writers

make use of devices, such as alliteration and similes, to produce effects in poems and other texts and they are able to make use of them in their own writing. In Year 6, a high proportion of pupils read with good expression and understanding; for example, higher attaining pupils 'reading between the lines' of a play script were able to work out appropriate stage directions for the characters. They use advanced forms of punctuation appropriately, including commas and brackets, and adopt writing styles well for different purposes, for example "A hazardous storm's lightning has struck Planum Primary School" when producing a newspaper report. Their poetry shows good awareness of rhyming patterns and extended line length. Average attaining pupils use complex sentences and imaginative language, while lower attaining pupils are capable of similar work, but are less accurate although their attainment is already very close to the level expected at the end of the year.

6 In mathematics, pupils' attainment is very similar to that found in English. In Year 3, higher attaining pupils are working within level 3 across the different aspects of mathematics. They can for example, add tens and units together to values over 100 and apply this understanding when calculating with amounts of money. They have a good knowledge and understanding of two and three-dimensional shapes and can identify right angles. They can tell the time and use cm and mm when measuring. Average attaining pupils are working comfortably in line with and often above the expected levels. They can also use standard measurements and have a good knowledge of the times tables they have learned. Lower attaining pupils are working close to expected levels. In Year 4, almost all pupils are achieving at least the expected level 3 and higher attaining pupils are starting to work within level 4, for example when they use different strategies to multiply numbers and when they are measuring length and weight. Lower attaining pupils in Year 5 work at the level appropriate for their age. They understand about fractions, probability, 24-hour clocks and digital representation of time, and can use simple formulae to work out the perimeter of shapes, and they check their calculations by inverting the operation. Higher attaining pupils use more sophisticated formula and understand how these can be simplified, for example $(2x) + (2xw) = p$ to $2(w + l) = p$. By Year 6, most of the lower attaining pupils are working close to, but just below, the expected level 4 in number related work. They apply their knowledge and understanding of number bonds to 10 to much bigger numbers, for example when converting units of measurement and finding the differences between distances. They are beginning to understand and work out equivalent fractions and convert fractions to decimals. Average attaining Year 6 pupils are working comfortably at the expected level with numbers, while higher attaining pupils show in their work with decimals and negative numbers that they are able to work at the higher level 5. Most of the pupils' work, across the range of attainment, on data handling and shape is above expectations. For example they are able to calculate the mode, median and mean of sets of data and they estimate and measure angles accurately. Pupils across the school have good skills and quick recall of number facts when they are working out calculations in their heads.

7 Pupils in Year 6 have good and sometimes very good knowledge of the science they have covered. For example, they can name individual bones in the leg, most know the names of organs in the body and can describe their functions, and higher attaining pupils describe how systems, such as those for digestion and circulation, work. Pupils have a secure understanding of electrical circuits and higher attaining pupils understand the effects of multiple switches and dimmer switches in a circuit. They generally have good understanding of materials and their properties, for example of solutions. Not all are confident in suggesting how to ensure a test is fair when designing an investigation but they have a secure understanding of the concept of a fair test.

8 Pupils are taught music by a specialist and some are also supported by specialist instrumental teachers. The high level of expertise and commitment of these teachers enables pupils to reach above average standards in lessons and to excel in choral and

orchestral music. The school boasts not one but four choirs, all of them enthusiastically supported. There are, for example about 50 pupils in the boys' choir, 80 boys and girls in the upper school choir and 30 girls in the chamber choir. These are especially for the musically more able but can include pupils who may have special educational needs in other areas. From their very first experiences in the choirs, pupils are trained to sing correctly with attention to breathing and diction as well as to the purity of sound. They hear musical terminology from the start and quickly become familiar with terms such as chords, intervals, octaves, pitch, legato, dynamics and change of key. They are taught to sing a wide range of songs in unison and in two parts with both control and expression. At the moment, they are learning Christmas songs and carols, such as 'Do you hear what I hear' and 'The Drum Carol', and display considerable technique and confidence, for such young singers.

9 A smaller, but still substantial, number of pupils learn to play musical instruments. They receive tuition and orchestral experiences from specialist teachers, as well as from the school's music teacher. Again, the various groups play with confidence and skill. The teaching is musically very precise and demanding, and pupils' concentration, effort and commitment are excellent. For instance, the orchestra played 'Little Donkey' and 'Donkey Riding' very confidently and are quite able to read and maintain complicated individual parts. The woodwind group performed recently at the Albert Hall and some of the players who have left to go to on to secondary education returned to demonstrate their very considerable skills along with those who are still at the school.

10 The high level of experience, that so many pupils have, positively affects standards in class lessons. These offer a well-balanced experience covering the whole range of performance, composition and listening activities. Those who have had the extra experiences help to set the example for all. Several pupils in Year 6 were able to identify an octave interval after the class sang a musical phrase, and could spot ascending and descending sequences of consecutive notes. Working in pairs, Year 6 pupils began to turn Victorian street cries into compositions. Singing generally is of good quality.

11 As with music, pupils benefit from very skilled specialist teaching in swimming. All pupils have weekly swimming lessons, which build very well on their learning in the infant school. By the time pupils come to leave the school almost all are strong swimmers who can swim at least 100m and many can swim much further. However, what is most impressive about their swimming is the technically correct and rhythmical strokes that a high proportion of pupils develop. They are stylish and efficient swimmers who achieve very well in local, regional and national competitions. Pupils' learning in Years 5 and 6 is enhanced by their weekly French lessons. These are well taught, again by a specialist, who is successfully developing their vocabulary and skills in speaking French and is encouraging them to begin to read and write key words and phrases. Pupils quickly pick up new words and many confidently use them in sentences in response to the teachers' questions.

Pupils' attitudes to learning, relationships with each other and adults in school, and behaviour in class and around the school, are all very good.

12 Pupils are eager to do their best and approach their work with maturity. This is seen in lessons across the school and also in the commitment that they make to out of class activities, such as the music groups and school clubs. Their positive and responsible attitudes are also reflected in the initiatives they take, for example when devising their own assemblies, when spontaneously acknowledging and rewarding each other's efforts and in the support they give to fund raising for their nominated charities. Those pupils who represent their classes on the School's Council take their responsibilities seriously as do the older pupils who sensitively and considerately act as official monitors, helpers and prefects. Younger pupils appreciate the efforts of their older peers, for example when they organise

activities during wet playtimes, and they comment positively about the older ones' consideration when they are looked after by them at break times. The pupils are very polite to each other and to adults, which reflects the very good relationships found in school.

13 In all classes, pupils show real interest in their work and, together with their very good behaviour during lessons, this provides a strong foundation on which their learning can be built. Very good behaviour extends to playtimes and lunchtimes and ensures that despite the relatively crowded playground and the short time available for individuals to eat their lunch, these times are calm and pleasant for everyone.

Overall, teaching across the school is good and it is often very good and sometimes excellent, particularly in the classes for the older pupils and in some of the specialist lessons.

14 Unusually in a primary school, pupils experience specialist teaching as well as traditional class teaching. The use of specialist teaching works very well. Pupils are able to make consistently good progress in specialist ICT lessons and in French because of the teachers' strong subject knowledge and confidence in teaching these subjects. Every class has weekly ICT lessons, taught in the computer suite. Here the teacher makes very effective use of the resources available, particularly the interactive white board, to make clear teaching points, and successfully build up pupils' skills in the subject. The school has invested heavily in ICT equipment and has a class set of notebooks that are wirelessly connected to the school's network. This enables class teachers to apply the skills taught in the formal ICT lessons in other subjects in their own classrooms. They are given good support by the school's ICT technician and sometimes also by the specialist ICT teacher. In some of these lessons, including those supported by the specialist teacher, opportunities to develop ICT are missed because objectives have not been identified to develop particular ICT skills in addition to the objectives for the main subject being taught. When this weakness has been tackled, pupils' progress in ICT will be even more impressive. In the Years 5 and 6 pupils' weekly French lessons the teacher, who is a native speaker, uses conversational strategies and word cards to good effect to develop both pupils' speaking and listening skills and their early reading and writing skills in French.

15 The specialist teaching of music to each class is consistently good and benefits from the strong emphasis placed on technical aspects of the subject, the teacher's skills in teaching them and her high expectations of pupils. In a Year 3 lesson, for example, the pupils made very good progress in learning to sing a new song, in two parts, and in appraising the work of Saint-Saens, as a result of challenging questioning, the skilful pacing of learning and the use of effective practical strategies to deepen pupils' understanding. The music teacher's considerable skills in teaching the subject are most evident in the many sessions she leads for the higher attaining pupils involved in choral and instrumental groups. These are often excellent and enable many pupils to achieve very high standards. These lessons are typified by high expectations regarding, for example precision, pronunciation (when singing is being taught) and dynamics. The teacher continually uses musical language, 'polishes' elements, such as difficult modulations and provides precise instruction to tackle problems when these arise. Despite the rigour of her teaching, she maintains very positive relationships that promote enthusiastic responses from the pupils.

16 The school's swimming pool, shared with the neighbouring infant school, is an expensive but very valuable resource that compensates to a great extent for the school's limited play areas and lack of a playing field. It is used to very good effect, as the two schools have invested in two specialist teachers of swimming. Both teachers have very good subject knowledge and well-developed coaching skills. They ensure that every second that pupils have in the pool is used to good effect by working pupils hard and expertly developing pupils'

techniques so they have stylish and efficient strokes. When it is appropriate they group pupils according to their abilities so that more is demanded from the higher attaining pupils and additional diagnostic support can be given to those who find swimming more difficult. Overall, pupils make very good progress in lessons and this leads to the high standards achieved generally and the very high standards achieved by those who enter competitions.

17 Many of the strengths identified in the specialist teaching above are also evident in class lessons in other subjects. Both English and mathematics are often taught very well because the teaching of basic skills is strong and teachers are confident about what they are teaching. As in other subjects, lessons benefit from having clear objectives that pupils understand and work towards. Each lesson's objectives are often informed by the teachers' assessment of how well pupils have learned in earlier lessons and this ensures that pupils' learning builds on firm foundations. In the very best lessons, teachers have very high expectations and provide high levels of challenge for pupils; for example, in an excellent literacy lesson in Year 5, pupils were required to think hard and match carefully the descriptive vocabulary they were using to the mood they wanted to create in their poems. High expectations are evident in many lessons when teachers make effective use of technical language, provide time limits for pupils' tasks and make it clear to them what is expected in terms of quantity and quality. Pupils respond well to these demands. They work hard, take pride in their work and consistently try to do their best. In many lessons teachers' questioning is skilful and helps pupils to sharpen up their thinking and to explain their answers clearly. Teachers, through their regular marking and assessments, know their pupils well and even within the streamed classes they are careful to provide additional help and support to those who need it. This ensures that almost always pupils in each class make clear progress in lessons. In the lessons where teachers have other adults working with them, they ensure that they are well briefed and have clear tasks to do. As a result, pupils who have special educational needs and those who have English as an additional language are able to make good progress. Teachers also make good use of marking and target setting to help pupils understand what they need to do to improve their work, and this makes a considerable contribution to the progress they make over time. Across the school, teachers promote and enjoy positive relationships and these are the cornerstones of their very good management of pupils' behaviour.

18 Teachers use homework well to reinforce and extend what pupils are learning in class. Their approach is methodical and consistent and the demands of homework increases as pupils move closer to taking selective tests and the national tests in Year 6. A few parents find these demands too great but homework is clearly a powerful tool that the school uses well to raise standards.

The headteacher and senior staff provide very strong leadership and very effective management. They are supported well by other staff and the knowledgeable and supportive governing body.

19 A major element in the success of the school is the strength of the leadership provided by the headteacher, who has a very clear vision for the school, and the teachers who have senior management posts. They have high standards and promote high expectations across the school through the examples they set in their own work and the consistent efforts that they make to move the school forward. Their monitoring of teaching, pupils' work and analysis of test results and other information about pupils' attainment gives them a clear understanding of the strengths within the school and of what needs to be done to make further improvements. At the forefront of their work is the desire to continue the process of raising standards, while improving inclusion for all pupils within the school, particularly in the context of working within a selective system. Similarly, teachers in their roles as co-ordinators make positive contributions to the development of their subjects

through their involvement in supporting colleagues, monitoring the quality of what is provided and by producing action plans, although the usefulness of some of these could be better.

20 The school's governors are knowledgeable and are appropriately involved in the decision-making processes in the school and in ensuring that the budget is used to improve the education of the pupils currently in school. They have a good understanding of the school's academic performance through their discussions of test information and consideration of the reports that co-ordinators present at their meetings. Aspects of their work that could be further developed are taking more account of the views of parents when planning developments and more precise evaluation of the effectiveness of their spending decisions, for example of the impact of the considerable investment that has been made in ICT.

21 The effectiveness of leadership and management in the school can be seen in the steady improvements that have been made to the high standards found in the school and its success in tackling all the weaknesses identified in the last inspection. This is a very good school that is very well placed to continue to get even better.

WHAT COULD BE IMPROVED

22 There are no significant areas in which the school needs to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23 Because there are no significant weaknesses there are no key issues that the school needs to tackle.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	6	9	8	1	0	0
Percentage	14	21	32	29	4	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 three 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)	NA	512
Number of full-time pupils known to be eligible for free school meals	NA	24

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	NA	7
Number of pupils on the school's special educational needs register	NA	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.9	School data	0

National comparative data	5.6
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National comparative data	0.5
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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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	58	73	131

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	53	49	56
	Girls	70	66	70
	Total	123	115	126
Percentage of pupils at NC level 4 or above	School	94 (88)	88 (83)	96 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	54	58
	Girls	69	67	72
	Total	120	121	130
Percentage of pupils at NC level 4 or above	School	92 (81)	93 (83)	99 (90)
	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	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	0
White	509
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	24.8
Average class size	32.3

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	273

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	1,067,247
Total expenditure	1,030,689
Expenditure per pupil	1,994
Balance brought forward from previous year	134,430
Balance carried forward to next year	170,988

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	516
Number of questionnaires returned	193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	6	0	0
My child is making good progress in school.	41	50	5	1	3
Behaviour in the school is good.	44	51	3	0	2
My child gets the right amount of work to do at home.	26	62	10	1	2
The teaching is good.	47	49	2	1	3
I am kept well informed about how my child is getting on.	19	46	28	3	5
I would feel comfortable about approaching the school with questions or a problem.	47	43	6	3	2
The school expects my child to work hard and achieve his or her best.	67	32	1	1	1
The school works closely with parents.	19	55	21	3	2
The school is well led and managed.	42	47	5	1	6
The school is helping my child become mature and responsible.	46	48	2	2	3
The school provides an interesting range of activities outside lessons.	28	45	19	3	5