

INSPECTION REPORT

BROOKLAND JUNIOR SCHOOL

Hampstead Garden Suburb

London

LEA area: Barnet

Unique reference number: 101262

Headteacher: Ms H Blackmore

Reporting inspector: Ms K Charlton
1718

Dates of inspection: 30 September -1 October 2002

Inspection number: 246109

Short 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:	Hill Top Hampstead Garden Suburb LONDON
Postcode:	NW11 6EJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms C Marcus
Date of previous inspection:	19 -23 January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookland Junior School is a community school for girls and boys aged 7-11. It is situated in Hampstead Garden Suburb in London and almost all of the housing in its catchment is owner-occupied. The number of pupils attending the school has increased in recent years and at present there are 361 pupils on roll. The percentage of pupils in receipt of free school meals is well below the national average. The percentage of pupils identified as having special educational needs is close to the national average as is the percentage of pupils with statements of special educational needs. There are many ethnic groups in the school and an above average number of pupils speak English as an additional language (12 per cent). There are three classes in each year group with 30 pupils per class.

The great majority of pupils have attended Brookland Infant School prior to entry to the junior school. Their attainment on entry is wide-ranging, but it is overall above average. At age 11 the pupils move to a wide range of secondary schools.

HOW GOOD THE SCHOOL IS

Brookland Junior School is a very good school. Very good teaching results in pupils achieving very well and attaining very high standards by Year 6. The headteacher, actively supported by senior staff and governors, is very effective and has continued to move the school forward at a time when there has been a high level of staff turnover. The school provides very good value for money.

What the school does well

- Pupils achieve very well in English, mathematics and science and attain standards which are well above the national average by Year 6.
- Pupils' attitudes to school are excellent, they behave very well, form very good relationships and their personal development is very effective.
- The quality of teaching is very good. There is a strong team of staff who work together well.
- Both the leadership and management provided by the headteacher, senior staff and governors are very good. The procedures for checking the school's effectiveness and then ensuring that improvements take place are very effective.
- The school provides very good learning opportunities and fully promotes inclusion for all.

What could be improved

- Pupils' achievements in information and communication technology (ICT).
- The partnership with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since the last inspection in 1998. Pupils continue to attain very well in the National Curriculum tests in Year 6 and the percentage of pupils attaining the higher level (Level 5) has increased. The quality of teaching has improved and there is now no unsatisfactory teaching. Schemes of work and assessment procedures have improved and these effectively support teachers in their work. Procedures for monitoring the progress pupils make have improved and are now very good. Pupils' spiritual development was judged to be satisfactory at the last inspection and this is now very good. The school's provision for ICT has improved significantly but there is still more to do in this area.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A*	A*	A*	A*
Science	B	A	A	B

Key

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

The 2001 results are published since the 2002 results are not yet validated.

The school's results in the National Curriculum tests taken by pupils at the end of Year 6 in 2001 were well above the national average in English and science. They were in the highest 5% of schools nationally in mathematics. The results in English and mathematics compare very well with similar schools. In science, they are above those normally seen in similar schools.

After analysing these results the school targeted its efforts at improving science and also in raising the number gaining Level 5 in writing. The 2002 results reflect this emphasis and in both of these subjects there has been improvement from 2001. Overall, since the last inspection the school has met its targets and has matched the national trend of improvement even though standards were high at that time.

The inspection findings confirm that in English, mathematics and science, pupils of all abilities and backgrounds are achieving very well. Pupils with special educational needs, those who have been identified as high-attainers, and those who speak English as an additional language, are all supported very well so that they achieve of their best.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school and they are very keen to attend. They are proud of their school, very motivated in lessons and maintain very high levels of concentration.
Behaviour, in and out of classrooms	Pupils are very well behaved. They appreciate the difference between right and wrong, and the school is a very orderly community.
Personal development and relationships	Very good. Pupils show increasing levels of maturity and responsibility as they move through the school. They are very supportive of each other.
Attendance	In line with the national average. The school is working hard to raise awareness of the importance of taking family holidays outside term time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

The overall quality of teaching is very good and this leads to very good learning. The core subjects of English, mathematics and science are invariably taught very well, with the National Literacy and Numeracy Strategies being adapted very successfully to meet the needs of the pupils. The way in which the staff plan together as year teams, under the guidance of a year leader, ensures that there is a very systematic approach to developing pupils' skills over time. Staff, teachers and support staff, are very enthusiastic about their work and this has a very positive effect on the pupils who say that 'staff make every effort to make learning fun'. Teachers have high expectations of pupils and they talk openly about the ways in which pupils might improve their work. There is often reference to the targets that individual pupils have been set and teachers' marking is used very well to highlight aspects of the pupils' work that should be better. In turn, pupils respond very positively to this level of challenge and individual attention. Throughout the school, staff pay great attention to the wide range of needs in classes. There is a significant level of extension work for the higher-attainers and effective, focused support for those who have special educational needs or who speak English as an additional language.

Where teaching was judged to be satisfactory or good rather than very good or excellent, this tended to be in the teaching of ICT, the area that the school has highlighted as a key priority for development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A particularly wide range of well-thought out learning experiences are provided for pupils.
Provision for pupils with special educational needs	Very good. The school has a clear commitment to including all pupils. The programmes for pupils with special educational needs are very well organised and very effective.
Provision for pupils with English as an additional language	Very good. Support is given to help pupils to make progress in all aspects of their work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. An established code promotes respect and consideration amongst pupils. Pupils gain very good awareness of their own beliefs and the beliefs of others. They are given a wide range of cultural opportunities.
How well the school cares for its pupils	There are effective procedures for ensuring pupils' welfare and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by senior staff, leads the school very effectively. Together they support staff who are new to the school very well indeed.
How well the governors fulfil their responsibilities	Governors carry out their duties very well. They have a very good understanding of the school's strengths and areas for improvement.
The school's evaluation of its performance	Very good. There are clear systems to ensure that areas for improvement are highlighted and effective action is taken when needed.
The strategic use of resources	Very good. Comparisons in performance are made with school's in similar circumstances. The school works to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children make good progress • Behaviour is good • Teaching is good • Parents feel comfortable approaching the school • The school is helping children become mature 	<ul style="list-style-type: none"> • The amount of homework • The information for parents about how their child is getting on • The working relationships with themselves • The overall leadership and management • The range of activities outside lessons • A few had concerns about bullying

The inspection fully endorses the parents' positive views of the school. The inspection findings show that homework is in line with national recommendations and fully supports work undertaken in lessons. The information provided for parents is good. The overall leadership and management is very good and the school provides a very wide range of activities outside of lessons. There was no evidence of bullying during the inspection and the school's procedures to deal with any cases that should occur are appropriate. Overall, there is a good working partnership with parents but improvements can be made in this area.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well in English, mathematics and science and attain well above average standards by Year 6.

1. In the last few years the standards attained by pupils at the end of Year 6 in the National Curriculum tests have invariably been well above average in English, mathematics and science. They are often in the highest five per cent of schools in the country notably in mathematics. This represents very good achievement overall. The inspection findings confirm this picture.
2. Speaking and listening are particular strengths. Pupils are generally very articulate and by Year 6 are able to explain for example what makes for an informed debate. They make points such as 'taking account of others' points of view,' 'planning my arguments ahead', 'knowing my arguments are well-considered' and 'listening to others'. In Year 6 lessons, pupils were very effectively putting these into practice when making informed judgements about the use of mobile phones. They were also good at explaining why certain aspects of their debate had not been as successful as they might have been. Pupils are given a wide range of opportunities to perform in front of an audience, this may be in front of the class, a group or the whole school, and they rise to this challenge very well indeed showing high levels of confidence. Many refer to the success of the Midsummer Night's Dream performance by the Year 6 pupils who have just left the school as a testament to this.
3. The standard of reading is very high by Year 6. Almost all pupils read clearly, confidently, fluently and accurately with very good expression and understanding. They enjoy reading, find books interesting and are confident about how to find out information from books. Most make very informed comments about their preferences in reading, referring to particular authors and some of the techniques they use to make books interesting.
4. Raising of standards of pupils' writing has been a school priority and the work seen was of a very high standard. Pupils appropriately write for a wide range of purposes and audiences and show clear understanding about the ways in which they need to adapt their work; for example by using persuasive language, the present tense or the impersonal voice. Their written work is very well presented and shows a keen appreciation of the importance of choosing vocabulary that grabs the attention of the reader. One pupil did this very successfully when she wrote the following about a girl called Molly entering Mrs Johnson's class for the first time. 'After a fierce greeting from the teacher Molly entered the warm classroom trying desperately to be as bold as an elephant but instead she felt like a mouse'.
5. Pupils achieve very well in mathematics and attain very high standards. They show particularly quick response in mental agility work and can explain the ways in which they solve mathematical problems very well. Pupils often work together on problems and in this way spur each other on in their learning; for example in a Year 6 lesson where pupils were reducing fractions to their simplest form there was a lot of 'quick fire' debate amongst small groups of pupils. When asked about this way of working the pupils said that 'our teacher is flexible about the way we work and anyway it is much more fun to work like this. We learn more'.
6. The school has worked hard to improve standards in science and they are now as good as those attained in English and mathematics. A scrutiny of pupils' work and discussions with pupils show that they do a lot of experiments and they enjoy science. There is a high focus on investigative work and problem solving. Pupils set out their predictions clearly and systematically test them and take readings. They present outcomes well in tables, diagrams and graphs, accompanied by suitable analyses and conclusions. They can describe the importance of undertaking a 'fair test' and checking their results out more than once, for example when changing different components in an electric circuit and noticing the effect of these changes.

Pupils' attitudes to school are excellent, they behave very well, form very good relationships and their personal development is very effective.

7. Pupils enjoy coming to school and they expect to work hard and do their best, a view supported strongly by parents in their questionnaire returns and at the parents' meeting. Pupils are proud of their school. When asked why anyone might wish to send their child to this school they make comments, very similar to those set out in the new school prospectus, such as 'We have a lot of very good things here'; 'Golden Minutes are good, these are for when you do well'; 'Our swimming pool is excellent'; 'We have very good clubs'; 'We did very well in the national chess championship'; 'All the teachers are really cheerful'; 'Every year I have become more confident'; 'You feel better about yourself' and 'It's great here'.

8. Behaviour is very good. Throughout the day, pupils move around the school calmly and purposefully. The school's behaviour policy is working well and pupils are clear about the way they should behave, self-discipline is of a high order and behaviour in lessons is very good. Pupils are polite, courteous and respectful to adults and to each other. They value the relationships they have established in school and are very supportive of one another. They are keen to celebrate and praise each other's successes. The 'buddy system' whereby a pupil from Year 6 looks after a pupil from Year 3 helps to create a friendly ethos as soon as new pupils arrive. The newly established 'friendship seat' is working well at break times to ensure that anyone who is feeling lonely is befriended.

9. Pupils' personal development is very effective. They develop a good sense of maturity and a clear understanding about the importance of a healthy lifestyle and the dangers of drugs and alcohol. They take on increasing responsibility and all pupils have the opportunity to become a prefect or a monitor. Various tasks are allotted to each year group. For example, Year 5 pupils are overseeing the giving out and collecting in of lunch-time play equipment and they are doing this very diligently. The School Council is an active group who take their responsibilities very seriously; for instance they arrive at meetings ready to present their point of view drawing on ideas that they have jotted down from their classmates. They share their opinions sensibly and work towards a consensus in their meetings, as was seen when they were discussing the forthcoming poster competition about litter. They have a significant influence in important decisions, for example in creating the outdoor quiet areas.

The quality of teaching is very good. There is a strong team of staff who work together well

10. Teaching is very good and a strength of the school. All staff in the school, including the support staff, contribute well to the good quality teaching and make up a strong team. Good use is made of their individual strengths. Lessons are very well planned and this ensures that, taken overall, the needs of pupils of all ages, abilities and those who speak English as an additional language are met and pupils make very good progress. For example, a particularly good level of support is given to pupils who have been identified as having special educational needs. This works very well throughout the school and helps to ensure that these pupils achieve the targets set out in their individual education plans. In all classes, teachers set work which is effectively matched to the pupils' level of understanding and pay particular attention to challenging those pupils who attain highly.

11. A very noticeable feature of the teaching is the enthusiasm shown by staff for the work and this helps to inspire pupils in their learning. Teachers have high expectations of pupils and place a strong emphasis on the need for pupils to constantly improve their work. Often there is reference to the targets that individual pupils have been set and this reminds the pupils concerned about issues such as the need to improve their spelling and presentation. Teachers' marking is used very well to highlight aspects of the pupils' work that should be better. In turn, pupils respond very positively to this level of challenge and individual attention.

12. Overall, teaching of English is very good and sometimes outstanding. Teachers have very good understanding of the most effective ways to teach literacy and they are successful in supporting pupils to develop skills in this area. For example, in a Year 4 lesson when the distinctive features of writing stage directions were brought out extremely well since the teacher used a wide range of teaching strategies including making use of an inter-active whiteboard. Across the school, teachers explain to pupils what is to be learned, giving a clear focus to the lesson and making their expectations clear. Lessons are usually concluded with an effective plenary to assess learning, tackle any difficulties encountered and celebrate pupils' successes. Teachers use class and group discussions very well to extend pupils' skills in speaking and listening. Teachers regularly encourage pupils to explain their thinking. Particularly good use is made of the wide range of out-of-school activities to support the work undertaken in English. This is seen in the quality of writing undertaken by Year 6 after their visit to Whitby in Summer 2002.

13. The quality of teaching in mathematics is very good. Lessons start off with oral and mental starters which are conducted at a very quick pace and pupils rise to meet this challenge. For example, in a Year 3 lesson when pupils were adding and subtracting numbers at a very brisk pace. Particularly good use is made of technical vocabulary and the constant pursuit of explanations helps significantly to improve pupils' understanding. Pupils respond very well to the tasks set and are keen to complete their tasks. Time limits are set for activities and these help to instil a sense of urgency. In a Year 6 lesson, the teacher probed pupils' understanding of fractions very well indeed as they worked practically with apples and buns. In this lesson the teacher showed keen appreciation of the needs of the group and their individual targets and integrated these well into the lesson plan.

14. Science teaching is very good overall with a high focus given to practical work and to the development of pupils' skills in scientific investigation. Teachers plan interesting activities that make pupils enthusiastic about science. Planning is carefully thought out so that questioning and tasks are matched to pupils' different abilities. This ensures that every pupil has the opportunity to make progress at their own rate, building up their knowledge and understanding in science. Learning is also very effective because teachers carefully establish how much pupils have remembered from earlier lessons and ensure that pupils understand the scientific vocabulary they will be using.

15. In the few lessons where teaching was satisfactory or good rather than very good this tended to be in ICT. In this subject, pupils' thinking is not challenged in the same way as in other subjects. The school has the further development of ICT as high priority on its school improvement plan.

The leadership and management provided by the headteacher, senior staff and governors are very good. Their procedures for checking the school's effectiveness and then ensuring that improvements take place are very effective.

16. The headteacher provides a very clear educational vision for the school which focuses on pupils achieving highly as well as them becoming independent, confident learners who value and respect the needs of others. There is a strong belief that the school should work with everyone in the community. Along with the governors and senior team, the headteacher has taken the school forward at a time when there has been a high turnover of staff. This has been possible because of the clarity of purpose but also because the school gives high priority to staff development and support. A particularly good example of this commitment is evident in the way the school makes use of the skills of a senior member of staff as a mentor for newer teachers. The school has just been awarded the Investors in People award for its work in recognising the strengths of all of its staff and for the ways in which it helps to improve their skills.

17. The delegation of responsibilities is very effective and contributes well to the school's systems for checking its effectiveness. Senior staff have a particularly good range of skills and take responsibility for key areas, such as special educational needs. Along with the headteacher they

ensure that there are very good systems of internal communication. Subject and year group leaders support the senior team very well and enable them to gain a thorough overview of the way subjects, particularly English, mathematics and science, are taught and also how well pupils are achieving. Staff are conscientious and rigorous in their approach and from a detailed analysis of information, particularly assessment data, they set challenging targets for pupils' performance, regularly monitoring progress and resolving any issues that may arise. Subject staff produce an annual action plan that feeds directly into the school improvement plan. The success of this corporate management style is evident in the continued improvement of the school.

18. The governing body, with its valuable range of expertise, is committed to ensuring the highest quality of education for all pupils. Governors work very closely with the headteacher to achieve this objective. Their meetings are conducted efficiently and effectively and governors ensure that all statutory responsibilities are met. They have drawn up a monitoring programme to review the effectiveness of the school in a systematic way. This works well and governors are very clear about what has been achieved to date but also where further development is still needed.

19. There are clear links between the school's rigorous monitoring and checking procedures, the feedback given and the highlighted ways forward. There is an openness in the school about these processes based on a belief that everyone wants the best for the children. Staff feel very positive about the school's performance management arrangements and say that 'they feel valued'.

The school provides very good learning opportunities and fully promotes inclusion for all.

20. There is a wide range of well thought out learning experiences and the school is a fully inclusive community. There is a well-balanced programme covering all subjects of the National Curriculum and religious education (RE). The school also includes a short course in French later in Year 6 as well as swimming in all year groups.

21. The provision for the development of pupils' spiritual, moral, social and cultural development is very good and the school is particularly successful in helping pupils learn about a wide range of cultures and religions. Pupils say that they feel that it is one of the strengths of the school that 'we work and play at Brookland with kids from all parts of the world'. During the inspection very effective assemblies helped to widen pupils' understanding, for example, when a parent of Ghanaian origin sang negro spiritual songs and when a member of staff from South Africa explained what it had been like for her living there as a child. Pupils are proud of being able to speak a language other than English and are keen to demonstrate their skills. Displays in the school hall about 'Black History Week' include prayers for family members, many of which are presented in dual languages.

22. The school provides for pupils with a wide range of different needs. Through the use of different groupings and setting arrangements, along with teaching that takes account of the levels of understanding of individual pupils, the school is successful in including all in lessons. Pupils with special educational needs are considered to be important members of the school community and are respected by others. One pupil commented that he thought the fact that the school has bothered to put in ramps for disabled children and had bought special equipment to get you in and out of the swimming pool is very good. The school also is effective in ensuring pupils enjoy each other's high achievements in curriculum subjects or other areas, such as the local football league.

23. The range of out-of-school activities is much better than is usually seen and virtually all pupils take part in at least one after-school club. Visits of all kinds are organised, usually one per term in each year group. Pupils are often involved in planning and organising these events as well as in taking part. A wide range of visitors come to school to extend experiences for all pupils; for example, African dancers, Indian musicians, the local police officer and a survivor of the holocaust have visited in the recent past. The school is also very positive about giving all pupils the chance to excel in school performances. For this reason, two different casts both drawn from pupils in Year 6 presented the school's version of *Midsummer Night's Dream*. This meant that there was a particularly good level of involvement from all.

24. Community links effectively extend the learning of all pupils. Particularly successful events have been the Jubilee day when parents and pupils from the Infant School joined with the Junior School in a range of exciting activities. The visit to the local old people's home and also the work with the Local Agenda 21 partnership in tree planting were also noticeable events in the school's calendar.

WHAT COULD BE IMPROVED

Pupils' achievements in ICT

25. The school has appropriately highlighted ICT as a continuing priority for future development. By the end of Year 6, pupils attain average standards in most aspects of the subject but few attain the higher levels. Over time, pupils' skills have not been developed on a sufficiently systematic basis. They are now making generally good progress but can still achieve more. The school was in one of the later phases to receive the National Grid for Learning grant that has helped schools to upgrade their equipment and also provided extra training for staff. The computer suite is now adequate overall. However, at those times when it is being used by a full class, it is very cramped.

26. By Year 6, pupils are able to use the computer to present information, exchange information and ideas with others in a variety of ways, including through the use of e-mail and the Internet. They use word processing packages and databases and spreadsheets effectively and undertake some work on monitoring and control. Nevertheless, more can be achieved.

27. Teaching is now often good. There are occasions where it is only satisfactory since staff do not feel fully confident to challenge pupils' thinking in this subject and occasionally the quality of teaching is affected by technical problems with the computers in the ICT suite. Staff are using ICT to support work in other curriculum areas, for example some good work was seen in using ICT to support work in English. However, the use of ICT across the curriculum is not developed to its full extent. Throughout the school, pupils talk about the activities they undertake with enthusiasm, and all say they enjoy using the computers. Pupils are also encouraged to work independently, and they invariably concentrate and work productively, even when not closely supervised by an adult.

28. The school has recently taken on the services of a technician from the neighbouring secondary school to help with technical issues. There is a suitable action plan to help take the subject forward.

The partnership with parents

29. Overall, the partnership with parents is good but this is not as good as other aspects of the work of the school. The vast majority of parents hold the school in high regard but a significant minority do not. They express concerns and clearly do not have full confidence in the school. Although these concerns are in the main unfounded, for example about the overall leadership and management, the school is aware that a more proactive approach to celebrating its many achievements alongside a more systematic approach to monitoring parents' views might help to dispel their worries.

30. With this in mind, the school has recently revised its prospectus and this is now very good. It has consulted widely on issues such as the revision of the school's behaviour management policy. It is in the process of setting up a school web-site, introducing informal meetings for parents in year groups to supplement the formal consultation evenings, setting up governors' surgeries and also instigating a 'suggestion box' for parents. The inspection confirms that these are important next steps along with the proposed system of monitoring to check on any issues about which the parents may be concerned so that it is possible to deal with these at an early stage and in an open way.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.

To further improve the very good quality of education offered, the headteacher, senior staff and governors should:

1. Improve pupils' achievements in ICT by:
 - developing the school's provision;
 - ensuring that all staff have sufficient confidence in all aspects of the subject to challenge pupils in their thinking;
 - ensuring that ICT is used to its full extent across all subjects of the curriculum.

(25-28)

2. Improve the partnership with parents by:
 - introducing a more proactive approach to celebrating the school's many achievements;
 - introducing a more systematic approach to monitor parents' views.

(29-30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	2	2	0	0	0
Percentage	5	73	11	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	361
Number of full-time pupils known to be eligible for free school meals	24
Special educational needs	No of pupils
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	68
English as an additional language	No of pupils
Number of pupils with English as an additional language	39
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	40	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	35	39
	Girls	49	46	49
	Total	85	81	88
Percentage of pupils at NC level 4 or above	School	96(98)	91 (89)	99 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	37	38
	Girls	48	47	49
	Total	85	84	87
Percentage of pupils at NC level 4 or above	School	96 (89)	94 (90)	98 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	158	0	0
White – Irish	0	0	0
White – any other White background	73	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	10	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	13	0	0
Black or Black British – any other Black background	5	0	0
Chinese	2	0	0
Any other ethnic group	65	0	0

No ethnic group recorded	0	0	0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	16.5
Number of pupils per qualified teacher	21.8
Average class size	30

Education support staff: Y3– Y6

Total number of education support staff	18
Total aggregate hours worked per week	225

Financial information

Financial year	2001-2002
	£
Total income	903,436
Total expenditure	910,298
Expenditure per pupil	2,571
Balance brought forward from previous year	66,252
Balance carried forward to next year	59,390

Recruitment of teachers

Number of teachers who left the school during the last two years	12.1
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

357

Number of questionnaires returned

93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	45	51	4	0	0
Behaviour in the school is good.	51	45	2	0	2
My child gets the right amount of work to do at home.	24	39	27	4	6
The teaching is good.	46	46	4	0	3
I am kept well informed about how my child is getting on.	31	52	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	57	34	4	1	3
The school expects my child to work hard and achieve his or her best.	53	40	6	1	0
The school works closely with parents.	41	45	11	0	3
The school is well led and managed.	41	38	12	5	4
The school is helping my child become mature and responsible.	53	40	4	0	3
The school provides an interesting range of activities outside lessons.	43	35	15	3	3