

# INSPECTION REPORT

## **SOUTH FARNHAM COMMUNITY JUNIOR SCHOOL**

Farnham

LEA area: Surrey

Unique reference number: 125078

Headteacher: Mr A Carter

Reporting inspector: Mrs L Brackstone  
21872

Dates of inspection: 31<sup>st</sup> March - 1<sup>st</sup> April 2003

Inspection number: 248651

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Menin Way Farnham Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Ross
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

South Farnham is a large junior school, which caters for pupils aged 7 to 11. There are 489 pupils on roll, with slightly more boys than girls. It is situated in an area of private housing that is socially and economically prosperous. The numbers eligible for free school meals are well below the national average. Nearly all pupils are of white UK heritage. There are four pupils who use English as an additional language but none are at an early stage of language acquisition. About 20 per cent of pupils have special educational needs and this is average. There are four pupils who have statements for special educational needs, which is about average for a school this size. The pupils come from approximately 19 different schools and overall attainment on entry is above average. There are 52 pupils on the school's register for gifted and talented pupils. South Farnham is a Beacon School with 55 schools in its partnership.

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

This is a superb school where pupils achieve very well and attain excellent standards. This is a result of outstanding leadership and management and very good quality teaching and learning. The planned curriculum is extraordinarily rich and meets the needs of all pupils extremely well. All pupils are fully included in all aspects of school life. They show excellent attitudes to work and behave impeccably. The school provides excellent value for money.

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

- Overall standards are exceptional.
- The leadership and management of the headteacher, his senior staff and the governors are excellent.
- Provision for personal development is excellent. Consequently, pupils have exceptional attitudes to work and behaviour is outstanding.
- The curriculum is excellently designed and co-ordinated with effective and interesting links being made between subjects. It is enhanced by an outstanding number of interesting activities provided for pupils outside lessons.
- The quality of teaching is very good throughout the school and enables pupils to achieve very well.
- The school's provision for pupils with special educational needs, and for the more able pupils, is very good.
- Very good care is taken of all the pupils.
- The school works very closely with parents.

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

- The school has no areas that require improvement.

*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 March 1998 and despite having no key issues then, it has still made excellent progress. Overall standards have continued to improve and are now exceptionally high. The quality of teaching and learning, the curriculum, provision for special educational needs and links with parents were judged to be good but are now very good overall. Provision for spiritual, moral, social and cultural development was considered very successful but are now exemplary overall. In addition to this, leadership and management has continued to be inspirational, links with parents have been very well maintained and the care and welfare provided for the pupils are still of very high quality. The shared commitment to improvement is outstanding and the capacity to succeed excellent.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A*	A*	A*	very high A*
mathematics	A*	A*	A*	A	well above average A
science	A*	A*	A*	A*	above average B
					average C
					below average D
					well below average E

Overall, pupils start school with attainment on entry at the age of seven which is above average. All pupils, including those with special educational needs, achieve very well. The school sets challenging but realistic targets for pupils' attainment. Consequently, it has maintained excellent standards in English, mathematics and science since the last inspection. In fact, results in these subjects in 2001 and 2002 put the school in the top five per cent of schools nationally. These extraordinarily high standards in English, mathematics and science have a very positive impact on the standards of other subjects. For example, by Year 6 standards are very good in history, geography and religious education because pupils are able to express themselves confidently using their top quality literacy skills. Extremely high standards are also achieved in information and communication technology. This is because it is used exceptionally well by all staff to promote learning across the curriculum. Standards in the creative subjects, such as art and design and design and technology, are also outstanding because the pupils are stimulated by the superb experiences offered to them. The excellent range of sporting activities outside of lessons has an extremely beneficial impact on the standards achieved in physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils' attitudes are exceptional. They are very well motivated and keen to succeed. All pupils display high levels of enthusiasm.
Behaviour, in and out of classrooms	Excellent. Behaviour in and out of the classroom is outstanding. Pupils quickly learn to understand the school's expectations of behaviour and successfully fulfil them.
Personal development and relationships	Excellent. Relationships between pupils and pupils and adults are most positive. Pupils listen very carefully to each other and show the highest levels of respect for each other's points of view. Year 6 pupils express a real sense of pride and very high levels of responsibility, particularly in their role as buddies and as prominent members of the school council.
Attendance	Very good. Levels of attendance are very good and late arrival at school is rare.

## 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 overall quality of teaching and learning is of very good quality. All teachers are outstanding professionals and excellent role models who provide a high-quality learning environment for their pupils. Their subject knowledge is very good and the basic skills of literacy, numeracy and information and communication technology are taught very well. Teachers have very high expectations of behaviour and achievement. Questioning skills are used very well and this ensures that pupils are continually challenged. Teachers use praise to very good effect and pupils are encouraged to be involved in their own learning. Teachers and support staff work very closely together and are clearly focused on providing high quality learning. Very good use is made of time and lessons move at a very effective pace. Teachers and their assistants support pupils with special educational needs very well. This high quality support enables these pupils to make very good progress towards achieving their individual learning targets. The more able pupils are challenged well in class lessons and by additional activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is extremely well balanced and has been carefully devised to ensure that there are excellent links between subjects. The provision made for extra-curricular activities is outstanding.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early; they are supported very well in lessons and benefit greatly from the additional support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Excellent. Provision for spiritual, moral and social development is outstanding and this makes an exceptional impact on the pupils' attitudes and values. Provision for cultural development is very good. Cultural traditions are very successfully highlighted and celebrated.
How well the school cares for its pupils	Very good. There are very comprehensive procedures for child protection and pupils are very well cared for both personally and educationally.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, very ably supported by his two deputies, provides outstanding leadership. The school is led extraordinarily well and there is very clear educational direction. Staff are extremely effective in their various management roles.
How well the governors fulfil their responsibilities	Excellent. The governors have an exceptionally clear understanding of the school's strengths and weaknesses. They are totally involved in the school's planning for improvement and fulfil their role extremely effectively.
The school's evaluation of its performance	Excellent. Assessment data and monitoring evidence is used exceptionally well to plan carefully for the future. The school has excellent procedures in place to compare its performance with that of others.
The strategic use of resources	Excellent. All resources, including specific grants, are used superbly to support the school's priorities for improvement and best value is successfully achieved. The visual environment of the school is of outstanding quality. It celebrates the pupils' achievements and promotes the highest standards effectively.



## 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>• The school is well led and managed.</li> <li>• Behaviour is good.</li> <li>• The school has high expectations.</li> <li>• It helps their children become mature and responsible.</li> <li>• The very wide range of activities outside of lessons.</li> <li>• Their children like going to school.</li> <li>• The quality of teaching is good and their children make good progress.</li> <li>• They feel comfortable approaching staff if they have a problem and feel that the school works closely with them.</li> <li>• They are well informed about the progress made by their children.</li> <li>• They are happy with the amount of homework given.</li> </ul>	

The inspection team endorse all these positive views recorded in the questionnaires returned by over half of the parents.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### Overall standards are exceptional.

1. Pupils start school at the age of seven with above average attainment. All pupils, including those with special educational needs and those who are gifted and talented, achieve very well at South Farnham. Pupils in Year 6 have excellent speaking and listening skills. They have an extremely good knowledge of different authors and use their literacy skills very well to investigate information for a wide number of subjects. The pupils are able to write in a wide variety of styles that are neatly presented. For instance, they write play scripts, eyewitness reports and autobiographies. The pupils make very good use of language and show a developing knowledge of interesting verbs and adjectives, which make their writing interesting. They have a clear understanding of the difference between metaphors and similes. They explain what a rhyming couplet is and are fully aware that William Shakespeare was famous for this technique. The pupils make very good use of language and show a developing knowledge of interesting verbs and adjectives, which make their writing interesting. For example, one pupil referred to a drop of sweat running down his back *'like a cat chasing a mouse down a winding hill'*. They have a very secure understanding of the use of imagery such as a ghost giving a *'withering cry'* and know how to personalise objects in their writing to make it interesting. Pupils also write exceptional poetry. For example, whilst studying the play *'Macbeth'* one pupil wrote in the style of a witch's chant, referring to *'shell of beetle, a chwawa's paw, panda's intestines, a snail from the park, sheep's testicles in my brew, a spiders leg to finish my stew'*. Pupils make very good use of information and communication technology programs to present their work in a professional and well-organised manner. This has a positive impact on their technological skills.
2. Pupils in Year 6 confidently use their mathematical skills to work out problems. For instance, they convert Italian lire into English pounds and change pre-decimal weights into grams. The pupils have a very good understanding of angles and describe them as right-angled, straight, acute and obtuse. Protractors are used accurately to work out the correct measurement of an angle. In science, the pupils have a very good understanding of technical terms. For example, they name the different parts of the human body and confidently explain how muscles work. They understand that chemical changes can be reversible or irreversible and accurately record their findings using graphs and tables. The pupils use their literacy skills very well to write detailed accounts of their experiments and draw diagrams of very good quality. They make very good use of information and communication technology to record their results.
3. Pupils attain very good levels of historical knowledge and have a clear understanding of life in the past. Teachers have exceptional skills at bringing experiences from the past into present day life. For example, after Year 6 had studied a wide variety of Victorian aspects, they wrote and performed a play that focused on this particular era. The teacher had prepared the pupils very well for the session and excellent cross-curricular links had been made with drama and geography. Pupils had a very good knowledge and understanding of the Victorian era and were exceptionally clear about the long-term effects of historical change. The questions posed to *'Queen Victoria'* showed very high levels of understanding. For example, she was asked, 'what do you think about *'Charles Darwin's theory'*?' This session also very strongly promoted provision for spiritual, moral, social and cultural development. It also effectively stimulated the interest and enthusiasm of all the pupils in the class.
4. Pupils make very good use of their excellent information and communication technology skills to research historical topics. For example, pupils can access information about working conditions in Victorian Britain. Very good links are also forged with geography; pupils in Year 6 gain an awareness of the importance and consequences of settlement during the industrial revolution whilst visiting Ironbridge during their residential trip to Shropshire. In fact, their geography skills are also of a very good standard. For instance, they have very successfully compared and contrasted Farnham to Shrewsbury. They have studied the different services provided in these two towns and discussed land usage. These subject links are extremely well developed through the school. For example, Year 4 confidently locate Egypt on a world map when they learn about the Ancient Egyptians. This work is then supported excellently through the very good development of art and design and technology skills.

This is evident in the work of Year 4 where pupils have designed and created Egyptian mummies and painted vases in the style of that particular period.

### **The leadership and management of the headteacher, his senior staff and the governors are excellent.**

5. One of the main reasons for the success of the school is the outstanding leadership of the headteacher. This has been successfully maintained since the last inspection. He has a very clear vision for the school and is fully committed to promoting the highest standards from both his staff and pupils. The headteacher has very skilfully managed to build an excellent leadership team around him who willingly take responsibility and lead by example. His senior management team are very experienced and provide exceptional support.
6. Both deputy headteachers have a substantial influence on the teaching and learning within the school and provide high quality support and motivation to staff and pupils. They are successful mentors to trainee teachers and are highly involved in the work required to maintain the Beacon School status. They have also worked together to devise a training plan for the government scheme involved in graduate trainee teachers. Its successful application has ensured the placement of two students during both the past and current academic year with three more to start shortly. This has ensured additional staffing, funding for the school and continuing professional development for all staff as they work together with these new colleagues. It also provides a very successful opportunity to invest in staff recruitment for the future. For example, one of the graduate trainee teachers from the last academic year has been employed within the school.
7. The school places a high priority on constantly developing and improving the curriculum. Consequently, it is carefully monitored by senior staff and curriculum co-ordinators, all of whom have regular and frequent opportunities to evaluate teaching and the standard of learning. Their findings are shared with colleagues.
8. Governors make an excellent contribution to management, especially in the area of personnel, finance and premises. Governors have also played a significant part in achieving improvements over recent years. For instance, they have been involved in the planning and installation of the information and communication technology suite, the refurbishment of the toilets and the building enhancement programme that has recently finished. Governors maintain a vision for further improvements. Some parental concern over the way the governing body conducted itself was raised with the registered inspector prior to the inspection but the team are unable to agree with this view.
9. The headteacher is always in the forefront of any new initiatives. This has a very beneficial impact on the quality of learning. The headteacher is exceptionally skilled in management of resources. He makes maximum use of all available resources and the budget is systematically linked to improvements that will benefit the pupils. For instance, an exceptional feature of the school is the way accommodation provides an environment really conducive to learning. This is because specialist areas have been built such as music rooms, library areas, a drama studio and information and communication technology suite. All classes are networked to the system and this provides straightforward access to all the available learning materials for all pupils. Information and communication technology is an integral part of the daily life at school in all subjects of the curriculum. For example, investigations in mathematics and science are successfully illustrated in graph form. Activities in English, such as report writing, are presented in a very wide variety of differing formats. Pupils very confidently use CD ROMs to gain their required information for their topics in history, geography and religious education. Pupils make excellent use of the available technology to create presentations on different subjects. For example, multi-media programs are used by Year 3 to present their findings about Greece. Teachers make excellent use of communication equipment such as overhead projectors and laptops, which are linked to computer programs. This ensures that all pupils have access to the screen on view and enables them to take part fully in the lesson.
10. The headteacher has exceptional skills in strategic planning and uses all available resources in the very best way. Excellent use is made of specific grants. The partnerships with the 55 partner schools have a very beneficial impact on the life of the school. As a centre for professional

development for teachers, staff share with others a wealth of new ideas which they eagerly explore and develop. In return, the headteacher is able to invest carefully in the future of the school by improving facilities.

11. Best value is always sought in all purchases and the school continually strives to ensure that it is providing the pupils with the very best possible education. This is clearly evident through the excellent procedures to monitor and evaluate all systems in school. For instance, the school rigorously compares the performance of its pupils to those within the local education authority and also uses national statistics very well to evaluate improvements over time. All stakeholders are consulted on a regular basis through questionnaires. The budget shows a large carry over figure from the previous year but this has been used to fund the new building works that includes two new classrooms, a continual professional development room, an art area and library.

**Provision for personal development is excellent. Consequently, pupils have exceptional attitudes to work and behaviour is outstanding.**

12. Provision for pupils' personal development is excellent and has an extremely positive effect on their attitudes, behaviour and relationships with each other.
13. Spiritual development is of the highest quality and has made very good improvements since the last inspection. The school holds an act of collective worship each day and time for reflection is very well provided for. The spiritual content is very clear and pupils are actively encouraged to share their feelings and beliefs. For example, one Year 5 class presented an assembly to the whole school that was based around the theme of communication. This performance included music, drama and dance and provided an opportunity to display their knowledge in a sparkling presentation that kept the rest of the school entranced. Through the excellent use of music and movement, the pupils were able to illustrate the intrinsic nature of life. The whole experience was truly moving and contributed in an outstanding way to the spiritual development of both adults and pupils alike. Throughout the school the pupils are provided with many opportunities to appreciate beauty and develop their expressive and creative talents. Teachers use famous poets, painters and musicians to stimulate the pupils' learning and develop their skills. For example, pupils in Year 6 very confidently compare and contrast the different styles of composers such as Chopin, Beethoven and Wagner. Different types of music are skilfully used to promote feelings and emotions such as when Year 3 pupils study the elements of fire, water, earth and dance sessions. Consequently, standards in art, music and dance are very good
14. The school's provision for moral development has also improved and is now excellent. Pupils have a clear understanding about right and wrong and the school operates as a well ordered community where pupils know what is expected of them. Issues are discussed in class and there is a clear code of conduct. For instance, in an excellent Year 4 literacy lesson the pupils were required to write a paragraph that included a moral dilemma. The excellent range of opportunities for pupils to take part in sporting activities supports their understanding of the need for rules and fair play.
15. Provision for social development has many excellent features that have been maintained since the last inspection. Adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each child and work effectively towards developing high self-esteem. There are also very good opportunities for pupils throughout the school to work together in subjects such as literacy, numeracy, science, dance, drama and history. Pupils are encouraged to take responsibility for their behaviour and belongings from the start of Year 3. All classes make effective provision to ensure that pupils undertake additional responsibilities within the classroom, such as being monitors for hymnbooks and doors. There are opportunities for pupils to use their initiative and pupils undertake additional responsibilities such as acting as 'buddies' to younger pupils. There is an exceptional awareness of the needs of others and the sensitivity shown is of the highest quality. This was clearly evident in an excellent personal, social, health and emotional session in a Year 6 class where the pupils discussed the details of puberty with very little embarrassment or silliness. Pupils are also involved in several charitable initiatives both locally and in developing countries throughout the world. The pupils value the opportunities that the school provides for them to participate in a worthwhile range of educational activities which extend opportunities for them to experience a range of social activities.

For instance, pupils talk enthusiastically about the 'Spring Proms', where musicians are provided with opportunities to perform publicly. A rehearsal for this event was observed by inspectors. They were most impressed by the mature responses of the pupils involved and their ability to perform so confidently in front of an audience.

16. The school makes excellent provision for the pupils to learn about their local culture through visits to places of interest and various art galleries and museums. This is a very good improvement since the last inspection. The school also includes the teaching of French within the curriculum to enrich the experience curriculum and broaden the horizons of the pupils. Pupils gain a very detailed and interesting insight into world faiths such as Islam, Judaism, Hinduism and Buddhism. For instance, they describe what happens at Ramadan that occurs in the ninth month of the Islamic calendar and are aware why the Moslems fast during this time. This cultural development has a very beneficial effect on standards in religious education that are well above those expected in the locally agreed syllabus. Well-planned assemblies provide opportunities to develop an understanding of the traditions and cultures represented in these countries. For example, the excellent Year 5 assembly shared an African folk-tale with the rest of the school.
17. Pupils' attitudes in class and around school are excellent. This has improved since the last inspection when it was considered to be very good. They show extraordinary skills in concentration and carefully take account of the needs of others in the class. This is particularly evident during sessions when they sit together in a circle to discuss different issues and during whole school assemblies.
18. Pupils are extremely proud of their school and want to do their very best. They are keen to arrive and eager to start work. Levels of attendance are very good and pupils are rarely late. Pupils talk happily about the many opportunities they are offered and how relationships within the school are good. This is because the teachers work very hard to build up a positive atmosphere and school rules are known by all.
19. Behaviour is excellent overall and this has been maintained since the last inspection. It is good in Year 3 but excellent in Years 4, 5 and 6. This is because of the outstanding provision for personal development, which has such a powerful impact on pupils' attitudes and behaviour as they move through the school. Teachers work superbly well to ensure that any challenging behaviour is dealt with effectively.

**The curriculum is excellently designed and co-ordinated with effective and interesting links being made between subjects. It is enhanced by an outstanding number of interesting activities provided for pupils outside lessons.**

20. The school provides an extremely rich curriculum, which is delivered in a consistent style throughout the school. This is a very good improvement since the last inspection when it was judged to be good. There are many interesting links made between subjects and a good emphasis is placed on developing literacy and numeracy skills across the whole curriculum. The teaching of literacy makes imaginative use of other subjects and vice versa. For example, Year 6 pupils have worked on projects based on famous Victorians. They have used their literacy skills to create biographies about Charles Darwin, Charles and Florence Nightingale. Excellent use has been made of their information and communication technology skills to seek out factual data and photographs about these individuals through the Internet. Many of the pupils have confidently word processed their writing in a wide variety of font size, colour and style.
21. The school sustains an outstanding visual environment, which does much to enhance the curriculum, to promote the pupils' sense of pride in their school and to celebrate their successes. Throughout the school, examples of pupils' work are displayed from many aspects of the curriculum. The quality of artwork exhibited in classrooms and around the school is of a very high standard. Pupils have opportunities to work across a wide range of media that includes paint, clay and fabric. They achieve very high standards. For instance, pupils have very skilfully created pictures in the style of Monet and designed collages in the style of Picasso. They have very successfully moulded clay figures to clearly depict movements. Pupils in Year 6 have designed neat and attractive Victorian samplers to support their historical studies. Their use of cross-stitch is impressive. The very high quality of

pupils; work and the rich visual environment of the school makes pupils aware that their achievements are celebrated and valued.

22. The school is rightly proud of the outstanding range of activities provided for pupils outside the classroom. These do much to enhance the curriculum and to raise standards in the aspects they cater for. For example, the school arranges regular visits to places of cultural interest that are linked to the pupils' studies. Pupils also have the opportunity to experience residential trips. The trip to Shrewsbury in Year 6 supports pupils' learning by providing practical activities that link to the geography, history and science curriculum. This was evident in a drama and history session where pupils acted out their experiences at the Victorian school they have visited on their residential trip to Shrewsbury. There is considerable emphasis on sports such as netball, rugby, hockey, cross-country and cricket. This is one of the main reasons why the standards achieved in physical education are very good. They are also given the opportunity to participate in gymnastics, drama, art, musical performances and chess.

**The quality of teaching is very good throughout the school and enables pupils to achieve very well.**

23. The overall quality of teaching and learning is very good. This is a significant improvement since the last inspection when the quality of teaching was considered good overall. All teachers are outstanding professionals who provide a high quality learning environment for their pupils. Teachers are excellent role models; they work very closely together as a team and have mutual respect for each other.
24. Teachers and support staff also work very closely together in classrooms and are focused well on providing the highest quality learning. It is quite clear that they really enjoy working with the pupils and are fully involved in all parts of school life. For example, the teachers willingly sit with the pupils at lunchtime; their high profile during this time has a very positive impact on the quality of the pupils' behaviour. All staff are committed to the extra-curricular programme and offer an excellent range of activities. Excellent quality relationships are enjoyed between staff and pupils at all times in the school day and this has a very good impact on the quality of learning.
25. Teachers have very high expectations of behaviour and achievement. The pupils are made fully aware of what is considered acceptable behaviour. Excellent use is made of praise to encourage positive attitudes to work. This was particularly evident in the focus groups where the small ratio of pupils to adults had a beneficial impact on learning.
26. The subject knowledge of the teachers is very good throughout the school and the basic skills of literacy, numeracy and information and communication technology are taught very well. For example, in a very good lesson in Year 6, the teacher skilfully used the poem '*Macavity*' by TS Eliot to illustrate how information could be retrieved from text and used for information purposes. During this lesson the pupils were required to seek out all the descriptions about '*Macavity*' that the poet provided. They were then required to write a police report about it. The teacher also used this poem well to recap on the use of rhyming couplets, metaphors and similes. Throughout the school very good use is made of resources such as whiteboards, projectors and electronic boards that are linked to computers. Very good use is also made of time and lessons always move at a very brisk pace. Teachers achieve this through the skilful use of time limits and deadlines. This was evident in a very good Year 4 numeracy session where pupils were made aware of the time that they had available to work out their mental calculations during the first part of the session.
27. Teachers provide clear objectives for each lesson and pupils develop a good understanding of how much they have learnt when these are reviewed at the end of each session. They assess their pupils very well on a day-to-day basis through effective use of introductory and plenary sessions. This was evident in an excellent Year 4 lesson where the pupils' knowledge and understanding was successfully assessed during an introductory game that focused on '*dynamics*'. Sessions at the end of lessons are also used to consolidate skills. For instance, in a good Year 3 dance lesson the pupils were required to evaluate their own progress before presenting their efforts to their peers. Teachers make very skilful use of all adults within the classrooms. For example, very good use is made of two graduate trainee teachers who provide high quality support in their designated classes.

For example, in a Year 5 mathematics session the graduate trainee teacher gave good support to the less capable pupils in this class and this ensured that they were fully included in the lesson.

28. All teachers use their questioning skills exceptionally well and this ensures that the pupils are continually challenged. Staff have an excellent knowledge of their pupils and ensure that they are fully involved in the sessions. This was particularly evident in an excellent Year 6 art and design and information and communication technology lesson where pupils were learning how to use translucent effects through the techniques of 'spraying'. The teacher introduced the lesson by focusing on the techniques of a number of landscape paintings by famous artists such as Holbein and Constable. All pupils were totally immersed in the content of this excellent lesson and very confidently expressed their views and feelings, knowing that they would be respected and valued. Pupils appreciate the continual high quality verbal feedback they receive throughout the school. Very good use is also made of marking to inspire and support the pupils further in their learning. Homework is excellent. It is carefully planned for the whole year and is available on the school's website. It is regularly given and is used very well to recap on previous learning. In particular pupils in Year 6 explained to an inspector how much they enjoyed working on individual topics at home and stated that they never felt uncomfortable about the homework given.

**The school's provision for pupils with special educational needs and for the more able pupils is very good.**

29. The provision for pupils who have special educational needs is very good. This is a good improvement since the last inspection. Pupils' individual plans are very precise, identifying specifically and clearly the areas on which the pupils need to focus.
30. The special educational needs co-ordinator has a very high level of expertise and manages and leads special educational needs very effectively. Special educational needs is resourced very well and support staff are experienced and effective. Pupils benefit from the high quality provision in the 'focus groups' where their needs are specifically met. They work hard, are well motivated and make good progress. The co-ordinator and the teachers are involved in the planning of pupils' individual education plans. Support assistants are kept well aware of pupils' targets and help the pupils to learn effectively. Teachers use praise very well, which helps to sustain pupils' enthusiasm and enables pupils to feel confident enough to ask for help when they do not understand. Pupils' progress is reviewed regularly and the next steps for learning are identified.
31. In all classes, teachers provide very well for the more capable pupils. They ensure that tasks are adjusted to suit pupils' current levels of learning. Targeted questioning challenges pupils' understanding and there are opportunities for more able pupils to work with pupils of different abilities. These arrangements enable the pupils to achieve very well and to extend their knowledge and understanding across the whole curriculum. For example, in all literacy and numeracy lessons the more capable pupils are provided with extension activities. In a very good Year 5 religious education lesson the more able pupils worked with the teacher to ensure that they were being appropriately challenged.

**Very good care is taken of all the pupils.**

32. Staff look after their classes very well and the care and welfare of the pupils are of very high quality. These very high levels of care have been maintained since the last inspection. During playtimes they have full access to the school building and even if it is just after a playtime, the pupils are allowed to visit the toilet if they need to. Prior to the inspection, some parental concern over access to water was raised but inspection findings cannot justify this. If required, pupils are allowed to have water in class and it is available around school.
33. All policies and procedures are clear and well known by everyone working in school. For example, pupils know how they should behave in school and do not need rules to be displayed around the school. Some parental concern was raised prior to the inspection regarding bullying issues in school. During the inspection no anti-social behaviour was observed. However, pupils are fully aware of how they seek help if they should need it. For instance, they know the steps to take if they should be

bullied. Pupils feel that the systematic school routines and the ordinary daily expectations create a safe and secure environment.

34. Pupils' personal development is monitored well by the staff. They know the children very well and are quick to spot any problems. For example, Year 6 pupils explain how their teachers spot if they are in '*a grumpy mood*' or if they did not feel well. Staff also take care to check and record pupils' academic progress. Annual reports provide an accurate record of how well the pupils are doing and parents meet staff regularly to share any concerns.

### **The school works very closely with parents.**

35. The school is held in high esteem, is supported very well and has received a local authority award as being '*parent friendly*'. This represents good improvement since the last inspection. The school provides its parents with an extremely effective range of information that deals with what pupils will be studying and communication about pupils' progress is good. About 60 parents help in school each week and support is provided for assemblies, plays, concerts and school trips. There is a very strong parent-teachers association that fund-raises and organises social events. Parents have raised large sums of money, which have considerably enhanced the learning environment. There is a high level of interest among parents concerning the school and almost all of the home-school agreements have been signed. Some concerns relating to relationships between home and school were brought to the attention of the registered inspector but inspection findings do not support them.

### **WHAT COULD BE IMPROVED**

36. The school has no areas that need improving.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	6	7	9	0	0	0	0
Percentage	27	32	41	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 more than 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)	489
Number of full-time pupils known to be eligible for free school meals	4

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	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.0	School data	0.1

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### ***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	65	59	124

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	64	65	65
	Girls	59	59	59
	Total	123	124	124
Percentage of pupils at NC level 4 or above	School	99 (100)	100 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	61	63	64
	Girls	56	59	57
	Total	117	122	121
Percentage of pupils at NC level 4 or above	School	94 (95)	98 (95)	98 (100)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
463	0	0
2	0	0
11	0	0
2	0	0
1	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
5	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)	20.5
Number of pupils per qualified teacher	25
Average class size	30.5

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

Total number of education support staff	16
Total aggregate hours worked per week	215

***FTE means full-time equivalent.***

### ***Financial information***

Financial year	2001-2002
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	<b>£</b>
Total income	1,013,722
Total expenditure	923,722
Expenditure per pupil	1,889
Balance brought forward from previous year	150,000
Balance carried forward to next year	240,000

***Recruitment of teachers***

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	15

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

Number of questionnaires sent out

489

Number of questionnaires returned

262

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	1
My child is making good progress in school.	61	36	1	0	1
Behaviour in the school is good.	69	28	0	0	2
My child gets the right amount of work to do at home.	47	44	8	0	1
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	44	47	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	1	0
The school expects my child to work hard and achieve his or her best.	81	17	2	0	0
The school works closely with parents.	52	42	5	1	1
The school is well led and managed.	88	11	0	0	0
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	65	33	0	0	1

### Other issues raised by parents

Prior to the inspection the registered inspector met with 23 parents. Overall, they were very pleased with the quality of education provided by the school but a small number of parents raised concerns about the amount of homework set. However, inspection findings indicate that the amount and quality of the homework set is excellent. The registered inspector also received some negative correspondence relating to the leadership and management of the school and a number of care and health issues. The inspection team were unable to agree with these views and felt that the issues raised had no validity.