

INSPECTION REPORT

CHEPPING VIEW PRIMARY SCHOOL

High Wycombe, Buckinghamshire

LEA area: Buckinghamshire

Unique reference number: 110321

Headteacher: Richard Millington

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 3 – 5 February 2003

Inspection number: 246982

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Cressex Road
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Appropriate authority: The governing body

Name of chair of governors: Carol Baker

Date of previous inspection: This school has not previously been inspected.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chepping View Primary School opened in September 2002. It was created through a merger of Lansdowne Primary (7 – 11) School and Shelburne Infant (4 – 7) School, which shared the site. It is a much larger than average, urban primary school with 478 children on roll (251 boys and 227 girls), taught in 19 classes. It is popular among parents, with some 60 per cent of applications coming from outside its immediate locality. Children start school in the September after their fourth birthday. Many children have underdeveloped learning skills when they start school, and their attainment, particularly in literacy and numeracy, is often well below what is expected for their age. The proportion of pupils claiming their entitlement to free school meals is broadly in line with the national average. More than 50 per cent of pupils come from minority ethnic backgrounds, mainly Pakistani, and around 35 per cent of pupils are learning English as an additional language; there are 88 pupils who are at an early stage of learning English. The proportion of pupils with special educational needs is close to the national average but the proportion with full Statements of Special Educational Needs is well above average. The school has a 10-place speech and language unit for statemented pupils in the junior age range.

HOW GOOD THE SCHOOL IS

The leadership and management of Chepping View Primary School are building successfully on the strengths of the schools from which it was created. It is a good school, which already has many very good features. The overall quality of teaching is high and the school offers a rich and interesting curriculum. It is very successful in making sure that all pupils, including those who have special educational needs and those who are learning English as an additional language, have full access to its provision. Most pupils make good progress from when they enter the school at four years of age to when they leave at the end of Year 6. They also develop good attitudes to learning, behave well and form good relationships with each other and with adults. Despite being a new school, it is already judged to provide good value for money.

What the school does well

- The headteacher, senior staff and the governing body provide strong leadership.
- Teaching is of high quality and most pupils make good progress and achieve well in relation to their starting point.
- The early years department provides children with a very good start to their full-time education.
- Provision for the spiritual, moral, social and cultural development of pupils is very good and they develop good attitudes towards learning. Their personal development is good and they get on well with each other and with adults.
- The curriculum gives proper weight to all the subjects of the National Curriculum and religious education and is enriched through many activities and visits, including very good experiences in the arts; all pupils are fully included in what the school provides.
- The school has established very good systems for keeping track of pupils' progress and setting them appropriate targets.
- Good relationships are maintained with the vast majority of parents, who hold the school in high regard.

What could be improved

- Pupils' attainment in Year 2, especially in English, mathematics and science.
- The attendance and/or punctuality of a significant number of children whose parents fail to ensure that they come to school regularly or on time.

Because the school in its present form had only existed for five months prior to the inspection, there are a number of areas in which there is more to do in harmonising practices throughout the 4 – 11 age-range.

These include:

- Consistency in the expectations and the management of pupils' behaviour;
- Procedures for some aspects of pupils' welfare.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not previously been inspected as a primary School serving the 4 – 11 age-range. However, it is evident that the joining together of the two previously separate schools was very well planned and managed. Since September 2002 there has been further good progress in creating one school from two. Building plans designed to provide a greater sense of physical unity have been well considered and are being taken forward with urgency. The strong partnership between the headteacher, staff, governing body and parents provides a good basis for further improvement. The school's involvement in the Excellence in Cities initiative is already proving effective in removing some of the barriers to pupils' learning.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests. These results were achieved by pupils who were attending Lansdowne Primary School prior to its joining with Shelburne Infant School.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	C	C	A	well above average A above average B average C below average D well below average E
mathematics	D	D	C	B	
science	E	E	E	D	

Schools are described as similar when they fall into the same band of pupils eligibility for free school meals, in this case between 20 and 35 per cent (the current figure at Chepping View is around 25 per cent). No account is taken of the proportion of pupils who are learning English as an additional language or who have special educational needs.

Children in the early years department make good progress from a starting point that, for many, is well below average. By the time that they enter Year 1, it is probable that around half of them will achieve the Early Learning Goals; overall, attainment is likely to be below, rather than well below, average.

The pupils currently in Years 1 and 2 are making satisfactory progress across the subjects of the National Curriculum and religious education. Inspection evidence indicates that standards in English, mathematics and science are *below average*; this represents an *improvement* compared with the *well below average* results of the national tests in 2002 (taken at Shelburne Infant School). Although most subjects were not fully inspected, there was clear evidence of work that was of above average quality in Years 1 and 2, notably in information and communication technology, art and music.

As the above table shows, pupils at the end of Year 6 in 2002 achieved national test results that were in line with national averages in English and mathematics and well below them in science. The reason for the lower performance in science was the relatively lower number of pupils who achieved Level 5; however, 82 per cent of the year group did achieve the national expectation of Level 4. The school is actively pursuing improvement in respect of its potentially higher-attaining pupils. These results reflect great credit on those who have taught these pupils as many of them started their full-time education at the early stages of learning English as an additional language and there was a significant proportion of pupils with special educational needs in the year group, including four with full statements. The school is justifiably proud of its success in English and mathematics compared to similar schools. Results over the past five years have improved in line with national trends. In 2002, targets for the proportion of pupils achieving the national standard in English and science were surpassed. In mathematics the

target was not reached because not enough emphasis had been placed on speed in mental arithmetic; this aspect is being effectively dealt with. The evidence from the inspection is that standards in English, mathematics and science in Year 6 are securely in line with national expectations. In the performing arts, including the visual elements, work was seen that is well above the standard expected of pupils of junior school age. In aspects of physical education, including competitive sport, and of information and communication technology, standards are above national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are keen and eager to join in all activities and to learn.
Behaviour, in and out of classrooms	Pupils generally behave very well both in and out of the classroom, responding positively when adults have set high expectations for them.
Personal development and relationships	The school is a harmonious community where pupils have very good relationships with each other and with adults. Pupils are helped to take responsibility for their actions through the many opportunities that the school provides for their personal development.
Attendance	Although most children attend regularly and arrive on time, attendance in the lower part of the school is below the national average but improving. There are also far too many children whose parents do not get them to school on time.

Very good relationships are a strength of the school. This is mainly due to the very good example set by the adults in the school community.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5 - 7 years	Aged 7 - 11 years
Quality of teaching	Very good	Good	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 high. During the inspection, the teaching in many lessons was very good; on two occasions it was excellent. There was no unsatisfactory teaching. The skills of literacy and numeracy are taught well.

Planning and support for pupils with special educational needs and for those who are learning English as an additional language are very good; these pupils are enabled to make progress that is as good as that of their peers.

Other very good features of the best teaching seen, apart from the very good planning, included the very good relationships and working routines that had been established by teachers and their assistants. In these lessons, which were in the majority, teachers managed children's behaviour very well by providing interesting and appropriately demanding work and having consistently high expectations. Teachers made clear to pupils what they were intended to learn and questioned well to promote and check on learning. In the minority of less successful, although still satisfactory, lessons, time was sometimes not managed well and the expectations and management of pupils' behaviour were inconsistent with the school's overall approach.

Pupils are very interested in their learning and acquire basic skills well. They are greatly helped in most year groups by having individual, short-term targets to work towards. This, alongside the overall high quality of teaching, gives pupils a good understanding of their own learning and promotes their

confidence in themselves as learners. From the Reception classes onwards children are encouraged to work independently when that is appropriate and to develop good work habits. The quality of their learning is good and they achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is broad and balanced and enriched by a wide variety of opportunities that stimulate the pupils. There is very good provision for extra-curricular activities and many visitors provide enhanced learning opportunities for pupils. The quality of the experiences offered in the performing arts is a strength of the school.
Provision for pupils with special educational needs	The very good quality of support provided for these pupils allows them to have full and equal access to the curriculum and all aspects of school life. As a result they make progress that is as good as that of other pupils.
Provision for pupils with English as an additional language	The good quality of support provided for these pupils, about one-third of the school, by the specialist team, ensures that their learning is in line with that of other pupils of similar ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, this is very good. The respect for persons and the value placed on their contribution to the school are strengths. Pupils develop a clear understanding of what is right and what is wrong through good example and a simple code of conduct. There are many opportunities for developing pupils' self-esteem and promoting good relationships. The cultural diversity in the school is used very well to promote respect for the feelings and beliefs of others.
How well the school cares for its pupils	The school is a very caring community and the adults know the pupils well. Some procedures relating to pupils' well-being need to be more rigorous to support the high level of care shown by all staff. There are very good procedures for keeping track of the learning and progress of individual pupils.

Parents hold very positive views of the school and involve themselves well in its work. They are ambitious for their children to do well and give good support with homework. The Friends of Chepping View provide very good support to the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has a clear vision for the school. Central to this is raising the standard of pupils' achievements through providing high quality education. He has brought together a team with a shared sense of values and a strong commitment to improvement. He is very ably supported by the deputy headteacher and the rest of the senior management team.

How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are fully involved in the school development planning process and have a clear understanding of the school's strengths and a growing understanding of priorities for development.
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The school's evaluation of its performance	The school is continuing to extend its procedures for monitoring pupils' progress and evaluating the quality of teaching. Staff have established a system of monitoring and target setting that is moving the school forward towards achieving its aims.
The strategic use of resources	Financial planning is very thorough and takes full account of the cost of implementing the school's plan for development. Correct financial procedures are followed and staff and governors actively seek to obtain the best value for their spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 268 parents who returned completed questionnaires and of the 32 parents who attended the pre-inspection meeting with the registered inspector were taken into account.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Teaching is good and the school has high expectations of children. • Behaviour is good and the school helps children to become mature and responsible. • The school is well led and managed and parents find the school very approachable. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework. • How closely the school works with them. • Information about children's progress. • The arrangement in Year 1 where one class has three different teachers during the week.

Inspection evidence supports the positive views of most parents. The range and quality of activities outside lessons are very good and the amount and nature of homework are appropriate to the age of the children. Reports about children's progress are full and individual and many parents appreciate the ease with which they can have daily contact with teachers. Although the Year 1 class is taught by three experienced teachers, the inspection team agrees with parents who are concerned, because of the age of the children, about consistency of approach and the difficulty of communicating with a class teacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher, senior staff and the governing body provide strong leadership

1. The headteacher provides very good leadership, clearly focused on raising standards of achievement through providing a high quality education. He has very good management skills and has created an organisational structure that matches well the needs of a large school and includes clear role definitions for all staff. He has very successfully led and managed the coming together of the two former schools.
2. The deputy headteacher provides very good support and has responsibility for major aspects of the day-to-day running of the school and its further development, including the very important aspect of assessment and target setting (see paragraphs 37 - 39). The senior management team as a whole benefits from clear delegation; it takes responsibility for key aspects of the day-to-day running of the school and contributes fully to planning and implementing strategies for improvement.
3. Year group leaders have been given an appropriate level of responsibility and power and make an important contribution to consistency across year groups and to continuity between them. The newly appointed year group leaders in Years 1 and 2 have an added difficulty in these respects because of the high proportion of classes in these year groups that are shared between two or more class teachers. Teachers with responsibility for areas of the curriculum display commendable enthusiasm and commitment and collectively have a very clear sense of what needs to be improved and how this can be achieved. Throughout the staff there is a strong commitment to improvement and to educational inclusion. All aspects of the school's work are kept under continuous review.
4. Governors are supportive and fully committed to the development of the school. The chairperson is a frequent and welcome visitor and other governors, too, give generously of their time through monitoring visits and help. The governing body works effectively through a small number of committees and discharges its statutory responsibilities well. Governors are beginning to monitor the effects of spending decisions, for example recent expenditure on information and communication technology. Decisions related to provision for the early years have led to significant improvements and governors recognise the need for further spending on the infant years.
5. The school improvement plan is a key working document, drawn up by staff and governors. It provides a clear sense of direction and a framework both for financial decision-making and for performance management targets. Financial planning and control are strong; the allocation of finances closely follows the priorities that have been identified. Funds allocated for specific purposes, for example for staff development or for pupils with special educational needs, are spent well. The school successfully seeks to obtain best value from its financial resources.
6. Current priorities include harmonising whole-school policy and practice and managing effectively the building programme that will create a physical link between the two parts of the school. In addition, further raising standards in science, mathematics and English is a continuing objective. The school has identified that the attainment of Pakistani pupils, especially boys, is lower than that of other groups and will use its involvement in the Excellence in Cities initiative to address this. The overwhelming majority of parents who returned completed questionnaires considered that the school was well led and managed; inspection evidence strongly supports that view.

Teaching is of high quality

7. The high quality of teaching is the main reason for the good progress that pupils make and for the good attitudes to learning that they develop. Of the lessons observed, around half were

either very good or excellent and a further 40 per cent were judged to be good; the remainder were satisfactory. Inspection evidence fully supports parents' opinion that the quality of teaching is good and that children make good progress.

8. Examples of teaching that was good or better were observed in all three stages – the Foundation Stage (Reception), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 – 6). In 86 per cent of lessons, pupils' attitudes and behaviour, and the progress they made, were good or better. These figures speak for themselves.
9. The teaching of English, including the literacy hour, was always at least satisfactory, with two of the lessons in Years 3 – 6 judged to be excellent. In mathematics, including the skills of numeracy, teaching was at the least satisfactory but frequently very good in Years 3 – 6.

There are a number of features common to the good or better teaching seen during the inspection and these include:

10. **Teachers plan their lessons well and tell pupils what they are intended to learn.** Teachers have good knowledge of the subjects that they teach and of the learning needs of their pupils. For example, a lesson with pupils in Year 3 who were finding difficulty in learning mathematics was very well planned and the learning objective of 'I can use numbers that make ten to help me add three numbers' was clearly shared with them. Throughout the lesson pupils were encouraged to explain their strategies, thereby improving understanding; the teacher's very good subject knowledge, high expectations and skilled questioning enabled pupils to make very good progress in the lesson.
11. **Teachers and their assistants work well together and have good relationships with their pupils.** The school has a strong team of assistants, of whom some support individual pupils with specific educational needs and others provide support to different groups within classes as the occasion demands. Assistants contribute to the planning of work and also to the making and recording of assessments. Through their support, they help to enable all pupils to be fully included in the work of the class. All adults treat each other and the pupils with respect and this effectively promotes a good classroom atmosphere and contributes positively to the quality of pupils' learning.
12. **Teachers have high expectations of standards of work and behaviour and manage pupils well.** In most classes, routines are well-established and expectations are clear and consistent so that pupils know what they are supposed to do. Children in the Reception classes, for example, are expected to be co-operative and, when appropriate, work independently of adults. In a geography lesson with a Year 4 class, the teacher's very high expectations resulted in a very good pace to pupils' learning and motivation was maintained very well as pupils moved on to ever more interesting and challenging tasks. There was a very good balance between direct teaching and independent learning and the teacher continued to challenge pupils as they worked.
13. In the vast majority of lessons the combination of interesting and well-planned content, very good relationships and consistently high expectations meant that pupils concentrated well on their tasks, behaved well and displayed good attitudes to their learning. On the very few occasions where routines were not well established and expectations were not high enough, some pupils became inattentive and distracted themselves and others from the task in hand.
14. **Pupils with special educational needs and those who are learning English as an additional language are given very good support.** A considerable strength of the school is the success with which it provides very good support to those who need it in order to benefit fully from what the school offers. The provision for pupils with special educational needs, including

those with full statements, is very good and well organised and led. The more experienced and senior teachers often take the groups in literacy and numeracy that contain pupils with learning difficulties and this promotes good learning. Where a small group of pupils has a particular learning need this is sometimes met by their having a very sharply focused lesson apart from the rest of the class. For example, where a need to build up listening and concentration skills had been identified, the group of pupils made very good progress as a result of teaching that used a very good range of strategies to build up these skills. Pupils said at the end of the lesson that they could now listen to instructions and carry them out in the right order better than they could earlier.

15. Teaching and learning support assistants work closely with class teachers so that these pupils have the content of lessons taught to them in a way that is appropriate to their learning needs. For example, in a very well taught Year 6 mathematics lesson all pupils benefited from the very mobile support of the teacher and his assistant when they were engaged in practical work on angles, set at three different levels of difficulty. The ready availability of help contributed to the very good learning by pupils.
16. Nearly 50 per cent of pupils in some of the infant classes are learning English as an additional language; throughout the school as a whole the proportion is around 35 per cent. They are very well supported by a specialist team of adults who work closely with class teachers to make sure that these pupils are able to be fully involved in lessons. For example, in an early years class, language development was promoted very well when a group of children were making strawberry tarts and learning the appropriate vocabulary. When necessary, the adult working with them was able to assist learning by using their home language. On another occasion, two teachers worked together effectively with a class of Year 2 pupils, providing translation of a story and further bilingual support.

The early years department provides children with a very good start to their full-time education

17. The school has recently improved its provision for children starting school and accommodation, resources and the quality of teaching are now all very good. Curriculum and lesson planning are firmly based on the latest government guidance and the accommodation, including the new and stimulating outside play area, is used well.
18. Weekly and daily planning are very good, demonstrating very good knowledge both of the curriculum for the early years and of how young children learn. Planning shows clearly what it is intended that children should learn and what the role of each adult is. For example, children who are learning English as an additional language have a daily session with an adult who speaks their home language. There is a strong sense of teamwork between the teachers and their assistants and this contributes greatly to the very good working atmosphere that is maintained. Most children start school in the September after their fourth birthday and are confident and keen to share their work with visitors. The department is very responsive to individual needs and there is appropriate extra provision for the group of children who started school in January. There are very good links with parents, including agreeing children's individual targets and encouraging support at home.
19. The two very good lessons observed during the inspection focused on communication and language development and were very well planned and presented. Children's interest and attention were caught and held by teachers' stimulating reading of a story about a hungry bear and strawberries, supported very well through puppets and other props. Children were encouraged to say what they thought would happen next, to explain why something had happened and to look at the written words. Follow up tasks, with adult support, focused on initial sounds, sequencing pictures and developing speaking and listening. Children were encouraged to 'tell your grown-up (at home) the story of the big hungry bear', which provided potentially very good reinforcement of learning and involvement of parents.

20. Although overall attainment is below national expectations, pupils are making good progress in developing their basic skills. They are helped in this by the very good tracking of their progress that is maintained through notes being made of what they achieve throughout the day. The early years department provides all children, including those with special educational needs and those who are learning English as an additional language, with a very good start to their full time education.

Provision for the spiritual, moral, social and cultural development of pupils is very good and they develop good attitudes towards learning; their personal development is good and they get on well with each other and with adults

21. All aspects of the way that the school is run, the opportunities provided for pupils to learn and the manner in which adults work together and with pupils promote a pleasant and purposeful working atmosphere in which all are respected and valued. Assemblies have an important role in developing a sense of community as well as in offering opportunities for reflecting on beliefs and values. For example, an assembly for pupils in Years 3 to 6 on the theme of 'Don't let yourself be flattered' was attended by a very large number of adults, all of whom would be able to follow up the message and refer back to the story that had been read. The story was read with very good feeling and expression and held the attention of both pupils and adults. The use of music, for pupils both to listen to and also to sing, reinforced the sense of occasion – an experience that was different in kind from other aspects of school life. Pupils responded appropriately to an opportunity for reflection and prayer.
22. The annual residential trip to France always includes a visit to one of the war cemeteries and the taking and laying of a wreath. There was an obvious sense of awe and wonder on the faces of the pupils videoed at the cemetery and such opportunities contribute very well to the promotion of spiritual development as well as to greater understanding of recent history.
23. Pupils in the early years department and Years 1 and 2 benefited from the opportunity to value the efforts of others when work was shared during their assembly. Again, the presence of many adults contributed to the sense of occasion and community and the importance of effort and achievement was collectively underlined.
24. Displays are used very well to promote respect, reinforce the code of conduct, celebrate achievement and inform. For example, a colourful display in an entrance hall on the Muslim festival of Eid gives information through books and artefacts and includes items of pupils' writing. The diversity of the school population is celebrated very positively. The art gallery, in a covered walkway, offers all pupils the chance to contribute a painting of their own. A display of pupils' work on the theme of *special people* celebrates a range of cultures and religions, including, for example, *My Quran teacher*. Pupils write in a friendly and warm manner about their friends from other races, cultures or ethnic backgrounds. Offering such opportunities makes an essential and rich contribution to pupils' spiritual, moral, social and cultural development and provides a very good experience of life in a multi-ethnic society. The opportunities presented by the visual and performing arts for promoting pupils' personal development are very well understood by the staff of the school and a rich experience is provided for all (see below, paragraphs).
25. Pupils' moral development is promoted well through an easily understood code of conduct, and the generally consistently high expectations conveyed by the adults in the school community. Regular discussion opportunities with their class teachers mean that pupils' concerns, issues or incidents can be sorted out and learned from. As noted earlier, the standard of behaviour in lessons was rarely less than good and in well over half of lessons it was very good or excellent. Behaviour in the playground, when moving around the building and at lunchtime, was very good and their behaviour when on educational visits has very often been commented on very favourably.
26. Pupils show a good level of care and concern for others. This showed itself when young children were supportive of one child who was upset when he could not be fully involved in an activity on health grounds. The well-established School Council, consisting of representatives of classes in

Years 3 to 6, takes a leading role in caring for others. For example, at the end of the assembly mentioned earlier, a pupil encouraged others to join a *Buddy System* to help children who did not have anyone to play with in the playground. Parents rightly judge that the school helps their children to become mature and responsible; pupils' personal development is very good.

27. Relationships among pupils and between pupils and adults are very good, based firmly on mutual respect. They are promoted well through the many opportunities provided in lessons for pupils to work together on tasks and through the very wide range of high quality extra-curricular activities that the school offers. These include sport, both competitive and non-competitive, and the performing arts (see below, paragraphs 30, 31).
28. Because the school is a happy, secure and supportive place, pupils enjoy being there and have developed good attitudes towards it. Because the school provides many opportunities for all pupils to succeed and make progress, they become confident in their ability to learn. This is a very important achievement of the school, particularly in the light of the high proportion of pupils who are learning English as an additional language or have special educational needs.

The curriculum gives proper weight to all the subjects of the National Curriculum and religious education and is enriched through many activities and visits, including very good experiences in the arts; all pupils are fully included in the school's provision

29. The curriculum is organised so as to give all pupils a rich variety of learning opportunities, including a very wide variety of practical and first-hand experiences. These include educational visits, including residential ones in France and Dorset, and many visitors, for example visiting poets and artists contributing to 'Black Culture' week. The arts and physical education rightly have a strong presence in the school, in their own right and as excellent vehicles for developing confidence and self-esteem and promoting spiritual, moral, social and cultural development. The curriculum is also enriched by the teaching of French in Years 5 and 6 and through the opportunity to use the language learned when visiting France.
30. Given children's learning needs when they come to the school, there is an appropriate emphasis on English and mathematics. Schemes of work provided nationally in all subjects are adapted well to meet the needs of the pupils. The provision for pupils to develop the skills of information and communication technology is good and pupils of various ages were observed showing attainment above what is expected for their age. This was also the case in art and music. The quality of pupils' performance in productions such as *Robin Hood* was very high and it is easy to understand why pupils have been invited to perform at the Royal Albert Hall and at the local professional theatre. Many members of staff give generously of their time in enabling pupils to achieve this sort of success and should be highly commended.
31. The power of the arts in promoting self-esteem and thereby raising the level of pupils' achievements was very well illustrated in the *Pied Piper* project where the teacher used drama very skilfully to improve Year 6 pupils' speaking, listening, reading and writing skills. Pupils who had hitherto been hesitant in these areas willingly constructed letters of application for the post of rat catcher and read them in a lively and expressive way to the rest of the school.
32. As a result of imaginative approaches such as these and consistently high quality teaching, the school has achieved results in the national tests for English and mathematics at the end of Year 6 that are in line with national expectations, despite the well below average starting points of many of the pupils. When compared with schools with a similar take-up of free school meals, but not necessarily a similar proportion of pupils learning English as an additional language, the school's results are well above average in English, above average in mathematics and below average in science. In science, although over 80 per cent of pupils achieved the national standard of Level 4, a relatively smaller proportion achieved the higher Level 5 and that is why the science results are not as good as the English and mathematics results.
33. The school makes very good provision for enabling pupils with special educational needs and those who are learning English as an additional language to have full access to the whole curriculum and to make progress that is at least as good as that of their peers. The co-ordinator for special educational needs provides strong leadership and guidance to the team of teaching assistants and those supporting individual pupils with statements. Weekly team meetings, for

example, are sharply focused and constitute very good in-service training and staff

development. Procedures for identifying and meeting pupils' individual learning needs are very good and, together with the planning of appropriate tasks, make a major contribution to the good progress of these pupils and their full inclusion in all that the school offers.

34. Because of the high proportion of pupils who are learning English as an additional language, including a growing number who are at the early stage of this learning, the school has a team of specialists to support them, particularly in the early years department and in Years 1 and 2. Their contribution extends throughout the school, for example when they initiate the display of the key scientific vocabulary relevant to the topic being studied in all classrooms. Members of the team work effectively with class teachers in a variety of ways, including some collaborative teaching and some small group work. The partnership leads to pupils making good progress in the learning of English and achieving good access to the curriculum provided.
35. The school is proactive in identifying the obstacles to learning that some pupils have as well as in seeking to challenge and extend the learning of those recognised as gifted and talented in different areas of the curriculum. The school's participation in the Excellence in Cities project is well led and managed and is starting to have an impact on approaches to teaching and learning and on parental involvement.
36. The school works well with its partner institutions on this and other cluster initiatives. It also works well with other aspects of the local community, for example having close links with the local mosque and churches. Pupils support the Mayor's Charity through fundraising and have sung carols at the local shopping centre. There are business links with the local branch of a major supermarket chain and pupils have experienced the evacuation procedure at the local multiplex cinema. This provision adds relevance to pupils' learning, develops their sense of community and citizenship and enhances their personal development.

The school has established very good systems for keeping track of pupils' progress and setting them appropriate targets

37. The school rightly sees individual target setting based on accurate assessment information as the key to further improvement. In the words of the co-ordinator, *'Teaching and learning are most effective when planning is clearly focused on attainment levels not chronological age.'* There are very good systems, directly related to National Curriculum levels, securely established in Years 3 to 6, and these have led to improvements in national test results at the end of Year 6. They have also contributed greatly to raising pupils' self-esteem through underlining their successful achievement of targets and giving them more knowledge of their own learning. Initially, the school focused on pupils' progress in National Curriculum English and mathematics because these were the subjects in which national test targets had to be published. From the start of the current school year, target setting for science has been incorporated into the assessment process.
38. Assessment and target setting are an integral part of the very good practice in the early years department. Here, assessment is securely based on the 'stepping-stones' towards achieving the Early Learning Goals for children who are five years old. The school's very good systems are in the process of being introduced into Years 1 and 2, starting with literacy and moving on to numeracy and science.
39. The school has undertaken analysis of the performance and progress of different groups of pupils, including boys, girls, pupils with English as an additional language, and pupils from different minority ethnic groups. As a result, it has identified the performance of Pakistani boys as being below that of their peers; dealing with this, partly through the Excellence in Cities initiative, is a priority in the current school improvement plan.

Good relationships are maintained with the vast majority of parents, who hold the school in high regard

40. Parents who returned questionnaires and/or attended the pre-inspection meeting with the registered inspector were very positive about the quality of education that their children were receiving at the school. Most felt that the school worked closely with them and that they were well informed about the progress that their children were making. The Friends Association, which includes parents, makes an important financial and supportive contribution to the work of the school.
41. Evidence from the inspection supports those who hold these supportive views. For example, school newsletters set a positive tone, including thanking the 268 parents who had completed and returned questionnaires. The school actively seeks parental involvement in children's learning, including homework. Parents of children with special educational needs are fully involved in reviewing their progress. The Excellence in Cities initiative, in which the school is involved, is being used effectively to promote parental involvement in overcoming barriers to learning. Parents of pupils who are learning English as an additional language are invited into school to help with reading practice and to discuss the stories with their children in their home language. Others are involved in a weekly after-school reading club.
42. Reports on individual pupils are very clear, focusing mainly on literacy and numeracy, with straightforward judgements, for example *reads fluently, spellings learned well*. There is also a clear judgement on the progress and effort made by pupils. Parents comment that reports are very indicative of their children as they know them.
43. Many parents live outside the immediate locality of the school and have chosen to send their children to it because of its reputation for encouraging good behaviour and achievement. The school has the confidence of the community that it serves and works closely with it in a number of ways (see paragraph 36).

WHAT COULD BE IMPROVED

Pupils' attainment in Year 2, especially in English, mathematics and science

44. Inspection evidence, based on examination of pupils' work during the current school year, work on display, lesson observations and teachers' assessment records, indicates that attainment at the end of Year 2 is likely to be below national expectations, especially with regard to potentially higher-attaining pupils. However, a majority of pupils are likely to have made satisfactory progress in Years 1 and 2 and nearly 90 per cent are expected to achieve the national standard of Level 2. Given the well below average attainment on entry and the proportions of pupils with special educational needs and of pupils for whom English is not their home language, pupils' achievement relative to their starting point is good.
45. The school recognises the need to raise standards further through consistently good teaching using good quality resources; this is a priority in the current improvement plan. A key part of the improvement strategy is to develop the practice of agreeing short-term and achievable targets with individual pupils. This works very well in the rest of the school and enables pupils to achieve better knowledge of their own learning as well as developing a good image of themselves as successful learners.
46. In some classes in Year 2 some pupils remain at the point of 'worksheet recording' in mathematics for too long; insufficient emphasis is placed on independently recording both neatly and accurately. In science there is a good emphasis on experimental work but recording is often incomplete, largely due to literacy difficulties rather than scientific ones. The initiative by the minority ethnic team of teachers to make sure that the scientific language currently in use by a class is displayed in their room for ease of reference is to be commended.

47. The co-ordinators are aware of the need to make sure that class teachers are all familiar with at least the major linguistic difficulties faced by pupils who are learning English as an additional language. For example, pupils may have difficulty understanding mathematical comparisons such as *long, longer, longest* or *the difference between*, when these do not occur in the home language.
48. A majority of the classes in Years 1 and 2 now have two or more different class teachers during the week. This clearly is a potential source of difficulty for young pupils in terms of the continuity of their early stages of learning in English and other subjects with a specialised vocabulary.

The attendance and/or punctuality of a significant number of children whose parents fail to ensure that they come to school regularly or on time

49. Attendance in the infant classes has been well below the national average for the last three complete school years while that in the junior years has been well above it. Regular checking and monitoring by class teachers, the headteacher and deputy headteacher are well established in the junior department, not so in the infants. The situation in the infants has improved since the start of this school year with more focused checking and more encouragement towards good attendance. Attendance is now closer to the national average and this is to be welcomed.
50. Some parents do not recognise the importance of regular attendance to their children's learning; some are said to believe that absence in the infant years is not much of a worry. The school is already addressing this misconception. At present it regards all absences that are condoned by parents as authorised and agrees to all requests for holidays in term time.
51. The school recognises that lateness has become a problem, with some pupils arriving up to two hours late in the morning; however, in a class where adequate records are kept, lateness has been cut to between one and ten minutes. The school blames traffic problems for some of the lateness, particularly for pupils who live outside the local community. No evidence was provided of the results of monitoring that would confirm this. There are great differences in the care and thoroughness with which registers are completed and there are variations between and within year groups in the frequency of lateness. In some classes, lateness is recorded but not the time of arrival or the reason. The practice of keeping a daily late book that would help the identification of regular offenders and patterns has yet to be adopted in the junior part of the school. Arrival after the register has been called, without indication of a reason is an unauthorised absence. Registers show all absence as authorised and the school should review its procedures in this aspect of school life. The proposed new attendance policy will rectify this situation.

Consistency in the expectations and the management of pupils' behaviour

52. The inspection team identified inconsistencies in Years 1 and 2 in terms of the expectations and management of pupils' behaviour. At best, pupils in these year groups showed interest and a high level of attention and concentration on their tasks. This was the case in a well-taught religious education lesson in Year 1 where pupils were absorbed in learning about the Chinese New Year, through examining beautiful artefacts, for example a lady's parasol and a dragon puppet. Pupils' behaviour was managed very well through the teacher's good use of eye contact and questioning, in collaboration with her assistant. As a result, the pupils' attention and interest were maintained for the full 40-minute whole-class session. By contrast, in other lessons, also well planned, pupils did not benefit as much as they should have because teachers did not insist on full attention and ignored chattering and other off-task behaviour.
53. The school recognises the problem, which is compounded by inconsistencies between teachers who take the same class on different days, and has included appropriate staff training in its current improvement priorities.

Procedures for promoting aspects of pupils' welfare

54. The school has rightly prioritised harmonising practices throughout the 4 – 11 age-range as a key priority for the current school year. Apart from behaviour management, other areas for improvement that were evident during the inspection included the following:
55. **The consistency of application of the appropriate procedures for promoting good attendance and punctuality.** As noted above, there is too much variation in the care and thoroughness with which registers are completed. Some teachers also do not require pupils to explain their lateness; there was, however, a clearly well-established routine in one class where pupils who were late knew that they had to explain themselves at the end of the lesson, thereby avoiding making their lateness even more of a disturbance. This is good practice.
56. Another example of good practice is the encouragement to younger pupils to attend regularly; rewards and certificates and the 'attendance bear' have led to a marked improvement in attendance.
57. **Arrangements for first aid.** Three members of staff are fully qualified for the role of providing first aid at work and are supported by 12 others who have reached the local education authority's recommended standard for providing first aid. Accidents, injuries and treatment are appropriately recorded. However, no record is kept of the medication given to pupils during the day by staff.
58. **Other welfare procedures.** Because of inconsistencies between the two parts of the school, some members of staff are not sure who the designated child protection person is and do not recall having the appropriate training. The school's policy does identify the named person; staff in the junior part of the school had a meeting on these issues some 18 months ago. Although the school has identified that a relatively high proportion of pupils come from homes where there is a degree of instability or risk, no child is on the school's *at risk* register. The school does not have a centrally available *concerns* book and the signals that might be conveyed, for example through lateness or attendance patterns and the frequency of visits to the medical room, are not pulled together.
59. The school is transparently a community where adults are committed to the care and welfare of the children; some of its procedures and their implementation do not yet adequately reflect this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. **In order to continue to improve the quality of education provided by the school and thereby raise further the levels of achievement of the pupils, the governing body, with the headteacher and staff, should aim to improve:**
- (1) **Pupils' attainment in Year 2, especially in English, mathematics and science, by:**
- taking appropriate steps to improve the continuity of learning for children in Years 1 and 2;
 - extending the existing good practice of setting short-term and achievable targets for individual pupils;
 - developing further the collaborative teaching between class teachers and the specialist teachers for pupils who are at early stages of learning English;
 - consistently displaying and referring to specialist subject vocabulary.
(see paragraphs 16, 34, 38, and 44 – 48)
- (2) **The attendance and/or punctuality of a significant number of children whose parents fail to ensure that they come to school regularly or on time, by:**
- continuing to remind parents of the importance of their children having access to the full school curriculum;
 - continuing and developing the present procedures for encouraging and rewarding good attendance and punctuality;

- consistently expecting children to arrive at school on time and requiring reasons for unpunctuality;
- rigorously monitoring registers for correctness of completion and to identify patterns of absence and lateness.

(see paragraphs 49 – 51, 55, 56)

(3) **Consistency in the expectations and the management of pupils' behaviour by:**

- implementing an agreed whole-school behaviour policy consistently, particularly where two or more teachers share a class;
- providing appropriate staff training where necessary.
(see paragraphs 52, 53)

(4) **Procedures for some aspects of pupils' welfare by:**

- Reviewing, harmonising and consolidating practices and procedures across the school in terms of;
- Making sure that all staff are up to date with their child protection training and are fully familiar with the school's policy and practice.
(see paragraphs 54 – 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	11	4	0	0	0
Percentage	7.1	39.3	39.3	14.3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	478
Number of full-time pupils known to be eligible for free school meals	116

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	102

English as an additional language	No of pupils
Number of pupils with English as an additional language	158

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	21

Attendance

This school has not been inspected before; the data below is for the last complete year in the two schools from which it was created, first the former infant school, then the former junior school. School data for the first part of the current year indicates that attendance in the lower part of the school is now closer to the national average.

Authorised absence

%

Unauthorised absence

%

School data	7.8	3.9
National comparative data	5.4	

School data	0.5	0.1
National comparative data	0.5	

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	39	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	30	29
	Girls	30	31	32
	Total	56	61	61
Percentage of pupils at NC level 2 or above	School	75 (83)	81 (84)	81 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	27
	Girls	31	30	30
	Total	59	58	57
Percentage of pupils at NC level 2 or above	School	79 (84)	77 (88)	76 (86)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest 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
	2002	40	44	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	27	33
	Girls	36	28	36
	Total	69	55	69
Percentage of pupils at NC level 4 or above	School	82 (82)	65 (65)	82 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	35	29
	Girls	35	36	29
	Total	65	71	58

Percentage of pupils at NC level 4 or above	School	75 (85)	82 (72)	67 (83)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
218	0	0
0	0	0
12	0	0
23	0	0
0	0	0
7	0	0
14	0	0
10	0	0
138	0	0
5	0	0
8	0	0
28	0	0
4	0	0
1	0	0
1	0	0
3	0	0
6	0	0

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: YR – Y6

Total number of qualified teachers (FTE)	23.7
Number of pupils per qualified teacher	20.2
Average class size	25.2

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	423

FTE means full-time equivalent.

Financial information

Financial year	2002-2003*
	£
Total income	1,159,610
Total expenditure	1,127,124
Expenditure per pupil	2,358
Balance brought forward from previous year	40,881
Balance carried forward to next year	73,367

These figures are estimates, as the financial year has not ended.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.5
Number of teachers appointed to the school during the last two years	7.5
<hr/>	
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	478
Number of questionnaires returned	268

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	1	1	0
My child is making good progress in school.	46	46	4	0	4
Behaviour in the school is good.	38	53	4	0	5
My child gets the right amount of work to do at home.	40	44	11	3	2
The teaching is good.	52	45	1	0	1
I am kept well informed about how my child is getting on.	34	50	11	3	2
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	0	1
The school expects my child to work hard and achieve his or her best.	60	36	3	0	1
The school works closely with parents.	35	47	14	1	3
The school is well led and managed.	41	53	2	0	3
The school is helping my child become mature and responsible.	46	47	3	0	4
The school provides an interesting range of activities outside lessons.	32	38	14	3	13

NB Some rows may not add to 100 because of rounding

Other issues raised by parents

- Parents appreciated the amount of time that teachers gave to extra-curricular activities.
- Several parents of children in Year 1 were concerned that their children's class had up to three class teachers per week.