

# **INSPECTION REPORT**

## **GREEN STREET GREEN PRIMARY SCHOOL**

Green Street Green

LEA area: Bromley

Unique reference number: 101616

Headteacher: Mr Christopher Keeble

Reporting inspector: Mr Martin Beale  
(OFSTED No: 19385)

Dates of inspection: 12 - 13 September 2000

Inspection number: 224238

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Vine Road Green Street Green Orpington KENT
Postcode:	BR6 6DT
Telephone number:	01689 852781
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Roach-Bowler
Date of previous inspection:	May 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Green Street Green Primary is a mixed school for pupils from 4 to 11 years of age. There are 462 pupils on roll, making it much larger than most other primary schools. The school is over-subscribed. Few pupils are from minority ethnic backgrounds and only four have English as an additional language. A speech and language unit for 21 pupils, all of whom have statements for their special educational needs, is attached to the school. The number of pupils with special educational needs in the main school, including those with statements, is below the national average. The majority of pupils come from economically advantaged backgrounds with few eligible for free school meals. The attainment of the pupils on entry to the school is average overall, few having attended formal nurseries.

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

Green Street Green is a good school. The strong leadership and clear direction provided by the headteacher and the Governing Body have brought about continued improvements and enabled high standards to be maintained. The high quality of much of the teaching generates enthusiasm for learning and enables the pupils to achieve high standards of work and behaviour. The school provides very good value for money.

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

- The high standards achieved by pupils in national tests are reflected in the work seen in the school.
- Teachers' high expectations enable the children to learn quickly.
- The leadership team is continually seeking improvements and fresh challenges for the school.
- The pupils are keen to learn and to do well, and they respond well to the high standards of behaviour expected of them.
- The work of the speech and language unit has a considerable impact on the progress of its pupils, and also benefits some pupils with special educational needs in the main school.
- A strong partnership has been forged with parents to the benefit of the school and the children.

#### **What could be improved**

- There are some inconsistencies in mathematics teaching.
- The curriculum and teaching styles need more breadth in some classes.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Good progress has been made in raising standards and dealing with the key issues raised at the previous inspection in 1995. There has been a considerable improvement in the quality of teaching, with much less that is unsatisfactory and much more that is very good or better. Teachers' expertise, particularly in the teaching of information technology, has benefited considerably from staff training. Staff in the same year group now plan together; this has led to a greater consistency in teaching. The procedures for monitoring the quality of teaching and the standards that the pupils achieve are now thorough and effective. Whole-school curriculum objectives have been revised, and teachers' planning is supported by the national strategies for literacy and numeracy as well as schemes of work provided by the Qualifications and Curriculum Authority (QCA). The effectiveness of management places the school in a strong position to make further improvements.

## 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
	1997	1998	1999	1999
English	A	B	A	A
Mathematics	A	A	A	B
Science	A	A	A*	A

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

Standards are high throughout the school. The vast majority of pupils are achieving well and are making good progress particularly at Key Stage 1. Slower progress is made in mathematics at times in comparison to that in English. Pupils with special educational needs, particularly those in the speech and language unit, make good progress towards the targets set for them. The small number of pupils with English as an additional language also make good progress. The children make very good progress in Reception and are prepared well for school life.

The results of National Curriculum tests at the end of both key stages are very good, and have been consistently so for the last few years. National Curriculum test results in 1999 at the end of Key Stage 1 for reading, writing and mathematics were well above the national average. When compared with similar schools, results in reading and writing were well above average and those in mathematics were above average. Overall results at the end of Key Stage 2 were well above the national average and well above average when compared with similar schools. Results were very high in science (the A\* grade meaning that the school was in the top 5% nationally) and well above those in similar schools. English and mathematics results were well above the national average. Results in English were also well above average when compared with similar schools, while they were above average in mathematics. The improvement in the school's results over the last four years was similar to that seen nationally. Further improvements have been made in 2000, and the school's targets for results in English and mathematics have been exceeded.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show positive attitudes to school and are keen to participate in lessons. They enjoy school and are interested in their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. This has a beneficial effect on learning and life in the school.
Personal development and relationships	Pupils are keen to accept responsibility and to take an active role in their learning. Relationships between pupils are friendly and the good relationships between pupils and staff contribute considerably to the motivation of pupils.
Attendance	Attendance rates are much better than the national average and lessons start briskly.

The school successfully encourages all pupils to show respect for each other and for all adults. The

pupils respond well, making it a calm school in which all can learn.

## TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in over 94 per cent of lessons and it is very good or excellent in just over 30 per cent. All of the teaching observed in Reception was very good. There is a greater proportion of the better teaching at Key Stage 1, than in subsequent years. Although some very good teaching was observed at Key Stage 2, so were the small number of unsatisfactory lessons. In the most effective lessons the teachers' very high expectations are linked to very precise learning objectives. This results in the use of a good range of tasks and activities that engage the pupils' interest and attention and generate an enthusiasm for learning. Some teachers have very good knowledge and expertise of the subject or area in which they are working. This is seen particularly in Reception and the speech and language unit. Most teachers manage the behaviour of their classes well. The pupils respond well and are clear about the expectations for their behaviour in these lessons. The very good partnership between teachers and support staff enhances learning for all pupils. Where there are weaknesses in a small proportion of lessons it is usually because the teacher is unclear about the lesson's objectives, with the consequence that inappropriate methods and activities are used. There are times when this is because insufficient use has been made of assessment data to support lesson planning. There can be an over-emphasis on instruction by the teacher and on pupils completing tasks by themselves, with limited opportunities for group or collaborative work to extend their understanding of new ideas. The teaching of pupils with special educational needs is mostly good; it is very good for the pupils in the speech and language unit. Literacy teaching is good, as the literacy hour has been successfully introduced in all classes. There are some inconsistencies in the teaching of numeracy because the structure of the daily mathematics lesson has not been fully introduced in all classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the curriculum offered is well planned more time needs to be allocated to subjects beyond the core.
Provision for pupils with special educational needs	The provision for pupils in the main school is good. Their needs are carefully targeted with effective individual education plans.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well integrated in the school. They have full access to the curriculum and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development, particularly for their moral and cultural development.
How well the school cares for its pupils	The school provides very effective care for all pupils. Staff know the pupils well and give them good support and guidance.

The National Literacy Strategy has been successfully implemented; however, more needs to be done to ensure that the full benefit of the daily mathematics lesson can be felt in all classrooms. Arrangements



for the welfare of pupils and for the promotion of their health and safety are very good. The provision for pupils in the speech and language unit is very good and pupils are well supported. Links with the school enable pupils to be integrated successfully into mainstream classes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with a clear educational direction. He is well supported in this by the deputy head and staff, who work well together as a team, sharing the commitment to higher standards.
How well the governors fulfil their responsibilities	The Governing Body is very effective. Governors have a clear understanding of their role and are fully involved in planning school development.
The school's evaluation of its performance	The systematic monitoring of teaching and planning is having a beneficial effect on the drive to raise standards and on the quality of education provided.
The strategic use of resources	Financial planning is very thorough. Developments are carefully planned and well resourced.

The school benefits considerably from the strong leadership of the headteacher. There is a very positive atmosphere in the school and a desire to involve all associated with the school in establishing its future direction. The funds available are used effectively to support school improvement. The school is very effective in ensuring that it obtains value for money when purchasing services and applies the principles of best value in all major financial decisions.

## 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 close way in which the school tries to work with parents.</li> <li>Parents recognise that the children are expected to work hard and achieve high standards.</li> <li>Parents value highly the leadership of the headteacher.</li> <li>The care of their children is regarded as effective.</li> <li>They are pleased by the good behaviour.</li> <li>They feel that the school helps their children to become more responsible.</li> <li>They judge that the teaching is good.</li> <li>Their children enjoy school very much.</li> </ul>	<ul style="list-style-type: none"> <li>Parents have concerns that the emphasis on literacy and numeracy is squeezing other areas of the curriculum.</li> <li>Some parents are not happy with the amount of homework that their children receive.</li> </ul>

The school is very highly regarded by parents. The inspection team agrees with all the approving views expressed by parents. The team concluded that insufficient time or priority is given to some subjects outside the core, restricting the range of learning opportunities for all children, a view that is shared by the school. Inspectors judge that the amount and range of homework set are appropriate.

## **PART B: COMMENTARY**

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

**The high standards achieved by pupils in national tests are reflected in the work seen in the school**

1. The school enables its pupils to achieve high standards. The good teaching and the pupils' positive attitudes to their work are the principal reasons for the progress that the pupils make. The results achieved in National Curriculum tests at the end of both key stages have improved since the last inspection in virtually all subjects and are well above the national average. Most pupils achieve standards expected for their age and a considerable proportion achieve at higher levels. Most pupils make good progress throughout the school, receiving a particularly good start to their education in Reception. Because the inspection took place very early in the term little work was available for the current year; however, an examination of the previous year's work showed that good progress had been made in the three core subjects of English, mathematics and science.
2. In the national tests for seven-year-olds, results have been well above average in reading, writing and mathematics for the past two years. Results in 1999 for reading and writing were also well above average in comparison with similar schools (those with a similar proportion of pupils eligible for free school meals) while they were above the average of similar schools in mathematics. The school is particularly successful in enabling the pupils to achieve standards above the expected Level 2 in all three areas. The results in 2000 were similar to those achieved in 1999.
3. Overall results in the national tests for eleven-year-olds have been well above average for the last four years. The upward trend in the school's results has kept pace with improvements nationally. There have been some differences between the three core subjects, with results in science being particularly good. In 1999 (the most recent year for which comparative data is available), results in English and mathematics were well above average. Those in science were very high, putting the school in the top five per cent of schools nationally. Overall results and those in English and science were well above average, while those in mathematics were above average in comparison with similar schools. The proportion of pupils achieving at least Level 4 (the standard expected for eleven-year-olds) in English and mathematics considerably exceeded government targets and improved further in 2000, exceeding the school's own targets. Virtually all pupils achieved at least Level 4 in all three core subjects in 2000, with a considerable proportion achieving the higher Level 5. In the case of science one pupil achieved Level 6, which is above the average expected by the age of fourteen. Well above average progress was made in English and science and above average progress in mathematics, when the improvements that the Year 6 pupils in 1999 made from their Key Stage 1 results are compared with national data,
4. Speaking and listening skills are well above average throughout the school. Pupils listen well and express themselves clearly and fluently in good, standard English by the end of Key Stage 2. Good opportunities for speaking are provided to develop the pupils' confidence. Standards in reading are well above average. Pupils acquire reading skills from early in Key Stage 1, which are developed well as they move through the school. Writing is above average at both key stages. Pupils write for a variety of purposes with increasing accuracy. Story writing is developing well, and the pupils' work is imaginative with accurate punctuation and spelling. Handwriting is well formed and neat.
5. The majority of pupils have at least satisfactory number skills and the calculating skills of many are good. Standards achieved in science are particularly impressive. Science teaching and learning take place through investigations and experimental work. These skills are particularly well developed by Year 6. Scientific knowledge is also very good. Much reinforcement and new learning take place through homework activities. The new information technology (IT) suite and the improved expertise of teachers in teaching IT are enabling many pupils to achieve standards above those expected by the end of Key Stage 2.

### **Teachers' high expectations enable the children to learn quickly**

6. The most significant factor in the good progress made by the pupils and the high standards that they achieve is the high quality of much of the teaching. The overall quality of the teaching has improved considerably since the last inspection. Teaching is good or better in seventy per cent of lessons and very good or excellent in thirty per cent. In the most effective lessons the teacher's very high expectations are linked to very precise learning objectives. This results in the use of a good range of tasks and activities that engage the pupils' interest and attention and generate an enthusiasm for learning. Some teachers have very good knowledge and expertise in the subject or area in which they are working. Most teachers manage the behaviour of their classes well. The pupils respond well and are clear about the expectations for their behaviour in these lessons.
7. The teaching was very good, leading to good learning, in a Reception class where the children were identifying their favourite vegetables. The teacher's expectations were very clear and constantly and consistently reinforced so that the children understood what was expected of them. The atmosphere was warm but demanding. The teacher's skills ensured that the children were rapidly becoming aware of how to learn bearing in mind that this was their first full week in school. They knew how to listen and how to move around the classroom. The opportunities to develop their learning were carefully planned. Clear lesson planning was also a feature of a Year 5 English lesson, investigating how characters are presented through text in 'The Hobbit'. The teacher had already established a good rapport with the pupils and a productive working atmosphere. Good reference was made to work completed on the previous day. Very good questioning was used to elicit pupils' inferences from the text. The teacher skilfully built on the pupils' responses and gave them time to think through their answers. A very good pace of learning was generated but opportunities for reflection were also provided.
8. An effective working atmosphere had also been established in a Year 4 class where the pupils were considering different ways in which they might plan a piece of descriptive writing about their bedroom. The class was enthused by the session. They listened well, concentrated hard and were keen to contribute their ideas. Well-targeted questioning drew out the pupils' ideas skilfully. The teacher showed that each pupil's contributions were valued, however small they might be. The lesson was planned well, with an emphasis on the use of adjectives in the written work that the pupils were expected to complete. Good progress was made in this session; the pupils learnt how to brainstorm their ideas and to develop the use of adjectives to make their writing more interesting.
9. The teacher shared the lesson objectives with the class in a very well taught Year 6 mathematics lesson. The activities provided for each group in the class were effectively planned to challenge each pupil's needs. The teacher stressed the next steps in the pupils' learning so that they knew exactly what was expected of them. This helped to generate a very good pace of learning. The teacher's organisation was very effective, enabling the teaching of each group in turn to be focused on the objectives for that particular group and adjusted as the pupils demonstrated their understanding. The good subject expertise of the teacher contributed significantly to the teaching and learning in a Year 1 IT lesson. Tasks were explained clearly and the pupils were given time to explore and experiment with the software. The calm approach of the teacher and the effective strategies used to manage the pupils' behaviour retained their attention and their interest in the work. The teacher moved effectively from group to group making an assessment of progress and using questioning well to explore the pupils' thinking.

**The leadership team is continually seeking improvements and fresh challenges for the school**

10. Strong teamwork and the effective leadership of the headteacher and other senior staff are focused on continually seeking improvements to the quality of education provided and the standards achieved by the pupils. This is the main reason for the progress made by the school in recent years. The headteacher leads the school very well. He provides a clear sense of direction, seeking new challenges for the school and ensuring that the drive to improve the education provided is shared and understood by all. He is ably supported in this by a very experienced deputy head, with skills that complement his own. Staff work well as a team, and subject leaders are becoming increasingly effective in the support and advice that they provide for their colleagues.
11. A culture has been developed in the school, which encourages staff to reflect on and evaluate all that they do. The processes and structures that are in place to monitor the work of the school are thorough. Teaching and learning are evaluated through classroom observations, a scrutiny of pupils' work and teachers' planning and an analysis of test data. Strengths are recognised, good practice shared and steps taken to deal with any weaknesses. For example, staff confidence and expertise in the teaching of information technology were judged to be in need of improvement. All staff undertook extensive training, resulting in all achieving a nationally validated certificate in IT. The consequence of this is that the quality of IT teaching has improved and pupils' standards have been raised.
12. The Governing Body is very effective in its work. Governors have a clear understanding of their role. They are very supportive of the school, are committed to its continued success and share a common vision for its future. There is an effective committee structure, which is fully involved in forward planning. Governors bring considerable expertise to the school, which is extended through visits to the school and presentations to committees by teaching staff. Governors have a good understanding of the school's strengths and have played a major role in recent developments such as the new computer suite and the integration of the speech and language unit.
13. Improvement is at the heart of all that the school is striving for. There is a strong commitment to raise standards further while providing a broad and balanced education, which is shared by staff, governors and parents. This shared vision for the future of the school has been generated through a careful and systematic period of consultation between staff, governors and parents culminating in the production of 'Vision Beyond 2000'. This provides a long-term, strategic plan for the school's development.
14. Financial planning is a particular strength. The careful analysis of spending patterns ensures that the funds available to the school are directed to give the maximum benefit to its pupils and to support the improvement of the school. Although the contents of 'Vision Beyond 2000' have only recently been confirmed, the financial implications are already being considered and the school's development plan is to be rewritten to accommodate the new priorities. The effectiveness of the leadership and management of the school place it in a strong position to make further improvements.

**The pupils are keen to learn and to do well, and they respond well to the high standards of behaviour expected of them**

15. The school has been successful in the creation of a calm, stable and secure environment for its pupils. The pupils are eager to come to school and are keen to learn. They are keen to participate in lessons; they enjoy school and are interested in their work. Attendance is very good. Most parents feel that the school plays a significant part in helping their children to grow up and to become more responsible. Parents are also pleased with the attitudes and values that are promoted. Pupils are provided with opportunities from Reception to take responsibility in their classrooms and as they get older to extend this to taking responsibility around the school. They accept these responsibilities in a mature way.
16. Good provision is made for the pupils' personal development, in particular for their moral

development, which is promoted well by adults who provide good role models for the pupils to follow. All pupils respond well to the encouragement that they are given to show respect for each other and for all adults, and they are polite to visitors. Relationships between pupils are friendly and constructive. The good relationships between pupils and staff have significant impact on the motivation of pupils. Parents are very pleased with the behaviour in the school. Behaviour both in classrooms and around the school is very good; this has a beneficial effect on the atmosphere in the school. The pupils play happily together in the playground and those in the upper years provide good role models for younger pupils.

**The work of the speech and language unit has a considerable impact on the progress of its pupils, and also benefits some pupils with special educational needs in the main school**

17. A unit for 21 pupils with speech and language difficulties is attached to the school. Pupils are allocated places from other primary schools throughout the borough on the basis of their statements of special educational needs. The unit has been operating for four years and has now been integrated into the organisation of the school. The unit is well managed and its leadership provides a clear and shared vision for its development. Strong teamwork between teaching staff, learning support assistants and local education authority personnel ensures that the well formulated policies for the operation of the unit are put into place and rigorously evaluated. A strong and close relationship has been developed between the unit and the school. This enables the two to operate as a single enterprise, the objectives of which are understood and supported by staff. The unit also provides the school with an additional resource to draw on, through 'reverse integration', where some pupils in mainstream classes with learning difficulties are supported by staff in the unit.
18. Most pupils make good progress and integrate effectively into mainstream classes. Many move to mainstream classes on their transfer to secondary school. Such is the gain in confidence and self-worth of many pupils that they want to remain at Green Street Green rather than return to the school from which they came. The teaching, from highly skilled and well-qualified practitioners with very good knowledge of the field, has a beneficial effect on the pace of pupils' learning and helps them to gain in confidence. Teachers adopt a relaxed, warm but firm approach, which encourages and motivates the pupils. They have high expectations of the pupils. They give clear instructions, explanations and feedback including the use of simple 'signing'. Very good use is made of classroom assistants and there is a strong link with the work of the speech therapist. Very good use is made of time and resources to provide interesting lessons for the pupils. Through the constant attention that is paid to the development of social skills the pupils learn how to co-operate and to understand classroom routines. This is a major reason for the progress made by not only the pupils in the unit but also those pupils with special educational needs in the main school, who benefit from the process of 'reverse integration'.

**A strong partnership has been forged with parents to the benefit of the school and the children**

19. The school has formed a very strong partnership with parents based on effective communication, a shared objective of high standards and a will to develop each child fully as an individual. Parents express great confidence in the school and are in full support of all that it is trying to do. Many parents work in the school regularly, helping in classrooms or hearing pupils read. Others accompany school visits or run some of the extra-curricular activities. This commitment is valued by both staff and pupils, and has a considerable impact on the range of activities that the school can provide. A flourishing parents' association runs a wide range of activities and helps to generate significant extra funding for the school. This has helped to improve the resources and accommodation and will be used to assist in meeting the cost of some of the priorities identified for future development.
20. Parents feel that communication with them has improved and that the school is very open and welcoming. They report that they have no difficulty in contacting staff or the headteacher and in

being heard. Any concerns that they might have are dealt with swiftly and effectively. They feel that the headteacher is particularly supportive and effective. Parents feel that they have very good access to staff, with sessions held to keep them informed about the curriculum and how they might be involved in supporting their children. Reports are clear and specific and teachers know the children well. Newsletters are useful and frequent, but some parents would like more information about the curriculum being taught in each class. A home/school contact book was started last year, but some parents report that it is used inconsistently.

21. A particular feature of the recent work of the school has been the involvement of parents in establishing its future direction. Open and thorough consultation has enabled a shared set of priorities to be developed and presented as 'Vision Beyond 2000'. Parents are very pleased to have been so closely involved in helping to define the future direction of the school.

## **WHAT COULD BE IMPROVED**

### **There are some inconsistencies in mathematics teaching**

22. Standards in mathematics are good, but are slightly below those achieved in English and science when compared with national figures. Data comparing the progress made across Key Stage 2 by the group of pupils who completed left in 1999 shows that they made slower progress in mathematics than in English and science, although the progress made was better than the national average. Results in national tests at the end of Key Stage 1 in mathematics, although well above average, have declined slightly from a high point in 1996. Numeracy standards, while generally good, are not being consistently developed throughout the school. The structure and features of the daily mathematics lesson are firmly embedded in some classrooms but are used with less skill and conviction in others. This is in part because of the school's gradual introduction of the National Numeracy Strategy, which has left some aspects of the daily mathematics lesson yet to be fully mastered by some teachers.
23. Some of the mathematics teaching is of the highest quality, such as in a Year 2 lesson. Each section of the lesson was carried out briskly. Ways of making the mental task easier were discussed with the pupils, many of whom grasped the methods by the end of the session. There was a seamless transition to the main teaching activity and then into the pupils completing various tasks. Lesson objectives were made clear to the pupils and were referred to regularly during the development of the lesson. Very good questioning skills were used to draw out key points and to take the pupils' learning forward in a logical way. Planning, teaching and the activities provided were matched well to the pupils' capabilities. The pupils' attitudes to the lesson were a reflection of the teacher's high expectations. They enjoyed the lesson and were highly motivated. Assessment during the lesson ensured that the pupils were aware of their progress and enabled the teacher to create further challenge.
24. These features were not seen being adopted consistently. In some classes teaching and tasks are not pitched at an appropriate level for all pupils because assessment information is not being used as effectively as it could be to identify the prior understanding of all pupils. In these classes, higher-attaining pupils are not sufficiently challenged, mental arithmetic sessions lack a sharpness to improve the pupils' speed of recall and plenary sessions are not used to summarise the learning undertaken and to assess progress made. These lessons tend to lack pace and the pupils' interest and enthusiasm are not engaged. There is a clear need in these classes to adopt all the features of the daily mathematics lesson as quickly as possible, and to monitor and evaluate the effectiveness of their implementation.

### **The curriculum and teaching styles need more breadth in some classes**

25. Some parents have expressed concerns that the time available for some non-core subjects is being squeezed by the emphasis on literacy and numeracy to the detriment of the breadth of the curriculum. The inspection confirms these concerns. More time needs to be allocated to non-core subjects to provide a broader curriculum. This has been recognised by the school. Seeking ways to broaden the curriculum has become an area for development within 'Vision Beyond 2000'. The school is already starting to explore the part subjects such as geography, history and religious education can play in the development of language skills. One further area of concern highlighted by the school is that the classroom experience pupils receive of musical development is limited. This is in spite of the large number of pupils who learn to play a musical instrument and the high quality of school productions.
26. The limited range of teaching styles adopted in some classrooms also restricts the learning opportunities experienced by some pupils. There can be an over-emphasis on instruction by the teacher and on pupils completing tasks by themselves, with limited opportunities for group or collaborative work. This restricts the way in which pupils learn, and does not enable them to deepen their understanding of new ideas that they have been taught. Both of these weaknesses need to be eliminated if pupils are to be able to make consistent progress and receive a coherent approach to learning as they move through the school.

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

27. To build on its many strengths and to support the drive to raise standards further, the school should:
  - ensure greater consistency in the teaching of mathematics, based on the principles and structures of the national strategy for numeracy (paragraphs 22-24);
  - extend the range of learning opportunities for pupils by (paragraphs 25 and 26):
    - increasing the time and emphasis given to the non-core subjects;
    - broadening teaching and learning styles in some classes to incorporate more group and collaborative work.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.9	28.6	40.0	22.9	5.7	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)	462
Number of full-time pupils eligible for free school meals	27

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	21
Number of pupils on the school's special educational needs register	72

These figures include the pupils in the speech and language unit.

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	37	32	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	32	31
	Girls	31	32	32
	Total	61	64	63
Percentage of pupils at NC level 2 or above	School	88 (91)	93 (93)	91 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	33	32
	Girls	30	32	30
	Total	60	65	62
Percentage of pupils at NC level 2 or above	School	87 (91)	94 (93)	90 (94)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	31	31	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	30
	Girls	29	25	31
	Total	55	51	61
Percentage of pupils at NC level 4 or above	School	89 (84)	82 (83)	98 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	31
	Girls	27	25	31
	Total	54	52	62
Percentage of pupils at NC level 4 or above	School	87 (84)	84 (93)	100 (97)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	2
Indian	2
Pakistani	3
Bangladeshi	0
Chinese	4
White	389
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	21.5
Number of pupils per qualified teacher	21.3
Average class size	33.0

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	190

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	979929
Total expenditure	963156
Expenditure per pupil	2103
Balance brought forward from previous year	61011
Balance carried forward to next year	77784

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	403
Number of questionnaires returned	172

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	1	0
My child is making good progress in school.	68	28	3	1	0
Behaviour in the school is good.	62	35	1	1	1
My child gets the right amount of work to do at home.	41	40	16	2	2
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	45	41	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	73	23	2	1	1
The school expects my child to work hard and achieve his or her best.	74	23	3	1	0
The school works closely with parents.	47	47	5	1	0
The school is well led and managed.	82	17	0	0	1
The school is helping my child become mature and responsible.	67	31	2	0	1
The school provides an interesting range of activities outside lessons.	40	45	8	0	6