

## INSPECTION REPORT

### **ST JOSEPH'S RC JUNIOR SCHOOL**

Hendon London

LEA area: Barnet

Unique reference number: 101337

Headteacher: Mr Marc Boucherat

Reporting inspector: Linda Kelsey  
8851

Dates of inspection: 22nd –23rd November 2000

Inspection number: 224447

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Boys and girls
School address:	Watford Way Hendon London
Postcode:	NW4 4TY
Telephone number:	020 8202 5229
Fax number:	020 8202 5530
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J McDonnell
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's Catholic Junior is an average sized school, situated in the London Borough of Barnet, in an area of good housing. It shares a building with the infant school from which the majority of pupils transfer at the age of seven. Approximately ten per cent of pupils join the school during Key Stage 2 and many of these come from African countries. There are 241 pupils on roll from mixed ethnic backgrounds and slightly more boys than girls in the school. The number of pupils on the register for special educational needs is above average (31%). The number of pupils with a statement of special need is average. A high percentage of pupils have English as an additional language (22%). Few are at an early stage of learning English. The percentage of pupils who have free school meals is average. Attainment on entry to the school is well above average. Over fifty per cent of pupils achieve the higher levels of attainment in Key Stage 1 tests. Pupils come from advantaged rather than disadvantaged homes

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

The school provides an outstandingly effective education for its pupils. Standards seen during the inspection were well above national averages by the end of Key Stage 2. Pupils make very good progress while at the school and develop literacy, numeracy and scientific skills well. In 2000 tests, by the end of Year 6, results were well above average in English and mathematics and very high in science. These results were very high when compared with schools with a similar intake of pupils. Teaching is very good overall and the leadership and management of the school-are excellent. The overall effectiveness of the school and the cost per child are factors that contribute to the judgement that the school provides excellent value for money.

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

- Standards in core subjects of English, mathematics and science, are high when compared with similar schools and well above the national average.
- Pupils behave very well, their attitudes are excellent and the school makes excellent provision for pupils' personal development
- Pupils are very well taught. The teaching was excellent in one lesson in seven and very good in one lesson in three
- The headteacher, senior staff and governors provide excellent leadership and management
- The arrangements for ensuring-pupils' welfare and the procedures for child protection are very good.

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

- Standards in Information and communications technology (ICT), geography, history and art could be higher.

*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 substantially improved and has made very good progress since it was last inspected in September 1996. Since then standards have rapidly risen, year by year, in English, mathematics and science. They are now very high compared with schools with a similar intake of pupils. Standards have also improved for pupils who speak English as a second language and for those with special educational needs. However, standards in ICT are still below average even though resources and staff training have improved. There is still too little use of data handling and control technology programs as well as weak links made to mathematics, science and geography topics. Pupils make at least satisfactory progress in other subjects of the curriculum and design and technology has improved. However, standards in geography, history and art whilst above average overall are not as high as in English, mathematics, science and music.

Teaching has improved overall and is now more consistently very good. There was no unsatisfactory teaching seen during the inspection. Work is generally more challenging for all pupils; teachers know the pupils and use resources well to keep them motivated and interested. The excellent attitudes and very good behaviour of the pupils have improved further and pupils' relationships with each other and with adults are excellent. There is a high level of racial harmony and pupils are keen to come to school. The headteacher and senior management team has led the school very effectively towards continued improvement in standards of work. Schemes of work are now in place for all subjects. Pupils are cared for very well and health and safety issues raised last time have been fully resolved.

## 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	2000	2000
English	C	B	A*	A	A*
mathematics	C	A	A	A	A*
science	E	A	A	A*	A*

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are on an improving trend and pupils perform particularly well compared with schools with a similar intake of pupils. In 2000, the standards in English, and mathematics tests at the end of Key Stage 2 were well above average and very well above average in science when compared nationally. When compared with similar schools they were very high in all three subjects and this puts the school into the top five per cent of similar schools. There has been a rapid rise in test results since 1997 and targets set by the school are very challenging for this year. Standards in ICT are below expectation because data handling and control technology skills are not yet taught to a sufficiently high standard.

Pupils enter the school with well above average levels of attainment. Good proportions of children have achieved the higher levels (level 3) by the time they reach Year 3. Good opportunities for learning are given through a well structured and planned curriculum during Key Stage 2. The high

percentage of very good or excellent teaching ensures pupils continue to make very good progress, throughout the school. This is why standards in the core subjects are high. Pupils who have special educational needs and those who have English as an additional language (EAL) make very good progress. Although pupils make satisfactory progress in other subjects, and standards are generally above average, particularly in music, there are weaknesses in independent research and enquiry in geography and history. The use of ICT in these subjects and in mathematics and science are under-developed. Pupils' art work does not match the same high standards seen in the core subjects. In physical education (PE) most pupils learn to swim 25 metres by the time they are 11 years old.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school and this contributes very significantly to their learning.
Behaviour, in and out of classrooms	Behaviour is very good around the school. Pupils enjoy doing well and waste little time. They listen well to teacher's instructions.
Personal development and relationships	Personal development is very good. Pupils relate extremely well to each other and to adults. They happily take charge of their own learning, accept responsibility and confidently promote their individual ideas.
Attendance	Attendance is very good and is carefully monitored. Few pupils are late for school and there are no exclusions.

### TEACHING AND LEARNING

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

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

Teaching is very good overall. During the inspection teaching was excellent in fourteen per cent of lessons, very good in thirty-six per cent, good in twenty-nine per cent and satisfactory in twenty-one per cent. There was no unsatisfactory teaching. Basic skills are taught very well in English, mathematics and science and particularly well in music. Teachers have excellent subject knowledge and rigorously challenge the pupils through their questions and when setting them individual work. Literacy and numeracy skills are taught and learnt well and used in other subjects such as religious education. The teaching of these basic skills greatly benefits those pupils who have English as an additional language and those who have special educational needs. However, ICT skills are not good enough because teachers lack skills in using data handling and control technology software. This limits progress across other subjects such as geography and history.

Teachers' planning of lessons is excellent. They have very good expectations about what they want the pupils to learn. These are shared with pupils and, as a consequence, interest and concentration remain high throughout lessons. Pupils are managed very well and as a result they behave impeccably

and work very hard. Regular amounts of homework are set and pupils complete this in a diligent way, enabling them to better understand and consolidate the work introduced at school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. However, the high standards seen in core subjects have not yet been achieved in other areas of the curriculum such as ICT, art, geography and history.
Provision for pupils with special educational needs	Very good. High quality support is offered to the pupils; individual education plans are regularly reviewed and parents are kept informed.
Provision for pupils with English as an additional language	Very good. The level of support from specialist teachers and outside agencies enables pupils to make good progress in improving their English. These pupils are fully included in the school life and this improves their self-esteem and confidence.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are friendly and very courteous. Their moral and social development is very good. Spiritual development around the school is excellent. Pupils know about different cultures, their own and others, and understand that different people have different faiths.
How well the school cares for its pupils	The school has very good arrangements for the pupils in its care. Procedures for child protection and for ensuring pupils' welfare are very good. Health and safety arrangements are monitored to a high standard. However, the playground is uneven in places, although few accidents have occurred as a result.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management produces high standards of work by pupils, very good quality teaching and learning and a carefully managed and planned budget which should ensure the school continues to improve.
How well the governors fulfil their responsibilities	Key governors are working hard to support the school through the committee structure-and monitoring visits to the school.
The school's evaluation of its performance	The school analyses its performances and ensures the principles of best value are applied consistently to all it does.
The strategic use of resources	Most resources are used very well, including grants and additional funding. The new ICT suite is starting to be utilised well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<p>Their children like school and behaviour is good.                      The school helps their children to mature.                      The teaching is good and children make good progress.                      The leadership and management.                      They can approach the school with questions and problems.                      The school expects children to do their best.</p>	<p>A more interesting and varied range of activities outside lessons.                      More homework.                      More information about how their children are getting on at school.                      Working more closely with parents.                      That the use of plimsolls as indoor shoes should be reviewed.</p>

Most parents were very positive about the school and there was very little dissatisfaction. The inspectors support all these views and feel parents are right to be pleased with the school. However, a few parents have concerns about activities outside lessons, more homework, information about children's progress and their role in working closely with the school. Inspectors disagree because homework is set at regular intervals and used to extend children's work. The range of activities offered, which includes day and residential trips, as well as chess, French, football and netball, is appropriate for the age of the pupils. The school works closely with parents, regular newsletters are sent home and very good reports are written about how well children are doing. There are regular times set for consultation evenings. The school often canvases the opinions of parents and is very aware of their concerns and worries. Parents are rightly concerned about footwear because pupils have to wear plimsolls for a large part of the day. Inspectors agree with parents that this is a possible health and safety issue which the school should consider.

## **PART B: COMMENTARY**

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

**Standards in core subjects of English, mathematics and science, are high when compared with similar schools and well above the national average.**

1. Standards are on an upward trend and pupils perform particularly well compared with schools with a similar intake of pupils. In 2000, the results in English, and mathematics tests at the end of Key Stage 2 were well above average and very high in science when compared nationally. When compared with similar schools they were very high in all three subjects. There has been a rapid rise in test results since 1997. Standards in ICT are below expectation because data handling and control technology skills are not yet taught to a sufficiently high standard. Targets set by the school are challenging. Pupils who have special educational needs and those who have English as an additional language (EAL) make very good progress.
2. Pupils start the school with well above average levels of attainment. Good proportions of children have achieved the higher levels (level 3) by the time they start Year 3. The well structured and planned curriculum in Key Stage 2 provides good opportunities for learning. The high percentage of very good or excellent teaching ensures pupils continue to make very good progress, throughout the school. This is why standards in the core subjects are high.
3. Attainment in English is high, especially in Year 6 classes, where over half the groups are already achieving the standards expected by the end of the school year. The pupils maintain the very good standards they achieved in Key Stage 1 and this represents very good progress. Eleven year olds are reading at the level that is a approximately a year ahead of their age. Progress in writing is good and there are some examples of very good writing in Year 6 this term. In Year 3 the most able and gifted pupils can write in full sentences, understand grammatical marks and make some good use of synonyms. However, they are unable to write in paragraphs or use adjectives for description yet, but this would be a very high standard. Those pupils identified as below average can work at suitable levels and are able to write clearly, legibly and express ideas coherently, with some evidence of opportunities for lengthy writing. English is used well in other subjects such as RE and science. Pupils record experimental work and investigation in their own words often explaining complex observations and hypotheses. ICT is used well to support English and pupils can word process text, add pictures and edit and improve their publications.
4. Standards in mathematics by the end of Key Stage 2 are high and most pupils are working at levels higher than that expected nationally. Pupils happily solve problems and practise techniques for the four rules of number. The most able pupils could work out the mean, median, mode and range of a set of figures. In one geography lesson in Year 6 some statistical data available on the local shops was being analysed using these methods learnt in mathematics. Other examples of line graphs and numbers to two decimal points are examples of higher levels of work. In Year 5 pupils were already working at above average levels of attainment for their age and were using probability laws to predict whether the chance of an occurrence is even or not. Data was collected in the form of tally charts and interpreted into line graphs. Opportunities to enter this data into spreadsheets on a computer are missed. Less able pupils make more mistakes in their work but often the work set is challenging and at a higher level than might be expected. Gifted and very able pupils are also sufficiently challenged and a very able Year 4 pupil had examples of very high levels of work.

5. Science standards are very high by the end of Key Stage 2. Most pupils are already working at levels above the national expectation for their age. They were able to use electrical components to conduct or insulate circuits and explain how a dimmer switch would effect a light and could predict which materials would be magnetic. They also explained in some detail how some chemical processes were reversible while others were not. Year 6 pupils were testing thermal insulators and predicting which material would make the best insulator for hot drinks. They used thermometers confidently and recorded data in charts and graphs. Pupils start school in Year 3 with above average levels of attainment. As a result of good teaching throughout the school and the excellent coverage and range of the subject taught they continue to make good progress in learning during the four years. Opportunities for pupils to write up their own hypothesis and experiments support good literacy skills already developed in English.

**Pupils behave very well, their attitudes are excellent and the school makes excellent provision for pupils' personal development.**

6. Pupils have excellent attitudes to school and this contributes very significantly to their learning and is a major reason why the school is achieving high standards. Pupils enjoy doing well and waste little time when working in class. Their work is presented neatly in their books, showing a pride in what they are doing. They respond well to instructions, answer questions sensibly and thoughtfully and appear happy to follow school routines and customs without question. All pupils look smart in their uniform that they happily wear. The school council has enabled them to voice their own opinions and the pupil and the senior management team take this seriously. Whilst outside in the playground they can often appear in high spirits, they are generally well behaved and mindful of others.
7. Pupils are very well behaved and polite. The space and quality of the school building helps pupils' behave well as they are not crowded in corridors or classrooms. Pupils confidently speak to adults and have very good listening skills, which enable them to listen to teachers' instructions in class. Relationships with each other are excellent, boys and girls mix and play well together. These excellent relationships and very good behaviour help pupils to get on well at school and as a result standards are rising. They are confident to experiment in science and use resources sensibly. They work well independently when given opportunities.
8. Personal development is excellent. The personal and social education programme in school supports this development and contributes to the very good behaviour seen and the good quality of life at the school. Pupils relate extremely well to each other and to adults. They happily take charge of their own learning, accept responsibility and confidently promote their individual ideas through the school council, and in lessons when having discussions with teachers. However, this independence is still restricted a little by the lack of good ICT opportunities in science and mathematics to use data handling and control programmes to enhance learning in these subjects. Pupils research skills could also be higher and this affects the achievement of higher standards in history and geography. However, they respond positively to ideas put forward by others in class and support each other's success in assembly by clapping spontaneously. An example of this was in recognition of the pupil who had won an important chess competition. Attendance is very good and is carefully monitored. Few pupils are late for school and there are no exclusions.

**Pupils are very well taught. The teaching was excellent in one lesson in seven and very good in one lesson in three.**

9. Teaching was very good overall. It was excellent in fourteen per cent of lessons, very good in thirty-six per cent, good in twenty-nine per cent and satisfactory in twenty-one per cent. There was no unsatisfactory teaching seen during the inspection. This is a significant improvement in the quality of teaching since the last inspection when over a quarter of lessons were unsatisfactory. The very good and excellent teaching seen is a very important reason why standards are so high. Basic skills are taught very well in English, mathematics and science and particularly well in music.
10. Teachers have excellent subject knowledge and rigorously challenge the pupils through their questions and when setting them individual work or practical activities. An example of this was the challenging science lesson in Year 3 about reflections in mirrors and refraction of light into colour spectrums. Pupils were given opportunities to test and record using a range of different mirrors and light sources such as torches. The confident approach of the teacher with her secure subject knowledge and excellent planning ensured that this lesson was well managed and resulted in high levels of attainment.
11. Marking of pupils work is often good and offers constructive criticism about how pupils can improve. However, this is not always consistently good across all year groups and was strongest in Year 6. Teachers keep record books of regular national assessments in core subjects and set targets for pupils based on their individual achievements each year, through the school. Reports are well written, very detailed and give good information about how well pupils are doing at school. Basic literacy and numeracy skills are learnt well and used in other subjects such as religious education. However, ICT skills are not sufficiently well developed because teachers lack skills in using data handling and control technology software. The use of ICT is not sufficiently well developed across other subjects such as geography and history. The teaching of basic skills greatly benefits those pupils who have English as an additional language and those who have special educational needs.
12. Teachers' planning of lessons is excellent and well thought through with particularly good examples in English in Year 6. However, Year 3 worksheets are not always suitable for all pupils and do not challenge them sufficiently. The pace and rigour of work in most classes is excellent. Teachers have very good expectations about what they want the pupils to learn. These are shared with pupils and, as a consequence, pupils' high interest and concentration results in excellent learning throughout lessons and especially in the core subjects of English, mathematics and science. However, in geography, history and art, expectations are not as high and work is not planned to the same high level seen in core subjects. It is more aimed at average abilities and whilst standards are above average overall many pupils could work at higher levels as proved by test results in English, mathematics and science.
13. In music where pupils were challenged through questions about how they could improve their singing techniques they sing tunefully and enthusiastically as a result of this high expectation. This was also observed in assembly time where further opportunities to play instruments to accompany singing are used by the music teacher so those pupils can further develop their skills. Most pupils can swim 25 metres by the time they are 11 years old and regularly take lessons at a local swimming pool when in Years 4 and 5.

14. Pupils are managed very well and as a result they behave impeccably and work very hard. However, one teacher raised her voice above the level of chatter on more than one occasion to give pupils instructions. Whilst this did not affect the good work going on in this class it conflicts with the calm purposeful atmosphere that pervades the rest of the school for most of the day. Regular amounts of homework are set and pupils complete this in a diligent way, enabling them to better understand and consolidate the work introduced at school.

**The headteacher, senior staff and governors provide excellent leadership and management.**

15. The school is very effectively led and managed by an experienced, dedicated headteacher who has a clear vision for the school which has continued to improve since the last inspection. The school development plan is well thought through and priorities for future development are well set out in a clear and readable format. The headteacher's vision for the school is openly and candidly shared with his deputy headteacher, staff and governing body. He monitors the school's performance and evaluates how well it is doing against national information. The senior management team and co-ordinators for core subjects use this information to plan how to improve standards. The headteacher is very aware of how the school can continue to improve and keeps governors informed of its successes. He has been instrumental in achieving the high standards the school now enjoys after six years under his leadership. Parents are confident that the school is well managed and inspectors support this view and judge that leadership and management of the school is excellent.
16. The deputy headteacher works extremely well in partnership with the headteacher and offers good support to other staff in the school. Co-ordinators for the core subjects of English, mathematics and science are managing their subjects well and have a fully delegated role such as a budget for resources and training. They are beginning to monitor standards in subjects through checking teachers' planning and recommending courses for staff. The co-ordination of ICT is relatively new and has been taken over by the music co-ordinator who has successfully managed her curriculum area since before the last inspection. In other subjects such as geography, history and art co-ordination is not as strong as that seen in the core subjects. Teachers are not as sure of standards and whether these could be as high as in core subjects.
17. The governing body is secure and confident in its understanding of the school's strengths and weaknesses and how these can be improved. They have a very good relationship with the headteacher and support him in the leadership of the school. Many governors act as a good critical friend to the school. They challenge decisions and ask for further clarification about them. The chair of personnel and the chair of governors are both well informed about procedures and about the strengths and weaknesses of the school. The governing body fulfils its responsibilities very well through structured committees and monitoring visits. The prospectus should contain information about attendance figures and national test results for Key Stage 2 which are both well above average. These were present in the annual report to parents. The daily collective worship meets statutory requirements. Governors monitor standards by regularly visiting the school and analysing test and assessment data with the headteacher.
18. The school makes very good use of all its resources, including the use of classroom assistants and parent helpers. It actively takes note of new funding initiatives and the headteacher has prepared several ideas in anticipation of being able to bid for extra money. As a result he is often able to respond quickly when initiatives are advertised. An example of this was the use of national money to equip the new ICT room to a high standard and to prepare teachers for new training in ICT skills starting next year. Overall the school is applying the principles of best value very well, when securing and using resources and services.

**The arrangements for ensuring pupils' welfare and the procedures for child protection are very good.**

19. The school has very good arrangements for the pupils in its care, with a few very minor risks to health and safety. There is a well equipped first aid room with a welfare assistant on duty. Pupils who become ill can lie down at school and parents are informed straight away if they are needed to take their children home. Procedures for child protection and for ensuring pupils' welfare are very good. However, the playground is uneven in places, although few accidents have occurred as a result. This is because the behaviour of the pupils at the school is very good. Parents are concerned about the schools insistence that pupils should wear plimsolls while indoors and would welcome consultation on this matter. They are unhappy that some have loose soles and are ill-fitting, whilst they have spent considerable money on getting well fitted shoes for outdoors. This school tradition contributes to the cleanliness of the school and ensures all pupils look the same in uniform. Inspectors agree that some shoes are in a poor condition and could present a potential danger to the children as well as a health risk to their feet.
20. Governors are fully involved in health and safety issues and monitor procedures in the school regularly and carefully. Health and safety arrangements are monitored to a high standard. However, the handrail on the stair well is low and could present a safety risk if pupils were more boisterous. The school is cleaned to a high standard and is very secure for the pupils inside. There are very good systems for security and fire regulations are up to date. Fire drills take place regularly. During the inspection these were not being formally recorded separately from the infant school record and do not appear recorded in governor's minutes. The headteacher has now started formal recordings of fire drills separately from the infant records.

**WHAT COULD BE IMPROVED**

**Standards in information and communication technology (ICT), geography, history and art could be higher.**

21. Pupils make satisfactory progress in other subjects, and standards are generally above average, particularly in music. However, not enough pupils are reaching the higher levels of attainment, seen in core subjects, in ICT and other foundation subjects such as geography, history and art. There are weaknesses in independent research and enquiry in geography and history. An example of a lesson seen in Year 6 illustrates this point. Whilst the challenge was appropriate for the age of the pupils when they were asked to use first hand knowledge as a result of a survey of some local shops, the opportunities for extension beyond this were limited.
22. The use of ICT in subjects such as mathematics, science, geography and history are under-developed. The teacher's lack of expertise and knowledge of available software limited the use of ICT for data handling. For example pupils had collected and charted data from the experiment on thermal insulators and were successfully plotting a line graph in their books. However, the opportunity was missed to teach them how to use a data handling programme to record the information and create the graph and thus to improve their ICT skills. The school has only recently updated its computers and now has a good ICT suite for teaching skills. Teachers are embarking on a training programme, starting next year, using national opportunity funding to improve their skills.

23. Pupils' art and design work does not match the high quality of standards seen in the core subjects. There are opportunities to study the work of famous artists such as Van Gogh. Pupils use pastels, wax crayons and paints and there were some very good Tudor portraits of the Royal family of Henry VIII. However, work with water colours, oils, inks or clay was not seen and the relatively narrow range of media offered to pupils limits the standards that could be achieved by some able and gifted children in the school. Skills in art and design with regular use of a wide range of different material are not being systematically taught to a high enough standard.
24. Design and technology has improved since the last inspection and pupils regularly make models. There were examples of Egyptian masks made by Year 6 pupils and clay houses made to line the River Nile model on display. However, there was little other evidence of work with clay, fabrics or food around the school so the range of different materials for 3 dimensional work is still too restricted. Pupils are not taking apart other working models to see how they operate or using control technology, gears, levers and pulleys to work and regulate models made by themselves and operated either by batteries or controlled by the computer.



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

The headteacher, governing body and staff should continue to work together to raise standards of all subjects, but particularly in ICT, geography, history, to the high level achieved in English, mathematics and science by:

- building on the start already made in providing good and regular access to the use of equipment to teach basic skills.
- developing pupils' skills in data handling and control work
- ensuring more activities, such as work with data, are closely linked to mathematics, science and geography.
- assessing pupils' skills to help them make further progress in their knowledge and understanding of different kinds of software

In history and geography by:

- improving pupils' opportunities for first hand research and recording.

In art by:

- teaching more skills and making use of a wider variety of different art and painting media.

Paragraph numbers 21, 22, 23, 24

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	22

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	36	29	21	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*

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	241
Number of full-time pupils eligible for free school meals	24

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	65

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	50

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

## Attendance

### Authorised absence

	%
School data	5.5
National comparative data	5.4

### Unauthorised absence

	%
School data	0.2
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	27	33	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27 (19)	26 (21)	27 (23)
	Girls	32 (29)	31(28)	33 (29)
	Total	59 (48)	57 (49)	60 (52)
Percentage of pupils at NC level 4 or above	School	98 (92)	95 (92)	100 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26 (19)	26 (21)	27 (21)
	Girls	28 (27)	28 (28)	33 (27)
	Total	54 (46)	54(49)	60 (48)
Percentage of pupils at NC level 4 or above	School	90 (90)	90 (92)	100 (91)
	National	70 (68)	72 (69)	79 (75)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	47
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	162
Any other minority ethnic group	21

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

### *Teachers and classes*

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	22.5
Average class size	30

#### **Education support staff: Y3 – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	77

### *Exclusions in the last school year*

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

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

### *Financial information*

Financial year	1999/00
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	£
Total income	508140
Total expenditure	508858
Expenditure per pupil	2139
Balance brought forward from previous year	19792
Balance carried forward to next year	19074

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

**Questionnaire return rate**

Number of questionnaires sent out	241
Number of questionnaires returned	66

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	42	54	4	0	0
Behaviour in the school is good.	48	46	6	0	0
My child gets the right amount of work to do at home.	37	51	10	3	0
The teaching is good.	51	39	1	3	5
I am kept well informed about how my child is getting on.	42	45	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	56	35	6	1	0
The school expects my child to work hard and achieve his or her best.	55	39	4	1	0
The school works closely with parents.	30	59	7	3	0
The school is well led and managed.	46	45	3	3	3
The school is helping my child become mature and responsible.	54	39	3	1	2
The school provides an interesting range of activities outside lessons.	31	49	7	10	3

**Other issues raised by parents**

Some parents expressed concerns about the health of their children's feet when wearing indoor shoes. They are particularly worried about children wearing plimsolls, which they feel are unsuitable, and ill fitting. Inspectors support these views and have asked the school to review the rule.