

INSPECTION REPORT

HILLSIDE JUNIOR SCHOOL

Northwood Way, Northwood

LEA area: London Borough of Hillingdon

Unique reference number: 102435

Headteacher: Mr Robert Waddy

Reporting inspector: David Penney
23039

Dates of inspection: 13th and 14th March 2002

Inspection number: 196312

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:	Foundation
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Northwood Way Northwood Middlesex
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Hoyle
Date of previous inspection:	July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves an area of Northwood that has a variety of owner-occupied and council housing. It is an average-sized junior school with 233 boys and girls on roll. Numbers have been steady at this level for some time and no change is predicted. Pupils are arranged into two parallel classes in each year group. Although there are almost equal numbers of boys and girls overall, there are more boys than girls in Year 6, while the reverse is true in Year 3. The pupils come from predominantly white ethnic backgrounds, although a significant minority (18.5 per cent) come from a wide variety of other backgrounds with those from the Indian sub-continent forming the largest group. This is a high proportion by comparison with schools nationally. Thirty-four pupils have English as an additional language, of whom three are at an early stage of acquiring the language; this is about average for outer London. Fifty-four pupils are on the school's register of special educational needs; at 23.2 per cent, this is broadly in line with the national average. Of these pupils, five have statements of special educational needs, which is just above national and local averages. Two pupils come from refugee families. There are 39 pupils who are known to be eligible for free school meals; at 16.7 per cent, that is broadly average. Pupils' attainment on entry to Year 3 has risen in recent years and is currently average, overall, although pupils' standards of writing in 2001 were well above the national average. The school reports that it is finding increasing difficulty in recruiting quality staff.

HOW GOOD THE SCHOOL IS

Hillside Junior School is a very good school that gives very good value for money. Standards in English, mathematics and science in the latest national tests were well above the national average and that for schools in similar contexts. Throughout the school pupils make good progress and achieve good results in relation to their prior attainment. This is due to a combination of high expectations, close tracking of their progress and a very supportive ethos that encourages everyone to do as well as they are able in a wide range of fields of endeavour. Some pupils with English as an additional language make very good progress. The quality of teaching is good, overall, with a high proportion of lessons that are very good or excellent. Teachers' expectations, management skills and teaching strategies are very good. Provision for pupils with special educational needs is excellent. The leadership and management of the school are very good and the quality of the headteacher's educational and pastoral direction of the school is outstanding. The sensitive nature of his management means that teamwork is very good. All members of staff support the school very well and spend an immense amount of time and effort to provide a rich range of extra-curricular activities. The pupils appreciate this provision and there is a real sense of mutual trust and respect throughout the school.

What the school does well

- Standards in English, mathematics and science in the national tests in 2001 were well above average. Since then high standards have been maintained and pupils achieve well.
- High expectations and levels of challenge result in teaching and learning that are good, overall and are often very good or excellent.
- Assessment procedures are very good and result in early identification of pupils' needs. These are met very well, especially in the case of those pupils with special educational needs and those for whom English is an additional language.
- There is a very good and totally inclusive ethos of mutual trust and high quality relationships. Consequently, pupils are keen to learn and to participate fully in all the wide range of activities that the school offers.
- The quality of leadership and management is very good and sets an excellent agenda for the continuing evolution of structures and procedures that are already strong.

What could be improved

- The quality of the marking of pupils' work is not always as helpful as it could be.

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 July 1997, since when it has improved at a very good rate. Both key issues, to do with subject leadership and extending good teaching practice, have been addressed very effectively. Standards have risen at a rate that matches the national trend but which, recently, has accelerated. The quality of teaching and learning has improved with no unsatisfactory teaching and a far greater proportion of lessons being taught at least well. Attendance rates have improved.

The range and number of extra-curricular activities have developed greatly and this contributes to an improved and lively curriculum. Provision for pupils with special educational needs has improved and is now excellent.

Significant improvements have been made to the assessment procedures, particularly in English, mathematics and science and the way in which the information gathered is used to identify which pupils need extension work or further help. These improvements have been crucial in raising standards. Leadership and management have improved because of the way that subject co-ordinators contribute to the educational direction of the school; the delegation of responsibilities is effective. The high quality of the headteacher's vision and of the teamwork mean the school is very well placed to improve still further from its current high standards.

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

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

The table shows pupils' results in the national tests in 2001 were well above average for all schools nationally and for those schools in similar contexts. In science, the proportion of pupils achieving at least the expected Level 4 was very high and in the top five per cent of the country. The school exceeded its targets in both English and mathematics. The school's trend of improvement over recent years has been at broadly the same rate as the national trend but more recently has accelerated. The findings of this inspection are that these standards have been maintained. In English, mathematics and science, standards of nearly all pupils are above average in Year 6 and a significant proportion of pupils are working at levels that are above this; there are a few pupils whose standards do not meet those expected of the average pupils of their age nationally. All pupils, including those with special educational needs and those identified as gifted and talented, achieve good results in relation to their prior attainment, overall, although there are frequent examples of pupils making better progress than this over time in aspects of their work. In particular, some Portuguese pupils who have English as an additional language make very good progress and, by Year 6, their standards match those of their classmates. In other lessons seen, pupils' standards matched those expected nationally in geography in Year 5, history in Year 3 and music and physical education in Year 4. In a Year 6 information and communication technology lesson, standards were well above those expected. In 11 of the 26 lessons seen, pupils made very good progress and achieved very good results in relation to their prior attainment. In no lesson was their achievement less than satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show considerable enthusiasm for school and their work. They are thoroughly interested and involved in all the school has to offer.
Behaviour, in and out of classrooms	Very good. There is very occasional, low-level inattention in some classes but, usually, pupils behave very well in class, around the school and in the playground. Two pupils were excluded in the last year for a total of three, fixed-period occasions.
Personal development and relationships	Excellent. Relationships are exemplary at all levels. This gives rise to a very strong sense of mutual trust and respect that permeates the work of the school. Pupils develop into mature, responsible and trustworthy citizens who discharge their responsibilities diligently and sensitively. Pupils report that there are no incidents of bullying, racism or sexism in the school.
Attendance	Good. Attendance rates have been steadily above the national average in recent years. Both authorised and unauthorised absences are below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 - 6
Quality of teaching	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 and learning is good, overall. In all year groups, and especially in Year 6, there is a high proportion of teaching that is very good; the teaching of pupils with special educational needs is frequently excellent. The teaching of English and literacy skills is very good and of mathematics and numeracy skills is good. The teaching seen in other subjects was never less than good and was occasionally very good. Teachers plan their lessons carefully and grouping arrangements, such as the setting by ability in mathematics, are used flexibly to reflect the developing needs of individual pupils. The needs of pupils with special educational needs, English as an additional language and those identified as gifted and talented are met effectively. The characteristics of teaching are high quality relationships that result in confident and willing workers, suitably high expectations of pupils' attention, application and standards so that pupils make very good efforts to produce a good quantity and quality of work, a good pace to lessons and very effective management of behaviour that ensure that all pupils are fully involved in learning for a high proportion of the lesson and concentrate well on their work. While some marking of pupils' work is very good and helps pupils to know what to do to improve their work, it is not consistently of this quality in all classes. These factors ensure that pupils achieve good results in lessons and over time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, very well balanced and relevant. It is considerably enhanced by the excellent provision for extra-curricular activities, which, in common with all else that the school provides, is available to every pupil.
Provision for pupils with special educational needs	Excellent. Pupils' needs are identified at a very early stage and appropriate strategies are immediately put into place to meet each individual's needs. The quality of teaching and support is very high and relationships are very good indeed, which means that pupils feel privileged to be part of this provision and make good and occasionally very good, progress.
Provision for pupils with English as an additional language	Very effective. Although the school receives less help from the local education authority than it used to do and, therefore, specialist teaching is at a lower level than before, the totally inclusive nature of the school, the very secure systems for identifying individuals' needs at an early stage and the high quality of teaching mean that many of these pupils, especially the Portuguese pupils, achieve very good results in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual and cultural education was not inspected on this occasion. Provision for pupils' moral and social education is very good. This helps them to become mature and responsible young people. Provision for pupils' personal, social and health education is very good.
How well the school cares for its pupils	Very good, overall. The school takes good steps to assure pupils' welfare, health and safety, including arrangements for child protection. Assessment procedures for English, mathematics and science are very good; the information gained from them is used effectively to raise attainment. Similar procedures in other subjects are at least satisfactory, overall and the school has plans to develop them further. Procedures for the personal support and guidance of pupils are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's vision and pastoral management are outstanding. His sensitive management style and effective delegation result in high quality teamwork and a very good level of support from all members of staff.
How well the governors fulfil their responsibilities	Very good. They have a very good grasp of the school's strengths and weaknesses. They are fully and appropriately involved in strategic decisions and in monitoring and evaluating the school's work. Governors fulfil their statutory duties well and support the school and its staff fully.
The school's evaluation of its performance	Very good. All available information is analysed and interpreted thoroughly and honestly. The school improvement plan is a very good tool for further development that is generated as a result of wide consultation so that all opinions are taken into account. The principles of obtaining the best value are applied very well.
The strategic use of resources	Very good. All initiatives are implemented with the core purpose of raising standards firmly in mind. The school makes very good use of the finances available to it, which are used effectively for the purpose intended. The strengths and enthusiasm of all staff are harnessed very well to the benefit of the pupils. Teachers make very good use of accommodation that is small and has its limitations. The information and communication technology suite and the food technology room are very good aspects of the accommodation.

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' behaviour is good.• The school is led and managed well.• Their children make good progress at school.• The school has high expectations of their children.• The school helps their children to become mature and responsible.• Their children like school.• The quality of teaching is good.	<ul style="list-style-type: none">• The amount of homework.• More information about their child's progress.

The proportion of parents or carers having criticisms of any aspect of the school's work was small. The inspection team agrees with all the positive comments made, although, in many cases, standards are higher than those indicated by parents and carers. However, it judges that the range, amount and quality of information given to parents or carers about their children's progress are very good. The amount and type of homework given to their children is suitable for a school of this type and children of this age.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science in the national tests in 2001 were well above average. Since then high standards have been maintained and pupils achieve well.

1. In the national tests in 2001, the proportions of pupils reaching both the nationally expected levels (Level 4) were well above average in English and mathematics, as they were for the higher levels (Level 5) in mathematics and science. The proportion of pupils achieving Level 5 in English was above the national average.
2. The proportion of pupils reaching Level 4 in science was very high and in the top five per cent of the country. In all subjects, there are fewer pupils who did not reach the expected levels than is the case in the country as a whole. Taken together, these two factors mean that pupils' standards in these tests were well above both the national average and the average for schools in similar contexts in English, mathematics and science. The school exceeded its targets in both English and mathematics. The trend of improvement over time broadly matches the national picture but has recently accelerated.
3. Inspection findings are that these standards have been maintained. In Year 6, there are very few pupils who are not attaining at least those levels expected of their age in English, mathematics and science; the majority achieve standards that are above average and there is a sizeable proportion achieving levels that are even higher than these.
4. The school has implemented and adapted the National Literacy Strategy very well. A recent focus on improving the standards of pupils' writing throughout the school has been highly effective in improving standards, as has the continuing provision made as part of the Additional Literacy Strategy for lower-attaining pupils.
5. By Year 6, pupils' standards in English are above average, overall. Pupils' handwriting is cursive, neatly presented and fluent. Spelling is good and many complex and irregular words, such as 'disappeared' and 'mischievously', are correctly spelt. Pupils punctuate sentences consistently correctly and many use higher order punctuation, such as apostrophes, commas, speech marks and exclamation marks accurately. The flow of their writing is of a high order. They choose words and sentence structures carefully and with a mature sense of how to interest their audience. For example, they add smoothness to their arguments about the hunting controversy by using subordinate clauses – "Consequently, if hunting is banned, all these people will be out of work." Good examples of the apt choice of words to add colour and detail are, "He said grumpily," or "He slumped into his bed and dozed off quietly". Pupils speak with an easy confidence in a variety of settings, for example, to the class or to visitors. They are articulate pupils who interact very well. They pay good attention to the points of view of and suggestions made by, others and discuss aspects of their work maturely, for example parody in modern versions of traditional fairy tales. Their reading is expressive and holds the attention of the listener; they are well able to use the higher order skills of inference and deduction to inform their research.
6. In mathematics, lower attaining Year 6 pupils work at levels that approach those expected nationally of pupils aged 11 when they plot co-ordinates accurately in the first quadrant – only a very few are insecure about which digit refers to which axis. Their higher attaining classmates plot co-ordinates accurately in four quadrants. They use technical terms correctly, for example the 'x-axis' and the 'y-axis'. They draw accurate graphs to aid currency conversion and have a good grasp of place value and the number system, which enables them to solve number problems correctly. The very highest attainers, identified as gifted and talented, understand algebraic equations and realise that what is done to one side of the equation needs also to happen on the other side. They use this knowledge well, for example, to work out the values of angles in a triangle. The implementation of the National Numeracy Strategy has been good, overall; the provision of extra support – 'Springboard Mathematics' – has been very effective in raising the standards of lower attaining pupils towards the national average. The system of setting pupils by prior attainment in mathematics is effective because teachers use the opportunity to focus on specific, common needs that have been identified as a result of regular assessments.

7. Almost all Year 6 pupils have a very secure scientific knowledge base, for example, about sound, light and the interrelationship of the Earth, Moon and Sun. They use technical vocabulary correctly and have a good understanding of the processes of scientific enquiry, for example of prediction, fair testing and drawing conclusions from evidence.
8. In other lessons seen, pupils' standards matched those expected nationally in geography in Year 5, history in Year 3 and music and physical education in Year 4. In a Year 6 information and communication technology lesson, standards were well above those expected.
9. All pupils, including those with special educational needs and those identified as gifted and talented, achieve good results in relation to their prior attainment, overall, although there are frequent examples of pupils making better progress than this over time in aspects of their work. This is because of a combination of high expectations by teachers, the very good use of assessment information to identify areas for improvement and to devise appropriate further work and the very supportive ethos of the school, which encourages pupils to feel good about themselves and to work hard.
10. A noteworthy accomplishment for the school, which is in contrast to findings more widely in the country, is the progress made by its Portuguese pupils. Many of these pupils arrive in school with little or no English language. These pupils' needs are identified very soon after they join the school and, because of the astute use of the information gained from these assessments, provision is made for them that is highly directed towards individual and specific needs. They are also made to feel an integral part of the life of the school by the adults and by their classmates; this gives them a very good sense of belonging and security and motivates them to work hard. As a result, they make very good progress and, by Year 6, their standards generally match the national average in English and may exceed them in mathematics and science.

High expectations and levels of challenge result in teaching and learning that are good, overall and are often very good or excellent.

11. The quality of teaching and learning is good, overall and has improved since the last inspection. There are many examples of teaching and learning that are very good and some that are excellent.
12. During the inspection, 26 lessons were observed. No unsatisfactory teaching was seen. The quality of teaching and learning was satisfactory in one lesson. In 13, the quality was good and in a further ten, it was very good. Lessons of this quality were observed in all year groups but the quality of teaching in Year 6 was most often very good. Two lessons, both for pupils with special educational needs, were taught outstandingly well.
13. The teaching of English and literacy skills is very good and of mathematics and numeracy skills is good. The teaching seen in other subjects was never less than good and was occasionally very good.
14. Throughout the school, grouping arrangements, such as the setting by ability in mathematics, are used flexibly to meet the developing needs of individual pupils. Teachers plan their lessons carefully and provide high levels of challenge. For example, in a very good Year 6 English lesson about modern versions of fairy tales, the example chosen used very mature vocabulary and the concept itself – of parody through exaggeration and modernisation – was an advanced one for pupils of this age. The teacher challenged the higher attainers still further by encouraging them, as extension work, to look for examples of puns within the text. She explained the concepts carefully, using her subject knowledge; for example, she explained how pupils could write their own parodies by suggesting they “bring in some object and events that are very similar from other fairy tales”. This led to all pupils making very good progress in the lesson.
15. Teachers have very high expectations of pupils' attention, application and standards so that pupils make very good efforts to produce a good quantity and quality of work. For example, in an excellent English lesson with Year 6 pupils with special educational needs, the teacher worked individually with each member of the group, challenging them at their own levels to identify phonemes within words and to explain clearly what they knew about them. In addition, the teacher in a Year 4 mathematics lesson had very high expectations of how pupils should use the correct vocabulary with precision, for

example, 'co-ordinates', 'axis' and 'plotting'. She constantly reinforced these expectations, which ensured that almost all pupils used appropriate language correctly by the end of the lesson.

16. Lessons are generally conducted at a good pace and teachers manage behaviour very well so that all pupils concentrate fully on their work. On rare occasions, however, the management of pupils' behaviour, while broadly satisfactory, overall, is less skilful and some pupils call out inappropriately, which slows the pace of the lesson. Other individual and occasional areas for improvement in otherwise good lessons are the clarity of teachers' explanations so that pupils settle quickly to their individual tasks and the opportunities afforded to them to explain fully, for example, why a poet has chosen specific names for characters rather than having them explained by the teacher.
17. Relationships are strong throughout the school, which results in pupils who are willing to have a go at the tasks set because they are confident that their teachers and their classmates will appreciate their efforts. The school has a totally inclusive ethos and the needs of all pupils are met effectively, including those with special educational needs, English as an additional language and those identified as gifted and talented. This is because of the very good way that teachers use the information gained from assessments, which is explained in more detail in paragraphs 19 to 27 below. Homework is appropriate and is marked regularly, sometimes by the pupils themselves. However, the way it is recorded and the use made of the pupils' homework diaries are inconsistent, which may give rise to some of the concerns expressed by a small number of parents at the pre-inspection meeting.
18. Where the teaching is most effective and learning is at its swiftest:
 - skilful questioning probes pupils' understanding and they are encouraged to explain their answers or opinions in full detail;
 - tasks are very closely matched to the developing needs of individuals as the result of very good use of assessment information, for example, in the teaching of pupils with special educational needs and some high quality marking, for example in English books in a Year 4 class and in science books in a Year 3 class;
 - teachers have very good subject knowledge so pupils' problems are overcome swiftly and the teacher builds incrementally on what pupils know, understand and can do; and
 - teaching methods ensure that pupils are fully engaged in learning for a high proportion of time, which helps them to make very good progress in the lesson and over time.

Assessment procedures are very good and result in early identification of pupils' needs. These are met very well, especially in the case of those pupils with special educational needs and those for whom English is an additional language.

19. Since the last inspection, significant improvements have been made to the assessment procedures, particularly in English, mathematics and science and to the way in which the information gathered is used to identify which pupils need extension work or further help. These improvements have been crucial in raising standards. The whole system creates an environment in which staff and pupils work together for the overall benefit of the pupils.
20. Assessment procedures for English, mathematics and science are very good; the information gained from them is used effectively to raise attainment. Assessment procedures in other subjects are good, overall and the school has appropriate plans to develop some, for example in music, still further.
21. Nationally available tests are used annually to check all pupils' progress and achievements in the core subjects of English, mathematics and science. These are supplemented each term by the use of a series of diagnostic, commercially available tests. The results of the tests are analysed thoroughly by the headteacher and the relevant co-ordinators. They are used very well, for example, to:
 - identify areas for further development in the curriculum as a whole, for example the recent need to concentrate on aspects of pupils' writing and mental arithmetic;
 - identify the progress being made by individuals and groups of pupils and to provide further support for those who need it, for example, through extra groups in English and mathematics and targeted support for pupils with English as an additional language;
 - set whole-school targets for attainment at the end of Years 4 and 6; and

- provide information for governors to enable them to fulfil their role in evaluating the work of the school.
22. Testing is undertaken in core subjects and most other subjects, such as science, geography and history, at the end of units of work that may last a term or a half term. This information is used well to help teachers to inform parents of their children's attainment and achievements, to write the very good annual reports on pupils' progress, to devise further work that builds on what pupils already know, understand and can do, to provide targets for the class for the end of each year and to negotiate with pupils individual and specific targets for improvement.
 23. In addition, the information is used effectively to identify broader areas of improvement to be addressed by some pupils and to devise an appropriate response. For example, in mathematics a number of Year 6 pupils were identified as having some difficulties with understanding the plotting of co-ordinates onto a graph. As a result of this, a small group of pupils was formed and a part-time teacher and a teaching assistant gave good support to them. This resulted in over half of them quickly grasping the concept and making good progress in a short space of time.
 24. The headteacher interviews every pupil each year to identify what has gone well and to set personal curriculum targets for the subsequent year. These targets refer to the levels of the National Curriculum to which they should aspire in the core subjects and an aggregated score to be obtained on their interim report. The interim reports, which are simple and very manageable, are produced in February and July. In them, a pupil's effort, behaviour, homework, punctuality and attendance are graded out of five and a final total given out of 20 possible marks. This system has been effective in raising standards of application and effort as well as attainment.
 25. The provision for pupils with special educational needs is excellent because of the close tracking of each individual pupil's successes and needs. It has been highly effective in reducing the numbers of pupils who do not achieve the standards expected nationally at the age of 11 and, therefore, in pushing up the overall average scores achieved by the school. The governors put a high priority on this provision and allocate a good amount of the available finance to it. Individual pupils' needs are identified at a very early stage and appropriate strategies are immediately put into place to meet them. Pupils' progress is checked frequently and their needs reassessed, as appropriate. The quality of their individual education plans, where appropriate, is very good; targets for improvement are clearly identified and are readily accessible to all who work with each pupil. The co-ordinator has a very great deal of expertise and knowledge about the needs of each individual because her time is shared between this school and the main feeder infant school in an imaginative and flexible way that takes very good account of current and changing circumstances. The quality of teaching and support is very high and relationships are very good indeed, which means that pupils feel privileged to be part of this provision and make good and occasionally very good, progress.
 26. The progress made by pupils with English as an additional language is good, overall; for some, it is very good. The school receives less help from the local education authority than it used to do for these pupils and, therefore, specialist teaching is at a lower level than before. However, the totally inclusive nature of the school, the very secure systems for identifying each individual's needs at an early stage and the high quality of teaching mean that many of these pupils, especially the Portuguese pupils, achieve very good results in relation to their prior attainment. A major factor in the rapid improvement in English for these pupils is the way that teachers emphasise and routinely use subject-specific language in all lessons. Effective specialist teaching is provided as the result of an initiative by the Portuguese government for a very few pupils with the most need. It is successfully directed towards ensuring that they acquire basic English vocabulary and are enabled to settle emotionally into their new environment. In addition, the same teacher supports the community more generally by, for example, providing English language lessons for adults and translating school information into Portuguese. These measures help to create a close partnership between the school and the community that works to the benefit of the pupils.
 27. A number of pupils have been identified as a result of these procedures as being gifted and talented. Their needs are met very well through extension work in class, extra teaching, for example in mathematics in Year 6, further opportunities in art and design and music through peripatetic teaching or specific clubs after school and specific coaching in, for example, gymnastics.

There is a very good and totally inclusive ethos of mutual trust and high quality relationships. Consequently, pupils are keen to learn and to participate fully in all the wide range of activities that the school offers.

28. The provision made by the school for pupils' personal development is outstanding. The school ethos is totally one of praise and very high expectations of every person in the school.
29. Relationships are exemplary at all levels. Teachers act as excellent role models. These factors give rise to a very strong sense of mutual trust and respect that permeates the work of the school. Parents report overwhelmingly that the school helps their children to become mature and responsible. The team agrees and judges that pupils develop into mature, responsible and trustworthy citizens who discharge their responsibilities diligently and sensitively, for example, as members of the children's committee of the governing body. A particularly noteworthy feature of these relationships is the quality that exists between pupils with special educational needs and the adults who work with them, which means that the pupils feel privileged to be part of the process and make good and occasionally very good, progress.
30. The provision made by the school for pupils' moral education is very good. There is a clear system of rewards and sanctions with an appropriate emphasis on accentuating the positive. Interestingly, the list of sanctions places the need to contact parents *before* seeing the headteacher, which is a powerful incentive for pupils to behave! When necessary, a behaviour log is kept for poorly behaved pupils and parents are contacted for their support. This system is well known by all pupils, who respond to it very well because they feel that it is fair and sensible. All adults apply the school's agreed system of rewards and sanctions firmly, fairly and sensitively. This means that pupils have confidence in the school's systems and in the fairness of the way they will be treated. They are very aware of what is acceptable behaviour and what is not. Consequently, the behaviour in lessons and around the school is generally very good and pupils have a highly developed awareness of how their actions may affect other people. Pupils report that there are no incidents of bullying, racism or sexism in the school.
31. Provision for pupils' social development is very good. They are given many opportunities in lessons to work together, which they do very effectively. In addition, the range and number of activities provided outside lessons are excellent. There are some 30 opportunities for pupils to participate in some form or other of musical, sporting or cultural provision, including art, French, Portuguese, instrumental tuition, chess and swimming. Teachers or other members of the school staff lead many of these clubs. The school reports that about 70 per cent of pupils participate regularly, a figure that rises to about 85 per cent of pupils in Year 6. This outstandingly wide provision ensures that opportunities are provided for all pupils to enjoy some kind of success, which is fully celebrated at achievement assemblies each week. This fuels pupils' self-esteem. As a result, they are very friendly, open, confident and articulate youngsters who make very good contributions to the life of the school and its smooth running. They reciprocate fully the attitudes and values espoused and shown by the staff.
32. Procedures for the personal support and guidance of pupils are very good. As well as the very good assessment, tracking and target setting systems, explained in paragraphs 19 to 27, the staff know the pupils very well and care for them deeply. 'Circle times' are used effectively in all classes to build mutual respect, find ways of identifying and overcoming difficulties and of dealing with matters of the moment. All pupils are fully included in all the school has to offer; this is especially effective in the case of pupils with English as an additional language and the quality of the personal support they get from their peers and the adults who work with them, is a crucial factor in their progress and achievement, as explained above in paragraph 26.
33. Pupils' sense of citizenship is fostered in a number of very good ways. Older pupils 'mentor' younger ones in the playground, helping them to play together successfully and to manage potential behaviour problems; this system has been highly effective in improving behaviour at lunchtimes and is a very good contribution to developing the self-esteem of both parties. The school council runs smoothly; the members are very supportive of the school and their teachers and helpers, saying, for example, that they are kind, helpful and positive. Their efforts have led to a number of initiatives to improve the school, for example, steps to the field, improvements to toileting facilities and the provision of hot meals at lunchtime. Older pupils on the school council meet regularly with a designated governor, which provides a very good means of communicating their thoughts and wishes directly to the governing body. This exceptional procedure directly influences the school's development planning.

34. This is a very caring school in which every pupil is known and valued. The result of such high quality care and attention is that attendance levels are rising and the rates of both unauthorised and authorised absence are below the national average. Pupils want to attend and they show considerable enthusiasm for both school and their work. They are thoroughly interested and involved in all the school has to offer. They are proud of their own achievements and of those of other people.

The quality of leadership and management is very good and sets an excellent agenda for the continuing evolution of structures and procedures that are already strong.

35. The headteacher's vision and pastoral management are outstanding. His passionate belief that all pupils must be given the chance to succeed in as wide a range of activities as possible has led directly to the current excellent number and range of extra-curricular activities. He is also, crucially, committed to raising academic standards, particularly by increasing the number of pupils who achieve levels of attainment above those expected nationally. He provides an excellent role model and is liked and respected by pupils, parents and staff.
36. The headteacher's management style focuses clearly on including all staff in all appropriate aspects of the school's work, including analysis and target setting for the school and for individual pupils. He shows open appreciation of the efforts and effectiveness of all members of staff and enjoys a very large measure of support from them, particularly the deputy headteacher and other senior managers. He has been successful in identifying and nurturing individual expertise, encouraging all staff to develop their management skills. This has been accomplished through the clear delegation of tasks and the subsequent provision of both space and support. The overall leadership and management of the school have improved because of the way that subject co-ordinators contribute to the educational direction of the school.
37. His sensitive management style and effective delegation result in high quality teamwork and a very good level of support from all members of staff. The shared vision of the school's future is one of continuing high expectations and excellence. It is as a direct result of the headteacher's qualities of both leadership and management that the school is very well placed to improve still further from its current high standards.
38. The school's procedures for evaluating the effectiveness of its own work are very good. All available information is analysed and interpreted thoroughly and honestly. Pupils' results in national and other tests are analysed by the headteacher and senior managers to identify strengths and weaknesses in performance. The effectiveness of the measures taken is checked in subsequent years by reference to improvements in individual pupils' progress and the school's overall results. The results are shared openly and regularly with the curriculum committee of the governing body. The headteacher, subject co-ordinators and the local education authority monitor the quality of teaching and learning regularly. Evaluations are very good and are fed back to staff to identify good practice and areas for further development. Co-ordinators annually evaluate what has been achieved in their subject; future plans and strategies are discussed and costed at the annual development days in February. These days involve all sections of the school community, including the views of pupils, through the children's committee and of parents, through an annual questionnaire, are taken fully into account. The resulting improvement plan is a very good tool for continuing development that reflects the school's needs closely. These systems ensure that the principles of obtaining the best value are applied very well.
39. The governing body makes a very good contribution to the management and educational direction of the school. Governors are thoroughly and actively involved in the life of the school. For example, some have links with subject co-ordinators, such as those for special educational needs, whom they meet regularly to elicit information and to provide knowledgeable support. Others, such as the chair of governors and some parent governors, work in the school regularly. They receive very detailed information from the headteacher and other staff, for example about pupils' performance in tests, as well as directly from the children's committee which comprises the older members of the school council. These measures, which are aided by the school's ethos of open and honest communication, give governors a very good grasp of the school's strengths and areas for development. The governors' role in shaping the direction of the school is very good. They are fully involved in all appropriate strategic decisions, including the annual review of the school's work that results in the formulation of the subsequent years development plan. They have received good training, for example about how to interpret data and are increasingly able to ask the difficult and probing questions that enable them to

evaluate the work of the school effectively. They support the staff fully and fulfil their statutory responsibilities well.

WHAT COULD BE IMPROVED

The quality of the marking of pupils' work is not always as helpful as it could be.

40. The marking of pupils' work in books is very good in some English books in Year 4 and some science books in Year 3. In these books, teachers clearly indicate how well pupils have met the lesson objectives and what they need to do next to improve their work still further. In other classes and subjects, marking is regular and frequently encouraging. It is not, however, as constructive and helpful in letting pupils know how to improve their work as it could be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards still further, the headteacher, staff and governors should now:

- bring the quality of teachers' marking of pupils' work up to the standards of the best practice in the school (paragraph 40).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
Number	2	10	13	1	0	0	0
Percentage	7.7	38.5	50	3.8	0	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 almost four percentage points.

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)	233
Number of full-time pupils known to be eligible for free school meals	39

FTE means full-time equivalent

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	54

English as an additional language

No of pupils

Number of pupils with English as an additional language	34
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.3
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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	30	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	30
	Girls	28	23	30
	Total	56	52	60
Percentage of pupils at NC level 4 or above	School	93 (84)	87 (82)	100 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	30
	Girls	28	25	30
	Total	55	55	60
Percentage of pupils at NC level 4 or above	School	92 (88)	92 (86)	100 (92)
	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	4
Black – other	4
Indian	15
Pakistani	3
Bangladeshi	2
Chinese	2
White	190
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	21.2
Average class size	29.1

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	168

FTE means full-time equivalent.

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	3	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.

Financial information

Financial year	2000/01
	£
Total income	540, 956
Total expenditure	528, 754
Expenditure per pupil	2, 289
Balance brought forward from previous year	32, 008
Balance carried forward to next year	44, 210

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
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	233
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	64	33	1	0	2
Behaviour in the school is good.	43	54	0	0	1
My child gets the right amount of work to do at home.	42	47	7	2	0
The teaching is good.	67	30	2	0	0
I am kept well informed about how my child is getting on.	51	40	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	1	0
The school expects my child to work hard and achieve his or her best.	72	25	1	0	0
The school works closely with parents.	46	45	7	0	1
The school is well led and managed.	64	33	0	0	2
The school is helping my child become mature and responsible.	60	39	1	0	0
The school provides an interesting range of activities outside lessons.	66	29	4	0	1