

# INSPECTION REPORT

## **COURTHOUSE JUNIOR SCHOOL**

Maidenhead

LEA area: Windsor and Maidenhead

Unique reference number: 109819

Headteacher: Mr Peter Brooks

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 27 -29 January 2003

Inspection number: 246937

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:	Blenheim Road Maidenhead Berkshire
Postcode:	SL6 5HE
Telephone number:	01628 626958
Fax number:	01626 671931
Appropriate authority:	The Governing Body
Name of chair of governors:	Capt Tim Westcott
Date of previous inspection:	12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Courthouse Junior School is situated in the town of Maidenhead. There are 384 pupils on roll made up of 201 boys and 183 girls. The school has twelve classes for pupils from Year 3 to Year 6. The pupils come from a wide range of backgrounds and live in private and rented housing in the vicinity of the school. Most of the pupils come from a white UK heritage and the rest come from a range of other ethnic backgrounds. There are 23 pupils who speak English as an additional language, none of whom are at an early stage of learning English. The percentage of pupils identified as having special educational needs (18 per cent) is broadly in line with the national average and there are ten pupils with a Statement of Special Educational Need. Most pupils stay at the school for four years. Pupils enter Year 3 having spent time in local infant schools. The attainment of pupils on entry to Year 3 is above average.

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

Pupils achieve very well at this school and it gives them a high quality of education. Standards in English and mathematics are consistently well above average and those in science are very high. Leadership and management are very good and so is the teaching. All groups of pupils work very hard and take their work seriously. They are mature and very responsible young people. The school gives very good value for money.

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

- Standards in English, mathematics and music are high and those in science are very high.
- Pupils' attitudes and behaviour are excellent.
- There are some excellent links between subjects and links with the local and wider community are very good.
- The school is very well led and managed.
- Teaching is very good.

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

- Pupils' knowledge of their own learning.

*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 January 1998 and it has made good improvement since then. Since the previous inspection, standards have been maintained in English and they have improved in mathematics and science. Standards in other subjects are also higher. The school has improved the provision for information and communication technology (ICT) and the confidence of teachers in using it. The school fully complies with legal requirements and is in a good position to make further improvement.

## 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
	2000	2001	2002	2002
English	B	A	A	A
mathematics	A	A*	A	A*
science	A*	A*	A*	A*

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

Standards in English and mathematics are high and the school's performance in science is in the highest 5% nationally. The school is maintaining high standards over a period of years and is doing very well compared to schools with a similar intake of pupils. This is because of the very good teaching, the high expectations of staff and the rich curriculum on offer. The school sets and achieves challenging targets. All groups of pupils make very good progress but there are a few whose progress is not as good as it could be because of taking long holidays during term time. Music is a strength of the school and standards are high. By the end of Year 6, standards in art and design, history, geography and information and communication technology (ICT) are above average and show a good improvement from the last inspection. Standards in physical education are typical of those expected. Because of the nature of the inspection, it is not possible to make reliable judgements on standards or achievements in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about their school. They enjoy all the activities and work very hard.
Behaviour, in and out of classrooms	Excellent. Pupils are very well mannered and polite and show respect to other pupils and adults.
Personal development and relationships	Very good. Pupils confidently express their views and help out at school. They show a very good awareness of other people's needs both in the school and the wider world.
Attendance	Very good. The attendance rate is well above the national average. The school is exploring how to tackle the issue of long term time holidays taken by a few pupils from ethnic minority groups.

## 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.*

Teaching and learning are very good. Very good teaching was observed in mathematics, ICT, art and design, music and history. Teaching of English is good and a wide range of work is planned for the pupils. No lessons were observed in science or geography but it is evident from pupils' work that teaching is very good in these subjects. The skills of literacy and numeracy are taught effectively. The school meets the needs of all pupils very well. An excellent feature of teaching is the management of classes. Pupils put a large amount of intellectual effort into their work and show deep interest and concentration in what they are doing. They take their work seriously. One aspect for improvement is the pupils' knowledge of their own learning. Teachers know exactly how much the pupils have achieved but, in many subjects and lessons, teachers do not share this with the pupils. Many pupils do not know what they need to do to improve further.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The quality and range of learning opportunities throughout the school are very good. Music is a strength. Links with the local and wider community are also very good. Teams from the school are very successful in sporting competitions, particularly football.
Provision for pupils with special educational needs	Good. All staff have a good knowledge of individual pupils and clear targets are identified. The school makes good provision for the most able pupils both in lessons and after-school clubs.
Provision for pupils with English as an additional language	Good. Pupils who need extra help in speaking English fluently receive a good programme of support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual development is good and the provision for their moral, social and cultural development is very good and a strong contribution is made to this provision by Music and the arts.
How well the school cares for its pupils	Very good attention is paid to the safety and well being of pupils. Behaviour management is consistently very good. Procedures for assessing pupils' attainment and progress are also very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy and other key staff of the school are a key factor in the pupils' success.
How well the governors fulfil their responsibilities	Very good. They are very active in development planning and shaping the direction for the school.
The school's evaluation of its performance	Very good. The school knows what its strengths and weaknesses are and how it can improve further.
The strategic use of resources	Very good. The school is very efficiently run and it manages and uses its resources very well. Priorities for development are appropriately financed. Best value principles are applied very well to the purchase of goods and services.

Staffing, accommodation and learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Teaching is good.</li> <li>The school is well led and managed.</li> <li>The school expects my child to work hard and achieve his or her best.</li> <li>Their child likes school and is making good progress.</li> <li>Behaviour in the school is good and the school is helping their child become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Activities outside of lessons.</li> </ul>

The inspection team agrees with the very positive views of parents. A very small number of parents brought individual issues to the attention of the inspectors and these have been communicated to the school. There are a good number of activities outside of lessons, including competitive sports, but there could be a wider range which are available to the younger pupils.

## **PART B: COMMENTARY**

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

**Standards in English, mathematics and music are high and those in science are very high.**

1. By the age of eleven, standards are high in English, mathematics and music and very high in science. Since the previous inspection standards have been maintained in English and they have improved in mathematics and science. The school has effectively implemented its own programme for literacy and numeracy using some of the content of the National Literacy and Numeracy Strategies. Pupils with special educational needs make very good progress and are achieving the standards that they are individually capable of. The progress of different ethnic groups and those for whom English is an additional language is very good but there are a few pupils from ethnic minority groups whose progress is not as good as it could be because of taking long holidays during term time. The most able pupils are doing very well and there is no significant difference between the performance of boys and girls. Pupils are set into ability groups in English and mathematics which has a major impact on the high standards attained by all pupils.
2. In English, pupils attained high standards in 2002 national tests. Standards in all aspects of the subject are well above average throughout the school and have been maintained since the previous inspection. Pupils read, write and communicate with enthusiasm, confidence, fluency, accuracy and understanding. They speak in a range of contexts and respond appropriately to others. In lessons pupils listen intently to their teachers and discuss their work very well in pairs or small groups. They participate in a good range of drama activities in lessons and assemblies, confidently performing in front of their class or the whole school using a good standard of spoken English. A Year 5 class has spent time at a local arts centre, developing a performance related to 'Romeo and Juliet'. They wrote a section of the play in modern language and then performed it. Pupils read a wide range of texts and scan texts to retrieve the information they are looking for. They show a very good understanding of key points and refer to the text to justify their views. High standards of writing are evident everywhere. Pupils have a very good knowledge of grammar and punctuation. They can write sustained stories with a good attention to characterisation and plot. They use different forms of writing very well, as for instance when reporting on scientific experiments and when expressing opinions such as writing persuasive letters to Tony Blair about the need to preserve the whale. Poetry is of a particularly high standard. In Year 4, one pupil writes about 'the sparkle of the icy pond' in a poem about winter. The pupils have had many poems published in young writers' anthologies.
3. Standards in mathematics at the end of Year 6 are well above the national average and are confirmed by the 2002 national tests results and trends over the last three years. This is due to the high expectation and challenge given by many teachers. Pupils understand, describe and use numbers and their properties and read and write numbers accurately. They are good at mental calculation and demonstrate accurate knowledge of number facts and multiplication tables. They have a good understanding of place value, use decimals and fractions and find percentages. In Year 4 pupils identify fractions of a triangle. Year 6 pupils can explain improper fractions and numerator and denominator. They can mentally work out percentages and then convert them to fractions. Pupils measure weight and distance accurately. They can construct and interpret data collected in graphs, diagrams, charts and tables. Year 3 begin to read and plot co-ordinates. Pupils in Year 4 record the numbers at a football match to the nearest thousand or hundred. Year 5 construct graphs on the weight of dinosaurs and Year 6 record the bird

numbers seen during an observation and then work out the percentages. Pupils know the properties of shapes and how to calculate angles. By the end of Year 6, pupils use a good mathematical vocabulary, understand the use of brackets and use appropriate formulae for the area of a rectangle and triangle. They organise their work very well and record or represent it in a variety of ways making good use of literacy skills.

4. In science, national test results in 2002 indicate that, by the end of Year 6, standards are very high and have been consistent over the last three years. This is because of the very good leadership of the subject and the wide range of scientific activities that are planned. Pupils of all abilities and in all classes are making very good progress in their learning and understanding. They are very good at making predictions, justifying them and designing tests. They record how they make a test fair, what they changed and what they kept the same. Pupils in Year 6 have a very good understanding of seed dispersal. They investigate the size of a shadow as an object is moved away and explain their findings. Pupils draw firm conclusions making clear connections to scientific knowledge. When investigating water resistance they conclude that the heavier the mass the slower a boat becomes because there is more water resistance. They apply their knowledge and understanding well to everyday situations and to themselves. They understand the importance of a healthy and balanced diet and that heart disease or obesity can be the result if you overeat. They know that food intake is measured in kilojoules. Very good links are made with English, mathematics and ICT with plenty of opportunities for pupils to use their skills of literacy and numeracy.
5. Music standards are also high. There are regular and very good opportunities in assembly for the whole school to sing and for the orchestra, recorder group and choir to perform. The orchestra or recorders often accompany the whole school during the singing of the hymn for the day. Assemblies are also used to widen the pupils' knowledge of famous composers and pupils in Year 6 make notes about composers such as Rachmaninov. Singing is of high quality. The choir sing 'Snowdrops falling down' with clarity of sound and good pitch, rhythm and dynamics. Pupils in Year 4 sing very expressively and in tune and are able to read the music notation and acknowledge any pauses. They accompany the singing with percussion instruments. Pupils know about, explore and enjoy the music from a variety of cultures and times such as the Vikings, Israel and the Caribbean. Pupils compose their own pieces of music. Year 6 pupils compose a scene from a favourite book after listening to 'Peter and the Wolf'. Year 3 pupils compose simple tunes and perform them to the class. Music provides a wealth of opportunities for pupils to perform both inside and outside of the school and visitors such as a recorder society enrich the pupils' experience in school. The pupils give a wide range of concerts and enter competitions. The choir has sung in the Albert Hall and the choir, orchestra and recorder ensembles perform regularly to groups in the local area such as the visually disabled. These make an excellent contribution to the pupils' spiritual, moral, social and cultural development. Many of these performances are in aid of charities for which large amounts of money are raised. Parents highly appreciate the school productions of musicals such as 'Cats'.

#### **Pupils' attitudes and behaviour are excellent.**

6. All pupils are very enthusiastic and involved in their work and the activities that take place in the school. There is an excellent work ethos in classrooms. Pupils are stimulated to work hard because they are well challenged and motivated.
7. Pupils respond to the brisk pace of lessons and settle with relish to the tasks given. In a Year 6 mathematics lesson on measurement, pupils are very attentive and ask and answer questions about their work showing total involvement. Similarly, pupils in a Year 4

art lesson are inspired to design different mosaics, showing joy in learning and interest in what they are doing. They think hard about their tasks and discuss them very well with their friends and with the teachers. They show curiosity and creativity and a large amount of effort. Pupils' enthusiasm for school extends to the good range of activities which are available outside of lessons and after-school clubs are well attended. They write letters to the school after they have left thanking the staff for the help and support they have received and how much they enjoyed their time in the school.

8. Behaviour too is excellent. Pupils are well aware of what is and is not acceptable, and their self-discipline and control are evident in the way they move around the school and settle in their lessons. Teachers rarely have to waste any time in class establishing order. Pupils are extremely polite to each other and adults and willing to help. School routines run very smoothly; the school is a pleasant place to be as a result of the pupils' calm maturity and good manners. Their attendance is well above the national average and there have been no exclusions in the last year.

**There are some excellent links between subjects and links with the local and wider community are very good.**

9. Very good links between many subjects deepen pupils' understanding in many aspects of their work and make an excellent contribution to their spiritual, moral, social and cultural development. Literacy and numeracy skills are well used.
10. Very good use is made of literacy skills in subjects such as science, history, geography, dance and ICT. Pupils in Year 4 express movement in their dance lesson after discussing the mood created by a poem. Poems are very well presented in word-processed form and pupils choose fonts carefully to accentuate the feelings or subject of the poem. The school has recently purchased 15 laptops, which are used to good effect in lessons. Year 3 pupils use a software program well to change letters from the horizontal to a vertical axis when writing an acrostic poem. Pupils use their literacy skills to prepare high quality presentations on the Alps. They write poems about a river's story. In history the pupils in Year 5 prepare a newspaper on the Battle of Bosworth. Year 6 record a project on Britain in the 1950s using skills learnt in ICT, English and art. The resulting folders are of a high standard.
11. In mathematics, ICT is used well to record charts and graphs. In a Year 5 lesson, pupils use laptops confidently to solve problems about fractions. In links with history in Year 3, pupils measure hand spans and investigate pyramid patterns. Links with art include painting geometric patterns.
12. In science, very good links are made with English and mathematics, ICT and music. Pupils construct tables of results and bar graphs after an investigation to show the time it takes for a parachute to fall to earth. They write poems about 'The Glider' and record their work with precision. In ICT they construct line graphs to show pulse rate and record measurement on the length of shadows. In their investigations about sound they find out how the pitch of a violin can be changed by the tightness or length of the string.
13. In art, cultural links include Chinese watercolours for pupils in Year 4 and Jewish customs are celebrated and identified in Year 5. There are very good examples of pupils' work throughout the school of Egyptian, Mexican, African and Caribbean art. Professional artists are very well used to enrich the pupils' artistic appreciation and pupils have a good understanding of the styles of painters such as Picasso, Monet, Degas, Gauguin and Seurat and designers such as Clarice Cliff.

14. In geography, there is very good use of mathematics and ICT to produce line graphs showing climate patterns and temperature. Year 5 pupils measure temperature and record the temperatures in major cities of the world. Pupils use the Internet for research and prepare a presentation on rivers. They use these skills very precisely constantly evaluating and improving their work. One girl drew the shape of raindrops on the computer and then with meticulous concentration filled the raindrops in with colour. Pupils extend their knowledge in both geography and history when they compare and contrast their town now and in the past.
15. Links between design and technology, art and history greatly broaden the pupils' learning. Pupils in Year 3 paint pictures and use straws to make papyrus boats on the Nile in ancient Egypt. They make mummified cats out of papier-mâché. Year 4 pupils design and make mosaics and draw a Roman goblet. Year 6 design and make an air raid shelter and write instructions on how to build it. Links with dance include doing the Lindi-Hop and Greek dancing.
16. There are very strong links with the local and wider community. Close relationships exist with the feeder infant schools and regular visits take place aimed at ensuring there is a smooth transition for pupils. Pupils from the school regularly perform for the infant children. Pupils' social and academic needs are also discussed when it is time for them to transfer to their secondary school and the pupils are then given the opportunity to visit their new schools. Year 6 pupils make excellent use of the science laboratory at the secondary school. Working with the secondary school, very good links have been established with schools in Germany which have provided opportunities for work experience for German sixth form students, regular electronic and surface communication and a visit by Courthouse children to Germany. As a result, the pupils have a good awareness of, and interest in, another European culture and language.
17. The school has been a national winner of several projects relating to industry over the last few years. Year 6 has won recognition for their designs for airline seats and uniforms. They research the petroleum industry and visit petrol stations and interview staff. For these projects they have used skills learnt in English, science, mathematics, geography and art. There is also a very good programme of visits. Pupils go rock climbing and canoeing. They visit well known sites such as Wembley stadium and the Imperial War Museum. Visitors to the school such as professional artists and an archaeologist also make a valuable contribution to the pupils' learning.

**The school is very well led and managed.**

18. There has been a stable leadership structure at the school for the last ten years which has been very successful in guiding improvement, resulting in the high standards and quality of education seen today. The headteacher, deputy and senior management team run the school very well and have established excellent relationships with staff and pupils. There is a sense of fun, joy and wonder in learning which comes from the top. Parents are very supportive of the school. This high quality of leadership ensures a very clear educational direction for the school. Subject leaders have clear plans for the development of their subject and the leadership of science and music is particularly good.
19. The school is not standing still and continues to tackle important priorities which are identified in the school development plan. It has addressed the issues from the last inspection well. Standards of attainment are higher than they were in subjects such as geography, history, ICT and art and design. The provision for ICT has been improved by training for teachers and through the purchase of new laptops for classroom use which are being well used in the classroom. The school meets its statutory requirements and

issues relating to health and safety have all been attended to. All parents receive a copy of a written annual report on their child's progress, although some parents find them not as useful as they could be and there is very little information on how the pupils can improve. The present school development plan identifies educational priorities such as maintaining the high levels of achievement in English, mathematics and science and further improvements to the curriculum in ICT. It is continuing to develop the programme for personal, social and health education and introducing a school council. The school has secure systems to monitor performance and check on pupils' progress, making good analysis of available test data. There is rigorous monitoring and development of teaching. An effective system of performance management is used very well to set and review targets. The school is effectively involved in initial teacher training, in conjunction with a local university.

20. The governors are well informed and involved and have a very good understanding of the strengths and weaknesses of the school. In consultation with the headteacher and staff, they are able to plan strategically and ensure that finance is directed to those areas which bring about school improvement. Financial decisions are firmly linked to the school development plan and best value well applied. Very good attention is given to the retention and recruitment of staff. The large underspend for the last year has been carefully allocated to improve the accommodation including a window replacement programme and the upgrading of the computer suite. The management of pupils with special educational needs is good and the governors have provided additional support staff in each year group covering English and mathematics as well as science.

### **Teaching is very good.**

21. There has been an improvement in teaching since the previous inspection and it is now very good. Teachers' confidence in teaching ICT and physical education has improved although there is still more to do. All pupils learn well and make very good progress. The main strengths in learning are the way pupils take delight and interest in acquiring new knowledge and skills. They are able to sustain concentration and think and learn for themselves. The brisk pace to lessons is a common feature in the school. The management of lessons is excellent. Teachers use constant assessment and explanation during lessons to ensure that pupils understand their work. They support and work well with individual pupils. The sessions at the end of lessons use very effective questioning to check and challenge pupils' understanding. Teaching assistants provide very good support, particularly for pupils with special educational needs.
22. In English, teaching and learning are good. Pupils learn well as a result of the teaching. The basic skills of literacy are well taught with a rigorous attention to ensuring that pupils acquire the necessary skills in speaking and listening, reading and writing. Teachers plan a broad and rich programme of activities for the pupils. All ages and abilities have suitably challenging work. There is excellent management of lessons and very good relationships are established so that pupils work purposefully. Teaching makes sure that there are good opportunities in lessons for pupils to extend their speaking and listening skills and there are good discussions and challenging questioning to inspire the pupils to develop and use a wide range of vocabulary. Setting arrangements in all year groups also make sure that each group of pupils make good progress. Pupils are actively involved throughout lessons and do discuss their work well with the teachers. Work is marked. However, often marking does not pick out areas for improvement for individual pupils.
23. Teaching and learning are very good in mathematics. There is a very challenging range of oral questioning, a rigorous pace and teachers display high expectations of the pupils'

abilities. The pupils respond by working very productively and putting a large amount of effort into their work. However, lessons can lose their sparkle when the pupils are given work from a published scheme: although the tasks are mainly appropriate the pace drops and sometimes the different abilities within the set are not challenged as much as they could be. Some days the lessons in Year 4 are too long (one hour and twenty minutes) and the extra time could be better spent developing other areas of the curriculum. Teachers have a very good knowledge of the subject and are at present reviewing the effectiveness of their implementation of the National Numeracy Strategy.

24. Although no teaching was observed in science, it is clear from the high quality of pupils' work that teaching is very good and that a wide range of scientific activities are planned. There are very good assessment and reporting procedures and pupils have a clear understanding of the level they have reached.
25. Music teaching is very good. There are three specialists in the school who have an excellent subject knowledge, which they use to develop a high quality of appreciation of music in the pupils. Teachers have high expectations. In a Year 4 lesson, pupils make very good progress in their learning about pitch and dynamics because the teacher is rigorous in her questioning and provides interesting music related to the Vikings for them to listen to.
26. Very good teaching and learning were also observed in history, ICT and art and design. In a Year 3 history lesson on Ancient Egypt, the teacher gave clear explanations as to why the land by the Nile is fertile and produced food such as figs and dates to exemplify this. In a Year 5 ICT lesson, the teacher gave a very good demonstration, using a smart board, on how to add sound and make a text box for a presentation and led the lesson through at a brisk and challenging pace. Pupils' learning was also very good and they concentrated very well and planned their own work. In a Year 4 art lesson, the teacher displayed a very good knowledge of the subject. She used humour well to motivate the pupils and gave a very good demonstration of how to roll clay and cut a tile safely using a tool. Although no teaching was observed in geography, it is clear from the quality of pupils' work that teaching is very good and that a wide range of geographic activities are planned. Teaching and learning in physical education are good and could be very good if there was more challenge for the more able pupils. In a Year 6 dance lesson, the teacher used language and music well to challenge the pupils to push, pull, lift and balance and to use mirror actions. The teachers set homework regularly.

## **WHAT COULD BE IMPROVED**

### **Pupils' knowledge of their own learning.**

27. Teachers know their pupils well and use assessments to identify what they can do and how future lessons should be planned. In lessons, they challenge individual pupils and support those who need help. In ICT lessons many pupils are good at evaluating and improving their own work. However, marking in many subjects does not give clear and challenging comments on how pupils' work could be improved. Although teachers plan very interesting and challenging lessons, there are too many occasions where learning objectives are not shared with the pupils. In science and some mathematics lessons, the pupils have targets to work towards and they know what they are but this is not consistent in other subjects. Pupils with special educational needs do have targets set for them but many pupils interviewed during the inspection do not know what they have to do to improve and what they have achieved already. This is also reflected in the annual reports to parents, which again contain mainly positive comments and no identification of how the pupils could improve.

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

28. The school should:

- (1) introduce consistent systems so that pupils are fully aware of what they have achieved and what they need to learn next in order to improve further.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	8	1	0	0	0
Percentage	0	53	42	5	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)	384
Number of full-time pupils known to be eligible for free school meals	36

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
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	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	41	56	97

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	36	39	41
	Girls	54	55	56
	Total	90	94	97
Percentage of pupils at NC level 4 or above	School	93 (89)	97 (93)	100 (98)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	30	37	38
	Girls	40	48	50
	Total	70	85	88
Percentage of pupils at NC level 4 or above	School	73 (78)	89 (85)	92 (99)
	National	73 (72)	74 (74)	82 (82)

*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	345	0	0
White – Irish			
White – any other White background	1	0	0
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	13	0	0
Asian or Asian British - Indian	7	0	0
Asian or Asian British - Pakistani	10	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	3	0	0
Chinese	1	0	0
Any other ethnic group			
No ethnic group recorded			

*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)	15.5
Number of pupils per qualified teacher	29
Average class size	32

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

Total number of education support staff	12
Total aggregate hours worked per week	179

### ***Financial information***

Financial year	2001/2002
	£
Total income	749,569
Total expenditure	701,293
Expenditure per pupil	1,812
Balance brought forward from previous year	96,216
Balance carried forward to next year	144,492

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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

384
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Number of questionnaires returned

119
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### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	2	0	1
My child is making good progress in school.	58	40	1	0	1
Behaviour in the school is good.	53	45	1	0	2
My child gets the right amount of work to do at home.	39	48	11	0	2
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	48	47	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	1	0
The school expects my child to work hard and achieve his or her best.	77	20	2	0	1
The school works closely with parents.	43	48	4	2	3
The school is well led and managed.	75	22	0	0	3
The school is helping my child become mature and responsible.	64	34	1	0	1
The school provides an interesting range of activities outside lessons.	38	39	14	2	8