

# INSPECTION REPORT

## **LITTLE GREEN JUNIOR SCHOOL**

Rickmansworth

LEA area: Hertfordshire

Unique reference number: 117132

Headteacher: Mr Graham Metcalfe

Reporting inspector: Martin Beale  
19385

Dates of inspection: 23 – 24 June 2003

Inspection number: 247725

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 to 11
Gender of pupils:	Mixed
School address:	Lincoln Drive Croxley Green Rickmansworth Hertfordshire
Postcode:	WD3 3NJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Edney
Date of previous inspection:	9 <sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Little Green Junior School is larger than average and has 325 pupils from seven to eleven years of age. There are more boys than girls in each year group. About 15 per cent are from minority ethnic backgrounds, but with no single predominant group. Eighteen pupils have English as an additional language, although none is at an early stage of learning English. A small number of pupils are entitled to a free school meal. Forty-three pupils have special educational needs. This figure is close to the national average, although the number with statements of their need is below average. The vast majority of the pupils transfer from the linked infant school generally with average attainment, although reading standards were above average on entry for the current Year 3.

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

Little Green is a highly effective school of which all who are associated with it can feel justifiably proud. It is giving excellent service to its pupils and their parents, and is providing excellent value for money. Not only are overall standards high but the pupils make very good progress during their time at the school. This is because there is much teaching of a high quality. The very strong leadership of the headteacher, senior staff and governors is sharply focused on improving the education that the school provides and on ensuring that all pupils can benefit from the opportunities that are offered. Improvement and change are skilfully managed. It is a happy and harmonious school in which the pupils' learning and personal development thrive.

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

- Pupils of all abilities make rapid progress and achieve high academic standards by Year 6.
- Pupils use their well-developed skills in information and communication technology (ICT) very effectively to extend their learning in other subjects.
- Skilled teaching from enthusiastic staff creates a thirst for learning amongst the pupils.
- Management decisions are informed by a thorough evaluation of the performance of the school.
- The culture of self-evaluation and continual improvement is deeply embedded in the approach of staff to their teaching.
- The pupils' enthusiasm for school life and mature approach to their work and play are nurtured and promoted in a wide variety of ways.
- The rich and varied curriculum is carefully and thoughtfully planned to develop and apply the pupils' skills and to make learning interesting.

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

- The inspection team judges that there are no significant aspects of the school's work to be improved that have not already been identified and appropriate action taken.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Improvement since the last inspection in 1998 has been very good. The school has successfully dealt with the shortcomings reported then. Standards in national tests, already well above average at the time, have improved and standards in other subjects are also higher. Attendance has remained high and the proportion of the best teaching has also improved. The focus on monitoring the work of staff, evaluating data and providing carefully targeted support and training place the school in a very strong position to secure further improvements.

## 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	A*	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 are high by the time that the pupils leave the school. The school is very successful at enabling not only virtually all of the pupils to achieve the standards expected of 11-year-olds but also a high proportion to exceed this level. Pupils achieve standards that compare very favourably with national figures and also with schools in a similar context. They make rapid progress from average standards on entry to well above average levels by Year 6, and the A\* grade puts the results in the top five per cent of schools. The school's targets were exceeded in 2002 and have been retained at roughly the same level for 2003. English results were slightly better than mathematics and science in 2002 because all but one pupil achieved the nationally expected Level 4. Although there have been some fluctuations in the results of boys and girls, there has been no significant pattern to any variation in the last five years. There are too few pupils from each minority ethnic group to make valid any comparison in their performance.

The current Year 6 are not quite as capable overall as last year. A substantial proportion are still working above expected standards, although marginally more than in 2002 are not yet in Level 4 in English and mathematics. Even so, they have made very good progress during their four years in the school and standards in both subjects, as well as in science and ICT, are well above average. Pupils of all capabilities throughout the school are achieving very well and are often working to the limit of their potential. Pupils with special educational needs make very good progress, as do the small number of pupils with English as an additional language. The pupils not only make very good progress in developing new skills, but also apply these skills readily when solving problems or undertaking new areas of study.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils take a keen and enthusiastic interest in the school and in their work. They are proud of their school. They concentrate, are very attentive and try hard to be successful in all that they do.
Behaviour, in and out of classrooms	Behaviour is often of the highest order. The pupils are polite and very respectful of their teachers and other adults.
Personal development and relationships	Pupils develop a very mature attitude to the responsibilities that they are given either for organising their learning or when undertaking tasks around the school. Relationships are warm, friendly and constructive, ensuring that working in pairs and small groups significantly enhances learning.

Attendance	Attendance is high and pupils are punctual to school.
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Parents put the high attendance down to the fact that their children like school so much.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The pupils benefit considerably from much expert teaching from staff who put their high degree of educational expertise to the best possible use through lively discussions, probing questioning, challenge and high but appropriate expectations. Lessons are planned well to meet the needs of all pupils including those with special educational needs. Teaching assistants are very effectively deployed to support pupils' needs. Resources and activities are carefully chosen to make learning interesting. Pupils concentrate and put much effort into their work. They collaborate very effectively when working in pairs and groups, sharing without fuss and discussing sensibly the tasks that they have been given. This considerably enhances their learning. Both English and mathematics are taught very well. Literacy is promoted very effectively in other subjects and the development of numeracy is given good attention. ICT is used well to support teaching and learning. Teachers are constantly seeking ways to improve their teaching. The pupils become confident and mature learners, willing to try new ideas and to take responsibility for their learning. This lays very firm foundations for their future studies.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, varied and enriched by a very wide range of additional activities. The provision for personal, social and health education (PSHE) is exceptional, and consequently the pupils grow up as confident and caring young people.
Provision for pupils with special educational needs	Pupils with special educational needs, including those with statements, have full access to all of the activities offered by the school and also benefit from the very effective support provided by class teachers, specialist teachers and teaching assistants.
Provision for pupils with English as an additional language	Support for the small number of pupils with English as an additional language is effective. The school maximises the pupils' achievement in English by offering them very good opportunities for developing speaking and listening skills in mainstream lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' personal development has a very high profile and underpins much of the work of staff. Excellent provision is made for the pupils' spiritual, social and moral development, and cultural awareness is promoted very well.
How well the school cares for its pupils	There are very good arrangements to promote the health, safety and well-being of the pupils. Pupils are confident that they can get help from their teachers whatever the problem might be.



All National Curriculum requirements are being met. Assessment arrangements have improved considerably since the last inspection. The information is used very effectively to set targets and monitor the progress of each pupil. The school has established a strong and productive partnership with parents; this significantly enhances the pupils' learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are of the highest order. Along with a most effective senior management team, he gives the school a very clear direction and has established a wide range of creative processes to enable the pupils to achieve the high standards that they are set.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the school and fulfil their responsibilities well. They work with the headteacher to set challenging targets for the school and provide valuable support so that they can be achieved.
The school's evaluation of its performance	The thorough analysis of data and the systematic monitoring of the work of staff ensure that the school is able to base priorities for development on very secure evidence.
The strategic use of resources	Financial resources are used very well to support the school's main priorities of maintaining staffing levels so that there are no mixed-age classes, and of improving resources for ICT.

The headteacher has been very successful in promoting a culture in which staff recognise that they can really make a difference, and that even the most experienced can always learn from others and benefit from mutual sharing of expertise. Staff work very well together in a variety of teams. They are very reflective about their practice and are continually seeking ways of improving their work and in particular their teaching. This makes for a dynamic school in which staff enjoy working as their professional development is given such good attention. The school makes very good use of the principles of best value to inform financial planning.

### 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>• They speak highly of the headteacher and feel that the school is well led and managed.</li> <li>• They find staff and the headteacher approachable and are pleased with the close partnership between home and school.</li> <li>• Many report that they are made to feel valued for any contribution that they make to the life of the school.</li> <li>• They feel that staff have high expectations of their children.</li> <li>• They are pleased with the progress that their children are making and judge that the school helps them to become more responsible.</li> <li>• They judge that teaching is good.</li> <li>• They like the range of activities that are provided outside lessons.</li> <li>• They are very happy with the pupils' behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents have no significant concerns about any aspects of the school's work.</li> </ul>

- |  |  |
|--|--|
| • They report that their children like school. |  |
|--|--|

Parents think very highly of the school and in particular of the partnership that has been established with them. The inspection team supports fully the parents' high opinions of the school.

## **PART B: COMMENTARY**

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

#### **Pupils of all abilities make rapid progress and achieve high academic standards by Year 6**

1. The overall attainment of pupils when they enter the school in Year 3 is close to the national average when measured by their performance in Year 2 national tests (Key Stage 1 Standard Assessment Tests). While there is a slight variation from year to year, this is not particularly significant. To achieve the standards by Year 6 that they do, particularly in English, mathematics and science, the pupils make at least very good progress during their time at the school. The pupils who have comparatively low attainment in Year 3 often achieve the nationally expected Level 4 by Year 6. Indeed, in 2002, very few pupils failed to achieve this standard in English, mathematics and science, and the school's quite challenging targets were exceeded. The overall 2002 results were the best ever achieved by the school and puts it in the top five per cent of schools nationally. The well above average standards reported at the last inspection have improved further, and the margin by which the school's results exceed the improved national average has been maintained.
2. There are various reasons for this very good achievement. The very good teaching and the pupils' positive approach to their learning are significant factors. Higher-attaining pupils are challenged and those who have not reached standards expected for their age are given additional intensive work to help them to catch up.
3. A further factor of major significance is the success achieved by staff in promoting and developing the pupils' literacy. Standards are high in English. Pupils reach standards that are well above average in all aspects of English at the end of Year 6. The school benefits from significant teaching expertise in English. The teaching of English is well co-ordinated and the subject leader has a good overview of the subject. Teaching seen during the inspection was consistently very good, with very high expectations of work and behaviour for all pupils. Lessons are very well prepared, with stimulating activities that integrate role-play, speaking and listening and writing very effectively. The teachers question skilfully to build on what the pupils know. A review of previous learning is a strong feature in all lessons. Pupils are keen to show what they know and they say that they enjoy the subject. The teachers have very good subject knowledge and a love of language that inspire the pupils, who learn and use English with imagination and style, particularly in their creative writing.
4. There are many examples of pupils' work that reflect these high standards by Year 6. For example, pupils show a very good style of writing in their autobiographies, or when writing a medieval story they use short and long sentences to create an impact. Pupils learn to write for a range of purposes early on in Year 3. Many know how to use language to create tension and suspense. The emphasis on thinking and talking features throughout the school and underpins the pupils' skills of reasoning and use of language.
5. Standards in mathematics have also continued to rise. The grouping of the pupils by ability and providing an extra teacher in Years 5 and 6 enable quite sharp matching of work to the pupils' prior learning. Teachers still differentiate within these groups, often providing work at two or three different levels. This enables pupils to build on their previous understanding at an appropriate rate. Higher-attaining pupils are challenged and respond well, achieving standards well beyond those expected for their age. They

are very well prepared for future study and are already thinking like and becoming young mathematicians.

6. The successful implementation of the numeracy strategy has given lessons a sense of purpose. Mental arithmetic skills are developed well through inventive activities. These sessions are often linked well to the main teaching activities so that the pupils immediately apply their refreshed number skills in new areas. The pupils are also provided with many problem-solving and investigative opportunities through which they learn to become systematic in their approach, to make generalisations and to test these. Algebraic representation is taught from early in the school and the pupils learn confidently how to handle and construct formulae to represent a general situation. The pupils also learn to handle and interpret data, often using ICT to support their analysis. Much of this is quite challenging and shows a high degree of skill and application.
7. Pupils with special educational needs also make rapid progress towards their particular learning targets as well as in all subjects. Their learning targets are not only carefully identified but are also vigorously tackled by staff. The support that they and pupils who have not achieved nationally expected standards are given both in normal lessons and also when withdrawn for specific programmes contributes directly to their very good progress. Teaching assistants are very effectively deployed to support pupils' needs. Most of these pupils work at the levels expected for their age in mathematics and English. A wide range of external specialists is used to support these pupils when necessary. There are very effective systems and procedures for assessing and identifying the special educational needs of pupils. Their progress is regularly monitored.

**Pupils use their well-developed skills in information and communication technology (ICT) very effectively to extend their learning in other subjects**

8. The standards being achieved by the pupils in ICT at the last inspection required improvement. The school has tackled this weakness with such success that the pupils' ICT skills are at least above the level expected for their age and in many cases are quite sophisticated. Furthermore, the pupils apply their skills in many different contexts to support their learning in other subjects. Much of this improvement is because pupils now have access to a computer suite, laptop computers in the classroom and other ICT devices which were not available at the last inspection. Staff training has significantly increased their confidence, and secure planning indicates how the pupils' skills are to be developed. It is also the case that the pupils now enter the school with higher standards and greater experience in the use of ICT than previously.
9. The pupils are confident users of ICT. They use the features of the computer devices and new software with increasing independence as they move through the school. Even in Year 3 they can confidently log-on to the system, load the software, save, print and retrieve their work with very little adult help. They are also happy to explore the features and potential of quite complex software. If in doubt, they often ask each other to help to solve problems that they may have encountered. Learning benefits not only from the direct teaching of ICT skills but also from putting these into an interesting context. Teachers provide a wide range of opportunities for the pupils not only to learn ICT skills, but also to apply their skills. This may be to enhance their work, as in a Year 3 religious education lesson when the pupils prepared a presentation of their knowledge of the features of a mosque. It may also be when solving problems, such as when a group of Year 6 pupils used a spreadsheet to help with budgeting for their leavers' barbeque. They were very familiar with many of the functions of the spreadsheet and

were able to write the correct formulae for the calculations that they were undertaking. They were quickly able to see the advantages that using this software brought over a written method when asked to change some of the variables.

10. Parental support has been significant in the much improved provision of ICT equipment. The school also achieved some success in its approach to local businesses for funding or equipment. The expense of replacing equipment as it becomes outdated and of considering alternatives such as interactive whiteboards and more laptop computers has been carefully thought through by the headteacher and governors.

### **Skilled teaching from enthusiastic staff creates a thirst for learning amongst the pupils**

11. Many staff are highly skilled. They clearly enjoy their teaching and generate much enthusiasm amongst the pupils. They have high expectations and set challenging but achievable goals for them to aspire to. Such is their enthusiasm for and interest in their work that staff are involved in a continuous process of improving further their already very good teaching. Teachers seek to exploit links between subjects to give learning greater relevance. Literacy, in particular, is promoted very well in many subjects. Teachers also use ICT in many situations to make their lessons interesting and to enable the pupils to apply their skills to support and extend their learning.
12. It is the enthusiasm that teachers have and their confidence in tackling the subject material that helps to give learning such a rapid pace. Brisk teaching of new ideas pushes the pupils to their limit but does not make demands on them that are not achievable. Pupils rise to the challenge but also feel confident that there is support to enable them to succeed. Teachers also generate a brisk pace by ensuring that the pupils are aware of the time constraints for the completion of a task and by giving regular reminders of how long they have left. Lessons are managed with the minimum of fuss, the pupils know what is expected of them and they get on happily. The pupils are regularly expected to work in pairs or small groups, which they do very constructively by sharing tasks and discussing thoughtfully the work set and possible solutions.
13. Teachers plan their lessons with clear objectives for learning, which are usually displayed and referred to, so that the pupils know what it is that they are doing, why they are doing it and how well they are getting on. Teachers' planning also takes very good account of the differing needs and capabilities of the pupils. Activities and tasks are then thoughtfully chosen to maximise their progress. This is one of the major reasons why pupils with special educational needs do so well. Teachers have a good understanding of their learning difficulties and their individual targets and plan work very carefully to tackle these. There is also a high level of challenge for higher-attaining pupils based on a secure assessment of what they can already do and how much they can be pushed to achieve even more.
14. Teachers are highly skilled in the way in which they use questions to challenge the pupils' thinking and to develop new ideas. Questions are often carefully targeted and are cleverly pitched at the right level so that more is expected of the higher-attaining pupils and confidence is generated in others when they find that they know the answers. Teachers have high expectations of the responses that the pupils give, requiring them to answer in detail rather than single words. The pupils are often expected to explain their answers, and teachers probe their understanding with further questions. One

significant feature is that the pupils are given time to think before answering and may well be encouraged to discuss a question with a partner before answering.

15. There were many very effective lessons seen during the inspection, two of which were outstanding for many reasons. The teacher's drive, command of the material and challenge in a Year 5 mathematics lesson coupled with the pupils' high level of commitment all contributed to rapid progress and high achievement as the pupils learned how to calculate using percentages. An inventive starter activity stimulated the pupils to think about the link between percentages and their equivalent fractions. This activity moved almost seamlessly into the main teaching session. Here the teacher cleverly used cloud diagrams to represent different percentages of 16. This built on well from work in a previous lesson where the pupils had divided decimals by 10 and 100. She encouraged thought and investigation at all times; expectations were high and realistic. The pupils were pushed to their limit and responded by working hard and taking much delight in their own success. Considerable pace was generated as the teacher gave regular reminders of how much time was left and what had to be completed. Although this was an upper ability set, the teacher provided work at different levels and gave valuable support to a weaker group of pupils. The lesson flew past as the pupils experimented more and more, and by the end some could see how they could use their answers for 10 per cent, five per cent and one per cent to find examples such as 17 per cent.
16. Teaching was very dynamic and moved learning on at a rapid pace in a Year 4 English lesson as the pupils wrote their first draft of a poem in the 'Haiku' style. Skilled use of an overhead projector helped the pupils to see the breaking up of words into their syllables. The teacher was highly skilled at getting responses from the class, almost all of whom were very keen to contribute their ideas. Other visual aids were used very effectively as the teacher introduced poetic devices such as alliteration and onomatopoeia, and how to use them. The teacher made clear her high expectations of the vocabulary that the pupils should use. The use of whiteboards for the pupils to compose their poems on in pairs encouraged them to experiment confidently. She inspired their imaginations. with the result that the pupils' poems showed great flair and creativity.
17. In spite of all of these high qualities and the rapid pace of learning that is generated, the teachers want to improve themselves. Pupils also recognise that their teachers are striving hard for them and respond by wanting to do well and showing that they respect the care that their teachers have for their learning.

### **Management decisions are informed by a thorough evaluation of the performance of the school**

18. Through the high quality of the leadership and management that the headteacher brings, improvements are not only carefully planned but are also built on very solid foundations of an understanding of the school's position, successes and possible areas for improvement. One of the major contributory factors in the improved teaching and rising standards is the care and thought taken when planning new developments. This has enabled the school to focus successfully on meeting its aims while ensuring that any action taken is based firmly on an analysis of data and continual and systematic gathering of evidence from continual self-review.
19. Assessment and other data are carefully evaluated to establish how well the school is doing and where improvements might be necessary. These evaluations, particularly of the progress that pupils make each year against their targets, are also used to identify

the effectiveness of staff, particularly where they are working in the same year group. This also ensures that where pupils have not performed as well as hoped, action is taken in subsequent years.

20. Governors are provided with sufficient data, carefully analysed and presented to them in a form that enables them to have very clear picture of how well the school is doing. This has expanded their expertise to such an extent that they are able to ask searching questions of the headteacher and his staff and set challenging targets. Governors have developed a highly effective working relationship with the school. Where possible they visit the school to see it at work and have very secure processes by which they can gain an overview of its work. They are a highly informed and committed group who bring considerable expertise to the development of the school. They have an important role in shaping the school's future and fulfil their responsibilities very well.
21. Through all of these processes, improvement planning is carefully underpinned by informed decisions, the impact of which can then be thoroughly and rigorously evaluated. Decisions taken are also based on a careful evaluation of educational research. This forms a strong foundation on which action can be built. The school rarely relies on one approach to the solution of a problem and will generally tackle a problem from a variety of angles before settling on the most effective combination. This has ensured that resources can be very efficiently directed to meet identified educational priorities and are used to the maximum benefit of the pupils and their learning. This is one of the main successes of the school and a major reason why the energy of staff is so well directed. This enables the headteacher and governors not only to identify where improvements are needed but also to evaluate the success in achieving them. Improvement planning is not a one-off event but is on-going and regularly adjusted. There is a very clear strategic overview of the school's future that is backed by a thorough analysis of the financial implications. It is because of this that the quite major fluctuations in the size of the school's intake have been so successfully managed through a long-term financial plan.

### **The culture of self-evaluation and continual improvement is deeply embedded in the approach of staff to their teaching**

22. The headteacher has very successfully promoted a culture within the school in which teachers believe that they can make a significant difference by improving their performance. They reflect thoughtfully on their practice and take great pleasure from seeing the success of their efforts. They are not complacent about the success that they have achieved and search continually for ways in which they can improve. This is truly a learning community and accounts for why there is a sense of dynamism in the school. Staff have a high level of commitment and work very effectively in a variety of teams. Even the most skilled and experienced are keen to develop further.
23. An excellent balance has been achieved between monitoring the work of staff to ensure that standards remain high and sharing good practice to bring about improvement. Monitoring the work of staff in a variety of ways including classroom observation, book scrutiny and pupil interviews is used highly effectively to identify the steps needed to secure improvements. Targets are set and staff given much co-ordinated support, guidance and training to achieve them. These processes are carefully linked to the formal performance management cycle. They make a systematic, coherent and highly effective approach to improving teaching and learning.

24. Teamwork, sharing expertise and providing colleagues with support and guidance are also strong features of the school. It is the reason why many staff say that they enjoy working at Little Green so much. They are as enthusiastic for learning as the pupils. One particular innovation that has proved highly successful is the pairing of staff in different parts of the school to work together on teaching and learning projects. This has enabled experience, skills and good practice to be shared while innovative methods have been adopted and tested in a non-threatening way. Many of the skills that staff have been seeking to develop are quite sophisticated and enable them to stretch and challenge all pupils. There is a recognition that the pupils learn in different ways and staff have sought to extend their teaching methods to tackle this. Many of the approaches being piloted are to be seen embedded in everyday classroom practice and making a substantial difference to the quality of learning. This makes for an exciting and vibrant school in which staff push themselves to extend their already high level of professional expertise.

**The pupils' enthusiasm for school life and mature approach to their work and play are nurtured and promoted in a wide variety of ways**

25. Through the curriculum and its everyday work, the school is highly effective in promoting all aspects of the pupils' academic and personal development. Assemblies make a very good contribution to the pupils' spiritual and cultural development. Pupils are also encouraged in many subjects to ask the bigger questions of life and are not put off if there are no answers. Thought-provoking issues are raised, for example in discussion at the end of the day in Year 6. Pupils are taught to see art as an emotional response to the world and are encouraged to look beyond the obvious at deeper meanings. There are other significant strengths in the current curriculum, such as the exceptional provision for personal, social and health education (PSHE), and consequently pupils grow up as confident and caring young people.
26. The pupils think deeply about issues and have a strong sense of right and wrong. They are happy to enter into a discussion about many topics, including those currently in the news. They undertake their responsibilities very well, whether as class representatives on the school council or when organising their learning. Collaboration in pairs and small groups is a strong and effective feature of many lessons. The pupils do not mind with whom they work; they readily share tasks and solve problems together. Teamwork in lessons reflects the strong staff teamwork seen around the school.
27. Pupils learn about both European and non-European cultures through art, literature and the study of religions and they develop respect for one another. They are exposed to cultures from all corners of the world. As a consequence, the pupils have a very broad understanding of the world around them and a very good understanding of their place in a modern multi-cultural society. Staff are particularly successful at promoting harmony and understanding. Pupils are sensitive to each other's needs and work and play happily together. The warm and friendly relationships are built firmly on trust and mutual respect.
28. Staff are unobtrusive in the methods that they use to promote the highest standards of behaviour. Praise, rewards and encouragement enable the pupils to understand what is expected of them. Sanctions rarely have to be used. The pupils are also gradually taught how to make sensible choices, to take responsibility for their behaviour and to understand the impact of their actions on others. Staff model very well how to treat each other with respect and, as a result, the pupils are polite, courteous and very well-mannered. The pupils are rightly proud of their school and have a genuine respect for



their teachers, with whom they are relaxed and good-humoured. They are keen and enthusiastic, but curb and direct their energy in excellent fashion towards their learning. When things go wrong, there is a strong support network to help and guide the pupils. Their personal development is carefully monitored and individual counselling provided where necessary.

**The rich and varied curriculum is carefully and thoughtfully planned to develop and apply the pupils' skills and to make learning interesting**

29. The school very successfully seeks to further its aims through the curriculum. Much care and attention has been given to planning a curriculum that can develop not only academic skills but also the pupils' personal qualities. The curriculum is creatively and thoughtfully planned so that breadth can be maintained while ensuring that basic skills such as literacy and numeracy receive very good attention. A careful evaluation of the skills that pupils need to develop has assisted in identifying where constructive links can be made between subjects. Planning takes account of skills and concepts as well as the knowledge and content to be taught in each subject. There is much focus on the development of thinking skills and problem-solving which extend the learning of all, not just the high-attaining pupils.
30. This approach to the curriculum illustrates further the culture of reflection and review that permeates all levels of the school. Teachers' planning is supported by carefully constructed schemes and policies. The curriculum is continually under review so that new ideas can be explored and better ways found for tackling the ever more crowded timetable. Elements that other schools have found hard to maintain in the face of national strategies have been retained, and the breadth, balance and relevance of the whole curriculum are exceptional. An example of where this approach has been particularly successful is that the school has successfully tackled the shortcomings in the curriculum identified in the previous report. The provision for ICT, then a weakness, is now a strength, and provision for design and technology is now good. In spite of these improvements, both subjects remain under the spotlight, and ways of improving them further are being sought.
31. The very good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. It is an educationally very inclusive school. Support for its small number of pupils with English as an additional language is effective. The school maximises the pupils' achievement in English through providing them with very good opportunities for developing speaking and listening skills in mainstream lessons. The provision for gifted and talented pupils is developing. The school has identified its gifted and talented pupils, who are supported within the lesson by class teachers. Furthermore, the school encourages challenge and high aspirations for all. The provision for pupils with special educational needs is very good. Pupils with special educational needs including those with statements have full access to all the activities offered by the school and also benefit from the very effective support provided by class teachers, specialist teachers and teaching assistants. They gain very good access to the curriculum through focused support mainly in the classroom. If pupils are taken out of their lessons, it is only in literacy lessons where they work on the same activities as the rest of the class. In these lessons, the pupils gain confidence and participate very well in the carefully planned activities.
32. English is used and developed very well through other subjects. There are very good examples of the use of literacy. For example, pupils are encouraged to write for different purposes in subjects such as science, history, geography and religious

education. Very thorough research and investigation was seen in the Year 6 pupils' work on news, fashion, music and sport from 1950 to 1980, indicating high standards of reading and library skills. The use of numeracy through other subjects of the curriculum, while good, is not systematically developed quite as well as literacy. Pupils have many opportunities to apply their mathematical skills to the solution of problems and also use their number skills to good effect in science, design and technology and geography.

33. Every year the school celebrates a curriculum week, which has a focus on a particular subject. It was 'Creative week' this year in February, when both teachers and pupils explored creativity in a sustained way. The focus was not just on creative arts but also on creativity in mathematics, design and technology and problem-solving. Innovations such as this have not only given the pupils the opportunity to undertake sustained work in one area but have encouraged staff to think more creatively about the best way to teach some elements of the National Curriculum.
34. There is very good provision for extra-curricular activities which further extends the pupils' personal development. Over the school year they have the choice to participate in a variety of extra-curricular activities such sports teams, drama productions and musical events as well as other clubs. A very wide range of visits, events and visitors enriches the curriculum immensely. Pupils visit museums, galleries, places of worship, places of historical and geographical interest and many more. There are many opportunities for pupils to learn to play a musical instrument.
35. Links with other institutions also significantly help to promote the pupils' development. The local business community makes a positive contribution to the pupils' experiences and learning, for example where a local firm has helped to produce the school website. Staff from the Great Ormond Street Hospital and the New Hope Trust are invited to visit the school. Links with other educational institutions are very good. There are links with local secondary and infant schools to develop joint provision for gifted and talented pupils. As part of its partnership arrangements, a local secondary school with specialist status for performing arts has sent its musicians to perform for the school and has provided training for staff in drama and art.

## **WHAT COULD BE IMPROVED**

36. The inspection team judges that there are no significant aspects of the school's work to be improved that have not already been identified and appropriate action taken.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	16	7	0	0	0	0
Percentage	8	64	28	0	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 four 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)	325
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	3.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	45	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	45	43	44
	Girls	37	35	37
	Total	82	78	81
Percentage of pupils at NC Level 4 or above	School	99 (91)	94 (91)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	40	41	40
	Girls	35	35	36
	Total	75	76	76
Percentage of pupils at NC Level 4 or above	School	90 (87)	92 (84)	92 (92)
	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

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
277	-	-
3	-	-
2	-	-
-	-	-
1	-	-
1	-	-
3	-	-
5	-	-
7	-	-
-	-	-
3	-	-
4	-	-
1	-	-
-	-	-

Chinese
Any other ethnic group
No ethnic group recorded

4
1
12

-	-
-	-
-	-

The table 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)	14.7
Number of pupils per qualified teacher	22.2
Average class size	27.2

#### Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	122

FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6.2

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.

### Financial information

Financial year	2002/03
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	£
Total income	709,989
Total expenditure	697,966
Expenditure per pupil	2,115
Balance brought forward from previous year	35,829
Balance carried forward to next year	47,852

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	139

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	57	41	2	0	0
Behaviour in the school is good.	59	37	1	0	3
My child gets the right amount of work to do at home.	36	54	7	1	1
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	54	41	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	2	0	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	64	32	4	0	0
The school is well led and managed.	81	19	0	0	1
The school is helping my child become mature and responsible.	67	32	1	0	0
The school provides an interesting range of activities outside lessons.	62	35	3	0	1