

INSPECTION REPORT

NETHER GREEN JUNIOR SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107004

Headteacher: Mr Parry Jenkins

Reporting inspector: Mr David Cann
20008

Dates of inspection: 9th – 10th October 2000

Inspection number: 225283

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: | Fulwood Road Sheffield |
| Postcode: | S10 3QA |
| Telephone number: | 0114 2302461 |
| Fax number: | 0114 2630189 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs Petra Nattland |
| Date of previous inspection: | 17 th – 20 th March 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|----------------------|----------------------|
| David Cann, 20009 | Registered inspector |
| Janet Butler, 9428 | Lay inspector |
| Will Gale, 21317 | Team inspector |
| Vivien Wilson, 25775 | Team inspector |

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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Alexandra House
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nether Green Junior School is a school for pupils aged 7 – 11 years with 369 pupils (190 boys and 179 girls). Most pupils live in the immediate area and are drawn from a wide range of socio-economic backgrounds. Their attainment on entry is generally above average. The number of pupils on the special educational needs register is in line with the national average at 16 per cent but the number of pupils with statements of special educational need is well above the national average at four per cent. There are 13 pupils with statements, 10 of whom attend an attached unit for those with learning difficulties. Currently 12 pupils (four per cent) are eligible for free school meals which is below the national average. There are 36 pupils (10 per cent) for whom English is an additional language which is high in comparison with national averages.

HOW GOOD THE SCHOOL IS

Nether Green Junior School is a very good school. The headteacher works closely with staff, governors and parents to provide strong leadership which gives the school a clear sense of direction. The staff create a well ordered and supportive environment in which pupils feel secure, relate very well with one another and develop an enthusiasm for learning across a wide range of subjects. By the age of 11, pupils reach standards in English, mathematics and science which are well above those expected nationally. The school provides good value for money.

What the school does well

- By the age of 11, pupils attain very high standards in English, mathematics and science. They make good progress through the school.
- The headteacher provides very good leadership and works closely with staff to ensure the school provides a broad and balanced curriculum, which stimulates pupils' interests.
- Good quality teaching encourages pupils to develop very positive attitudes to learning.
- Staff give pupils clear guidance on moral and social issues which helps to establish very good relationships throughout the school. Pupils are considerate and behave very well.
- Parents are encouraged to become closely involved in the life of the school and are very appreciative of the values which it promotes.

What could be improved

- Raise pupils' attainment in information and communication technology to the high levels which they reach in other subjects.
- Provide further opportunities for independent learning, particularly for pupils of higher ability.

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 March 1997 when five main areas were identified for improving the good standards observed. The school has addressed all these effectively. Pupils have opportunities to use and apply their knowledge of mathematics both in numeracy lessons and in other subjects. Pupils plan and organise their investigations in science. Schemes of work are completed and provide adequate guidance in physical education. Learning objectives are clearly identified in schemes of work and teachers' planning. These guide teachers' assessments of pupils' progress and the information is being used effectively to set targets for pupils. The school meets all legal requirements and is good at identifying its strengths and weaknesses. It is in a good position to continue to maintain and improve the good standards of education which it provides.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|----------------------|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | A | A | A* | A* | very high A* |
| Mathematics | A* | A | A | A | well above average A |
| Science | A* | A* | A* | A | above average B |
| | | | | | average C |
| | | | | | below average D |
| | | | | | well below average E |

A represents attainment in the top five per cent of schools; similar schools are those with up to eight per cent of pupils receiving free school meals*

In tests and assessments at Key Stage 2 in 2000, pupils attained standards which were well above average in English, mathematics and science. In English and science, pupils attained levels which were in the top five per cent of those achieved nationally. In comparison with similar schools, pupils attain very high levels in English and well above average results in mathematics and science. The vast majority of current pupils are also working at levels which are well above those expected from pupils of their age. When they enter the school, most pupils have above average levels of attainment and by the time they reach Year 6, they improve on these and make good progress. Pupils achieve levels which are in line with national expectations in information and communication technology and which are well above expectations in music. They have a good knowledge of religious education. Pupils with special educational needs often achieve levels which are in line with those expected nationally and progress well. Pupils for whom English is an additional language achieve good levels of attainment and make good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have a keen interest in their work and take evident pride in the school. |
| Behaviour, in and out of classrooms | Very good both in class and at break-times. |
| Personal development and relationships | Relationships between pupils and with staff are very good. Pupils develop a mature approach to their studies and are supportive of one another. |
| Attendance | Good. |

TEACHING AND LEARNING

| | |
|----------------------------|------------------------|
| Teaching of pupils: | aged 7-11 years |
| 33 lessons seen overall | 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.

The quality of teaching is good. Sixty-four per cent of the lessons observed were judged to be good or better and 21 per cent were judged to be very good. The remaining lessons were sound. Lessons are carefully planned and teachers give pupils a clear understanding of what they want them to do and how they expect them to behave. The teaching of literacy encourages a strong interest in reading and gives pupils many opportunities to develop their writing skills both in English and in subjects such as science, history and geography. In mathematics, teaching is good with a strong emphasis on building pupils' confidence in using number.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and stimulating and has good links between subjects. This makes learning relevant to pupils' lives and interests. |
| Provision for pupils with special educational needs | The support for pupils is very well managed and highly effective at integrating them into school life. Pupils develop their self-esteem well and make good progress in acquiring skills. |
| Provision for pupils for whom English is an additional language | Pupils are well supported and acquire English skills well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall, with particularly good guidance on moral, social and cultural issues. |
| How well the school cares for its pupils | The school has very good arrangements for monitoring pupils' welfare and their personal and academic development. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good leadership from the headteacher ensures that the school maintains its commitment to high standards. The curriculum is well managed and the role of senior staff is being reviewed and developed appropriately. |
| How well the governors fulfil their responsibilities | Governors keep themselves well informed about school developments and support the school well. |
| The school's evaluation of its performance | The school is good at analysing its performance and identifying areas for development. The construction of the school development plan is effective but lacks some clarity in recording priorities and establishing success criteria. |
| The strategic use of resources | The school makes good use of staffing and other resources. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-three parents attended a meeting prior to the inspection and 241 questionnaires (65 per cent of those distributed) were returned.

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none">• Their children like school• Children make good progress and are expected to work hard• Behaviour is good and children are helped to become mature and responsible• Teaching is good• They feel comfortable about approaching the school with questions or problems | <ul style="list-style-type: none">• None |

The vast majority of parents are well pleased with the school's provision for their child's education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, pupils attain very high standards in English, mathematics and science. They make good progress through the school.

1. In tests and assessments at Key Stage 2 in 2000, pupils attained standards in English, mathematics and science which were well above both the national averages and those obtained in similar schools. Pupils' attainment in English and science was in the top five per cent of schools nationally. The levels of attainment over the last four years have been consistently high and indicate a steady improvement since the last inspection. Current pupils are attaining levels which are above those expected from pupils of their age.
2. Pupils' progress across the school is good. Most enter with skills which are above average and they develop well, achieving well above average levels by the end of the key stage. Pupils with special educational needs are well supported both in the integrated resource unit (IRU) and in mainstream classes. They develop their confidence and self-esteem well and some achieve levels in line with or close to national expectations. Others make good gains in their knowledge and achieve the targets set for them in their individual education plans. Pupils for whom English is an additional language are well identified and given appropriate support. They generally make very good progress and achieve levels in line with or better than national expectations.
3. Pupils' skills in speaking and listening are well above average throughout the school. They are keen to discuss their work and explain their ideas very articulately. Teachers lead discussions well and use mature expressions when talking to pupils. They help pupils to develop their understanding of new words and encourage them to use language precisely. Teachers ensure that there are many opportunities for discussion and encourage pupils to ask questions. Pupils are particularly good at considering and explaining their own feelings and are sensitive about discussing the feelings of others. In a Year 4 religious education lesson, pupils explained how they reacted to the injustice of slavery and explained how they would feel about the loss of freedom. In discussing the qualities of friendship, Year 5 pupils worked well in pairs to express positive statements about their partners. In a Year 6 English lesson, a pupil played the role of Oliver Twist and gave very imaginative and thoughtful answers to a range of searching questions connected with life in a Victorian orphanage.
4. Pupils' reading skills are well above average. The time allocated for reading at the beginning of the school day is used very effectively and sets an appropriate emphasis on the importance of reading. Pupils respond to the activity very positively and the participation of parents and helpers increases the enjoyment for all parties. Pupils talk enthusiastically about the books which they like and make good use of the libraries to sample a range of fiction and non-fiction books. They encounter many different texts both in English and in researching other subjects like religious education, history and geography. In discussing an extract from Oliver Twist, pupils are confident and accurate in explaining words like gruel and porringer and can understand unfamiliar phrases. In reading a contemporary account of the Sheffield flood, pupils appreciate how styles of writing have changed and how they adapt their own style of speaking and writing to meet the needs of different audiences.
5. Pupils achieve well above average levels in their writing. They make good progress in handwriting and quickly develop control, forming letters well and presenting work neatly. Teachers have high expectations of how they want work presented and give pupils helpful guidance on how to keep notes and write tidily. Pupils have a good command of vocabulary, which they employ effectively in a number of different styles. Year 3 pupils write instructions and dialogue for a play and think hard about the sort of language which their characters might use. Year 4 pupils use adjectives well to describe the movements of a river in their poetry. In Year 5, pupils look closely at what makes a good story opening and attempt their own versions using devices such as humour, mystery or action. Pupils in Year 6 have a good understanding of different styles of language and the appropriate use of active and passive voices. They have read accounts of the fuel shortage and written their own versions in lively

but factual articles, using publishing software to present them as newspapers. They have also written their own imaginary accounts of life in the Victorian period and they have described a recent visit to an industrial museum. As they advance through the school, pupils make good progress in their control of grammar, sentencing and punctuation. Many use direct speech well to enliven stories and make good use of adjectives to describe characters and locations. Imaginative and well-planned teaching promotes a high level of attainment and pupils progress well

6. By the age of 11, pupils attain levels in mathematics which are well above average. Teachers expect pupils to achieve high standards and are particularly good at challenging their thinking in mental activities. They encourage pupils to make correct use of technical vocabulary to discuss and compare their methods of working. Pupils are good at explaining their reasoning and are quick to identify their mistakes. Pupils in Years 5 and 6 are good at estimating and those in Year 6 are strong at recognising number patterns. Pupils' attainments in using and applying their knowledge of number have improved significantly since the last inspection. In science investigations, Year 4 pupils record temperatures accurately and in designing and constructing musical instruments, pupils take care to measure and cut shapes precisely. Pupils' ability to handle data is in line with expectations and they use computers to present and analyse information. The use of information and communication technology in mathematics is otherwise limited.
7. Standards of attainment in science are very high and have been consistently well above average over the last four years. Pupils in Year 6 achieve significantly higher levels in investigative work than they did at the last inspection. They benefit from good teaching which places plenty of emphasis on the discussion of problems and how to solve them. They have a good understanding of how to construct and control a fair test and they are confident at measuring and recording their results. Pupils of below and average ability make very good progress but there are insufficient opportunities for higher attainers to explore areas independently so their progress is satisfactory rather than better. Pupils develop a very good knowledge of materials and their properties and have a good knowledge of life and physical processes.
8. Pupils attain good levels in religious education and follow a well-planned programme of study. Pupils develop a good knowledge of Christianity as well as an insight into the beliefs of Jews and Muslims. Teachers are good at linking pupils' learning about beliefs to discussions in personal and social education (PSE). In considering the importance of the Jewish festival of Passover, pupils compared the plight of repressed people today and developed their own concepts of freedom very effectively. In considering the names of Allah, pupils discussed the positive and negative impact of name calling within their own experience. Teachers take advantage of the very good resources to extend pupils' learning. They organise visits and visitors in connection with their study of Christianity but do not draw widely on the available resources for studying other faiths.

The headteacher provides very good leadership and works closely with staff to ensure the school provides a broad and balanced curriculum which stimulates pupils' interests.

9. The headteacher provides very good leadership and works closely with the staff to promote the school's aims and values. He has a clear vision of what he wants the school to achieve and he and the staff share a commitment to high standards in all that they do. He is very good at communicating with staff, governors and parents who have great confidence in him. He has earned their respect through his energetic involvement in all aspects of school life, his approachable manner and the support and encouragement which he gives to pupils and staff. The pupils' high levels of attainment are a reflection of his influence and effectiveness.
10. The school very successfully fulfils its aim to provide a balanced curriculum, which enables children to achieve their potential in all aspects of learning. While there is appropriate emphasis on developing the basic skills in literacy and numeracy, teaching covers a broad range of subjects and provides particularly good opportunities for pupils to develop their interests in music. The school has established a very good tradition of music making and has gathered a good range of resources which facilitates their learning. Whether players or not,

pupils respond enthusiastically to the variety of music performed and listen with equal interest to jazz, rock and Baroque classics. The school's wind band, orchestra, choir and workshops provide a number of ways in which pupils can participate and there are numerous occasions on which pupils can perform. As well as concerts and musical productions, pupils are keen to play at the beginning and end of assemblies when they become accustomed to playing in public. The quality of art is also good throughout the school with pupils completing an interesting range of three-dimensional modelling and sensitive observational drawings.

11. The management of the curriculum is well organised. Senior managers and co-ordinators all play an important part in developing good practice and the responsibilities are appropriately distributed. Policies and schemes of work are regularly reviewed and areas for improvement are discussed at staff meetings and incorporated into the school development plan. Teachers in the same year group plan their lessons on a weekly basis and support each other in preparing resources and methods. Planning and teachers' assessments are properly monitored by the headteacher, senior management and co-ordinators. A programme for observing teaching has been introduced and involves senior staff and co-ordinators. This programme has supported the implementation of the literacy and numeracy strategies and has also helped teachers identify areas for their personal development. The school has identified the need to develop the role of the senior management team and is linking this to the programme of classroom observations to help implement the school's agreed priorities.
12. The headteacher and senior staff regularly monitor the school's performance. They carry out a close analysis of test data and are good at identifying the school's strengths and weaknesses. Issues are properly discussed at staff meetings and all teachers contribute to creating the school development plan. The plan provides comprehensive coverage of all the development areas which the school identifies and sets appropriate targets and deadlines over a three-year period. The plan does not clearly distinguish between priority developments and maintenance areas, which reduces its effectiveness in focusing attention on key issues. The criteria are not always precisely defined by which the success of developments are to be measured.
13. Governors take a close interest in the life of the school and keep themselves well informed of school events. They bring a wide range of skills to their roles as governors and fulfil their responsibilities well in monitoring the curriculum, finances and the maintenance of the premises. The governing body has appropriate systems for measuring the school's performance and helps to shape the direction of educational developments particularly through the work of the curriculum committee. Governors with special responsibility for literacy, numeracy and special educational needs maintain a close contact with teachers and are among the governors who visit the school regularly. Governors regularly review the school's development programme and have ensured that the issues raised in the previous inspection report have been fully addressed. Budgets are properly prepared and agreed and the school follows good value principles in its use of resources. It is in a strong position to plan future developments.

Good quality teaching encourages pupils to develop very positive attitudes to learning.

14. Teachers take a very professional attitude to their work and are good at evaluating the effectiveness of lessons. They carefully follow the school's policies on teaching and learning, and this establishes consistent good practice. They create a business-like and purposeful atmosphere in their classes by stating clearly what they want pupils to do and how they should behave. In their planning, teachers specify the learning objective for each lesson and use this effectively to guide them in selecting activities. They take pains to explain the objective to pupils and use it to focus learning in plenary sessions at the end of lessons. Pupils respond positively to the clear direction which this gives them. Pupils and teachers use the learning objective as a criterion for assessing progress in the lessons.
15. Teachers manage pupils sensitively and well. They explain class rules clearly and pupils understand them and consider that they are fairly and consistently applied. Pupils are very

tolerant and supportive of one another and they maintain very good standards of behaviour in all school activities. Teachers have quiet and well-ordered routines in which pupils settle to work sensibly and quickly. In nearly all lessons, pupils work hard and have high levels of concentration and commitment to their work. In whole class sessions pupils take turns to speak politely and are keen to contribute their ideas and ask questions. In plenary sessions they are good at listening to what others have produced and celebrate each other's achievements with interest. Pupils are often encouraged to organise resources and methods of working for themselves and they take a mature and sensible approach to these opportunities. Throughout the school, pupils are keen to talk about what they are doing and share their ideas with adults.

16. Teachers organise resources and prepare lessons well. In practical science activities in Year 4 and Year 6, materials were well laid out and accessible to pupils. Teachers use a variety of appropriate methods to interest pupils in their learning and time sessions extremely well. No time is lost at the beginning of the day or in moving from one activity to another. Most teachers make very good use of overhead projectors to focus pupils' attention on notes or illustrations, although some have not organised the siting of projectors to provide an undistorted image and screens sometimes obscure notes written on the board.
17. Teachers keep a close check on pupils' progress, helped by planning in advance how they will assess pupils' learning. They take particular care to include pupils with special educational needs into all classroom activities. They make special efforts to raise their confidence as well as setting them appropriate tasks for developing their knowledge and skills. Pupils are very supportive of one another and many take pains to offer help where they can.
18. Very good teaching is characterised by strong subject knowledge, searching questioning and a variety of linked approaches which help pupils learn about a topic from the different viewpoints of language, art, history and geography. In a lesson on Oliver Twist, the teacher gave plenty of background information on the author and his writing and pupils had some experience of Victorian working conditions from visiting a museum. They showed a keen understanding of the context of the story and responded with interest to a difficult text. In a numeracy lesson, questioning was well adapted to challenge pupils of different abilities and the pace of the lesson maintained pupils' enthusiasm. Teachers encourage pupils to contribute easily to discussions as in religious education and in evaluating performances in physical education. The quality of music teaching is generally very good and pupils are stimulated by a range of different and exciting pieces to listen to and play.
19. Learning is less successful where activities are too tightly controlled by teachers. In science investigations of sound, teachers did not give pupils the opportunity to discuss and propose their own tests. The activity was set for all pupils without offering sufficient extra challenge for higher attainers. Occasionally learning objectives are not precisely linked to the lesson, so that pupils' attention is confused rather than focused. The marking of books is generally good throughout the school and teachers reward pupils' efforts and indicate areas for improvement. Pupils are helped by having targets set for them and generally respond to them positively. However, marking does not always take these individual targets into account with the effect that their impact is reduced.
20. Teachers are good at promoting the basic skills of literacy and numeracy across the curriculum. Pupils use computers to create and present their stories. They use number skills in science and design and technology. Learning is relevant to pupils' lives and well linked between subject areas. This raises pupils' interest and enthusiasm. In Year 4 pupils write poems linked to their study of rivers in geography; in Year 5 pupils' learning in science and design and technology is jointly developed by studying sound and how to make musical instruments; in Year 6 pupils' appreciation of life in Victorian England is enhanced by creative writing and the study of Oliver Twist.

Staff give pupils clear guidance on moral and social issues, which helps to establish very good relationships throughout the school. Pupils are considerate and behave very well.

21. The very high standards of behaviour and positive attitudes towards school have been maintained since the last inspection. Relationships continue to be very good and these underpin the atmosphere of enthusiastic learning which is a feature of the school. Pupils feel safe and happy to be at school. Attendance continues to be very good and is consistently well above the national average.
22. Staff are strongly committed to promoting pupils' awareness of their responsibilities to one another and monitor their personal development closely. They value pupils' comments and contributions and there is a high level of mutual respect throughout the school. Religious education lessons and assemblies effectively develop pupils' understanding of spirituality. Music in assembly and in class plays an important part in developing pupils' spiritual and cultural awareness. Well-led discussions in religious education and personal and social education lessons help to develop pupils' understanding of moral, social and cultural issues. Teaching is good at encouraging pupils to reflect on aspects such as friendship within their own personal experience and to develop these ideas in considering issues in other situations, such as conflict between countries. Other areas of the curriculum, such as the study of the Sheffield flood in Year 4, help pupils reflect on the way people cope with disaster and examine their own feelings in writing about the events. Visitors such as the police help to give pupils important information on matters of health, drugs awareness and safety.
23. In their personal development pupils benefit from the wide range of opportunities provided for them and become increasingly confident, mature and self-assured as they advance through the school. Pupils respond well to challenges such as playing music in front of the school or participating in school concerts. They willingly undertake responsibilities such as setting up assemblies or helping to distribute resources in class. They take a pride in the school and behave very well both in lessons and break-time. Lunch-time is a sociable and enjoyable occasion and it is well supervised. Pupils in Year 6 are paired with Year 3 pupils and provide them with general support as well as reading with them once per week. The residential trips for Year 4, Year 5 and Year 6 provide pupils with valuable experiences which increase their social awareness and their personal development. The personal development of pupils is now very good and has improved since the last inspection.

Parents are encouraged to become closely involved in the life of the school and are very appreciative of the values which it promotes.

24. Parents think very highly of the school and all that it provides for their children. They are extremely supportive of its policies and value the high standards of academic and personal development achieved by the pupils. They are particularly pleased with the very good behaviour, the teaching, the high expectations and the leadership and management. The school ethos is one of a genuine mutually supportive partnership in which the school and the parent body work in harmony both in formal educational activities and in the very popular social activities like the Junior Club and in very successful fund-raising activities.

WHAT COULD BE IMPROVED

Raise pupils' attainment in information and communication technology to the high levels which they reach in other subjects.

25. Pupils' attainment in information and communication technology is in line with national expectations but is not at the same high level as that achieved in other subjects. Since the last inspection the school has significantly improved the resources for the subject and now has a suite of computers timetabled for weekly use by classes as well as computers in classrooms. Staff are undertaking the government sponsored training programme which is helping to develop their confidence and familiarity with the hardware available. Pupils follow a comprehensive programme of study which effectively develops their knowledge across all aspects of the subject. Pupils are particularly good at using computers for word-processing and presenting their work using illustrations or varied fonts and decorations. Pupils access the Internet to research subjects like Victorian census returns or illustrations of puppets but do not as yet have the opportunity to use electronic mail. Pupils' skills in data handling are in line with expectations but their knowledge of control technology is under-developed
26. Many pupils have computers at home and have good key-board and mouse skills. They are familiar with the basic processes of opening programs, printing and saving work completed. In order to extend their learning, teachers need a large screen on which to demonstrate the sometimes complex processes involved in exploiting programs to the full. When large classes are gathered around a standard monitor, pupils cannot follow nor remember all the details. Some become inattentive and lose their way when attempting to carry out practical activities with the result that their progress is impaired. Staff also need to be familiar with the technical limitations of the computer suite and help pupils cope with the inevitable problems which can arise.
27. Teachers make good use of their allocated time in the computer suite but do not as yet identify every opportunity to develop pupils' skills by using the class based computers. Teachers' plans do not always link learning in information and communication technology into other subjects. While teachers monitor pupils' attainments, they do not involve pupils sufficiently in the process of evaluating their own progress which would help to develop their key skill of improving their own learning. The subject is led by a knowledgeable and energetic co-ordinator who is committed to raising pupils' attainment. She has carried out a thorough review of teaching and accurately identified the areas in need of development, some of which are included in the school development plan.

Provide more opportunities for independent learning, particularly for pupils of higher ability.

28. Although teachers are sensitive to the different learning needs of different pupils they do not consistently plan for the most able pupils. There are a significant number of pupils with academic, musical or other talents and the school is currently reviewing its approach to supporting them. More challenging activities are incorporated into schemes of work and teachers' planning, but not in a systematic way which helps to extend pupils' thinking. Activities in science lessons, for example, are set for all pupils. "Extension" activities, where prepared, do not always help pupils grasp the context of the aspect under study and develop an insight into the concepts being considered. Pupils receive a very good level of individual support in music and in reading, which promotes high levels of attainment. However, similar consideration is not given to planning activities which promote pupils' capacity for independent learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the very good standards in the school, the governors, headteacher and staff should:

raise pupils' attainment in information and communication technology by:

- planning more specific opportunities for pupils to use computers both in class-rooms and in the computer suite;
- establishing a clear framework for assessing pupils' progress which involves them in becoming aware of how their skills are developing;
- continuing the programme of staff training to help raise teachers' confidence and to assist them in identifying activities where they can extend pupils' learning across other subjects of the curriculum;
- improving the teaching resources in the computer suite to facilitate the way teachers can demonstrate procedures to a whole class;

provide more opportunities for pupils, particularly the more able, to extend their learning by:

- setting pupils tasks which require them to devise ways of solving problems and identify new areas for enquiry;
- improving pupils' thinking by enabling them to explore independently the concepts being studied;
- helping them to develop the key skill of improving their own learning and performance.

30. The headteacher, staff and governors should seek to improve school development planning by:

- identifying priorities more clearly in order to focus whole school attention on them;
- providing more measurable criteria by which their success can be evaluated.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 33 |
| Number of discussions with staff, governors, other adults and pupils | 15 |

Summary of teaching observed during the inspection

| | | | | | | |
|-----------|-----------|------|--------------|----------------|------|-----------|
| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
| 0 | 21 | 43 | 36 | 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 | Y3 – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 367 |
| Number of full-time pupils eligible for free school meals | 12 |
| Special educational needs | Y3 – Y6 |
| Number of pupils with statements of special educational needs | 14 |
| Number of pupils on the school's special educational needs register | 69 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 32 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 6 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 3.8 |
| 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 | 47 | 44 | 91 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 4 and above | Boys | 43 | 45 | 46 |
| | Girls | 43 | 41 | 43 |
| | Total | 86 | 86 | 89 |
| Percentage of pupils at NC Level 4 or above | School | 95 (87) | 95 (88) | 98 (98) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 4 and above | Boys | 41 | 44 | 47 |
| | Girls | 44 | 44 | 44 |
| | Total | 85 | 88 | 91 |
| Percentage of pupils at NC Level 4 or above | School | 93 (82) | 97 (87) | 100 (93) |
| | 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 | 3 |
| Black – other | 0 |
| Indian | 4 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 7 |
| White | 330 |
| Any other minority ethnic group | 22 |

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) | 14.8 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 93 |

FTE means full-time equivalent.

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 | 1999-2000 |
| | £ |
| Total income | 657,594 |
| Total expenditure | 649,983 |
| Expenditure per pupil | 1,767 |
| Balance brought forward from previous year | 14,940 |
| Balance carried forward to next year | 22,551 |

Results of the survey of parents and carers

Questionnaire return rate 65%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 369 |
| Number of questionnaires returned | 241 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 31 | 4 | 0 | 0 |
| My child is making good progress in school. | 52 | 37 | 4 | 0 | 7 |
| Behaviour in the school is good. | 51 | 45 | 2 | 0 | 2 |
| My child gets the right amount of work to do at home. | 30 | 50 | 12 | 2 | 6 |
| The teaching is good. | 58 | 37 | 1 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 42 | 46 | 5 | 0 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 64 | 30 | 4 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 66 | 31 | 1 | 0 | 2 |
| The school works closely with parents. | 45 | 47 | 4 | 0 | 4 |
| The school is well led and managed. | 65 | 32 | 2 | 0 | 1 |
| The school is helping my child become mature and responsible. | 56 | 39 | 1 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 39 | 46 | 7 | 2 | 6 |