

INSPECTION REPORT

JOYDENS WOOD JUNIOR SCHOOL

Dartford, Kent

LEA area: Kent

Unique reference number: 118441

Headteacher: Mrs. K. Reynolds

Reporting inspector: Mr. A. C. Matthews
Rgl's No: 19410

Dates of inspection: 13 - 14 January 2003

Inspection number: 247898

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Birchwood Drive Wilmington Dartford Kent
Postcode:	DA2 7NE
Telephone number:	01322 522151
Fax number:	01322 556116
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. S. Hallam
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19410	A. C. Matthews	Registered inspector
9030	R. S. Love	Lay inspector
20655	B. Rimmer	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Joydens Wood Junior School is situated in the Wilmington West ward of Dartford, Kent. Most of the pupils come from this ward but an increasing number are coming from the surrounding towns and villages. The school generally serves an estate that is a mixture of private and local authority housing and is both popular and over-subscribed. The roll has fallen slightly since the last inspection in 1998 but is larger than that of most other primary schools. There are 288 full time pupils – 140 boys and 148 girls aged between 7 and 11 who are taught in ten classes. There is an average proportion of pupils in the school from different ethnic backgrounds and two per cent of the pupils have English as an additional language, a figure slightly higher than in most schools. One per cent of pupils are eligible for free school meals and this figure is well below average. Thirty-one pupils are on the special educational needs register which, at 11 per cent, is below the national average. A below average figure of one per cent of pupils have statements of special educational needs. The mobility rate for last year was ten per cent, which is similar to most other schools, with 16 pupils joining and 13 leaving the school at other than the normal times. Attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features, which is very well run by the headteacher and governors. The standards are high because the teaching is good and members of staff, governors and pupils work together to create an effective learning environment. The school provides good value for money.

What the school does well

- Good teaching successfully challenges pupils of all abilities and enables them to attain high standards and make good progress.
- The leadership and management of the headteacher, governors and subject leaders are very good and ensure that high expectations are maintained and new initiatives support teaching and learning effectively.
- Pupils thoroughly enjoy school, behave well, have very good attitudes to their work and form very good relationships.
- The school provides very good care and welfare for all its pupils and this is highly valued by parents.

What could be improved

- The way in which the school monitors the pupils' progress towards their end-of-year targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in January 1998, national test results have risen strongly, the quality of teaching has risen and the school has developed a very strong team that is committed to continue this progress. The school has maintained a good rate of improvement since the last inspection because the headteacher is not afraid to challenge weaknesses and gives good support to her staff to develop their strengths. Three issues were identified at the last inspection and members of staff and governors have worked very hard to address these aspects in its work. The school now makes very good use of the subject leaders to monitor and evaluate pupils' learning and the standards they are attaining. The school has developed very effective procedures for assessing the quality of pupils' work and these are used well by teachers to plan the pupils' future work. There is now regular appraisal of all teaching staff who work in school and this information has led to better targeted in-service training. There have also been improvements in the way that pupils' work is monitored, the quality of marking and the way in which parents and pupils are involved in the setting of targets for literacy and numeracy.

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	B
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

The school results have risen in line with the national trend. Last year's Year 6 pupils made good progress in mathematics and science and average progress in English. The proportion of pupils working at the higher levels, was well above average in all three subjects, although this represented a slight fall in English on the previous year. There was no difference between the attainment of boys and girls or of pupils from different backgrounds. Despite these very good results, the school did not meet the unrealistically high targets set for these pupils when they were in Year 5. Inspection evidence shows that standards in the present Year 6 are again well above average in the three subjects above. Pupils learn the basic skills of reading, writing and number very effectively and use these skills well in other subjects. Pupils are confident when speaking in class and listen carefully to each other and to their teachers. Handwriting and spelling are very good. Pupils use punctuation very well and understand the conventions of grammar in their writing. Pupils have well rounded skills in mathematics and science and apply these well in practical situations. Pupils with special educational needs, including those with statements, make good progress because they are given work that is carefully planned for their needs and good support and encouragement to do their best. Higher-attaining pupils also make good rates of progress because teachers plan work that is both challenging and interesting.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle all learning challenges enthusiastically and really enjoy school life. Pupils take great pride in their work and are justifiably proud of their achievements.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classroom, on the playground and are friendly and courteous.
Personal development and relationships	Very good. Pupils are given worthwhile opportunities to take on additional responsibilities and they repay the trust placed in them by carrying out their duties conscientiously and with good will. Relationships are very good and have a very positive impact on pupils' learning.
Attendance	Well above average and pupils arrive promptly for the start of school.

Throughout the school pupils show a good understanding and consideration for others. Because of the school's high expectations and the responsibilities that pupils are given, pupils develop high self-esteem and respond very positively to the good quality teaching. Pupils take part most enthusiastically in a very good range of extra-curricular activities from which they benefit both socially and intellectually.

TEACHING AND LEARNING

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

Overall the quality of teaching is good and this closely reflects the good progress that pupils make as they move through the school. The large majority of lessons were taught well or better during the inspection. Some teachers show consistently high quality teaching and all the teaching observed had strengths. Pupils do well because expectations are high in the vast majority of lessons. Teachers use a good range of methods and apply the strategies for literacy and numeracy effectively which means that pupils learn the basic skills of speaking, listening, reading, writing and number work at a good pace. Much of pupils' learning is reinforced by carefully planned practical activities, which motivate the pupils and make them enthusiastic learners. Teachers pass on their enthusiasm for subjects to their pupils, and, in return, pupils work hard for their teachers. Teachers base their planning on very good quality assessments, using tests and tasks that show how well pupils have learnt and what they should be learning next. During the scrutiny of pupils' books, examples of exemplary marking were found which gave clear feedback to pupils as to how they should improve their work. Regular monitoring of pupils' books by co-ordinators and the headteacher has helped to improve the consistency of marking through the school. Teachers plan carefully to meet the needs of pupils of all abilities and, because they have very good attitudes towards their work, they learn effectively. They are attentive and develop very good working skills. They respond well to their teachers' well focused questioning and develop increasingly good independent learning skills as they move through the school. Whilst teachers develop pupils' information and communication skills appropriately, they do not plan consistently for pupils to use these skills to support their learning in other subjects. Pupils with special educational needs make good progress towards their targets. Higher-attaining pupils are appropriately challenged and learn well. Teachers use homework effectively to consolidate and enhance all pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is very well supplemented by carefully chosen visits and a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties are quickly identified and their progress is very carefully monitored.
Provision for pupils with English as an additional language	Good provision is made for these pupils and, as a result, they make clear progress in developing their basic literacy skills and take a full and active part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given many opportunities to develop their social skills and take real responsibility for the work and development of the school.
How well the school cares for its pupils	Very good. Child protection is very well established and the school's environment reflect the values and aims of the school. The school has very good procedures for monitoring and recording the standard of pupils' work.

The school curriculum has improved since the last inspection and all subjects have clear schemes of work to ensure the systematic development of pupils' skills and knowledge. The rigorous application of national strategies has raised attainment significantly during the last three years. Parents give good support to their children with their homework and some also give valuable help in the classroom and with

extra-curricular activities. The school council gives pupils valuable opportunities to play an active part in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very good leadership and management, and are very well supported by all staff.
How well the governors fulfil their responsibilities	Good. Governors are knowledgeable, supportive of the school, visit on a regular basis and play an active part in helping to plan the school's future development.
The school's evaluation of its performance	Good. The monitoring of teaching is very thorough and the results of the monitoring used very effectively to improve the quality of teaching. Test results are very carefully analysed and inform teachers' future planning. However, the monitoring of pupils' progress towards their end of year numeracy and literacy targets is not rigorous enough.
The strategic use of resources	Very good. The school plans and manages its budget very effectively and applies the principles of best value very well.

The headteacher's leadership and management are strengths of the school and have helped the school to develop further since the last inspection. The school's commitment to the constant evaluation of its practices is helping it to improve even more. Whilst governors are most supportive of the school, even more use could be made of their expertise to help the school judge the success of some of the initiatives highlighted in its annual improvement plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school and behave well. The teaching is good and children make good progress. The school expects children to work hard and they are helped to become mature and responsible. The school is well led and managed. The involvement of parents and children in target setting for mathematics and English. 	<ul style="list-style-type: none"> Homework. The approachability of the school. The information about children's progress. The range of extra-curricular clubs. The children's progress affected by large classes in Year 3.

Inspectors wholeheartedly agree with all the parents' positive comments but disagree with the great majority of their concerns. The range of visits and extra-curricular clubs is thought by inspectors to be very good and homework is used well by teachers to reinforce pupils' learning. Inspectors feel that the school has worked very hard to involve parents in their children's learning, particularly in target setting and believe that parents' access to teachers once a week to discuss their children's learning is much more than in most other primary schools. The great majority of parents find the school approachable and welcome opportunities to comment on the effectiveness of the school in the annual questionnaires which are sent to all parents. Whilst the school works hard to involve parents in their children's learning, only a few parents attend the curriculum information evenings. Whilst the number of pupils in the Year 3 classes is higher than in other classes, evidence from the inspection shows clearly that these pupils are making the same good progress as pupils in other years.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching successfully challenges pupils of all abilities and enables them to attain high standards and make good progress.

1. In the last three years, pupils' attainment has been consistently well above average in English, mathematics and science at the end of Year 6. The results for 2002 show that pupils made overall good progress since joining the school. Evidence from the inspection shows standards in English, mathematics and science for the present Year 6 pupils have remained well above average, and are particularly good in science investigation and number skills. The good progress that pupils make is due to the consistently good quality teaching and the very positive attitudes they have towards their work and their desire to do their best at all times. This is clearly evident in the large volume of work that pupils produce in lessons and in the particularly high quality of presentation. Pupils are justifiably proud of their work, which is carefully displayed around the school.
2. The quality of teaching has improved since the last inspection and is good overall and this equates closely to the good progress pupils make as they move through the school. During the inspection, a significant proportion of lessons observed was good and very good. In writing, pupils make very good progress through the school. This is because writing has recently been a successful school initiative which has led to teachers being particularly skilful at developing pupils' interests and abilities in this area. Teachers' planning has improved and is particularly good at challenging pupils of all abilities in each class. The aims of the lessons are shared with pupils at the beginning of each session and give them a clear indication of their teacher's expectations. The curriculum for all pupils is broad and gives them a wide range of good quality experiences. The curriculum is enhanced by a very good range of extra-curricular clubs and a good range of visits. Year 6 pupils spoke most enthusiastically about their visit to the *Britain at War Experience* as part of their World War II topic. What makes the teaching special for the pupils, is the school's emphasis on practical learning and the opportunities that pupils have for discussion. For example, pupils in a Year 5 design and technology lesson had a lively debate about the importance of the appearance of a finished product before making their own biscuits. The quality of teachers' questioning is consistently good and ensures that pupils of all abilities are able to take a full part in the lessons' proceedings. Teachers are particularly aware of individual pupils' different needs and some sensitive examples were seen, such as in a Year 5 numeracy lesson when a pupil was given longer than normal 'wait time' to formulate her answer to share with the class. Another consistent strength of the teaching is the way in which technical vocabulary is introduced to ensure pupils understand and use it correctly. After comparing the story of *Little Red Riding Hood* to *Clever Polly and the Stupid Wolf*, a teacher of a Year 3 class successfully introduced the concept of 'stereotyping'. The set task of creating a piece of writing that challenged 'stereotyping' captured the pupils' imagination and prompted one pupil to write of a prince 'who was small, bad tempered and scared of everything and everyone'.
3. Teachers' marking is particularly thorough and supportive, and becomes progressively detailed as pupils move through the school. The marking is very carefully tailored to pupils' individual needs, clearly pointing out their strengths and what they need to do to improve. Pupils appreciate the opportunity for interactive discussion about their work, and evidence from their books shows clearly that the marking and discussions have a significant impact on the quality of pupils' future work. This is particularly the case in pupils' writing and is one of the principal reasons for the very good progress that they make in this aspect. Due to the high quality language teaching, many gems were seen in pupils' books. For example, a pupil wrote of 'an ice-blue shirt with razor red streaks'. Pupils' enjoyment of language shone through much of their written work as was seen in a Year 6 pupil's parody of *The Charge of the Light Brigade*.
4. In the great majority of lessons teachers showed very good subject knowledge which impacted positively on the development of pupils' skills and understanding. In a Year 3 information and communication technology (ICT) lesson, the teacher's introduction and very knowledgeable use of the resources, enabled pupils to gain a clear understanding of how to question a database. Similarly the success of a Year 6 dance lesson, was due to the teacher's very good assessment

of the pupils' movement to music from the Planets Suite and her discussion of how they could improve the quality of their movements. Occasionally teachers' good subject knowledge is not

clearly reflected in the work that pupils do. When this happens, tasks set are not correctly matched to all the pupils' abilities and, as a result, these pupils do not make appropriate progress.

5. Pupils want to work hard for their teachers and earn their praise. "They accept you've got faults and help you improve," said one pupil. The very good relationships between staff and pupils help pupils' learning by giving them confidence to volunteer answers and to clarify misunderstandings. This was clearly seen in a science investigation lesson when pupils were struggling to understand the notion of an 'upthrust' force. Teachers plan lessons that approach learning in interesting ways; for example, a very enjoyable Year 5 literacy lesson saw pupils' enthusiasm and sense of fun well harnessed by the teacher, enabling them to make good progress in their work on King Arthur. Teachers use praise effectively to encourage pupils to do their best. Pupils in a Year 4 numeracy lesson benefited from the teacher's well-timed interventions to revise and consolidate their learning. Teachers use homework effectively to consolidate and extend pupils' learning. All pupils who were interviewed by inspectors clearly understood the importance of homework and how it helped their learning.
6. Both teachers and support staff have benefited since the last inspection from good quality in-service training in a range of subjects. The literacy and numeracy strategies have been very well implemented and the development of pupils' skills in these two subjects is carefully planned in other subjects. The school has extremely good procedures for the induction of teachers new to the school, and also to the profession, and as a result, has been able to assimilate the larger than average number of teachers joining the school in the last two years. Very good mentoring by experienced teachers enables these new teachers to develop their skills confidently and become competent practitioners. The school has also invested a great deal of time and money in the training of classroom assistants who work very effectively with the teachers. As a result of the training and experience, these assistants work confidently and competently with pupils of all abilities but particularly with those who have learning difficulties. Consequently these pupils are confident, take a full part in lessons and are very positive about their learning. Most of the support takes place in lessons but occasionally pupils are withdrawn individually or in small groups for focused teaching. The good use of resources in lessons leads pupils to have a greater understanding of what they are learning about. Teachers make good use of computers in the ICT suite and, due to well-focused training, now have the necessary skills to teach all aspects of the subject. This is particularly the case with word processing, which is used to help display pupils' high quality written work. Many pupils have their own computer at home and have opportunities to use these in their homework. This was clearly evident in some very high quality, personal project work that Year 6 pupils completed on World War II. Whilst the ICT suite is also used to support some pupils' ongoing work, teachers do not consistently plan for the use of their classroom computers to support pupils' learning in other subjects. This is recognised as being a priority for the next school improvement plan.

The leadership and management of the headteacher, governors and subject leaders are very good and ensures that high expectations are maintained and new initiatives support teaching and learning effectively.

7. The headteacher is a very strong and extremely capable leader who has raised the expectations of the school community. Her rigorous analysis of the areas that need improvement has resulted in a noticeable rise in national test results and an improvement in the confidence of teachers in their own leadership capabilities. Always keen to challenge weaknesses, she does not turn away from making difficult decisions or from taking action quickly and effectively. The headteacher does not shirk the responsibility to question the school's work on a very regular basis. Delegation to staff is a very strong feature of the headteacher's management strategy. She has judged aptitudes very well, encourages subject leaders to take full responsibility for teaching, learning and standards in their respective subjects and keeps a close watching brief over their work. As such, there has been a strengthening of the leadership and management roles throughout the school, with co-ordinators now playing an integral role in the development of the school. The headteacher has ensured that the national literacy and numeracy strategies have been rigorously

applied. This means that the basic skills of reading, writing and number are learned very well by pupils and all staff clearly understand the importance of effective teaching in these areas.

8. A very good example of the way in which leadership skills are being developed is the work of the literacy and numeracy co-ordinators. Standards in both aspects have risen since the last inspection because of the very clearly focused monitoring systems for pupils' and teachers' work. Extra training has been given where weaknesses have been identified, and much time is given to teachers, new to the school, to help them become confident and effective practitioners. The analysis of Year 6's National Curriculum test results and the annual assessments for English and mathematics that are taken by pupils in Years 3, 4 and 5 at the end of the summer term is most thorough. The results of this detailed analysis are discussed by all staff so that future planning builds on the identified strengths and addresses the weaknesses. This means that the curriculum for these subjects is constantly under review, and is 'fine-tuned' to meet the needs of individual year groups. In literacy, this means that although standards have risen substantially, more work is planned to improve further pupils' writing, and in numeracy a greater emphasis will be placed on the way that pupils use their mathematical knowledge to solve problems. High quality monitoring of this nature means that the school is never satisfied and is always looking for ways to develop provision.
9. The governors are most supportive and keep a critical eye on the school's performance. Governors have good levels of understanding and are well informed by regular headteacher reports, classroom observations, discussions with co-ordinators and the annual questionnaires that are sent to all parents. Analysis of this wide-ranging information is used well by the governors' in their contribution to the school's well-focused annual improvement plan. As such, governors are fully involved in giving a strategic steer to the school's developments. Governors help the school to analyse the outcomes of some of the planned improvements, but more use could be made of their expertise if, for example, they talked to groups of pupils about how the new initiatives had impacted on them. Careful analysis of national data gives governors a very clear indication of the Year 6 pupils' attainment, and they are rightly proud of these standards and of the high proportion of these pupils who pass their 11+ entrance exams to local grammar schools. However, governors' knowledge of the attainment and progress of other year groups is not so secure. Both numeracy and literacy governors are new to their roles. The planned joint observation of lessons with their respective co-ordinators is a good strategy that will benefit both parties.
10. The headteacher, finance secretary and governors run very effective systems to manage the school's finances. They have developed comprehensive processes to prioritise spending, based on a sensitive analysis of the school's needs. This careful management of finances over the last three years has enabled new security fencing to be built, the widening of paths, levelling of the playground and recarpetting of some upstairs classrooms whilst overcoming an initial deficit budget. Financial plans effectively support school improvements and have allowed an increase in the number of classroom assistants, which is having a very positive impact on pupils' learning. The school administration is also very effective. The newly created office area provides a warm welcome to visitors and the administrative staff provide a very effective support to the school and parents.
11. This is a good school because it has very good leadership from the headteacher who is well supported by governors. The headteacher ensures that curriculum leaders and teachers in senior posts feel that their work is both valued and supported. The caring atmosphere results in pupils sharing in the development of the school and in staff and governors being part of a well-integrated and effective team.

Pupils thoroughly enjoy school, behave well, have very good attitudes to their work and form very good relationships.

12. Pupils develop very good attitudes, behaviour and personal relationships and, because they enjoy coming to school so much, their attendance is very good. These very strong and positive attitudes are seen in all areas of school life. Pupils are keen and eager learners. Since the beginning of the school year, pupils have completed a great deal of work and analysis of their books shows that, in all subjects, and notably in English and mathematics, they work hard to complete the tasks that their teachers set them. Pupils make good use of time in lessons

because they have a clear understanding of their teachers' expectations. This high level of conscientiousness is seen in all year groups and even the youngest pupils work hard to meet the targets that their teachers set for them. This eagerness develops into good levels of concentration and very good working routines.

13. Pupils have very good collaborative skills. These are used most effectively by teachers and have a very positive impact on pupils' very good social development. Pupils are polite, listen carefully to each other and appreciate each other's contributions. This was clearly evident in a literacy lesson, when spontaneous applause greeted a pupil who correctly identified three adjectives in a sentence they were studying. Pupils quickly settle to their set tasks and have a good ability to work at an independent level.
14. Pupils are well behaved and well mannered because of the exemplary staff role models and because of the school's very good provision for their moral development. This makes the school an ordered place where pupils are respected as individuals and expected to play a positive role in the life of the school. Pupils are rightly proud of their work and the assembly musicians and pupils who read aloud in classes are shown respect and consideration for their efforts. Good use is made of time for reflection and pupils are given many opportunities to think about important matters. For example, in an assembly during the inspection, spiritual, moral, social and cultural issues were brought to pupils' attention by the visiting speaker who talked passionately about her recent stay in Southern Africa. This was followed by a meaningful time for reflection which gave pupils time to consider matters outside their day-to-day lives.
15. Pupils take their responsibilities very seriously. Whether it is helping to supervise classes during wet playtimes, acting as milk monitors or in their role as prefects, pupils show considerable maturity and confidence. They show sensitivity to others and go about their duties with good humour. The role of class representative on the school council is held in very high esteem. Pupils take very good care to appoint sensible and sensitive people to represent them. At present only one representative is chosen for each class. This is limiting the opportunities, particularly for the older pupils, to actively discover how democracy works and to help them realise how they can make a meaningful contribution to the life of the school.

The school provides very good care and welfare for all its pupils and this is highly valued by parents.

16. Procedures for health and safety are very good. Governors manage these issues well and there is a vigilant system for identifying problems. The headteacher, caretaker and governors inspect the accommodation regularly and teachers carry out risk assessments to ensure safety both to pupils and adults. All staff have received training on first aid. The security of the school site has been considerably improved with the new fencing that has also led to a reduction in vandalism.
17. The school rightly prides itself on its policy for inclusion, whereby all pupils are given the same access and opportunities to all that the school offers. This philosophy was very well summed up by an older pupil when talking about the school's main strengths, 'It gives everyone a chance to be equal to everyone else'. Very good assessment procedures enable teachers to plan work that challenges pupils of all abilities. This, together with the good quality teaching, leads to all pupils making good progress as they move through the school. Pupils' progress and attainment are recorded in detail, giving a pupil's teacher sufficient information to plan purposefully for each pupil from the beginning of a new school year. Pupils feel very safe in the school because there are very effective procedures to eradicate bullying and over-bearing behaviour, and pupils know that teachers will always listen to, and support, them if they have any worries. As a result, pupils flourish in this very caring environment.
18. Support for pupils with special educational needs is good. These pupils' individual education plans (IEPs) are carefully evaluated to ensure that new targets are appropriate and will suit the pupils' individual needs. Parents are fully involved in the process and give good support to their children to help them achieve their targets. Teachers use the IEPs effectively in their planning for the class. Knowledgeable and experienced classroom assistants support these pupils well, working with them either individually or in small groups to ensure they are fully integrated in the learning of the lesson and also develop their self-esteem. As a direct result of this good support,

pupils who have learning difficulties make consistently good progress and are becoming increasingly positive learners. Similarly, pupils with English as an additional language make good progress because of a similar level of well-focused support, which helps these pupils ultimately achieve as well as their peers.

19. The school continues to work very hard to develop its good relationships with parents and find ways to improve further the channels of communication. Regular newsletters keep parents up to date and parents find all school staff most approachable when any concerns arise. The very close working relationship between parents and the school impacts most positively on pupils' attainment and their attitudes to learning. This is clearly seen in the support and encouragement that parents give to their children in homework. Parents who attended the parents' meeting genuinely felt that the school made the best possible use of their expertise. Parents greatly appreciate having immediate access to their child's class teacher at the beginning and end of the day and the school's decision to set aside every Wednesday afternoon for more in depth discussions. They also find the twice-yearly parent-teacher meetings useful opportunities to discuss their child's new targets, and feel that this initiative clearly cements their role as joint educators with the school.
20. Parents' interest in the school was reflected in the wide-ranging debate that took place at the parents' meeting with the Registered Inspector. Parents feel there is a closer relationship with the school since the last inspection. They are very positive about their children's attitudes towards school, the high standards that they attain, the high professionalism of all staff in school, and the way in which the school is managed. There is a very strong feeling that the school does its very best to ensure that all pupils in the school receive a broad, challenging and relevant curriculum that also stresses the development of the individual. As a result of the time that they spend in the school, pupils receive an education that develops their intellect, personality and self-confidence and stands them in the best possible stead for their move to secondary education. There were some worries that a minority of parents felt needed to be shared with the inspectors. Inspectors investigated these but found there were none that was affecting the quality of education and care that the school provided. Whilst not all parents are completely happy about all aspects of the school, they all have great confidence that the school will listen to their concerns and act in the very best interests of their children.

WHAT COULD BE IMPROVED

21. The school has developed very good systems for assessing pupils' attainment and for using this information to help teachers plan work that builds on pupils' strengths and addresses their weaknesses. However, the school does not use this information to monitor pupils' progress at regular times through a school year to ensure that they are on track to meet the annual targets that are set for them in literacy and numeracy. As a result, the first indication that pupils will not meet their targets is at the end of the school year, which is too late for the school to put corrective measures into place. Consequently, extra pressure is placed on the pupils' next teachers to make up the learning deficit.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to improve the standard of education further, the headteacher, governors and staff should make greater use of the results of assessments to track individual pupils' progress towards their end-of-year targets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	9	4	0	0	0
Percentage	0	28	50	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		288
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		31

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0
National comparative data	5.4	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	33	38	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	33
	Girls	37	32	38
	Total	65	61	71
Percentage of pupils at NC level 4 or above	School	92 (91)	86 (88)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	30
	Girls	38	37	36
	Total	67	67	66
Percentage of pupils at NC level 4 or above	School	94 (84)	94 (90)	93 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
270	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
4	0	0
1	0	0
2	0	0
4	0	0
3	0	0
2	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: Y3 – Y6

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	25.5
Average class size	28.8

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	225

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2001
----------------	------

	£
Total income	590077
Total expenditure	590270
Expenditure per pupil	2064
Balance brought forward from previous year	18665
Balance carried forward to next year	18472

Recruitment of teachers

Number of teachers who left the school during the last two years	10.3
Number of teachers appointed to the school during the last two years	10.7

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	94

Percentage of responses in each category 32%

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	2	0	0
My child is making good progress in school.	38	53	5	2	2
Behaviour in the school is good.	32	61	2	1	4
My child gets the right amount of work to do at home.	34	48	10	3	5
The teaching is good.	41	51	5	1	2
I am kept well informed about how my child is getting on.	27	50	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	46	40	11	3	0
The school expects my child to work hard and achieve his or her best.	54	40	3	1	2
The school works closely with parents.	30	48	16	3	3
The school is well led and managed.	48	38	6	3	5
The school is helping my child become mature and responsible.	36	55	3	2	4
The school provides an interesting range of activities outside lessons.	39	47	10	3	1