

INSPECTION REPORT

Henleaze Junior School

Bristol

LEA area: Bristol

Unique reference number: 108933

Headteacher: Mr C Kendall

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 30th October - 1st November 2000

Inspection number: 225230

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:	Park Grove Bristol
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Telephone number:	0117 9241399
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Appropriate authority:	Governing Body
Name of chair of governors:	Alderman Joyce Fey
Date of previous inspection:	November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the middle of a private residential area on the outskirts of Bristol. Pupils are drawn from the immediate catchment area, but, owing to the school's popularity, an increasing number of pupils from further afield attend the school. There are currently 381 pupils on roll from the ages of seven to 11, taught in 12 classes by 13 full-time and one part-time teacher and the school is larger than average. The number on roll has remained fairly static over the last four years with a slight fall recently, linked to a trend of parents moving out of this catchment zone as their children approach the age for entry into the secondary phase. The vast majority of pupils come from white ethnic backgrounds with a small number of pupils coming from a variety of other ethnic backgrounds. Three per cent of pupils are eligible for free school meals, which is a low figure compared with the national average. At 12.1 per cent, the number of pupils registered as having special educational needs is about half the national average while the 1.6 per cent of pupils who have statements of special educational need, is broadly in line with the national average. Four pupils speak English as an additional language. On entry to the school standards achieved by pupils in reading, writing and mathematics are above average. The school currently participates in the 'High Flyer' project - an initiative to look at ways of improving the provision for higher attaining pupils.

HOW GOOD THE SCHOOL IS

This is a very good school that is going from strength to strength. Strong, enthusiastic and sensitive leadership inspires the staff to work together as a highly effective team. The resulting strong commitment and dedicated approach of the staff enable the provision of high quality teaching and the maintenance of standards in English, mathematics and science that are well above average. The atmosphere in the school is one that reflects pupils developing an excitement for learning through the provision of a broad range of interesting work and activities. The school provides very good value for money.

What the school does well

- The headteacher and deputy headteacher provide strong, enthusiastic and sensitive leadership for the school, enabling staff to work together as a highly effective team.
- A high standard of teaching enables pupils to achieve well above average levels in English, mathematics and science.
- The pupils show very good attitudes, behaviour and personal development and, as a result, they enjoy school and are prepared to work hard.
- The strong links that the school has established with parents and the local community enriches the curriculum and enables the provision of a wide range of interesting educational experiences for pupils.
- The school very strongly promotes opportunities for all groups of pupils to succeed and provides an excellent range of extra-curricular activities.

What could be improved

- The policy for and provision of homework.
- The consistency in the marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and has improved at a good rate since that time. The school is strongly committed towards further improvement and has a good capacity to succeed with new initiatives. All of the key issues from the previous report have been thoroughly addressed and the school has worked particularly hard to further improve the quality of teaching. All other areas of provision have continually developed and improved to enable pupils to achieve consistently high standards by the time they leave the school.

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	A	A	A	A	B
Mathematics	A	A	A	A	A
Science	A	B	A*	A	A

Key

well above average A

above average B

average C

below average D

well below average E

A* indicates the school's results as being in the top five per cent achieved nationally.

The results above show that the pupils have achieved consistently high levels in English, mathematics and science in comparison with schools nationally and also in comparison with other similar schools. Through very good teaching, standards have risen at a slightly better rate than the national trend of improvement. Pupils' work seen during the inspection confirms these high standards and demonstrates that the school is continually striving to ensure that all pupils reach their full potential. By the end of Key Stage 2, pupils produce written accounts that show much imaginative and descriptive flair. Pupils speak clearly and confidently and demonstrate a wide vocabulary for their ages. They read very well and most pupils show a well-developed appreciation of books. Pupils carry out mental mathematical calculations rapidly and apply their knowledge very effectively in problem-solving activities. They show a particularly well-developed approach towards carrying out scientific investigations, successfully designing experiments, predicting the outcomes and carefully recording and drawing conclusions from the results. All different groups of pupils and pupils of all attainment levels, including those with special educational needs, make very good progress. Evidence from this inspection also shows that pupils attain high standards in art and music. The school sets challenging targets for its pupils and is successful in working towards these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and well motivated.
Behaviour, in and out of classrooms	Pupils' behaviour is generally very good and, on occasions, exemplary. They respond very positively to the high expectations of behaviour set for them by their teachers.
Personal development and relationships	Pupils' personal development is very good. A caring atmosphere permeates the school. Pupils of all ages act responsibly and strong relationships are established between pupils and with their teachers.
Attendance	Good. Pupils enjoy school and are keen to attend.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	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.

Fifty-one per cent of the lessons observed were judged very good or better and, of these, 15 per cent were excellent. Thirty-two per cent of lessons were good and 17 per cent were satisfactory.

Overall, the standard of teaching is very good. Teachers plan their lessons very thoroughly to include activities that engage pupils' interest and this encourages pupils to make rapid progress with their learning. Tasks are generally set that match precisely with the levels of attainment of all groups of pupils in each class. Resources to support teaching and learning are very well prepared and always readily accessible. Teachers set high expectations for pupils' behaviour and learning and the objectives for each lesson are clearly presented so that pupils usually know exactly what must be achieved during the time available. Lessons run at a brisk pace with a high level of interaction between teachers and pupils so that pupils have many opportunities to discuss and compare their thoughts and develop their understanding. Teachers show very confident subject knowledge and this is evident in the clear and succinct explanations provided and the skilful use of questioning to gauge pupils' current knowledge. Literacy, numeracy and science lessons are very well taught with teachers showing an enthusiastic approach that motivates their pupils. There is an inconsistent approach towards setting homework across the school. Whilst it is up to the school to decide how much or how little homework is set, the current variations lead to an unevenness in provision. The school's homework policy is interpreted differently by different teachers. The quality of marking of pupils' work varies throughout the school with some very detailed and precise marking, but occasionally some unsatisfactory marking that does not provide guidance for pupils to improve their work in the future.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and provides pupils with an interesting range of work and activities. The provision for extra-curricular activities is excellent. The extensive range of activities provided is a strong feature of the school and serves to significantly broaden the opportunities available to pupils - to widen their interests, increase their confidence and enhance the work that they do within the classroom.
Provision for pupils with special educational needs	Very effective provision that caters fully for the needs of all individuals with special educational needs. The school also places a strong emphasis upon supporting the needs of higher attaining pupils and actively seeks ways of further extending and challenging pupils in this category.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. The school provides good opportunities for pupils to gain a sensitive awareness to the world around them. Pupils' moral and social awareness are very well promoted throughout all activities. Good opportunities are provided for pupils to gain an understanding of their own and other cultures.
How well the school cares for its pupils	Good. Staff know the pupils well and cater sensitively for their individual needs. All health and safety procedures, including those concerning child protection issues are fully in place. Procedures for assessing and tracking pupils' attainment and personal development are very good.

The school works very hard to establish strong links with the parents and to ensure that they are kept fully informed about the curriculum, school events and their children's progress. The strong links that the school has

established with parents and the local community enhances the opportunities to provide interesting activities for pupils and broadens their view of the world outside the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, enthusiastic and sensitive leadership. He is very ably supported by the deputy headteacher. As a result, staff work together as a highly effective team and subject co-ordinators work enthusiastically to develop the areas of the curriculum for which they are responsible.
How well the governors fulfil their responsibilities	Good. The governors are fully informed about and involved in the overall management of the school and provide the headteacher and staff with strong support. The chair of governors in particular has a keen insight into the working of the school and has provided many years of valuable support.
The school's evaluation of its performance	Very good. Systems for monitoring and evaluating the curriculum and teaching and learning are well established and effective procedures are in place to ensure that staff and governors constantly review and assess the quality of the school's performance.
The strategic use of resources	Very good. The school makes full use of all specific grants and available funding. The school development plan provides a clear picture of how future funding will be directed. Through carefully comparing costs the governors ensure that the best value is gained from all services provided by outside agencies.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents' questionnaires, letters received by the registered inspector and views expressed at the parents' meeting indicate that parents have a high regard for the quality of education provided by the school. In particular parents felt that:</p> <ul style="list-style-type: none"> · children are very happy at school. · staff are very approachable. · the school is very well led and managed. · the school provides a very good range of extra-curricular activities. 	<ul style="list-style-type: none"> · The provision of homework is inconsistent across the school.

The inspection team agrees with all of the very positive views expressed by the parents and with their view concerning homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and deputy headteacher provide strong, enthusiastic and sensitive leadership for the school, enabling staff to work together as a highly effective team.

1. The headteacher has a very clear vision of the direction in which he wishes the school to move and shows a high degree of enthusiasm for promoting all aspects of the school's development. This is evident within the very clear and well laid out school development plan that contains many ambitious yet realistic initiatives that project an exciting and challenging future for the school. The headteacher's strong belief in developing pupils' skills and confidence through providing them with as wide a range of educational activities as possible means that the pupils enjoy a very stimulating and exciting time during their years at the school. Consequently, an atmosphere of enjoyment and excitement in learning is one that pervades the whole of the school both during lessons and during the very wide range of lunchtime and after-school activities.
2. The headteacher provides very strong leadership for the school and very successfully promotes an atmosphere in which all staff work together as a highly effective team. He is particularly well supported by the deputy headteacher who works energetically to assist in all matters connected with the school's overall management. Through her own very high quality teaching the deputy headteacher provides strong leadership for all other members of the teaching team. Her work as curriculum co-ordinator ensures that co-ordinators are well supported in developing their subject areas and that close liaison takes place over all aspects of planning the curriculum. In addition, she ensures that all aspects of assessment are very effectively developed and maintained throughout the school.
3. Discussions with teachers show that staff continually liaise and work closely with one another both in planning and developing the curriculum. English, mathematics and science co-ordinators have worked hard over recent years and those currently in post continue this momentum to ensure that these subjects are fully developed and up-to-date. As a result, the curriculum is in an advanced state of development with the school very pro-actively involving itself in projects such as the 'High Flyers' initiative for higher attaining pupils, in order to seek further ways of driving up the high standards already achieved by pupils.
4. The governors are fully informed about and involved in the overall management of the school. They work in an effective partnership with the school and provide the headteacher and staff with strong support. The chair of governors in particular has a keen insight into the working of the school and has provided many years of valuable support.
5. The very strong leadership and management coupled with the highly effective teamwork of the staff are the major factors that enable the school to make good progress with all developments and maintain the overall very good standard of teaching.

A high standard of teaching enables pupils to achieve well above average levels in English, mathematics and science.

6. Overall, the standard of teaching is very good. Teachers plan their lessons very thoroughly. Plans are detailed and show precisely how activities during each session will proceed. Particularly useful emphasis is laid upon constructing activities that will enable pupils to work with partners or in groups in such a way as to maximise opportunities for them to collaborate. Pupils respond well to this strategy and, in many lessons seen, were jointly solving problems through intensive interaction with one another - accelerating their learning through comparing results and suggesting

ideas. Very interesting activities are provided that engage pupils' interest. For example Year 4 pupils became fully absorbed in making a variety of plasticine shapes to drop into water and gained a good level of understanding of the basic principles of water resistance through comparing results. Year 6 pupils gained a confident understanding of subordinate and main clauses and connectives in a lesson where they also demonstrated a high degree of enjoyment and humour in completing sentences started by the teacher such as, 'The teacher was angry until ...'.

7. Teachers generally set tasks that match precisely with the levels of attainment of all groups of pupils in each class. In one Year 6 numeracy session, for example, 'rapid fire' challenging questions to exercise pupils' ability to calculate mentally were carefully targeted at all pupils in the class ensuring full participation. The pupils responded enthusiastically with many showing above average ability in identifying, for example, square numbers between 50 and 80 or prime numbers between 40 and 50. Teachers are also very adept at varying the strategies they use to maintain pupils' interest and concentration. This was a recurring feature in the very good and excellent lessons seen. Similarly, another common trait in these lessons is the clarity with which teachers demonstrate or model activities so that pupils have a clear idea about how to proceed when they tackle the task themselves. The pupils consequently show full confidence to investigate and explore the activity to the fullest possible extent. Such was the case in a Year 4 science lesson observed, where this approach heightened pupils' skills of observation as they watched different materials dissolving in water. The pupils showed an above average ability to discuss their work with one another using appropriate scientific vocabulary.
8. Teachers prepare resources to support their lessons very carefully and on many occasions use a high standard of colourfully designed materials that clearly promote pupils' interest. For example, colourful instruction sheets with interesting graphics produced by the teacher for a Year 5 science lesson gave pupils a rapid and clear insight into how to proceed with the task. Resources are well used as in the case of Year 6 pupils making very good use of mini white boards for recording their responses and rapidly responding to the teacher's questions during a numeracy lesson.
9. Teachers set high expectations for pupils' behaviour and learning and the objectives for each lesson are clearly presented so that pupils usually know exactly what must be achieved during the time available. Frequent reminders are given as to how much time remains for the activity underway and this results in pupils working with a sense of urgency and often completing a good amount of work during the allotted time.
10. Lessons run at a brisk pace with a high level of interaction between teachers and pupils so that pupils have many opportunities to discuss and compare their thoughts and develop their understanding. There is a strong rapport between teachers and pupils that results in an atmosphere of positive encouragement that pervades nearly all of the lessons observed. Teachers show very confident subject knowledge and this is evident in the clear and succinct explanations they provide and the skilful use of questioning to gauge pupils' current knowledge. The clarity of directions and explanations means that lessons flow smoothly from one section to the next with teachers often making very skilful links between areas of work. For example in several literacy lessons seen, the main theme introduced at the start of the lesson was carefully interwoven with the subsequent guided reading work.
11. Overall, literacy, numeracy and science lessons are very well taught, with teachers showing an enthusiastic approach that motivates their pupils. A high value is placed upon the standard of presentation of pupils' work so that work in pupils' exercise books and on display around the classrooms is extremely neat and attractive. Very clearly, the philosophy of pupils taking a pride in their work is strongly promoted and this was noted during the inspection on numerous occasions where pupils were very enthusiastic to show and explain their work to inspectors.

12. A weaknesses noted in a small number of the lessons observed was that the range of tasks set for pupils was occasionally too limited to cater for the full range of attainment levels in the class. Very occasionally resources were sub standard, as with unclear overhead projection slides or a projector used at a difficult angle that obscured or distorted the words on the slide. Also, very occasionally explanations given were too long and repetitive.
13. Classroom assistants are generally very effectively deployed and provide valuable assistance for pupils and teachers. However, in a very few lessons, classroom assistants were not fully utilised during the part of the lesson when the teacher was teaching the whole class.
14. The work seen during the inspection clearly shows that the high standard of teaching results in pupils making very good progress and attaining high standards in English, mathematics and science by the time they leave the school. It is also clear that the school is continually striving to ensure that all pupils reach their full potential. By the end of Key Stage 2, pupils produce written accounts that show much imaginative and descriptive flair. They write detailed and lengthy autobiographical accounts, highly dramatic accounts of events such as tornadoes ...'I was so petrified I couldn't speak'... , very imaginative and humorous poems and skilfully rewritten versions of stories such as the 'The Three Little Pigs' set in modern times. Similarly, during class discussions pupils show a confident approach towards speaking out clearly and demonstrate a wide vocabulary for their ages. They read very well and most pupils show a well-developed appreciation of books. A group of Year 5 pupils, for example, thoroughly enjoyed a discussion with their teacher about extracts from one of the Harry Potter series of books. By Year 6, most pupils carry out mental calculations rapidly and apply their mathematical knowledge very well in a wide range of problem-solving activities. A scrutiny of their exercise books shows that these pupils have covered a wide range of mathematical areas of work since September and produce an above average standard in numeracy, shape, space and measure and data handling. Similarly, in science pupils have covered much work since September. Lesson observations show that pupils have a particularly well-developed approach towards carrying out scientific investigations. They have a strong understanding of the principles of 'fair testing' and all investigations involve the activities of predicting, carefully recording and drawing conclusions from the results. By the end of Key Stage 2, pupils are accustomed to using creative thinking in designing their own experiments; they competently select apparatus and consider how they can make systematic observations and recordings.

The pupils show very good attitudes, behaviour and personal development and, as a result, they enjoy school and are prepared to work hard.

15. Pupils behave very well and respond very positively to the high expectations set for them by the school and their teachers. In many lessons observed, particularly with the older pupils, the behaviour was exemplary with pupils working busily in quiet yet purposeful activities. Pupils are generally well motivated and show much interest during lessons. They mostly enjoy their work and concentrate fully. They are confident and keen to answer questions, raise suggestions or join in discussions. In this way, there is often a strong and productive level of interaction between pupils and with teachers in lessons. This aids pupils in developing confidence and understanding. This situation in the classroom is often enhanced and made possible through the very good relationships that exist. Pupils are interested in and look after one another. They clearly enjoy each other's company, like their teachers and enjoy coming to school. These factors contribute strongly towards the very positive atmosphere that exists within the classrooms.
16. Pupils are polite and well mannered and generally move around the school building in an orderly way. They show initiative on occasions, and, without being asked, open doors for adults or carry out tasks sensibly that they realise need doing - such as pulling the classroom curtains when the sun is too bright. Pupils also carry out a wide range of responsibilities around the school in a

sensible, cheerful and mature fashion. For example, they answer the telephone and take relevant messages at lunch-time or help to clear up.

17. Of particular benefit is the very effective way in which pupils collaborate with each other. This was noted in many sessions during the inspection where pupils needed to work either with a partner or as part of group. The result was nearly always a useful sharing of ideas or suggestions. For example, Year 6 pupils were able to make rapid progress in designing an investigation in science by brainstorming the ideas together.

The strong links that the school has established with parents and the local community enriches the curriculum and enables the provision of a wide range of interesting educational experiences for pupils.

18. Parents feel that the school is very approachable. The school in turn has worked hard to ensure that full information is provided for parents concerning school events, activities and the progress of their children. A substantial amount of information is provided for the parents of children joining the school at Year 3 with a very useful introductory evening organised to give a clear picture of the way in which pupils will be taught in the junior school. This level of information is very well sustained across the junior years with a wide range of opportunities throughout the year for parents to come and see how their children are progressing in school and to consult with the teachers.
19. The school is fortunate in having a very active parents' association which organises a range of events and raises a substantial amount of money to enhance the quality of education at the school. Some events are organised in conjunction with the other schools on the campus, thereby assisting the liaison between these establishments. The school has good provision for liaising with the nearby Infant School on the campus to ensure a smooth transition of the pupils into the school when they start at Year 3. In addition, strong contacts exist with the special school on the campus and its pupils regularly come into the junior school to join with sessions such as year group music lessons. The school is actively promoting ways in which this liaison can be further strengthened in the future.
20. The school makes very good use of links with the local business community from whom useful donations are received for the Christmas and May Fairs and occasional assistance is given to purchase items such as floor mats for physical education. A particularly good example of such a link was the work of Year 5 pupils in connection with a local bank whereby a small 'loan'¹ was supplied to assist pupils in starting a business from which the profit raised had to be used to 'pay off the loan'. The school is very usefully linked to a national science organisation in connection with an award scheme for the science club, and this club is also run in connection with a local scientist. Many organisations visit the school including the community police, the drugs awareness group, road safety personnel and students and personnel from universities. The school sometimes arranges for parents or adults with specific expertise to come and talk to the pupils and this provides effective support for pupils' learning.
21. The school makes visits into the local community, as with the hand chimes group who perform locally at venues including the local supermarket, a senior citizens' home and Bristol Cathedral. The pupils have successfully used such performances as a means of raising money for charity. Pupils also organise their own monthly markets to raise money for charities of their own choosing - such activities strongly enhance their social awareness.

¹ Not on a commercial basis - more on a sponsorship basis - but to give pupils a realistic idea of how business functions.

22. All of the links with the parents and the community provide a strong strand of support for enriching and raising the quality of the pupils' education. As a result of these links, they gain a wider view of the outside world in the context of the work and activities that they carry out.

The school very strongly promotes opportunities for all groups of pupils to succeed and provides an excellent range of extra-curricular activities.

23. The school promotes opportunities for pupils in a very extensive range of ways. The provision for pupils with special educational needs is given a strong priority and is well managed by the special educational needs co-ordinator. Detailed individual education plans are written by the co-ordinator in conjunction with the class teacher and in liaison with the parents concerned. Precise targets are set for these pupils and these targets are very frequently reviewed. The school usefully adopts a very specific approach for supporting pupils through an emphasis upon using video and computer based resources to accelerate reading. Very close liaison is maintained between the co-ordinator and the four special needs assistants, who together provide valuable support for the pupils concerned. Teachers also prepare work carefully for lower attaining pupils, with extra support planned where it can be applied and with an emphasis upon providing extra resources or guidance where appropriate.
24. The school has become involved in the very effective 'High Flyers' project aimed at improving the provision for extending higher attaining pupils. As a result of this initiative, staff awareness is being suitably raised as to the needs of these pupils so that teachers are effectively involved in considering how higher order thinking skills can be further promoted within the planning of work for higher attaining pupils. This is an exciting project that underlines the school's proactive approach in striving to extend the progress of pupils of different attainment levels. Higher attaining pupils are also very suitably catered for within the school's science club where pupils participate in the British National Science Association awards scheme.
25. The school provides an excellent range of extra-curricular activities and the school staff, parents and volunteers who support the wide ranging programme of activities are to be highly commended for the amount of extra time they dedicate to enabling this provision. The activities are very well attended and many pupils attend a lot of different activities during the week. At different times of the year as many as 17 different activities are offered including: football, netball, orienteering, sailing, hand-chimes, folk dancing, orchestra, drama, dance, French and Latin. In addition, the school stages two music and drama productions during the year and an Arts festival featuring presentations of music, drama, poetry and prose. During the inspection, observations of extra-curricular activities showed high quality provision for the folk dancing and hand-chimes activities and the music and dance observed during these sessions were of a high standard and thoroughly enjoyed by the pupils. This extensive range of provision for extra curricular activities is a strong feature of the school and serves to significantly broaden the opportunities available to pupils - to widen their interests, increase their confidence and enhance the work that they do within the classroom.
26. The school carefully tracks the performance of individuals and groups of pupils. As part of its record keeping systems, the school has established a comprehensive and well-maintained pupil profile. This profile provides a very useful ongoing record of a pupil's achievements as they move through the school. The profile suitably covers academic performance, individual achievements and personal and social development. The whole of the record is kept in a very easily accessible well thought out booklet format that can be easily passed on when a pupil moves to a new class or school.

WHAT COULD BE IMPROVED

The policy for and provision of homework.

27. A quarter of the parents returning the parents' questionnaire recorded dissatisfaction with the current provision for homework. Letters received and views expressed at the parents' meeting also reflect a similar picture and some confusion over the school's current policy in this area. The homework policy is contained within the school's prospectus and it is conceivable that it may be some time since parents viewed a copy of this document. Conversations with pupils about their homework and observations of lessons where homework was set, confirmed that the setting of homework across the school is inconsistent. Whilst it is up to the school to decide how much or how little homework is set, the current variations are clearly unhelpful, make provision between the classes uneven and indicate that the homework policy is being interpreted in different ways by different teachers. In the view of the inspection team the homework policy does not provide sufficiently specific guidance for teachers.

The consistency in the marking of pupils' work.

28. A scrutiny of pupils' exercise books indicates that the quality of marking of pupils' work although at least satisfactory in most cases varies significantly across the school. In some classes books are marked well and in great detail, with frequent, suitable comments made to encourage, praise or indicate how work could be improved in the future. In other cases, work is mainly ticked, with very few comments written to guide or encourage pupils. In a few cases, areas of work are left unmarked and, in a very small number of instances, work is incorrectly marked with wrong answers being ticked as correct. The current practice is therefore inconsistent across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve further upon the very good quality of education offered the school should now:
- (1) Review the current homework policy and ensure that teachers adopt a consistent approach towards the provision of homework across the school.
 - (2) Ensure that a consistent approach is adopted across the school towards marking pupils' work, so as to provide an effective feedback system to pupils concerning the quality of their work and how they can improve in the future.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	36	32	17	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)		381
Number of full-time pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		46

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	25
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	4.2
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	58	39	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	50	56	58
	Girls	39	38	39
	Total	89	94	97
Percentage of pupils at NC level 4 or above	School	92 (90)	97 (98)	100 (99)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	52	53	55
	Girls	39	38	38
	Total	91	91	93
Percentage of pupils at NC level 4 or above	School	94 (90)	94 (98)	96 (99)
	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	7
Black – African heritage	8
Black – other	8
Indian	5
Pakistani	3
Bangladeshi	1
Chinese	3
White	354
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)	14
Number of pupils per qualified teacher	27.2
Average class size	31.75

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	599406
Total expenditure	589843
Expenditure per pupil	1505
Balance brought forward from previous year	127731
Balance carried forward to next year	137294

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	341
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	0	1
My child is making good progress in school.	38	51	4	0	7
Behaviour in the school is good.	50	44	1	0	5
My child gets the right amount of work to do at home.	17	46	20	5	12
The teaching is good.	51	39	1	0	9
I am kept well informed about how my child is getting on.	35	49	5	2	9
I would feel comfortable about approaching the school with questions or a problem.	71	25	1	1	1
The school expects my child to work hard and achieve his or her best.	50	44	1	0	4
The school works closely with parents.	45	42	6	1	7
The school is well led and managed.	75	20	0	0	6
The school is helping my child become mature and responsible.	54	38	1	0	7
The school provides an interesting range of activities outside lessons.	72	25	1	0	2