

INSPECTION REPORT

SCARGILL JUNIOR SCHOOL

Rainham, Essex

LEA area: London Borough of Havering

Unique reference number: 102281

Headteacher: Mrs M. A. Butler

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 4th – 6th December

Inspection number: 225078

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 ~ 11
Gender of pupils:	Mixed
School address:	Mungo Park Road Rainham Essex
Postcode:	RM13 7PL
Telephone number:	01708 555677
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Janet Davis
Date of previous inspection:	September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scargill junior school is situated in Rainham, Essex. It is an average sized school, having 256 pupils on roll, although numbers are steadily increasing. Most pupils transfer from the adjacent infant school. The school has three classes each for Year 3 and 4 pupils, in order to keep the numbers small, and 2 classes each for Year 5 and 6 pupils. Fourteen per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Only two pupils have English as an additional language and neither is at the early stage of speaking English. Nearly all pupils are white and British. Nineteen per cent of pupils have special educational needs, and four pupils have a Statement of Special Educational Need, both of which match the national average. Attainment on entry to school at Year 3 is above the national average level, when comparing results in the national tests and tasks for seven year olds. Pupils' socio-economic background is average.

HOW GOOD THE SCHOOL IS

Scargill is a very effective school where pupils achieve very well and reach high standards in English, mathematics and science by the time they are eleven. The quality of teaching is very good and creates a purposeful ethos for learning. The strong and well-established headteacher, with her committed senior management team, work hard to ensure that the high academic achievements are maintained and, where possible, improved. The school has higher than average income, but provides good value for money.

What the school does well

- The very strong leadership by the headteacher, who has established excellent monitoring procedures and ensured the analysis of data is used to initiate effective change.
- Very good teaching, based on high expectations of academic achievement for all pupils and their commitment to learning.
- All pupils achieve very well for their abilities and standards in the national tests have risen steadily overall, with very good results attained in science last year.
- Provision for moral and social development within a well-structured environment, leading to pupils having positive attitudes towards school and good behaviour.

What could be improved

- Standards in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in September 1996, the school has tackled all the key issues very comprehensively and continued to make improvements as a result of its own analysis of need. A new policy for English has been developed, based on the national literacy strategy, but adapted to suit the school organisation. Extra reading materials have been purchased. A trained tutor in information and communication technology has worked alongside classes for three years to raise standards. A new marking policy has been agreed, which is well implemented and giving good support to pupils. Three meetings for parents to discuss their children's progress and work take place annually, as well as the school having an 'open day' each year. Curriculum evenings keep parents up-to-date with new initiatives and questionnaires are sent to them on whole school issues.

Liaison with the infant school is now good with the head-teachers meeting each term for strategic planning, co-ordinators agreeing common skills and curriculum coverage, teachers agreeing national curriculum levels of pupils' work and some shared courses being organised. The great strength in teaching and pupils' attitudes have been maintained and results have risen steadily. Overall, the school improvement is very 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	B	B	A	A
mathematics	A	B	A	A
science	A*	C	A*	A*

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

The school's results for science place them in the top five per cent of all schools nationally, and of schools with a similar proportion of pupils eligible for free school meals. The percentage of pupils who reach the higher Level 5 in English, mathematics and science is well above the national average. The school has maintained good standards since the previous inspection apart from a dip in science last year, which was very successfully addressed. Boys and girls both do well.

Pupils enter school with above average attainment and leave with well above average attainment. Pupils of all abilities achieve very well across the key stage. Pupils with special educational needs are well supported and make good progress. The targets set for Year 6 pupils to attain at least Level 4 in the 2001 national tests are 83 per cent for English and 93 per cent for mathematics, which are suitably challenging. Targets were exceeded in 2000.

Inspection evidence confirms that by the time they are eleven, pupils achieve very well in literacy and numeracy. They produce a lot of work to a high standard. There are limited opportunities in some classes for pupils to work independently, to be creative and formulate their own ideas. The school has already identified the need to further develop pupils' skills in conducting their own scientific experiments and mathematical investigations.

Standards in art and design are above national expectations, especially the work completed by the Art Club. Pupils who learn an instrument achieve well: those playing the recorders play competently in 3 parts; pupils playing a guitar know several chords and accompany hymns well. By eleven, pupils have good geographical knowledge, and they use facts and evidence to draw their own conclusions. They develop good historical research skills. Standards in information and communication technology are not yet high enough, given the recent new requirements, but pupils achieve well now they have regular access to the computer suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Year 3 pupils are very positive about school and particularly appreciate the mediation scheme for pupils involved in arguments with one another. By the time they are 11, pupils have very good attitudes towards their work and try hard in all lessons. Most parents say their children like school.
Behaviour, in and out of	Pupils behave very well in lessons and around the school. They are

classrooms	exemplary when entering the dining hall or returning to classes. They treat their environment and each other's possessions with respect.
Personal development and relationships	Older pupils take on their special responsibilities well. Personal development is very good and pupils are polite and welcoming. Good relationships are evident between pupils and they have respect for their teachers.
Attendance	Attendance is very good overall. The governors' policy to prevent exclusions is working well.

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.

In the 19 lessons observed, 32 per cent of teaching was very good or excellent, 47 per cent was good and the other 21 per cent was satisfactory. Teaching is very good overall.

Literacy and numeracy are consistently taught well with some excellent teaching seen in Year 6. All teachers have good knowledge of these subjects. They teach the basic skills effectively, and offer appropriate, interesting challenges and activities that are well matched to pupils' prior attainment. Learning objectives are shared with pupils, so they know what they are learning and why. Effective behaviour management and firmly implemented rules result in no time wastage even when pupils change classrooms. Teachers make good use of marking to show pupils how to improve their work. Comments also refer well to pupils' individual targets. Homework supports learning very well. The very good teaching results in pupils learning most effectively and, by Year 6, attaining well above average levels in English and mathematics.

Class teachers have not sufficient expertise in teaching all aspects of information and communication technology, which means standards are not yet high enough. However, current training and access to the new computer suite are already having a positive effect on pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, it is satisfactory. There is a broad and appropriate curriculum, with a particularly heavy emphasis on English. There are not many extra-curricular activities apart from music and art.
Provision for pupils with special educational needs	Good. Pupils are well supported in class and all individual education plans have relevant and clear targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The very good provision for social and moral development is well supported by the mediation scheme. Spiritual aspects are covered but not fully explored. The pupils' own culture is promoted satisfactorily, although there is not enough focus on pupils learning about the rich multi-cultural society in which they live.
How well the school cares	The school has very good procedures for pupils' welfare and care in

for its pupils	place, but they are not always implemented sensitively enough, making it satisfactory overall. Assessment procedures to monitor pupils' progress in English, mathematics and science are very good.
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Parents are kept well informed about the curriculum, their children's progress and main events during the term. However, the school does not create a very welcoming environment for parents on a day-to-day basis. This prevents a real sense of partnership being developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The experienced and competent headteacher, supported by the well-established senior management team, provides very good leadership. There is a very clear educational direction based on further raising academic standards for all pupils. Co-ordinators are good leaders for their subjects and rigorously monitor planning, pupils' work and teaching.
How well the governors fulfil their responsibilities	Satisfactory. The hard-working and supportive governors have all necessary policies and procedures in place. They are introducing good procedures to help them improve how they monitor the work of the school, but they are not fully involved yet in the school review process.
The school's evaluation of its performance	Very good. Excellent procedures are in place for the school to analyse data and track progress. The headteacher uses the results effectively to implement any changes required to raise academic standards.
The strategic use of resources	Good. Financial management is very good. The governors seek value for money for all supplies and services. Budgetary decisions are not yet clearly linked to their impact on standards.

The school is not fully implementing all elements of its aims such as fostering strong links with the home, mutual respect in school, and encouraging spiritual awareness.

The pleasant and attractive building, set in spacious grounds, is very well maintained by the school keeper and his staff. Attractive displays value pupils' work. One area, used as a class base at present, is too small, although the governors are trying to address this problem. Resources are satisfactory overall. Those for information and communication technology have greatly improved, but are not yet sufficient to cover all the required areas of learning in the subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There are high expectations for their children's achievement. • Teaching is good and results in good progress being made. • Their children like school. • Good management of classes and clear rules leads to good behaviour. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • The lack of extra-curricular activities, especially sport. • The school does not work closely enough with them.

The team agrees with these views, judging that both teaching and pupils' progress are, in fact, very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very strong leadership by the headteacher, who has established excellent monitoring procedures and ensured that the analysis of data is used to initiate effective change.

1. The headteacher, who was also in post at the time of the previous inspection, has continued to focus on raising academic standards even higher. She firmly believes that all pupils should reach their full potential in order to have good future prospects. The senior management team and governing body are equally committed to this aim.
2. The school's results in the national tests for eleven year olds in English, mathematics and science are carefully analysed each year. The standards reached are monitored to see how well boys and girls performed, and also monitored by ethnicity. The results of individual pupils are noted to see if they reached their expected target level. Any differences in these areas are carefully analysed. Answers to every question in each test are monitored to see where there are particular strengths and weaknesses so they can be addressed in future planning and teaching. For example, when the results in science dipped in 1999, the checks revealed that there were some weaknesses in pupils' understanding of investigations and experiments. Also, pupils did not always read the questions carefully enough, so their answers did not refer to the main point. Teachers worked with the next group of Year 6 pupils to address these two areas and standards rose to a very high level as a result. It was recognised that pupils need more experience with investigations and experiments throughout the school and the science co-ordinator is monitoring planning to ensure this agreed change is being implemented.
3. The school has devised a set of termly tests for English, mathematics and science, the results of which can be matched to National Curriculum levels, including the three steps within each level. This means teachers can very carefully check the progress of individual pupils throughout the year and quickly address any weaknesses identified. Each pupil is given a 'target level' for the end of the year, and their progress toward this is regularly monitored. In this way, pupils do not fall too far behind in their learning and, if problems are revealed, their work can be assessed in more detail in order to identify the way forward. The newly appointed deputy head is putting all the data from these tests onto the computer so it can be interrogated more easily. This is making good use of modern technology.
4. The results of the first tests in the Autumn term are used to determine which set each pupil is in for English and mathematics. However, the setting arrangements are flexible throughout the rest of the year, and pupils are moved according to need. The results of these tests are also used for each individual pupil to agree, with the teacher, a short-term goal in both subjects. These are carefully matched to need. For example, a Year 3 pupil's goal was to put a capital letter and full stop in every sentence, and a Year 5 pupil's goal was to use more connectives to construct complex sentences. The goals are written out on a card and placed at the beginning of the pupil's books in order to serve as a useful reminder. Pupils feel involved in their own learning and understand clearly how to improve their work. Older pupils are given detailed information about what makes a piece of writing a Level 4 and what makes it a Level 5, so they can identify independently the elements on which they need to work. This makes them highly motivated to succeed and also gives them a clear picture of how they are achieving over time.

5. At present, the school is conducting a detailed writing audit in order to determine how to improve this aspect of English throughout the school. This is the result of the monitoring procedures highlighting that Year 6 pupils achieve less well in the writing than the reading elements of the national tests, and Year 4 and 5 boys achieve less well than the girls in the school-based tests. The work of sixty pupils has been meticulously analysed and, once the data has been collated, an action plan with targets will be agreed for each year group.
6. Effective use of testing data is also evident when, as a result of shortcomings being revealed in boys' reading skills in Year 5, a reading project was initiated with Year 3 in order to overcome any weaknesses from the start.

Very good teaching, based on high expectations of academic achievement for all pupils and their commitment to learning.

7. Literacy and numeracy are taught well throughout the school. Teaching observed in each subject ranged from good to excellent. The school has adopted the basic structure of the national literacy hour, but has decided to concentrate on the reading element in a separate lesson, and this is done to good effect. The numeracy lessons follow the suggested format.
8. Teachers have very secure subject knowledge and there were examples where the teachers' love of the subject really enthused the pupils. A consistent approach to the teaching of these two subjects is firmly established. In literacy, all aspects of the subject are well addressed. Pupils have opportunities to listen and to share their ideas in the whole class session and when reporting back on their learning at the end of the lesson. There is a clear focus on developing writing skills and the activities set include a reading assignment. This was seen to good effect in a Year 3 lesson, when pupils recited "The Owl and the Pussy Cat", read a list of sentences about the pair's experiences and matched each to the appropriate month. After listening to some well chosen examples of parodies of Nursery Rhymes, they successfully wrote their own parody of the poem. This lesson resulted in good learning by all pupils. In numeracy, there is a strong emphasis on the development of mental skills and an expectation of a rapid response, which really challenges pupils and moves them on. Pupils are encouraged to estimate and use a 'trial and error' approach. In Year 6, this led to pupils demonstrating a high level of logical and mathematical thinking when calculating the product of consecutive numbers, and nearly all achieved 100 per cent accuracy.
9. Appropriate and interesting challenges and activities are planned, that are well matched to pupils' prior attainment. For example, all pupils enjoyed watching a visiting theatre group and this was followed up by the higher attaining pupils in Year 6 having to act as theatre critics. This was a good extension of their recent work on playscripts, that included characterisation and stage directions. In Year 5 numeracy, good resources, such as sweet jars filled with different fractional amounts of unifix, engaged pupils' interest and helped the lower attaining group understand how to make sensible approximations and estimations. Skilful questioning and coaching techniques develop pupils' skills and confidence in reading with fluency and expression, as in Year 4. In numeracy, it is used to good effect to extend their thinking and help them reach new levels of understanding. Although some work was carefully matched to pupils of different abilities within a class or set, this was not evident in all lessons. In some lessons, such as Year 5 history and Year 6 geography, pupils were

given the scope to work independently and they responded well to the challenge. However, on some occasions; for example, in Year 3 art and design or Year 6 religious education, activities were over directed by the teachers. The school has already identified the need to further develop pupils' skills in conducting their own scientific experiments and mathematical investigations.

10. A well-structured planning sheet is used by all teachers, which clearly identifies the learning objectives and links these to the learning outcomes. At the beginning of each lesson, these are shared with the pupils so they know what they are going to learn and why. At the end of each lesson, pupils are encouraged to assess how well the objectives have been reached. This helps them develop an awareness as to how they are achieving over time. Throughout lessons, teachers constantly refer back to the pupils' work in order to exemplify teaching points. Pupils are encouraged to make a response to questions and any mistakes or misunderstandings are followed up well and used to extend learning. On-going assessment is used well to check when pupils have met their individual targets and then these are immediately updated, as in Year 3 when it was recognised that a pupil was now joining letters accurately.
11. Resources are used to good effect in lessons such as Year 5 history, when a gas mask and lantern created a great sense of life during the air raids of World War II. Learning support assistants are fully informed so they can offer appropriate help throughout lessons to pupils with special educational needs. Time is used very efficiently. Lessons move at a lively and challenging pace and there is no wastage even when pupils have to change classes to join their sets.
12. Teachers have high expectations of the pupils' behaviour and response to learning. This is consistent across all classes. Clear reminders are given about the quality of pupils' presentation of work. On occasions, some teachers are over harsh when pupils do not settle to work quickly enough or have not completed homework tasks satisfactorily. When a pupil's work has improved, teachers recognise this positively in the marking. Homework tasks are directly linked to lessons to reinforce pupils' learning.
13. The tutor who is supporting information and communication technology has good knowledge of the new computers and installed software, so she offers pupils effective support and ensures they are achieving well in lessons. Class teachers have not sufficient expertise at present in teaching all aspects of information and communication technology, although they are now receiving appropriate training.

All pupils achieve very well for their abilities and standards in the national tests have risen steadily overall, with very good results attained in science last year.

14. Alongside the careful monitoring techniques and good teaching, the school has many strategies for raising standards and ensuring pupils achieve well, whatever their ability. The headteacher and co-ordinators are open-minded to new ideas, although they examine any with great rigour and trial them carefully before deciding to adopt them across the school. They do not assume that, because their pupils achieve well in the national tests, the school has 'got it right', but accept that further improvements are possible. The newly appointed deputy head, for example, introduced the idea of 'Reading Journals' and these are now being trialled in Year 5. They are already promoting the reading of different types of books and extending pupils' higher reading skills. Pupils are given a long list of interesting and appropriate ways of responding to a book they have read. They have the choice of choosing which they will use, as long

as five are completed each term. This not only encourages pupils to read regularly and promotes the pupils' skills, it also offers an easy and relevant way for the teachers to assess how much the pupils have understood.

15. All staff are used effectively to support pupils' learning. The headteacher, who is a skilled English teacher, works each week with the higher ability groups in Years 5 and 6. She uses her expertise to broaden their knowledge of writing styles and techniques, sets them challenging tasks and high goals, and teaches them the higher skills of writing. As a result, they respond positively and work very hard in their own time to complete assignments to a very good level. A learning support assistant has been well trained to run the Additional Literacy Support programme with Year 3 and 4 pupils. The work planned is carefully linked to what other pupils are covering in the class, so the group is not disadvantaged by being withdrawn from the lessons. Written feedback is given to the teachers each week so they are kept fully informed of the pupils' progress. The special needs co-ordinator ensures that pupils' individual education plans are regularly reviewed and that targets set are relevant and attainable. This, and the good quality support they receive in lessons, helps pupils with special educational needs make good progress.
16. The forecasts for the term's work are carefully planned so pupils progressively develop skills and knowledge, year on year, as well as having very regular opportunities for revisiting important aspects of the subjects, especially in Years 3 and 4. This ensures that fundamental skills are consolidated and no gaps in learning and understanding remain. The co-ordinators constantly monitor the pupils' work to ensure they are moving forward and any weaknesses seen in the termly tests are being addressed appropriately. In Year 6, extra time is allocated to science so pupils can revisit every aspect as well as moving further forward in their knowledge, skills and understanding. All teachers have a secure understanding of what constitutes the different levels in the National Curriculum for English, mathematics and science, as well as the suggested programme each year for the national literacy and numeracy strategies. This means they accurately assess pupils' work and are well placed to identify what each pupil needs to do in order to improve.
17. A flexible approach is adopted towards meeting the needs of pupils at both ends of the ability range. For example, a higher attaining Year 3 pupil joins Year 4 for numeracy, to receive appropriate challenge, and two Year 4 pupils with special educational needs join Year 3 for literacy, as the programme of work meets their needs well. The numeracy co-ordinator sought extra advice from colleagues in the local secondary school, so high attaining Year 6 pupils could be set work that matched their mathematical ability. The literacy co-ordinator worked alongside teachers in the adjacent infant school to extend her knowledge of teaching early reading and writing skills to pupils who had specific learning difficulties.
18. Literacy skills are well used to enhance learning in other subjects. In history, Year 5 pupils research primary and secondary sources to learn more about the second World War. Year 6 pupils take notes during a video about the rainforest as part of their geographical studies. Pupils are encouraged to offer constructive criticism in Year 3 dance, and planning in all subjects identifies the associated vocabulary that will be taught. Numeracy skills are used in science when pupils record their findings in graphs and charts. Year 5 pupils construct a gift box in design and technology, by using their mathematical knowledge of three-dimensional shapes and their properties. A program on the computer is used by Year 6 pupils to revise their scientific knowledge and understanding.

19. As a result of these responses and strategies, most pupils achieve very well in terms of their earlier attainment and there is clear added value. For instance, in the present Year 3 lower set for English, the majority of the pupils are boys, but by the time pupils are eleven, there is no significant difference in attainment of boys and girls. Many pupils with special educational needs reach the required Level 4, and inspection evidence shows that higher attaining pupils are already working securely within Level 5.

Provision for moral and social development within a well structured environment, leading to pupils having positive attitudes towards school and good behaviour.

20. A strong emphasis on social skills, good behaviour and conforming to community rules is central to the school's ethos. The very clear rules for behaviour are known and understood by all and rigorously applied by all staff. Pupils know exactly what is expected of them, in lessons, around the school and in the playground.
21. The recently introduced mediation scheme is promoting social and moral development very effectively. Fourteen Year 6 pupils have received professional training and now are available each lunchtime, both indoors and on the playground, to help any pupils resolve arguments and misunderstandings. The service is used very often and to good effect. Year 3 pupils see it as one of the most positive aspects of school life and speak in glowing terms about how helpful they have found it. An added bonus is that less time is taken from lessons whilst teachers deal with issues left over from the playground, as this is now not necessary. The older pupils are already using what they have learnt from being involved in the scheme to deal with problems that occur at home or with their friends outside school.
22. Good links with the adjacent infant school support social development well. Year 3 pupils 'adopt' a Year 2 pupil in the summer term. They show them round the school and ensure they feel welcomed before they start in the September. Pupils who play an instrument put on a performance in the infant school and some joint assemblies take place. Within the school, Year 3 pupils have reading partners in Year 5. Year 6 pupils have the special opportunity to take part in a real debate at the local Town Hall in the presence of the mayor, which gives them a good understanding of how some social issues are addressed politically.
23. Assemblies promote moral and social issues well. Teachers tell a short, pertinent story that reflects and illustrates a moral theme. This is then linked to the pupils' own experiences, such as valuing friendships, or not jumping to conclusions. Each week, good work is celebrated and individual successes shared in Assembly. All classes now have a 'circle time' when moral and social issues are explored effectively. Pupils are aware of the needs of others and take an active part in fund-raising, such as the annual coffee morning for the Macmillan Fund.
24. The house system creates a sense of belonging for pupils as soon as they start school and older pupils take responsibility within the system as house captains. They also respond well to the monitor system, wear their badges with pride and fulfil their responsibilities with care. All pupils learn to be polite and well-mannered. They open doors for adults, step aside to allow others to pass by and greet visitors in a friendly and pleasant manner.
25. Although some opportunities for sharing special moments were observed during the inspection, such as when the higher attaining Year 6 pupils spoke with evident joy

about books that held special memories for them, this aspect is not developed well enough across the curriculum. Pupils sing hymns with vigour and recite the Lord's Prayer confidently, but moments for spirituality and quiet reflection are not evident in Collective Worship.

26. Pupils' own culture is well supported through work covered in areas such as English, history and geography. They enjoy visits from a theatre group and a music ensemble. In religious education, they learn about Christianity and Year 6 experience a series on the history of the Bible. Although pupils learn about other cultures and customs, for example, Judaism in religious education and St. Lucia in geography, this area is not promoted well enough. There are some appropriate books in the library that promote a positive image of different heritages and cultures, but not enough opportunities occur in all areas of learning for pupils to understand and appreciate the rich and diverse multi-cultural society in which they are growing up.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

27. Overall standards in information and communication technology (ICT) are currently unsatisfactory, given the new requirements. The school has identified this as a major area for development on its improvement plan. Now the new computer suite is open, pupils are making good progress and achieving well in the areas they have covered. They are taught by a well-qualified instructor who has a good understanding of the machines and software. By the time they are eleven, most of the pupils are able to work confidently with a word-processing package. They can modify text, save and retrieve their work. They use a screen turtle to draw a square and turn it 90 degrees. The higher attaining pupils draw more complicated shapes and move them across the screen. They are beginning to use a data base; for example, to record the results of an experiment to examine the force needed to stretch elastic and analyse the results. However, the school is still waiting to be linked to the Internet and few pupils have experienced sending e-mails yet. At the moment, pupils do not have sufficient experience of using the computer to control equipment, to combine a range of information from differing sources, or framing their own questions when interrogating information. The school is addressing these problems.
28. Pupils of all levels of attainment, including those with special educational needs make satisfactory progress in developing their skills, knowledge and understanding in ICT. The school needs to improve further the range of resources, such as digital cameras. There is at least one computer in each class room, although they are not all reliable. During the inspection these were used effectively in some classes, whilst not being used in others. For example, one pupil who finds writing difficult, carried out the same activity as the rest of the class using the computer. One Year 4 class used a program to demonstrate effectively how sound creates vibrations in the air. Generally, there is not yet enough use of ICT to support learning in all areas of the curriculum, although some good work was produced by Year 3 to create their own countryside scenes and also pictures in the style of Piet Mondrian, and Year 5 designed and made a Healthy Eating badge as part of their work in science. The lack of ICT skills of some class teachers and limited access to equipment has hampered progress in the past, but recent training and enhanced resources are already resolving the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Improve teaching and learning in information and communication technology (as identified on the school improvement plan) and;
- further improve the resources so classroom computers match those in the suite, and the necessary equipment is available to ensure all strands of the subject can be adequately covered;
 - develop the use of information communication technology to support learning in other subjects.
30. In addition, the following less important issues should be considered for inclusion in the action plan:
- i) Improve aspects of the curriculum by:
- promoting spiritual and cultural development;
 - providing more opportunities for pupils to experience independent learning and
 - reviewing the provision of extra-curricular activities.
- ii) Ensure all aims of the school are realised fully in the areas of home/ school partnership and teacher/ pupil relationships.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	21	47	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

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		256
Number of full-time pupils eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		54

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	34	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	25
	Girls	28	28	33
	Total	51	53	58
Percentage of pupils at NC level 4 or above	School	86 (82)	90 (84)	98 (79)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	25
	Girls	27	30	33
	Total	52	54	58
Percentage of pupils at NC level 4 or above	School	88 (77)	92 (84)	98 (84)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	250
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: Y3 – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Financial information

Financial year	99/ 00
	£
Total income	488171
Total expenditure	466227
Expenditure per pupil	1865
Balance brought forward from previous year	47082
Balance carried forward to next year	69026

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	49	7	0	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	49	48	1	1	0
My child gets the right amount of work to do at home.	31	52	13	3	0
The teaching is good.	56	43	1	0	0
I am kept well informed about how my child is getting on.	26	57	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	40	46	12	1	1
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	22	59	14	4	0
The school is well led and managed.	47	43	7	2	1
The school is helping my child become mature and responsible.	45	53	2	0	0
The school provides an interesting range of activities outside lessons.	14	25	35	19	7

Other issues raised by parents

Some concerns were expressed about the youngest children being 'intimidated' by the somewhat 'harsh' regime in certain classes.