

# INSPECTION REPORT

**GARDEN FIELDS JUNIOR MIXED AND INFANT  
SCHOOL**

St Albans

LEA area: Hertfordshire

Unique reference number: 117139

Headteacher: Mrs Terrie Clift

Reporting inspector: Graham Carter  
4720

Dates of inspection: 30 September to 1 October 2002

Inspection number: 247727

Short 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: Primary

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Mr John French

Date of previous inspection: 12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Garden Fields Junior Mixed and Infant School is large in comparison with other primary schools. The school has 298 pupils on roll. This number includes an above average proportion (57 pupils) from ethnic backgrounds other than white British, including Bangladeshi, Pakistani and Caribbean British. Forty-seven pupils speak English as an additional language, which is high compared with the average. About twenty-eight per cent of pupils (85) are identified as having special educational needs, which is higher than at the time of the last inspection and higher than the national average. Of these, 18 pupils receive additional support, some from outside agencies. One pupil has a Statement of Special Educational Need, which represents a slightly lower proportion than in most schools. Most of the families using the school live relatively close to the school in mainly owner occupied houses, housing association properties and some council maintained properties. Thirty-one pupils are eligible for free school meals, which is a lower proportion than the national average. The attainment of pupils on entry to the school is broadly in line with expectation for their age. Since the time of the last inspection the school has introduced two admission dates, September and January, which allows summer born children to spend a minimum of two terms, rather than one term, in the reception class.

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

This is a very effective school where pupils achieve high standards in English, mathematics and science by the age of eleven. The overall quality of teaching is good and in many lessons it is very good. The curriculum is planned very thoroughly and provides good access to all pupils. It provides a broad range of learning experiences and is enhanced by interesting visits and a very good range of extra-curricular activities. The strong leadership and management ensure that standards are maintained and that the school works well as a community where pupils are valued equally and very well cared for. Parents provide good support for the school and have a high opinion of the quality of education it provides. The school gives good value for money.

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

- By the age of 11 pupils achieve high standards in English, mathematics and science. In music standards are above the national expectation.
- The quality of teaching for pupils in Years 3 to 6 is good and in the reception year it is very good; as a result, pupils in these year groups learn and achieve well.
- The leadership and management provided by the headteacher, senior management team and governors is a major strength of the school and contributes significantly to its success.
- The curriculum provides good breadth and balance and is made accessible for all pupils; this raises the pupils' interest and enthusiasm.
- The quality of the school's links with parents and the way the school cares for its pupils is very good; these things greatly support the progress that the pupils make.

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

- The levels of challenge, for higher-attaining pupils in Years 1 and 2, by continuing to implement strategies identified by the school to improve the quality of teaching.

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

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

The school was last inspected in 1998. Since then it has made very good progress in tackling those issues identified by the inspection team. The quality of assessment has been greatly strengthened throughout the school. It now involves regular assessments in English, mathematics and science and assessment data is carefully analysed to assist teachers with planning future lessons, to place pupils in appropriate teaching groups, and to inform parents of their children's progress. The curriculum for pupils in the reception class is very well matched to their needs and reflects the latest national guidance for children of this age. Letter and number formation is particularly well taught. The quality of monitoring of

teaching and learning has improved significantly. Members of the senior management team routinely monitor lessons across the school and this helps to raise the quality of teaching. Since the last inspection, monitoring lessons as part of the performance management process has also contributed to the overall quality of provision. Registers are well marked and unauthorised absence is monitored well. Collective worship and assemblies are now well planned and contribute much to the promotion of spiritual, moral and social development.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
mathematics	B	B	A	A
science	A	A	A	A

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

Children make good progress in the reception class, and by the end of the year the great majority reach their Early Learning Goals, some attaining well beyond this, as a result of very good teaching. In the 2001 national tests for seven year olds, standards in reading, writing and mathematics were in line with the national average when compared with all schools. When compared with similar schools, standards in reading and maths were in line with the average, but below average in writing. Results for seven year olds have been variable over 3 years, but are consistent with the relatively high turnover of teachers associated with this cohort and the steadily increasing numbers of pupils with special educational needs and English as an additional language. Standards achieved in lessons by seven year olds in reading, writing and mathematics is broadly in line with the national average, but the achievement of some higher-attaining pupils is not yet high enough. Pupils make good progress, overall, including those with special educational needs and those speaking English as an additional language. In the reception class, and in Years 3 to 6, pupils make very good progress. In the 2001 national tests for 11 year olds, pupils reached standards in English, mathematics and science which were well above average when compared with all schools nationally and similar schools. Standards of work in lessons and pupils' books indicate that current pupils are on course to achieve similar standards by the end of Year 6 in English, mathematics and science. Spelling was noted as a weakness in some infant and junior aged classes.

Standards in art, design and technology, information technology, history, and physical education are broadly in line with the national expectation. In music, standards are above average by the end of Year 6. The school exceeded its targets for the proportion of pupils achieving the expected Level 4 by the end of Year 6 in English and mathematics in the 2001 national assessments. Although the school did not quite achieve the challenging targets which had been set for 2002, unconfirmed results indicate that the standards achieved in these subjects compared very well with the county and national averages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest and enthusiasm in lessons.
Behaviour, in and out of classrooms	Good. Pupils know how to behave well and expect the same of others.

Personal development and relationships	Good. Pupils are responsible in their roles as monitors and School Council members. They develop very positive relationships.
Attendance	Satisfactory. Unauthorised absence has improved since the last report

Pupils respect their peers and adults and show an interest in and respect for the opinions and achievements of others. Most pupils collaborate well in lessons and respond well to the high expectation of teachers and adults in all aspects of school life.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	satisfactory	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 very good quality of the teaching in the reception class enables children to develop confidence at the beginning of their schooling. As a result they make good and sometimes very good progress, across all areas of learning. The quality of teaching in Years 1 and 2 is satisfactory, with some good elements, such as the quality of planning, classroom management and deployment of learning support assistants (LSAs). There are clear signs that the recently reconstituted team of teachers for Years 1 and 2 is beginning to have a positive impact on standards. However, there are instances when the pace of lessons and levels of challenge for the higher-attaining pupils could be improved to achieve higher standards. In Years 3 to 6 the quality of teaching is good, overall, with a significant proportion of very good lessons. The best lessons are characterised by very good planning, high expectations of pupils' work and behaviour, good use of subject knowledge and resources, and very good deployment of learning support teachers and assistants (LSAs) to support lower-attaining pupils, including those with special educational needs and those who speak English as an additional language. As a result, these pupils make good and sometimes very good progress. In the most successful lessons, pupils are clear about what they need to know, can work for sustained periods of time, and show interest in their learning. In many lessons, such as science and physical education, they co-operate well during activities. The teaching of English and mathematics is predominantly good. Numeracy is well taught. Literacy is generally well taught, although in some lessons there are insufficient opportunities provided to reinforce important (key) words to support spelling and writing.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides a good range of interesting learning opportunities and good access for all pupils. Very good use is made of visits, visitors and extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and learning support assistants.
Provision for pupils with English as an additional language	Good. Some pupils receive additional help from specialist staff and all are well supported on a regular basis by learning support assistants and teachers.
Provision for pupils' personal, including spiritual,	Good. The school is successful in promoting these areas during collective worship, lessons and extra-curricular activities and visits. The



moral, social and cultural development	school prepares pupils well for life in a multi-racial society.
How well the school cares for its pupils	Very well. Supervision inside and outside the school is good and attendance is well monitored. Procedures for monitoring good behaviour and academic progress are very good.

The way pupils are organised into teaching groups in Years 3 to 6 (sets) in English and mathematics is effective because it helps teachers to plan more accurately for the needs of pupils of different attainment. The progress of pupils is monitored well through very effective marking and regular assessments. Procedures for monitoring the health and safety of pupils are very good.

## 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 management which is a strength of the school. She is well supported by the deputy headteacher and senior management team.
How well the governors fulfil their responsibilities	Governors provide very good leadership and direction and fulfil their statutory duties well. They use comparative information well to monitor and evaluate provision, and set targets.
The school's evaluation of its performance	Very good. The school uses data, monitoring procedures and consultation with pupils, staff and parents well to evaluate its performance.
The strategic use of resources	Good. The school budget has been used well to provide additional classroom assistants to support learning. Learning resources are of a good standard.

All teachers contribute effectively to the school planning process. This provides a shared understanding of the school's priorities and targets and helps to improve its performance. The school makes good use of the principles of best value in providing resources and monitoring school performance.

## 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>• Their children like school and behaviour is good</li> <li>• The teaching is good and teachers expect children to work hard</li> <li>• The school is approachable</li> <li>• The school is well led and managed</li> <li>• The school helps children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents had concerns about the range of extra-curricular activities</li> </ul>

The inspection team share the parents' view of what pleases them most about the school. They do not agree with parents' views about extra-curricular activities. The school provides a very good range of sporting and creative after-school activities, including orchestra, science club, art club, football and netball. Although there are only 3 activities specifically for pupils in Years 1 and 2, such a limited range is not unusual when compared with many schools nationally. At the parents' meeting a small number of parents commented on the need for more information, specifically to help them assist their children with homework. Although the school provides much good quality information about the curriculum, including

material provided through national agencies, the team has some sympathy with the view that additional material, tailored to support parents' wishes to help their children with homework would be beneficial.

## **PART B: COMMENTARY**

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

**By the age of 11 pupils achieve high standards in English, mathematics and science. In music, standards are above the national expectation.**

1. In the 2001 national tests for 11 year olds standards were well above the national average in English, mathematics and science, when compared with all schools and similar schools nationally. When compared with similar schools, the attainment of pupils in English at the higher level (Level 5) was high, well above average in science and above average for mathematics. Most pupils achieve well as they move through the school, including those with special educational needs, and those speaking English as an additional language.
2. Despite the relatively high turnover of pupils between Years 3 to 6 over the previous three years, and the increases in the proportion of pupils with special educational needs and pupils speaking English as an additional language, standards have been maintained since the time of the last inspection
3. In English, pupils in Year 6 are confident in discussions and respond to the teachers' questioning thoughtfully. For example, they discussed confidently how they had written instructions for popular board games during a lesson about instructional writing. Pupils are helped to make good progress by the teacher's high expectations and good use of time and resources. They have good listening skills as they listen to other pupils explaining what they have written and, in lessons such as music, science and physical education, they listen attentively as they move from one activity to another. Many pupils of average and above-attainment write fluently and are developing appropriate styles for different audiences. Past work shows great empathy when pupils write about life in air-raid shelters during the Second World War and the impact on life in Britain of Viking invasions.
4. In mathematics, Year 6 pupils have very good mental computation skills and use them well during mental arithmetic sessions at the beginning of lessons. They use these skills readily to solve problems and have a very good grasp of such concepts as proportion, fractions and decimals. In one lesson a group of higher-attaining pupils working with an experienced and knowledgeable support teacher worked very effectively to solve a number of complex area calculations working competently without calculators to two decimal places. Analysis of past work indicates that pupils have a good grasp of elementary algebra, number patterns, symmetry, and two- and three-dimensional shapes by the time they reach the end of Year 6.
5. In scientific investigations pupils write well about what they have done and found out. They have a good understanding of such concepts as health related to exercise, movement and forces, and the differences between solids, liquids and gases. In their investigation of the connection between pulse-rate and exercise, pupils used line graphs competently to record what was observed. They have a very good understanding of the factors contributing to a fair test and how to use this knowledge when designing their own investigations. In a lesson about air resistance, Year 6 pupils confidently described the factors that might influence the way parachutes worked, then worked very effectively in groups to test out their predictions. After making and testing their model parachutes, they used a spreadsheet program competently to record their results.
6. Standards in music continue to be above the national expectation. Pupils in Year 6 sing well and many have a good sense of rhythm and pitch. In assemblies, pupils play instruments such as the recorder, violin and clarinet confidently whilst others sing with enjoyment and feeling. In a Year 6 music lesson about rhythm and pulses, pupils used untuned percussion instruments confidently to devise different rhythms. As a result of good teaching, many pupils develop a good musical vocabulary, and can relate the terms 'timbre' and 'dynamics' to different sounds. At lunch-times the musical attainment of pupils is developed further through orchestra practice. Enthusiastic and knowledgeable staff motivate pupils through their encouragement and high

expectations. In one session, pupils played flute, clarinet, saxophone, violin and xylophone with great feeling as they practiced the theme from the film *Titanic* for a forthcoming assembly.

**The quality of teaching for pupils in Years 3 to 6 is good and in the reception year it is very good**

7. Since the last inspection the overall quality of good teaching has been maintained and the proportion of very good lessons has increased. However, the quality of teaching is not uniformly good. A higher proportion of good and very good lessons occur in the reception class and in Year 3 to 6 classes. In the reception class, all lessons seen were at least good and two out of three were very good. In the Year 3 to 6 classes five out of six lessons were at least good and one in every four lessons was very good. In the Year 1 and 2 classes, half of the lessons were good and half were satisfactory. No unsatisfactory lessons were seen.
8. A number of features contribute to the quality of good and very good teaching. Teachers have high expectations, demand more of their pupils, and this motivates pupils of all abilities to try harder to succeed. In a very good Year 5 and 6 mathematics lesson the teacher challenged a group of gifted pupils to use their well-developed mental arithmetic skills and knowledge of decimals to solve a number of problems relating to the area of complex two-dimensional shapes. Pupils rose to the challenge and completed the computations with interest and accuracy.
9. Most lessons are very well planned and in the best lessons teachers make very good use of time and resources. In a very well planned reception class literacy lesson the teacher made very good use of learning resources, including the computer, to teach word sounds. She also deployed the LSA very effectively to support a group of pupils whose task was to choose words, labelling objects that had particular sounds.
10. The best lessons are also characterised by very good management of pupils and very good relationships. In a very good quality Year 3 and 4 science lesson about 'the earth in space' the teacher used her organisational skills and good relationships with the pupils very well as she invited them to try modelling the movement of the earth, as a planet, around the sun. Pupils responded well, displaying very good behaviour and interest in the activity.
11. Most teachers assess pupils well and books are marked with useful comments that help pupils to improve their work. In a very good Year 3 and 4 physical education lesson the teacher constantly assessed pupils' understanding by asking individuals to explain the meaning of particular words that she had used, such as 'invade' and 'aim'. This helped pupils, and particularly those speaking English as a second language, to make better progress with the games they were playing.
12. In a majority of lessons, pupils with special educational needs and those speaking English as an additional language are well supported by LSAs and part-time learning support teachers. For example, in one Year 1 and 2 English lesson the LSA worked very effectively with a group of pupils as they sought to identify and use rhyming words in simple verse. Homework is skilfully chosen by teachers to support most subjects of the curriculum. Pupils believe that it helps them to make progress and are keen to complete it on time.

**The leadership and management provided by the headteacher, senior management team and governors is a major strength of the school and contributes significantly to its success.**

13. Since the time of the last inspection the overall management has continued to improve and is now a major strength of the school. The headteacher is a confident leader who manages the school very skilfully. She provides a clear sense of direction through a combination of very effective delegation and a collegiate approach to managing change and solving problems. She shares successfully with the staff, pupils, parents and governors her belief in the school as a community, in which each member is valued equally.

14. All teachers are actively involved in identifying school priorities through the school improvement plan, which is an excellent and very usable document. A strong sense of teamwork manifests itself in very effective curriculum planning and assessment and a strong corporate approach to promoting and monitoring good behaviour. The deputy headteacher and other members of the senior management team support the headteacher very well as team leaders, subject co-ordinators and co-ordinators of whole-school policy, such as assessment, classroom monitoring and recording and reporting.
15. Since the last inspection the quality and regularity of monitoring by senior staff has greatly improved. The monitoring of teaching and learning through regular classroom observation is now well established. As a result of such monitoring the headteacher took the decision to strengthen further the quality of the teaching in Years 1 and 2 from the beginning of the academic year by allocating one of the Year 1 and 2 classes to her deputy. Monitoring as part of the school's performance management procedures is linked well to school priorities and contributes very effectively to staff development.
16. The governors play a strong role in the leadership of the school. They have a shared commitment with the headteacher and staff to serve the school and a good range of expertise which they use to fulfil their statutory responsibilities very well. For example, governors were keen to commit funding for additional LSA time to help pupils with special educational needs and those who speak English as an additional language, in Years 1 and 2. One governor with a background in teaching and school inspection chairs the curriculum committee and provides good advice on educational policy matters. Another governor with an accountancy background chairs the finance committee and ensures that budget spending is monitored carefully throughout the year.
17. Governors have a good understanding of the strengths and weaknesses of the school based on good quality reports from the headteacher, governors' visits to the school and the use of local and national comparative statistics on attainment and spending. They use this knowledge to monitor and evaluate the school's performance and levels of provision against similar schools. Good use is made of additional government grants to pay for additional computers, staff training in ICT and additional classroom support for pupils with special educational needs. Recent budget surpluses are appropriate as they have been earmarked to pay for the possible relocation and enlargement of the school's existing computer suite.
18. The school gets best value out of its spending in a number of ways. It has recently consulted parents through a survey entitled "Seeing Your School". Analysis of parental responses have led to changes, such as a review of the school's homework policy and additional steps to improve pastoral care in the school. The good use made of comparative statistics allows governors to set realistic yet challenging targets, and spending on maintenance and building improvements is always based on competitive estimates or tenders. In this way they ensure that the school provides good value for money.

**The curriculum provides good breadth and balance and is made accessible for all pupils.**

19. Since the last inspection the quality of the curriculum has continued to improve and the issues identified as weaknesses have become strengths. For example, the curriculum in the reception class reflects the most recent national guidance and provides good opportunities for pupils to achieve their early learning goals. The weaknesses previously identified in the ICT curriculum have now been eradicated and all aspects of the national curriculum for ICT are now amply represented.
20. The curriculum is very thoroughly planned and makes use of a good range of learning experience, taking account of the latest national guidelines. Planning for literacy and numeracy is generally good, with the exception of spelling, which remains a weaker area in some classes across the age range. Opportunities to reinforce the use of common and important words are not provided regularly in all subjects. Assessment is used well to group pupils into teaching sets for English

and mathematics according to their prior attainment. In this way, teachers can plan activities that match more accurately the needs of particular pupils. Learning support assistants (LSAs) and support teachers are well briefed in tailoring the curriculum to support the needs of individuals, particularly those with special educational needs and those speaking

English as an additional language. In a Year 5 and 6 science lesson, the LSA helped one pupil speaking English as a second language to emphasise the appropriate words linked to the lesson, such as 'area' and 'diameter' when cutting out the shape of a parachute.

21. Teachers plan the use of ICT well in many subjects to enhance pupils' learning and develop further their computing skills. This occurs, for example, in art, where pupils in Year 3 and 4 classes use colour design software competently, in Year 6 science lessons where sensor devices are used to monitor the way heat and sound travels and history and geography, where research using the internet is a well-established feature. Word processing in English to improve pupils' writing in different styles is underused. Pupils' interest in the use of the Internet has been developed further through an international project in which they communicated by e-mail letters to pupils in Mexico and the United States of America.
22. The curriculum is further enhanced by the use of visits and visitors to school. The school's annual trip to the Isle of Wight has engendered some well-planned empathetic writing in which pupils compare life now with that in an aristocratic Victorian home (Osborne House). The school invites many interesting visitors to talk to pupils about their work and lives. These have included astronomers, veterinary surgeons, faith leaders and engineers. Specialist study weeks are used successfully to promote greater interest in learning. These have recently included, for example, a Science Week, when pupils used a range of natural and man-made dyes and separation techniques.
23. There is very good provision for extra-curricular activities during lunch-times and after school. Activities are very popular with pupils and include football, netball, science club, Urdu, French, computer club and orchestra. In science club, for example, pupils make very good use of the school's wildlife area to collect specimens of aquatic life and non-living specimens for microscope examination. Pupils enjoy these additional opportunities to develop their scientific skills.

**The quality of the school's links with parents and the way the school cares for its pupils are very good.**

24. From the time children are admitted to the reception class parents are provided with clear and helpful information about school organisation, the curriculum and school routines in addition to a very well written prospectus. High-quality information, often in the form of year group newsletters, is designed to raise parents' awareness about what their children are expected to learn during the term. One excellent document, for example, was prepared to inform parents of Year 6 pupils about the school's personal, social and health education (PSHE) programme and in particular the way it deals sensitively with sex education and drugs-related issues. Nevertheless, a significant minority of parents at the pre-inspection parents' meeting expressed concerns about not having sufficient regular information about how they might assist their children with homework, particularly in such subjects as English and mathematics. The inspection team is aware that, although some good quality information is produced from time to time to inform parents about the curriculum, the school may wish to review the regularity of this information and the degree to which it assists parents wanting to support their children with homework.
25. Consultation meetings with parents to discuss pupils' academic progress are provided termly with the option for parents to choose one of two different dates. Annual reports for parents are well written and include areas for improvement and learning targets. The February date of issue provides very good opportunities for parents to follow up concerns at the summer term consultation meeting.

26. The school has recently provided an opportunity for parents to express their views about the school in an electronic questionnaire entitled "Seeing Your School". As a result of concerns arising from parents' responses about homework the school reviewed its homework policy so that parents are made more aware of what work has been set.

27. Parents and community volunteers regularly support teaching and learning in school. They work alongside pupils in classrooms, help with extra-curricular activities and assist with school visits from time to time. For example, a group of committed parents and volunteers give regular support to the Reading Workshops organised for Year 1 and 2 pupils and a parent organises the Urdu club after school. Other parents are heavily involved in fund-raising for the Parent-Teacher Association, which regularly provides valuable financial support for additional resources. These have recently included new laptop computers and physical education equipment.
28. The school cares for its pupils very well. The level of adult supervision around the school is at all times very good. Regular health and safety checks are completed to ensure that the premises provide a safe and secure environment for learning. The school's child protection policy is well implemented and senior staff have been well trained to advise adults when necessary. Incidents of bullying are followed up promptly and pupils express confidence that, in the event of bullying, the school's response is quick and effective. The school is particularly welcoming and very effective in supporting pupils speaking English as an additional language.
29. Behaviour is monitored very effectively by class teachers and reviewed regularly by team leaders and senior staff. The school promotes positive behaviour very well through the consistent use of praise, good work assemblies and house points. Pupils' efforts and achievements in all aspects of school life are regularly commended and pupils who have been absent for some time are enabled well to catch up on previous work.
30. The school assesses pupils' work regularly and the quality of teachers' marking is of a high standard. Assessment is used well to plan future work, as, for example, in science, when the performance of pupils in the 'Earth and Space' topic has resulted in a consolidation of this topic in future lessons. The progress of pupils with special educational needs is well monitored by the special educational needs co-ordinator (SENCO) using the Individual Education Plans. As a result, these pupils are given appropriate and well-organised help, which contributes greatly to their good progress.

## **WHAT COULD BE IMPROVED**

### **The levels of challenge for higher-attaining pupils in Years 1 and 2, by continuing to implement strategies identified by the school to improve the quality of teaching**

31. In the 2001 national assessment tests the standards reached by seven year olds in reading, writing and mathematics were in line with the national average when compared with all schools. When compared with similar schools, standards in reading and mathematics were similar, but in writing they were below average. The attainment of boys was below that of girls in all subjects, although over a four-year period these gender differences are insignificant.
32. Since the time of the last inspection, standards achieved by seven year olds in all subjects have been variable and were significantly lower than might have been expected in the 2001 assessment. This is attributable to two major factors. Over a period of four terms prior to the assessment pupils in this particular cohort were taught by an unusually large number of temporary teachers as a result of illness and difficulties in recruitment and retention. During the same period the proportion of pupils with special educational needs and those speaking English as an additional language had also increased.
33. Standards achieved in lessons by seven year olds in reading, writing and mathematics is broadly in line with the national average, but the achievement of some higher-attaining pupils is not yet high enough. The school has identified this through school improvement targets linked to improved support from LSAs and the strengthening of the teaching team for these classes. Lesson observations and work in pupils' books indicate that the quality of teaching and learning for pupils in Years 1 and 2 is satisfactory, overall, with some elements of good teaching.



Nevertheless, with an increase in the level of pace and challenge, particularly for higher-attaining pupils, the quality could be significantly improved and the standards achieved raised to a level commensurate with those achieved in the best lessons.

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

34. Although the school has identified strategies in its School Improvement Plan to raise standards in Years 1 and 2, in order to raise standards further the it should:
- (1) Continue to raise the quality of teaching and learning in Years 1 and 2 by:
    - improving the pace of lessons and setting more challenging tasks for the higher-attaining pupils;
    - striving to maintain the stability of staffing for pupils in these classes.  
*(Paragraphs 15, 31 and 33)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	11	6	0	0	0
Percentage	0	26	48	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than **four 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)	312
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	49

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.4
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	26	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	17
	Girls	24	24	25
	Total	37	37	42
Percentage of pupils at NC level 2 or above	School	82 (79)	82 (88)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	14
	Girls	24	24	24
	Total	40	41	38
Percentage of pupils at NC level 2 or above	School	82 (86)	91 (93)	84 (93)
	National	85 (84)	89 (88)	89 (88)

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
	2001	18	25	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	24	24	25
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	93 (91)	93 (85)	98 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	24	24	25
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	93 (91)	93 (88)	98 (94)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	256	0	0
White – Irish	0	0	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	1	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	12	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	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)	13.3
Number of pupils per qualified teacher	23.9
Average class size	29.2

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

Total number of education support staff	14
Total aggregate hours worked per week	252.75

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-02
	£
Total income	680,557
Total expenditure	703,224
Expenditure per pupil	2,155
Balance brought forward from previous year	54,345
Balance carried forward to next year	48,114

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.0
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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	298
Number of questionnaires returned	222

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	2	0	3
My child is making good progress in school.	47	41	4	2	5
Behaviour in the school is good.	49	43	3	0	5
My child gets the right amount of work to do at home.	28	54	8	2	8
The teaching is good.	53	41	0	0	5
I am kept well informed about how my child is getting on.	36	48	9	0	5
I would feel comfortable about approaching the school with questions or a problem.	66	28	3	1	2
The school expects my child to work hard and achieve his or her best.	58	37	1	0	4
The school works closely with parents.	48	41	6	1	4
The school is well led and managed.	64	30	2	0	3
The school is helping my child become mature and responsible.	45	45	3	0	7
The school provides an interesting range of activities outside lessons.	29	52	8	3	7

### Other issues raised by parents

- Almost one fifth of the forty parents attending the parents' meeting expressed some concerns about the insufficiency of information to support them in helping their children to complete work at home.