

INSPECTION REPORT

JULIAN'S PRIMARY SCHOOL

Streatham

LEA area: Lambeth

Unique reference number: 100602

Headteacher: Miss M White

Reporting inspector: Theresa Mullane
15138

Dates of inspection: 11th – 12th December 2000

Inspection number: 224152

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Bryant
Date of previous inspection:	November 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 13
WHAT COULD BE IMPROVED	13 - 15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Julian's Primary School is an average sized primary school in the London Borough of Lambeth. There are 202 pupils on the school roll. The children's attainment on entry to the school is average. The school has no nursery and most pupils enter the school in the reception classes. Whilst the majority leave at the time of transfer to the secondary school at age 11, a significant minority leave at 10 to continue their education in the private sector. The school receives pupils from a range of social backgrounds, but overall, their socio-economic circumstances are average. The school receives additional funding to support pupils with special educational needs. Just over 19 per cent of pupils are identified as having special educational needs, which is average. Over 2 per cent of pupils have statements of special educational needs, which is above average. Over 65 per cent of pupils come from ethnic minorities and the predominant countries of origin are in the Caribbean, Africa, Europe and the Indian sub-continent. Just over 28 per cent of pupils are learning English as an additional language, which is very high. The main languages that are spoken, other than English, are Italian, French, Greek and Urdu. The school has a very high proportion of pupils (21 per cent) at an early stage of learning English. It receives additional funding for these pupils.

HOW GOOD THE SCHOOL IS

The school has a number of very good features and its overall effectiveness is satisfactory. By the end of Key Stage 1 and 2, nearly all pupils are on course to attain average standards in English, mathematics and science. Although the results from the Key Stage 2 national tests declined between 1998 and 2000, they are on course to improve significantly in 2001. Pupils have very good attitudes to school and their work. They also have made satisfactory progress by the time they leave the school at the age of eleven. Teaching is good, overall, and no unsatisfactory teaching was seen. The leadership and management of the school are effective. The headteacher promotes the caring ethos of the school very well and relationships are very good at every level. The school needs to evaluate some aspects of its work more rigorously in order to maintain high standards. The day to day financial management of the school is good. Overall the school is providing satisfactory value for money.

What the school does well

- Standards are improving and teaching is good.
- The pupils enjoy school and their behaviour is very good.
- The school promotes the pupils' personal, social, moral and cultural development very well.
- The school has very good procedures for ensuring the pupils' welfare.
- There is a very effective partnership between the parents and the school.

What could be improved

- Information from some of the school's monitoring procedures should be used consistently.
- Overall standards in writing should be higher.
- Higher attaining pupils should achieve better standards, in line with their abilities.
- The way time is allocated to subjects in the school's curriculum needs to be reconsidered.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in 1996. Standards in English and mathematics at Key Stage 1 and Key Stage 2 are similar to those seen at the time of the previous inspection. However, there has been a significant decline in the number of pupils attaining the average levels in the Key Stage 2 national tests over a three-year period. Currently, the proportions of pupils attaining average standards in Key Stage 2 are much higher than those that achieved this level in the 2000 tests. The previous inspection identified four ways that the quality of education could be improved. Good progress has been made in developing the curriculum co-ordinators' management role and good procedures have been put in place for planning pupils' learning. However, further work still needs to be done in ensuring that the school meets the needs of all its higher attaining pupils. The school now

promotes pupils' spiritual development satisfactorily and the provision for their cultural development is good.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	E	E*
Mathematics	A	C	D	D
Science	A*	B	C	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

When the 2000 Key Stage 1 results are compared to the national results and to those achieved by similar schools, they are average in reading, above average in writing but below average in mathematics. During the inspection, almost all seven-year old pupils were also seen to be achieving at an average level for their age in reading, writing and mathematics. However, in writing and numeracy, few pupils were attaining at the higher levels. This was not the case in reading because higher attaining pupils were seen to be achieving in line with their abilities.

Whilst standards at Key Stage 1 show slight fluctuation from year to year, they are mainly average in reading and mathematics and above average in writing. During the last three years, standards achieved in the national tests at Key Stage 2 have shown a steady decline. The greatest decline has been in English, where standards have declined from well above average in 1998 to well below average in 2000. These results are in the bottom 5 per cent when they are compared to those achieved by similar schools. The sharp drop in the school's results in 2000 was, in part, due to an untypical change in the pupil population. A significant number of higher attaining pupils left the school in Years 5 and 6, for acceptable reasons, and their places were taken by lower attaining pupils or those with special educational needs. Whilst these exceptional circumstances contributed to the marked drop in the school's 2000 results, the school has only recently identified a number of other factors that were contributing to its decline in standards. Consequently, the school did not meet its targets for English and mathematics in 2000. However, it is on course to achieve them in 2001.

Overall, at both Key Stage 1 and Key Stage 2, standards observed in English and mathematics during this inspection are similar to those seen at the time of the last inspection. However, the standards achieved by higher attaining pupils in writing and mathematics are not high enough at the end of Key Stage 1 and Key Stage 2. Pupils make good progress in the reception class from average starting points. In speaking and listening and reading, pupils make good progress and attain above average standards by the end of Key Stage 2. Pupils with special educational needs and those with English as an additional language make good progress in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and enjoy what they do in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of lessons and are friendly and helpful to each other and to the adults in the school community.
Personal development and relationships	Very good. Pupils' personal development is very good and relationships are of a very high quality and are mutually supportive. Pupils understand other people's feelings and they can anticipate where help is needed very well.
Attendance	Satisfactory. The vast majority of pupils come to school regularly. However, there are some term-time absences that are due to pupils visiting families overseas.

The pupils' positive attitudes and values are a strength of the school. Pupils know that they come to school to learn and are keen to get involved in their work. The school places great emphasis on promoting positive attitudes in its pupils and in encouraging them to take responsibility for their actions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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.

In English, the teaching of literacy is good overall. In the reception classes, the teaching of language and literacy is good. Teachers have a good grasp of the school's literacy strategy and teaching in mathematics is good in Year 2 and Year 6. The school has implemented the National Literacy and National Numeracy Strategies effectively. Three of the main strengths in teaching are good subject knowledge, the links made between subjects and teachers' very effective management of pupils. Teachers demonstrate good subject knowledge when teaching literacy, mathematics and science. Very good links are made between subjects and teachers use this strategy effectively to engage pupils' interests and to deepen their understanding of what is being taught. Teachers manage their pupils very effectively and this creates a positive atmosphere as well as a co-operative and calm working environment in all classrooms. Most lessons are well paced and this helps to maintain the pupils' interest in their work. Teaching meets the needs of lower attaining and average pupils well, but tasks do not always challenge higher attaining pupils sufficiently. Teaching for pupils with special educational needs is good and for those who are learning English as an additional language. In 85 per cent of lessons, teaching was good or better. No unsatisfactory teaching was observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and relevant and meets statutory requirements. Good links are made between subjects and this deepens learning for the pupils. However, time allocations for English and mathematics are very generous, leading to some overlong lessons in these subjects.
Provision for pupils with special educational needs	Good. Provision for pupils with special needs is good. Pupils are given appropriate targets and make good progress.
Provision for pupils with English as an additional language	Good. Pupils are given appropriate targets and effective teaching enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides very well for personal, moral and social development. Provision for the pupils' cultural development is good and provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Very good. Procedures that promote pupils' wellbeing and personal safety are given high priority and are a strength of the school.

The school works very hard to promote a constructive partnership with parents and parents in turn respond to this very well. This is a strength of the school. Very good attention is given to pupils' welfare and safety as part of the school's ethos of and culture of care. Pupils' personal development is valued and promoted through effective and supportive procedures. The school emphasises the teaching of English and mathematics, but a disproportionate amount of time is being given to these two subjects and this leads to some over long lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides sound leadership and is highly respected by staff, pupils, parents and governors. Senior staff share the leadership and management of the school with the headteacher well.
How well the governors fulfil their responsibilities	The governors are effective. They fulfil their statutory responsibilities and provide a valuable level of support for the school.
The school's evaluation of its performance	Overall, this is unsatisfactory. The school has put in place strategies that monitor many aspects of its work. However, the information from national tests is not evaluated with sufficient rigour to identify weaknesses when they occur so that they can be addressed quickly and effectively.
The strategic use of resources	Good use is made of staff, of time, learning resources and of the building. The school uses its resources well and the planned budget surplus is being used effectively to set up a technology suite.

The headteacher provides effective leadership for the whole school community and she has established a very committed team of hardworking and dedicated staff. The school monitors its work carefully but is only starting to develop procedures to review its work critically and constructively in order to achieve and maintain high academic standards. The headteacher and governors are knowledgeable about the

principles of best value and apply them effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and the teaching is good.• Their children are happy at school.• The school promotes very good behaviour and attitudes in their children.• The school cares for their children very well.• Parents find the school very approachable.	<ul style="list-style-type: none">• A greater range of extra-curricular activities.• A small number of parents wanted more information about their children's progress.

The inspection team endorses parents' very positive views of the school. Pupils are very happy at school and they work hard. Teaching is good in most lessons and relationships are good at every level. Inspectors felt that the school offered a wide variety of extra-curricular clubs. This was also an area where parents attending the parents' meeting suggested that the school had made particularly good progress since its previous inspection. Inspectors felt that the school provides a good level of information on pupils' progress. Currently, the school is currently reviewing how it can further improve the information given to parents about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are improving and teaching is good.

1. Standards seen at Key Stage 1 during the inspection indicate that pupils are on course to achieve higher standards in the national tests this year. In the 2000 tests, the proportion of pupils reaching the expected levels for their age in reading was average, but, in writing, their results were above average. The fluency and accuracy with which pupils read suggests that they are on course to achieve higher results in the reading tests. The analysis of pupils' written work indicates that a high proportion will achieve the average level in writing but only a small number will achieve beyond this. In the 2000 mathematics tests, the proportion of pupils the achieving the expected level for their age was average. However, the school's results for pupils attaining at the higher level were well below average in mathematics. During the inspection, pupils were seen to work on data handling problems and many of them achieved at a higher level for their age. This was as the result of challenging teaching and carefully structured tasks. However, an analysis of previously completed mathematics work suggests that, in some aspects of numeracy, many pupils achieve at average levels, with only a small proportion being on course to achieve at a higher level. An analysis of pupils' work also shows that a good range of work is being undertaken in science at Key Stage 1. A much higher proportion of pupils are on course to achieve average standards in this subject than did so in 2000 when the school's results were below average. Good science teaching in Year 1 also enabled many pupils to achieve at an above average level for their age.
2. Standards in English at Key Stage 2 observed during the inspection were much higher than those achieved in the national tests in 2000. In these tests, the proportion of pupils who achieved the expected levels for their age in English was well below the national average. These results are in the bottom 5 per cent when they are compared to those achieved by similar schools. The sharp drop in the school's results was in part due to an untypical change in the pupil population. During the inspection, very good teaching in Year 6 supported pupils in articulating their personal responses to poetry and helped them to achieve above average standards in speaking and listening and reading. However, an analysis of pupils' writing showed that, whilst a good proportion of pupils were achieving at average levels, few were working at higher levels.
3. In the 2000 Key Stage 2 mathematics tests, the proportion of pupils who attained the expected levels for their age was average but very few achieved at the higher level. This led to the school's overall results for the subject being below the national average. The good teaching seen during the inspection that challenged and motivated Year 6 pupils meant that a very high proportion of them demonstrated a high level of skill in solving the data handling problems. An analysis of work in mathematics showed that higher attaining pupils were working at above average levels. However, the most able pupils were not on course to achieve at the highest level for their age group.
4. In most classes, the teaching is challenging and this promotes good learning. The school ensures that pupils who have English as an additional language are supported effectively and gain access to the whole curriculum. Appropriate targets are set for pupils with special educational needs and those who have English as an additional language and the school monitors pupils' progress towards their targets carefully.
5. Pupils develop good skills in speaking and listening and reading. Teachers promote literacy and language across the curriculum. In many lessons, teachers help and encourage pupils to speak and to express their ideas using the vocabulary of the subject they are studying. Pupils are given the opportunities to work in groups where they have to discuss their ideas with one another. This all helps to promote fluency and accuracy in the pupils' spoken language. They read well and older pupils use reference skills effectively. Throughout Key Stage 2, pupils' ability to respond to literature is developed systematically.
6. Teachers manage their pupils very effectively and this creates a positive atmosphere and a calm

working environment in all classrooms. At the start of each session, teachers explain to the pupils what the main focus of their work is going to be. This clarifies the teachers' expectations for the pupils but, during the lesson, it also helps pupils to explain where they feel they are having difficulties in their learning. Teachers are very supportive when pupils make mistakes or find new work difficult. This encourages pupils to tackle new work with confidence. However, in the small number of lessons where teaching was seen to be only satisfactory, the higher attaining pupils were not challenged sufficiently.

7. Teachers have good subject knowledge and this leads to them being very clear about what they want pupils to learn and this helps to structure pupils' learning well. This was apparent in a Year 6 literacy lesson where the teacher's appreciation of poetry enabled her pupils to develop an understanding of irony and symbolism very effectively. Teachers use questions well in all classes to develop pupils' ability to express their ideas orally and to prompt them to extend their thinking. This was demonstrated particularly well in a Year 1 science lesson where the teacher's questions encouraged pupils to identify the properties of different materials that were used for various types of gloves. Pupils were then able to explain in detail why some gloves were more suited for particular jobs than others. In both lessons, the teachers combined questioning and explanations skilfully in order to develop pupils' oral skills and understanding.
8. Teachers plan their lessons well. Lessons are well structured and activities are well chosen to motivate pupils and to develop their understanding. Year 6 pupils were highly motivated to calculate whether their school's swimming club or a neighbouring club had raised the most money for a sponsored swim using data they had been given. Pupils became engrossed in the task and were able to identify specific additional information they needed, as well as being able to make decisions about how they wished to record their results. In the majority of lessons observed, teachers use their on-going assessment of pupils' progress effectively to match tasks to their needs. However, an analysis of pupils' work indicates that higher attaining pupils are not making satisfactory progress over time in their number work and writing at Key Stage 1 and in their writing at Key Stage 2.
9. Resources are selected with care and this helps to motivate pupils. Teachers are particularly skilled in making links across the curriculum and this makes work interesting for pupils. This was demonstrated particularly well in a Year 1 science lesson on materials and their properties where the teacher related work in English and mathematics to the pupils' work in science. The class had been reading the story of Cinderella in their story time and the teacher started by discussing whether Cinderella's glass slipper had been made from a suitable material. Later in the lesson, the pupils' knowledge that handspans varied in size was drawn on when they discussed the need for gloves to be made from materials that 'stretched'. Time is used effectively in most classes, although the pace of work slows during the very long English or mathematics sessions. Although teachers plan a good range of activities for their lessons, the tasks sometimes become a little repetitive and the pupils' interest wanes towards the end of long lessons.
10. Homework is used very effectively to help pupils to carry out research, or to practise and consolidate the learning that takes place in school. There were many good examples of this and, in Year 4, it was observed that pupils had undertaken extensive research on Henry VIII which they shared during their history lesson so that pupils learnt from one another very effectively. The routine of homework is established in the reception where children take books home to read and share with their parents. By Year 6, pupils undertake homework regularly and they are given a good range of work which they keep in well presented folders. The vast majority of parents are very satisfied with the school's arrangements for homework.

The pupils enjoy school, and their behaviour is very good.

11. Pupils have very good attitudes to school and they enjoy what they do in lessons. They arrive cheerfully and promptly at the beginning of the school day and settle to work quickly. They are keen to get involved in challenging activities and talk with enthusiasm about their work or their ideas and views. This was evident when pupils were discussing their favourite authors or books they had enjoyed reading. Year 6 pupils enjoyed the problems they were solving on a sponsored

swim. They explained with considerable enthusiasm how they were using different measures of average to solve the problem. There is a culture of learning in the school and pupils are happy to work hard. Parents confirm that their children are very happy at school.

12. Pupils listen well to teachers and to one another. They are keen to answer teachers' questions and respond confidently, articulating their ideas clearly. Pupils have the skills to adapt to different types of working arrangements, being equally able to work co-operatively in groups or independently on their own.
13. Pupils work hard and try to do their best. Pupils work co-operatively and share resources well. This was a feature of pupils' work in many lessons and particularly enabled pupils to make good progress in subjects such as information technology and science. When Year 4 pupils were unsure how to complete their tasks on a computer, they were quickly helped by other pupils acting as tutors. Year 1 pupils shared science resources well and this meant that they worked effectively in groups. It also meant that these pupils overcame problems by themselves without having to ask the teacher for help. The pupils' ability to work co-operatively contributes to the positive atmosphere in all classes and supports their learning well.
14. Behaviour in lessons is very good. Parents believe correctly that the school promotes discipline well and that standards of behaviour are high in the school. The school has well developed strategies for promoting good behaviour and pupils respond to these positively. The behaviour of pupils around the school is very good. They come in and out of school at break times in an orderly way and arrive promptly for their lessons. Pupils are courteous and trustworthy. They are also friendly to visitors, anticipating where help is needed very well.

The school promotes the pupils' personal, social, moral and cultural development very well.

15. The personal development of pupils is a high priority for the school. Personal development is valued, well supported and nurtured through a wide range of effective strategies and very good formal and informal monitoring procedures. The very good relationships throughout the school, and the well-established routines such as registration, break and lunchtime, help pupils to feel settled and secure from the time they start in reception. There are many attractive displays around the school, which include work from all pupils. This helps to promote the pupils' self-esteem. The strong behaviour code and the good use of learning targets means that the pupils are clear about what is expected of them. Teachers offer constructive help with personal problems when they arise and help pupils to resolve difficulties that can occur when friends have disagreements. The headteacher has a set of small whiteboards, which are kept outside her room so that pupils feel free to make suggestions for improving things within the school or for letting her know that they are worried and would like to talk to her. This is an effective strategy. There is a comprehensive and successful programme for developing pupils' personal, social and health education and the majority of pupils become involved with supporting projects that develop their awareness of the needs of other people, such as Farm Africa and Operation Christmas Child. There is also a strong focus on citizenship and pupils are very aware of their responsibilities in recycling waste products and taking action to limit pollution.
16. The pupils' moral development is very good. The school is a thoroughly moral community and parents appreciate the strong lead the school takes in teaching pupils the difference between right and wrong. Teachers use their very good relationships with pupils to help them understand the consequences of their actions. Pupils show good levels of understanding and empathy when considering fundamental human issues. This was reflected well by one Year 6 boy, who was heard to exclaim during an independent reading session 'That's outrageous!' He went on to explain to other members of his table, who were a little surprised at his outburst, that he had just read about some cruel treatment of refugees which he felt was quite wrong. Values such as honesty, fairness, tolerance and respect are threads which pervade school life, and this creates a very positive ethos.
17. The school promotes the pupils' social development very well. Staff provide good role models and relationships throughout the school are very positive. In the lessons observed, pupils were offered

a good range of opportunities to work collaboratively and co-operatively in subjects such as science and mathematics. Further opportunities are offered through the good development of pupils' speaking and listening skills. Pupils are encouraged to value and respect one another's contributions and to express their own views clearly.

18. The school promotes cultural development through a wide range of activities and provision is good. This is also an area where the school has made good progress since its previous inspection. Pupils learn about the Mosque and the Five Pillars of Islam as well as Hindu deities and festivals. They visit the local Christian church, the mosque, the Buddhist temple and the synagogue and are aware of all the main festivals of the major religions. Examples of pupils' imaginative artwork are often linked to other cultures as well as reflecting the work of European artists. This all helps to provide pupils with an understanding of the diversity and richness of other cultures as well as an appreciation of their own. This is an area where the school has made good progress since the previous inspection.

The school has very good procedures for ensuring the pupils' welfare.

19. The school provides a very good level of support and guidance for its pupils and all pastoral matters are given high priority. Parents have a great deal of confidence in the staff, who all show a genuine interest and concern for the pupils' personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them concentrate on their learning. The headteacher describes the school as being the pupils' 'school home' and has successfully established a caring ethos that permeates the whole school community. This is reflected in the level of care and attention given to the pupils' wellbeing. Parents appreciate and value this greatly. The very good relationships and well-established routines of the school help to make pupils feel secure.
20. Pupils are provided with good quality support and advice through the very effective procedures to monitor their personal development. The good examples set by staff in their relationships with colleagues and pupils is the basis of the pupils' progress in their personal and social development. Teachers listen patiently to pupils' responses in the conversations they have with them. Pupils have opportunities in lessons to discuss and negotiate ideas and initiatives with their teachers, which they do with a fair and reasoned sense of responsibility for themselves and others. Teachers have a clear understanding of the strengths and weaknesses of each pupil and they maintain detailed records that are regularly updated. These are then used to set individual targets, which are shared with pupils and their parents. Teachers make effective use of the information they have acquired on the pupils' personal and social development and report on it to parents at consultation evenings, and in the school's annual reports on the pupils' attainment and progress.
21. The school has a strong set of behaviour codes that the whole school community understands. Each class has a code of behaviour, which is discussed and agreed by all pupils at regular intervals. There are also codes for whole school activities or shared areas such as assembly or the playground. Where difficulties arise, the class teacher and parent will work together to ensure that the child follows the behavioural codes of the school. Where codes are broken during the lunch time, incidents are logged, discussed with supervisory staff and followed up by the headteacher. A letter then informs parents that their child has broken one of the school's behaviour codes. Incidents of bullying or racism are followed up quickly, but the school also has strategies for enabling pupils to talk about these issues. Each class has a 'bully free' poster which reminds the pupils about how they should deal with the issue should it arise. Pupils are also given assertiveness training so that they develop strategies for dealing with bullying. The headteacher's whiteboards are yet another way that pupils have for communicating any concerns they might have.
22. Attendance and punctuality are carefully monitored and problems are picked up quickly. Accurate register printouts help the school staff and the educational welfare officer to identify any concerns and take the necessary action to quickly get pupils back into school on a regular basis. Parents are familiar with the school's procedures and comment favourably on them.

23. The school has very good child protection arrangements in place. The headteacher is the named co-ordinator. All staff have had appropriate training so that they have a clear understanding of the symptoms of abuse. There are good links with outside agencies to support children in need of intervention and there is no hesitation in seeking advice and support from the local education authority personnel to ensure the safety of pupils. Pupils are made aware of the dangers of substance abuse and the school curriculum includes sex education.
24. A high degree of attention is paid to providing a clean and safe environment. Regular health and safety inspections are carried out and any concerns are quickly remedied. If pupils become ill or injured whilst at school, they are cared for by trained first aid staff in a well-equipped medical room. The welfare staff keep a record of the more serious injuries and accidents involving pupils and emergency contact details and any medical requirements are kept up to date and accessible at all times. Lunchtimes are managed very well. The school ensures that the daily menus promote healthy eating habits and the high quality meals contribute effectively to the pupils' wellbeing.
25. During the school's previous inspection, the level of care the school provided for its pupils was considered to be a strength of the school. This is still the case and the school has maintained high standards of provision in this area of its work.

There is a very good partnership between the parents and the school.

26. Parents are very positive about the partnership they have with the school. They praise the culture of care that pervades the school and regard the headteacher and staff highly. The school is a welcoming place and parents have a good view of what the school provides for their children. The effectiveness of the school's links with parents and the impact parents make on the work of the school is very good, with parents included in a range of school activities. Parents make a very good contribution towards their children's learning. They support the everyday life of the school and special events very well and there is also a very active staff and parents' association. The effect of this level of involvement is that it is another factor that supports a very cohesive school community.
27. The majority of parents are very happy with the quality of information that the school provides about their children's learning and progress. The prospectus is informative and the governors' annual report is well laid out. The school frequently sends out a very informative newsletter, which briefs parents well about the main activities that are taking place. There is also a very wide range of formal and informal ways that information about children's progress is shared with parents by the staff of the school.
28. The constructive partnership with parents is a great strength of the school and is an area where the school has maintained high standards over a long period of time.

WHAT NEEDS TO BE IMPROVED

Information from some of the school's monitoring procedures should be used consistently.

29. The school monitors all aspects of pupils' welfare and wellbeing very thoroughly and the headteacher ensures that all aspects of pastoral care are evaluated very carefully. This has enabled the school to maintain high standards in this area over a long period of time.
30. The headteacher monitors teaching carefully and evaluates the information well in order to improve teachers' skills. This has led to a significant improvement in the quality of teaching since the school's last inspection when 17 per cent of teaching was judged unsatisfactory. During this inspection, no unsatisfactory teaching was seen and 85 per cent was considered to be good or better. The headteacher is very clear about teachers' individual strengths but she also works closely with staff on areas where they need to improve so that they develop the teaching skills that they need.

31. Subject co-ordinators monitor teachers' long and medium term plans well and this ensures that the school's schemes of work are implemented appropriately. Subject co-ordinators analyse pupils' work regularly to ensure that appropriate progress is being made. This is partially successful, although the school's monitoring system did not ensure that higher attaining pupils in Year 2 achieved at the higher levels in number and writing, nor did it ensure that higher attaining pupils in Year 6 were developing writing skills at a higher than average level.
32. Until very recently, the school has not evaluated pupils' performance data with sufficient rigour. Results have fluctuated considerably at Key Stage 1 and reasons for this have not been established. The results from the Key Stage 2 English tests have shown a decline over a three-year period. Whilst there were a number of factors that adversely affected the school's results in 2000, the school had not identified the impact that the lower performance in writing was having on the school's overall English results. Nearly half the pupils scored at one level lower in the writing test than in the reading test but, for 10 per cent of pupils, there was a difference of two levels between the reading and writing level achieved. This affected both the proportions of pupils who achieved the average and higher levels in the English tests. The school had not pinpointed this area of weakness until relatively recently. Whilst booster classes have been provided for pupils and the school development plan shows that the school intends to evaluate the effectiveness of the Literacy Hour, there is no clear evidence that the school has a strategy for developing pupils' writing skills across the school effectively. During the inspection, whilst pupils were seen to be attaining well in speaking and listening and reading, higher attaining pupils in Year 6 are not on course to achieve at the above average levels expected at the end of Key Stage 2.
33. The school's overall results for mathematics at both Key Stage 1 and Key Stage 2 were below average. Whilst the proportion of pupils attaining the expected levels at both key stages was similar to the national average, the proportion of pupils attaining at the higher levels was much lower. Standards in mathematics have fluctuated at Key Stage 1 and steadily declined at Key Stage 2 over the past two years. Whilst the school has now identified the steps it needs to take in evaluating its performance data, it has been slow in doing this and higher attaining pupils at both Key Stage 1 and 2 still need to develop skills in line with their abilities consistently. During the inspection, Year 2 pupils demonstrated a good level of skill in their lessons, but an analysis of their written work showed that few were on course to develop number skills at a higher level by the end of the year. Whilst Year 6 pupils demonstrated a high level of skill in data handling no pupils were on course to attain at the highest levels, although a small number demonstrated reasoning skills that suggested that they were capable of doing this.

Overall standards in writing should be higher.

34. During the inspection, high proportions of pupils were seen to achieve mainly average standards in writing at Key Stage 1 and Key Stage 2. This varies slightly from the outcomes of the national tests in 2000. Then, a good proportion of pupils at Key Stage 1 achieved at the higher levels but, at Key Stage 2, a significant number of pupils did not achieve average levels in their writing. Whilst an analysis of the pupils' writing showed that they were attaining average standards, a few pupils at Key Stage 1 and no pupils at Key Stage 2 were achieving at the higher levels expected at seven or eleven.
35. Standards of handwriting are good. Young pupils practise forming letters correctly and older pupils develop a personal style. Pupils' handwriting is good in their workbooks for all subjects.
36. By the age of seven, pupils write simple stories in which they sequence events well. They use imaginative vocabulary well and demonstrate an awareness of rhyme. Whilst they write stories and poems and some instructional texts, there are limited opportunities to write for a wider range of purposes. This means that they have few opportunities to learn to structure and organise different types of texts.
37. Eleven-year-old pupils demonstrate good skills when they are asked to write short pieces of writing. When they are writing single paragraphs, they use vocabulary well and show a good

understanding of syntax and grammar. However, pupils are given few chances to write longer pieces in which they would have to think about the structure and organisation of their writing. The programme of work currently does not ensure that pupils learn to write longer pieces in which they have to consider how the characteristics of different forms of writing are reflected in the way the writing is organised and structured from beginning to end. Currently this is limiting the progress pupils are making and no pupils were seen to be on course to write at an above average level by the end of Key Stage 2.

38. Pupils undertake short writing tasks as part of the Literacy Hour. However, the school has not developed a framework for extended writing which ensures that pupils have the opportunity to use and practise what they have learnt about the structure, organisation and characteristics of different forms of writing. This means that pupils make slower progress in writing than they do in speaking and listening and reading.

Ensure that higher attaining pupils attain in line with their abilities.

39. A key issue that the school had to address from its previous inspection was to ensure that high attaining pupils are given sufficiently challenging and stimulating work. The school has developed a policy for able pupils and is currently taking part in a project that is working with higher attaining pupils in Year 5 and 6. This work is starting to have an impact on the standards these pupils achieve but there are still weaknesses.
40. A common feature of lessons where teaching was only satisfactory was that able pupils were not challenged sufficiently. The mathematics tests at Key Stage 1 and Key Stage 2 show that a low proportion of pupils attain at the higher levels. An analysis of mathematics work shows that higher attaining pupils in Year 2 need to develop higher order numerical skills consistently if they are to achieve above average levels in the national tests. Whilst a good proportion of Year 6 pupils are on course to attain higher levels in the mathematics tests, those who demonstrated very good reasoning abilities were not on course to achieve the highest levels of the key stage. Similarly, an analysis of pupils' work showed that, whilst many pupils in Key Stage 2 demonstrated above average skills in speaking and listening and reading, there was no evidence to suggest that higher attaining pupils in Year 6 were on course to attain above average levels in writing.
41. Currently, the school is not drawing together evidence that it has from its monitoring procedures to judge how effectively it is meeting the needs of higher attaining pupils. Whilst the school has a good policy for able pupils, it needs to ensure that a structured programme is put in place so that the needs of higher attaining pupils are met consistently.

The school needs to reconsider the way time is allocated to subjects in the school's curriculum.

42. The school should reconsider whether time allocations for English and mathematics are appropriate. Whilst English and mathematics lessons are taught in the time before and after morning break, these are long periods of time. In both Key Stage 1 and Key Stage 2 classes, English and mathematics lessons go on for seventy to seventy five minutes which is much longer than the times recommended by the National Literacy and Numeracy Strategies. Whilst teachers try to change the activities that pupils work on in the last fifteen minutes of these lessons by introducing new tasks, this is not always successful. Pupils can become slightly restless or they need have a change in the type of activity they are working on.
43. As a disproportionate amount of time is given to English and mathematics each day, it means that the time available to teach other foundation subjects is reduced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to improve the school further, and raise standards to higher levels, the governing body, headteacher and staff should address the following issues:

(a) Improve the school's monitoring systems by using performance data more effectively. This should be done by:

- regularly analysing pupil performance data in order to monitor trends and identify weaknesses;
- carrying out item analysis of key stage tests and other tests in order to identify specific areas of weakness;
- monitoring that higher attaining pupils achieve in line with their abilities.

(paragraphs: 29 – 33)

(b) Raise standards in writing by:

- identifying time when pupils can develop their writing skills fully;
- drawing up a framework that ensures that pupils are given opportunities to write for a range of different purposes.

(paragraphs: 34 – 38)

(c) Implement the school's policy for able pupils fully and monitor the progress of higher attaining pupils closely in writing and mathematics to ensure that they achieve high standards.

(paragraphs: 39 – 41)

(d) The school should review time allocations for English and mathematics so as to ensure that lessons in these subjects are not too long and that the time allocation to other subjects is sufficient.

(paragraphs: 42 and 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
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
0	15	70	15	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils eligible for free school meals	41

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.6	School data	0.3
National comparative data	5.2	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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	12	12	13
	Total	22	21	25
Percentage of pupils at NC level 2 or above	School	73 (94)	70 (94)	83 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	13	13	14
	Total	23	25	26
Percentage of pupils at NC level 2 or above	School	77 (81)	83 (78)	87 (81)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest 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	17	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	12	16
	Girls	10	11	11
	Total	16	23	27
Percentage of pupils at NC level 4 or above	School	53 (83)	83 (78)	87 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	16
	Girls	10	10	10
	Total	17	21	26
Percentage of pupils at NC level 4 or above	School	57 (60)	70 (67)	87 (83)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	33
Black – African heritage	9
Black – other	41
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	1
White	81
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	21.7
Average class size	28.9

Education support staff: : YR – Y6

Total number of education support staff	4.8
Total aggregate hours worked per week	161

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	623 190
Total expenditure	597 828
Expenditure per pupil	2 847
Balance brought forward from previous year	82 620
Balance carried forward to next year	107 982

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	13	2	0	0
My child is making good progress in school.	79	16	1	0	1
Behaviour in the school is good.	74	24	0	0	0
My child gets the right amount of work to do at home.	59	35	3	0	1
The teaching is good.	76	19	0	0	1
I am kept well informed about how my child is getting on.	53	36	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	0	0	0
The school expects my child to work hard and achieve his or her best.	79	18	0	0	1
The school works closely with parents.	63	32	1	0	1
The school is well led and managed.	82	14	1	0	0
The school is helping my child become mature and responsible.	74	24	0	0	0
The school provides an interesting range of activities outside lessons.	32	39	12	3	12