

# INSPECTION REPORT

## **BREAKSPEAR JUNIOR SCHOOL**

Uxbridge

LEA area: Hillingdon

Unique reference number: 102369

Headteacher: Dr P Rutter

Reporting inspector: Mrs Jayne Clemence  
22629

Dates of inspection: 18 – 20 June 2001

Inspection number: 196526

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

|                              |                                     |
|------------------------------|-------------------------------------|
| Type of school:              | Junior                              |
| School category:             | Community                           |
| Age range of pupils:         | 7 - 11                              |
| Gender of pupils:            | Mixed                               |
| School address:              | Bushey Road<br>Ickenham<br>Uxbridge |
| Postcode:                    | UB10 8JA                            |
| Telephone number:            | 01895 637890                        |
| Fax number:                  | 01895 622749                        |
| Appropriate authority:       | Governing body                      |
| Name of chair of governors:  | Mrs Barbara Glen                    |
| Date of previous inspection: | April 1997                          |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      |
|--------------|--------------------|----------------------|
| 22629        | Jayne Clemence     | Registered inspector |
| 8919         | John Kerr          | Lay inspector        |
| 12367        | Anthony Green      | Team inspector       |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Breakspear is a junior school situated in a residential area of Uxbridge. There are 360 pupils; 184 girls and 176 boys. Many pupils come from more favourable social and economic circumstances than that found nationally. The school is on the first floor of a building shared with the infants' school. Approximately 90 per cent of the pupils are from a white heritage, and eight per cent from an Indian ethnic background. A small proportion of pupils are from Black or other backgrounds. 23 pupils have English as an additional language, but only two are at the early stages of acquiring the language. Less than two per cent of the pupils are known to be eligible for free school meals- a figure that is very low by national comparison. There are 72 pupils, 20 per cent, who are on the school's register for special educational needs and 13 pupils are on stages three to five of the code of practice. Five pupils have statements of special educational needs. These figures are close to those found nationally, though the proportion of pupils with statements is slightly higher. A significant proportion of teachers have joined the school since the last inspection. Although pupils are now drawn from a wider area geographically, their attainment on entry is above the national average overall.

### **HOW GOOD THE SCHOOL IS**

Breakspear is a highly effective school with many strengths and several outstanding features; it is working successfully towards achieving excellence. The school has been effective in sustaining high standards over a long period, and the quality of teaching has gone from strength to strength. The excellent leadership and management of the headteacher and other senior managers continues to ensure clarity of direction and purpose. There is a strong emphasis upon maintaining high standards, and bringing about further improvements. The school provides very good value for money.

#### **What the school does well**

- The headteacher's leadership is excellent, leadership and management is highly effective at every level, and priorities are aimed clearly towards further improvement
- The very high proportion of good, very good and excellent teaching is having a direct and positive impact on standards and pupils' achievements
- High standards have been sustained over many years; pupils attain standards well above those found nationally, and all pupils achieve well in relation to their starting point
- Procedures for assessment are excellent; pupils' achievements are tracked meticulously throughout the school; and work is well matched to their wide ranging needs
- The very good curriculum provides a broad, balanced and rich range of educational experiences for the pupils
- The pupils' very good attitudes and behaviour and the very positive

relationships between pupils and with adults means they are ready to learn; the school is successful in helping the pupils become active and independent learners

- Provision for pupils with special educational needs is very effective; pupils take part fully in all areas of school life and achieve well

### What could be improved

- Some parents are not happy with the amount of homework; would like more information about their children's progress and more activities outside lessons

*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 1997. Since then the school has made very good progress. Key issues at that time have been addressed systematically. There has been a rigorous and determined effort to maintain and improve standards, and the school's policy for equal opportunities is implemented consistently. The behaviour and conduct of a minority of pupils are no longer a cause for concern, and weaknesses reported in the quality of teaching at that time have been eradicated effectively. The strengths identified at the previous inspection have been sustained, and further improved in many instances. This was from an already positive baseline and high standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | Compared with |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | All schools   |      |      | similar schools |   |
|                 | 1998          | 1999 | 2000 | 2000            |   |
| English         | A*            | A    | B    | C               | well above A<br>average above B<br>average<br>Average C<br>below average D<br>well below E<br>average |
| Mathematics     | A*            | A    | A    | A               |   |
| Science         | A*            | A    | B    | C               |   |

Standards in the most recent test results in 2001 show continued improvement. A high proportion of pupils are achieving higher levels (Level 5) in English, mathematics and science by the age of eleven. Trends in standards remain high. In mathematics, for example, more than twice the national average of pupils reached the higher level in 2000. Pupils reach standards that are consistently above, and

often well above the national average. Although there are variations in pupils' attainment from year to year, this is due to the composition of different groups of pupils. In 1998, the year group was made up of many higher attaining pupils, whilst in 2000, there were more pupils with special needs. The school is able to demonstrate however that all pupils have achieved well, and many achieve very well in relation to their starting points. Standards observed during the inspection were high and appropriate for the pupils. After careful analysis of trends in standards, the school found writing to be a relative weakness. The strategies to address this have been robust and effective, and as a result, the pupils' writing is improving. The school has set challenging, yet realistic targets for the forthcoming year.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good; pupils are enthusiastic and highly motivated to do well  |
| Behaviour, in and out of classrooms    | Very good; pupils are well behaved, considerate and courteous to one another and adults   |
| Personal development and relationships | Very good; many pupils show initiative and increasing responsibility for their actions. Relationships between pupils and with adults are very good. |
| Attendance                             | Good, and unauthorised absence is below that found in most schools  |

The pupils' very good behaviour and attitudes make a strong contribution to the quality of school life. They understand the importance of effort and hard work, and come ready to learn. There is a clear sense of order and discipline throughout the school. Pupils are quick to appreciate issues of right and wrong, including the principles of fairness and justice. They develop a growing confidence to express their views and opinions, whilst listening courteously to others. Pupils take care and pride in their achievements, and many strive to exceed their personal best, for example in their academic targets. By the time they leave, many pupils have a well-developed understanding of good citizenship. Pupils attend regularly and arrive promptly. The strengths in this area ensure pupils use their time efficiently and effectively throughout the school day for the purposes of learning.

## TEACHING AND LEARNING

| Teaching of pupils:  | Aged 7-11 years |
|----------------------|-----------------|
| Lessons seen overall | Very good       |

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

The high quality teaching is having a very positive impact upon the high standards and pupils' achievements. More than half the teaching observed was very good or



excellent. All teaching was satisfactory or better. 44 per cent of the teaching was very good, and 15 per cent was excellent; 29 per cent was good and 12 per cent satisfactory. Exemplary teaching was seen in each of the year groups and therefore pupils have high quality teaching in many areas as they move through the school. The characteristics of the most effective teaching included lively and dynamic delivery of the lessons, brisk pace and very good use of time. Tasks were challenging and extended the pupils' thinking throughout. In addition, activities were suitably modified for pupils with special needs, and work of a higher order prepared for higher attaining pupils. As a result of the very effective teaching, pupils are keen and interested in their work, and understand how to improve. They are absorbed in their lessons and become active and independent in their learning. Pupils have individual targets for their academic and personal development. These are particularly effective in helping pupils to aim high, as many strive to surpass their personal best. The quality of teaching in English and mathematics is very good overall. Teachers ensure that the pupils' literacy and numeracy skills are used in many other areas of the curriculum, thus helping to maximise their learning. In addition, there are regular practical opportunities for pupils, for example to develop their speaking and listening skills. In otherwise satisfactory teaching, the pace at times became a little too slow to maintain fully the pupils' interest. Occasionally the strategies for managing the class were insufficiently rigorous. These examples were rare amongst the many strengths.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good; there is a rich range of activities in class and outside lessons that provides high quality educational opportunities for all pupils  |
| Provision for pupils with special educational needs   | Very good; pupils are very well supported by experienced staff; the precise targets in their individual education plans are reflected fully in daily provision. Pupils achieve well as a result. |
| Provision for pupils with English as an additional language                                 | Very good and well focused support for pupils at the early stages of acquiring English   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall; good spiritual provision, and very good provision for the pupils' moral, social, and cultural development.  |
| How well the school cares for its pupils  | Very good procedures for ensuring the well being of the pupils; procedures for assessing the pupils' attainment and achievements are excellent   |

The curriculum is broad, well balanced and meets the statutory requirements. The school is effective in achieving breadth of opportunity in subjects, while maintaining a strong focus on the core skills in English, mathematics and science. The curriculum is planned skilfully, with many useful links between literacy and numeracy and other subjects. There are many examples where the range of pupils' needs is met effectively and sensitively. Pupils with special needs, including those with statements are included seamlessly into all activities, and expectations are suitably high, yet realistic to their individual needs. Higher attaining pupils are challenged effectively, and the school ensures that its strategies for such pupils are continually reviewed and revised. The way the school monitors the rate of pupils' learning means that any under achievement, or any variations in trends, are identified swiftly, and action taken accordingly. There is overall a good partnership between the school and parents that provides a high level of support for the pupils at home and school

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

| <b>Aspect</b>  | <b>Comment</b>   |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher's leadership is excellent and the deputy headteacher has strong and complementary management skills; The senior management team, and others with key areas of responsibility, are highly effective.                  |
| How well the governors fulfil their responsibilities             | The governing body is very ably led; the governors have a rigorous and active approach to holding the school and senior managers to account. Governors have a clear understanding of the school's relative strengths and weaknesses. |
| The school's evaluation of its performance                       | Excellent; there are well-established procedures whereby the school evaluates its performance; trends are analysed meticulously, ensuring priorities are aimed towards raising standards further.                                    |
| The strategic use of resources                                   | Very good; resources are used very efficiently at every level, including staffing, time, finances and materials.   |

The leadership and management is a strength of the school. The headteacher provides clear educational direction, and senior managers understand their strategic roles and contributions. Delegation is effective and straightforward, and staff have the appropriate authority to carry out their work efficiently. The senior managers, including year group leaders are highly effective, and together with subject leaders, ensure pupils' achievements are scrutinised closely in order to raise standards further. The governors make up a strong governing body, and organise themselves efficiently and effectively. The school considers the principles of best value in all its work, including decisions regarding the most efficient use of funds.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school expects the children to work hard and achieve their best</li> <li>• The teaching is good</li> <li>• Their children are making good progress</li> <li>• The school is well led and managed</li> <li>• They would feel comfortable about approaching the school</li> <li>• The school is helping their children become mature and responsible</li> <li>• Behaviour in the school is good</li> <li>• Their children like coming to school</li> </ul> | <ul style="list-style-type: none"> <li>• They would like more activities outside school</li> <li>• Some feel they are not well enough informed about their child's progress</li> <li>• Some consider there is not the right amount of homework to do at home</li> </ul> |

The inspection team confirmed all the positive aspects of the school outlined by the parents. The team consider there is an appropriate range of activities outside school, including orchestra and lunchtime clubs. The information to parents was judged to be thorough and comprehensive. Although the team considered the school's policy for homework to be suitable, there is a need to clarify further with some parents the amount and frequency, as it is a cause for concern for some families. The inspection team consider it would be beneficial for the school to liaise further with parents, in order to clarify expectations of what is realistic, particularly in relation to homework, activities outside school and information about their child's progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The headteacher's leadership is excellent; leadership and management is strong and highly effective at every level, and priorities are aimed clearly towards further improvement**

1. The leadership of the school is strong and effective at every level. The headteacher has well established and exemplary routines for reviewing the school's effectiveness. There are rigorous and systematic methods for evaluating the impact of the school's actions on standards, the quality of teaching and pupils' achievements. The headteacher's meticulous strategies for analysing pupils' achievements and trends in standards, and the careful reflection on practice ensures that the school's priorities for improvement are relevant, up to date and sharply focused on a drive to raise standards further. There is continued determination to review and revise provision for higher attainers for example, in order to ensure they achieve the highest possible standards. The school has responded systematically to all key issues identified at the previous inspection.
2. The senior management team has a clear understanding of their roles and responsibilities, including the strategic contribution they have to the school's direction. The strong skills of the deputy headteacher complement those of the headteacher, so that together they form a highly effective team. Year group leaders work most efficiently with their respective teams and ensure consistency and continuity for the pupils as they move through the school. They form part of the senior management team and carry out their roles very effectively. Teachers with responsibilities for subjects, for example English, mathematics and science, have a clear understanding of their areas. They have analysed carefully the standards, trends and relative strengths and weaknesses in their subjects, and identify precisely the priorities for future development. The leadership for special educational needs is similarly strong, and procedures for identifying pupils and supporting their individual needs are thorough and comprehensive. The teachers with senior management responsibilities provide excellent role models in their own teaching for others to follow.
3. The governing body is ably led and strong in its own right. The governors have useful skills that are relevant to the school, for example in accountancy, education, business, and management. Governors are active in the school and have appropriate procedures for their visits, and agreed protocol for writing their findings and reporting to other colleagues. The chair of governors has a clear grasp of good practice in governing schools, including the principles of holding the school accountable for its actions. Governors achieve a healthy balance between supporting the school, monitoring its progress, and challenging rigorously when appropriate. Resources are used prudently, and the carry forward from the previous year was due to funds required for necessary repairs and building works, and unexpected sources of income arriving just prior to the end of the financial year. It has been allocated appropriately for this current year.
4. Those with leadership and management responsibilities make a strong, united and professionally supportive team. These qualities are having a very positive impact, as the school works coherently towards its aims, with clarity, co-operation and common purpose.

#### **The very high proportion of good, very good and excellent teaching is having a direct and positive impact on standards and pupils' achievements**

5. More than half the teaching observed during the inspection was very good or excellent. All teaching was judged to be satisfactory or better. 12 per cent of the teaching was satisfactory and 29 per cent was good; 44 per cent was very

good, and 15 per cent was excellent. As a result, pupils are achieving high standards and learn effectively.

6. A significant proportion of very good and excellent teaching was observed in each of the Years 3,4,5 and 6, resulting in pupils having high quality teaching in many areas throughout the school. In Year 3, the exemplary classroom organisation, ensures that activities and resources are easily accessible to all pupils. In a very effective history lesson about the locality, pupils used high quality artefacts and photographs of transport over time to make comparisons, and hypothesise about life. The lively and interesting delivery of facts helped all pupils to sustain concentration and persevere throughout the lesson. This coupled with skilful questions encouraged pupils to think further about the reasons for opening the Metropolitan Railway, changes in lifestyles and the impact on local shops. Pupils were challenged further to reflect on certain idiosyncrasies, for example why people left their wellington boots at the ticket office before travelling to London. Pupils with special educational needs were provided for effectively, and work was carefully prepared to match their individual needs.
7. In Year 4, the high quality teaching in English and mathematics was characterised by a brisk pace, work matched carefully to the pupils' wide ranging needs, lively questioning to challenge the pupils further, and well chosen resources to support the learning. As a result, pupils were totally absorbed in the lessons and developing a genuine love of learning in the process. In the most effective teaching in Year 5, the teacher's thorough knowledge of design and technology ensured all pupils were suitably challenged. The interesting and lively explanation by the teacher, in order to help the pupils understand that a simple compressed air system includes a hand pump, valve, tubing and cylinder with a piston rod, meant all pupils could hardly wait to use the legotechnics. The teacher developed the lesson skilfully with further questions and examples, whereby pupils understood more about pneumatics and the effects on the environment. Plans for the lesson were structured carefully and made appropriate links to literacy, for example as pupils read and interpreted instructions, then wrote and recorded their observations.
8. Teaching in Year 6 has many strong features. Teachers across the year group have high expectations and set suitably challenging tasks for the pupils. Pupils are expected to become increasingly independent and they take a keen interest in the targets set for them. Year 6 pupils at the time of the inspection were close to leaving, and had just returned from a residential trip to the Isle of Wight. They were nevertheless keen, well motivated and hard working. Teachers used the residential trip purposefully and productively. In English, for example, pupils responded to a most realistic letter to the headteacher, sent from a disgruntled resident from the Isle of Wight, complaining and suggesting that some children from the school's party had been a nuisance. There was a justifiable ripple of indignation as the letter revealed reasons why children should not return for further visits. Pupils composed polite, yet forthright replies, outlining their own views. Some higher

attaining pupils drew together arguments to be presented to the local council, providing passionate and convincing reasons why children should be allowed to visit the island for educational purposes in the future. Pupils were utterly convinced and absorbed in the task and produced work of high quality. In another lesson, incorporating English and information technology, pupils studied the work of a significant author. The rigorous and dynamic use of questions enabled a lively exploration of the meaning of certain words. The teacher's sharp and close observations of the pupils' responses ensured that those pupils who might otherwise not contribute became more fully involved. Higher attaining pupils were presented with work of a higher order to extend their thinking. The lesson was further enhanced by the systematic development of pupils' information and communication technology skills, as pupils took turns to use the lap top computers.

9. In otherwise satisfactory teaching in Year 4, pupils were not entirely absorbed in the activity and the teaching pace became too slow at times. Occasionally in Year 5, strengths and weaknesses in teaching were finely balanced, and the teaching strategies were not sufficiently rigorous in managing the pupils' behaviour. These examples were rare amongst the many strengths of teaching throughout the school.

**High standards have been sustained over many years; pupils attain standards well above those found nationally, and all pupils achieve well in relation to their starting points**

10. The school has a long history of pupils attaining standards above and often well above those seen nationally. Pupils enter the school attaining above the national average overall, however many reach standards that are very high compared with national standards by the time they leave. In the most recent national test results published (2000), in English, pupils were above the national average in English and science and well above in mathematics. By comparison with other similar schools, pupils were in line in English and science and above the average in mathematics. The proportion of pupils reaching the higher level (Level 5) was consistently higher than the national average, and in mathematics for example, more than twice the national average of pupils reached the higher level.
11. Inspectors findings during the inspection, based on pupils' current and recent work, and evidence in classrooms, showed high standards being sustained throughout the school. Scrutiny of the pupils' books showed carefully presented work with great emphasis upon providing reasons and explanations in science. In mathematics, pupils are encouraged successfully to provide suitably detailed methods for their work and results. In English, pupils are able to plan and prepare high quality persuasive writing with good clear reasoning, for example relating to the dangers of drinking and driving, and the moral concerns about fox hunting. Pupils have a clear capacity to separate fact from fiction, and there is systematic attention to handwriting and presentation. The school's requirements to follow well established routines, such as dating work, ensuring headings are displayed prominently, and using ink pens, assist the pupils in their efforts.
12. Many pupils become independent and fluent readers, with a love and appreciation of literature and poetry. They are articulate, and able to express their views and opinions using carefully considered reasons. Pupils listen well to the arguments of others and prepare convincing counter arguments, for example when debating issues. There is much useful work to develop pupils' literacy skills in other subjects, for example writing an account of the findings of Tutankhamun, an explanation of the Dewey decimal system and providing step by step instructions in the designing and making process.

13. Pupils achieve well in relation to their prior attainment. Those pupils with special educational needs achieve well because of the well-structured support. The school achieves a good balance between supporting pupils in the class, and providing additional and separate support. The careful planning and attention to detail ensures those pupils who have separate support receive the same content as their peers, but at a more appropriate pace for their needs. This was well illustrated in a literacy lesson when a piece of literature was being studied. Pupils had very good provision, in a smaller group elsewhere, using the same book, with explanations and tasks to match their needs more closely.
14. The school has set suitably ambitious and challenging targets for the forthcoming year in English and mathematics.

**Procedures for assessment are excellent; pupils' achievements are tracked meticulously throughout the school, and work is well matched to their wide ranging needs**

15. The school has developed excellent procedures for assessing the pupils. Information is gathered quickly when pupils enter the school, and this is used to project their likely achievements towards the end of the school. There are comprehensive strategies for charting the achievements of any group, and optional tests are used throughout the school to check pupils' progress over time. In addition, individual pupil's achievements are tracked meticulously, thus indicating any variations or changes in the rate of their learning. The information is used effectively to plan for present and future work. In a thorough analysis of pupils' achievements last year, it was noted that some were not achieving as expected in certain areas. As a result, plans were swiftly made to boost these deficits in the following year and accelerate the pupils' learning accordingly. Teachers have a thorough knowledge of the pupils, and use informal assessment effectively during lessons to ensure the pupils' understanding.

**The very good curriculum provides a broad, balanced and rich range of educational experiences for the pupils**

16. The curriculum is thoroughly well organised and planned, to build systematically upon the pupils' previous knowledge and skills. There are additional good opportunities including clubs and residential trips that are used very effectively to extend the pupils' learning further. Evidence of this was seen on the pupils' return from the Isle of Wight and activities were integrated fully across the curriculum. Pupils' experiences of rock pools and pond dipping were used to develop scientific and environmental understanding and the week's itinerary was analysed to check costs per person and potential costs for different sized groups. There is considerable emphasis on sports and music, and many pupils have rich opportunities to play instruments, develop singing skills, and become part of the orchestra, as well as compete in games, matches and sports events in the area. There are many tasks planned deliberately to use and develop the pupils' literacy and numeracy skills across other subjects.

**The pupils' very good attitudes and behaviour and the very positive relationships between pupils and with adults, creates a highly effective atmosphere for learning**

17. Pupils are keen and enthusiastic at school. They understand the importance of hard work and effort in order to improve further, and many take seriously the targets set for them. Pupils are able to reflect on their own strengths, and identify areas for further development academically and personally. They respond eagerly to responsibilities within the school, and readily take initiative. As a result, pupils become active in their learning and increasingly independent thinkers in the process. The very positive relationships between pupils and with adults creates a highly effective atmosphere for learning. Pupils understand the importance of hard work and effort in order to improve, and adults ensure pupils are encouraged and supported to do their best.

## **Provision for pupils with special educational needs is very effective; pupils achieve well and take part fully in all areas of school life**

18. The provision for pupils with special educational needs is very well organised. Pupils are identified accurately, and suitable support established. This may occur within the class, or sometimes in small groups. The rationale for such support is carefully considered, and pupils are well prepared in the process. Pupils with statements of special educational needs take part fully in all areas of school life. The additional support is provided discretely and sensitively, yet enables the pupils to have broadly similar experiences at an appropriate level for their understanding. The school works hard to include all pupils, regardless of their circumstances, backgrounds or differing needs. As a result, pupils show considerable tolerance and understanding of one another's needs.

## **WHAT COULD BE IMPROVED**

### **Some parents are not satisfied with the amount of homework for their children, would like more information about their children's progress and more activities outside lessons**

19. The school follows a suitable policy for homework whereby the amount and frequency of work is laid out clearly. There are many ways in which the school seeks to keep parents informed. General information includes weekly newsletters, notes about visits, details related to pupils when they transfer to other schools, a home school agreement and a website. There are specific opportunities when parents are invited to discuss their child's progress more formally throughout the year. This is in the context of the school offering an "open door" for parents, where time is offered more informally to discuss their child's progress. The range of activities outside lessons includes sports, music and clubs, sometimes held over lunchtimes. There is a need to clarify further with some parents the amount and frequency of homework, as it is a cause for concern for some families. The inspection team consider it would be beneficial for the school to liaise further with parents, in order to clarify expectations of what is realistic, particularly in relation to homework, activities outside school and information about their child's progress.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In the light of the school's many strengths, there are no key issues to address.**

The school has already identified appropriate areas for improvement in the school's development plan. The inspection confirms the priorities that have been chosen and would ask the governing body to consider the following additional items for improvement:

- Liaise further with parents where there is a mismatch of expectations between home and school, particularly in relation to homework, activities outside lessons and information about their child's progress

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 34 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 15        | 44        | 29   | 12           | 0              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

| Pupils on the school's roll  | Y3 – Y6      |
|--|--------------|
| Number of pupils on the school's roll (FTE for part-time pupils)             | 360          |
| Number of full-time pupils known to be eligible for free school meals        | 6            |
| 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          | 81           |
| English as an additional language  | No of pupils |
| Number of pupils with English as an additional language                      | 23           |
| Pupil mobility in the last school year                                       | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 9            |
| Pupils who left the school other than at the usual time of leaving           | 8            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4   |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.2 |
| National comparative data | 0.4 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 2**

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2000 | 46    | 43    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 38      | 42          | 43      |
|   | Girls    | 40      | 36          | 43      |
|   | Total    | 78      | 78          | 86      |
| Percentage of pupils at NC level 4 or above | School   | 88 (91) | 88 (93)     | 97 (95) |
|   | National | 75 (70) | 72 (69)     | 85 (78) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 38      | 42          | 41      |
|   | Girls    | 40      | 37          | 41      |
|   | Total    | 78      | 79          | 82      |
| Percentage of pupils at NC level 4 or above | School   | 88 (83) | 89 (89)     | 92 (94) |
|   | National | 70 (68) | 72 (69)     | 79 (75) |

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

**Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 1            |
| Indian                          | 28           |
| Pakistani                       | 2            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 321          |
| Any other minority ethnic group | 8            |

*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) | 14.1 |
| Number of pupils per qualified teacher   | 32   |
| Average class size                       | 30   |

**Education support staff: Y3 – Y6**

|   |    |
|---|----|
| Total number of education support staff | 6  |
| Total aggregate hours worked per week   | 98 |

**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.*

**Financial information**

|  |         |
|--|---------|
| Financial year                             | 99/00   |
|  | £       |
| Total income                               | 661,747 |
| Total expenditure                          | 641,845 |
| Expenditure per pupil                      | 1,845   |
| Balance brought forward from previous year | 40,958  |
| Balance carried forward to next year       | 60,860  |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 360 |
| Number of questionnaires returned | 170 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 44             | 49            | 4                | 2                 | 1          |
| My child is making good progress in school.  | 41             | 56            | 2                | 1                 | 0          |
| Behaviour in the school is good.   | 41             | 53            | 3                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 22             | 64            | 11               | 3                 | 1          |
| The teaching is good.  | 54             | 44            | 1                | 1                 | 1          |
| I am kept well informed about how my child is getting on.                          | 29             | 54            | 14               | 3                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 48             | 48            | 2                | 2                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 61             | 38            | 1                | 0                 | 0          |
| The school works closely with parents.   | 34             | 56            | 7                | 2                 | 1          |
| The school is well led and managed.  | 54             | 42            | 2                | 2                 | 1          |
| The school is helping my child become mature and responsible.                      | 51             | 44            | 2                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 27             | 51            | 15               | 2                 | 4          |

**Additional comments may be found in the summary section under Parents' and Carers' views of the school**