

INSPECTION REPORT

FARNBOROUGH JUNIOR SCHOOL

Birkdale, Southport

LEA area: Sefton

Unique reference number: 104682

Headteacher: Mr J Gall

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: May 20th – 22nd 2003

Inspection number: 253262

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:	Farnborough Road Birkdale Southport PR 8 3DF
Postcode:	
Telephone number:	01704 577 625
Fax number:	01704 570 710
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E P Bolton
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farnborough Junior School is bigger than most primary schools. It has five hundred and sixty five boys and girls aged between 7 and 11 on roll and pupils are arranged into twenty single aged classes. Most pupils transfer to the school having previously attended Farnborough Infant School. There is a very wide range of attainment when pupils join the school at age seven, but overall attainment is similar to that usually found within this age group. Most pupils attending the school are white, only a very small minority of pupils are drawn from minority ethnic backgrounds. Eight pupils are known to be from homes where English is not the first language, although none of these pupils are at the early stages of acquiring English.

The proportion of pupils on the special needs register is well above the national average and three pupils have a statement of special educational need. Pupils' special educational needs relate to their learning, behavioural needs and physical needs. The number of pupils on the special needs register is very high. This is because figures include a number of pupils who have specific spelling problems and receive additional support in this area. Most of these pupils however, do not have any other additional needs. The socio-economic circumstances of pupils attending the school are quite varied and are average overall. The proportion of pupils entitled to free school meals is in line with the national average. Staff and pupil mobility is low. There have been several new teachers and a number of new pupils to the school during the current academic year. This is because the school has recently changed from having four to five classes in each year group.

HOW GOOD THE SCHOOL IS

Farnborough Junior School is a very good school that is very well led and managed. Standards of work and pupils' progress are good. Pupils' attitudes and behaviour are very good. The school is very inclusive: each child is respected and valued and the school provides well for pupils of different abilities, including pupils who have special educational needs. The teachers and support staff have a strong commitment to the school and pupils and they work very hard on their behalf. Staff morale is high. The school has a good capacity to continue to make improvements. The school provides very good value for money.

What the school does well

- Pupils achieve good standards in English, mathematics and science. Some good work was seen in other subjects. Pupils of all abilities make good progress during their time at the school
- Pupils' attitudes and behaviour are very good. Relationships between boys and girls and pupils from different social and ethnic backgrounds are very good.
- The teaching is good and pupils learn well.
- The curriculum is very good.
- The provision for pupils with special educational needs is very good.
- The school is very well led and managed

What could be improved

- Teachers can make even better links between pupils' learning in each of the subjects.
- The school's evaluation of its own performance.
- Some health and safety procedures need to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1997. The weaknesses identified in the previous report that related to record keeping, the arrangements for child protection, school development planning, monitoring the curriculum and the role of governors have been addressed. Health and safety procedures have been improved but there are still some areas needing attention. The strengths of the school evident at the time of the last inspection have been maintained. In

addition the school has continued to make improvements in all areas and has responded well to major developments in education such as those in literacy, numeracy and information and communication technology.

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	B	A	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	A	A	

Similar schools refers to schools nationally with a similar number of pupils entitled to free school meals.

The table above shows that in the tests at age 11 in 2002, pupils attained overall standards in English that were above the national average. Standards in mathematics and science were well above the national average. Standards in all three subjects were well above the average for similar schools. The targets agreed with the local education authority were met. Test results have improved at a rate in line with the national trend in recent years and boys and girls achieve similar standards. Standards in English, mathematics and science in the current Year 6 classes are similar to those achieved in the tests in 2002. Good standards of work were also seen in other subjects and across all year groups. Pupils of all abilities, including pupils with special educational needs and with a statement of special educational need, make good progress during their time at the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and show very positive attitudes to learning. They are conscientious and take a real pride in their work. These very positive attitudes make a strong contribution to pupils' learning.
Behaviour, in and out of classrooms	Very good. Most pupils behave very well in lessons, at playtimes, around the school and at lunchtimes. They are very polite and friendly. A minority of pupils, who have behavioural difficulties, are supported well to improve their behaviour.
Personal development and relationships	Very good. Boys and girls from different backgrounds relate very well to each other and to their teachers. Pupils take responsibility for their work and behaviour and show good levels of independence and initiative. They are very confident to their express ideas and opinions, and to ask for help if they need it. Staff set a very good example for pupils.
Attendance	Satisfactory. Attendance is in line with the national average. Most pupils arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 to 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.

Teaching and learning are good and some very good and excellent teaching was also seen in a number of subjects during the inspection. Teachers have good knowledge of the subjects they teach. They are well organised and very well prepared for lessons. They have high expectations of their pupils and keep a good overview of pupils' progress. Relationships between teachers and pupils are very good. In most instances pupils are well managed although occasionally in lessons seen this was not the case. English and mathematics teaching is good. The basic skills are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned. Good attention is given to all subjects, including English, mathematics, science and information and communication technology. French is also taught in Year 6. The curriculum is greatly enriched through its lunchtime and after-school activities, visits and visitors to school as well as its links with the community and other schools.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified very promptly and the additional teaching and support is very good. Pupils' progress is reviewed very regularly. Pupils with special educational needs are also supported very well by the school's very positive climate for learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school promotes pupils' spiritual and cultural development well. The school has a very strong moral code and pupils' social development is fostered very well through the curriculum, the teaching and through lunchtime and after school activities.
How well the school cares for its pupils	Good. All of the staff know pupils well and care for them very well. There are good systems to support those who need extra help or care. Pupils' academic progress is monitored well. There are, however a few health and safety procedures that need to be improved.

Parents have very positive views of the school and support it well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very Good. The headteacher provides very good leadership and a very clear educational direction. As a result the school provides a very happy and secure environment for its pupils and is successful in achieving good academic standards. The deputy headteacher, assistant headteacher, subject managers and teachers with other responsibilities make a very good contribution to the overall leadership and management of the school.
How well the governors fulfil their responsibilities	Good. The governors fulfil most of their statutory responsibilities well. However, they need to do more to ensure that any health and safety checks are carried out to the required standard. Governors are generally well informed about the school and about its strengths and areas needing improvement. They are very supportive of the school.
The school's evaluation of its performance	Satisfactory. The headteacher, senior managers and governors evaluate how well the school is doing and the impact of their decisions. The formal monitoring of teaching, standards and pupils' progress, however, needs to be more regular and to ensure subject managers are more involved.
The strategic use of resources	Very good. Relatively low staffing and finances are clearly focussed on achieving high standards and ensuring good levels of personal support for pupils. The school successfully bids for additional funding and takes steps to ensure that it obtains best value in its spending.

The staffing and resources are adequate. Every class has a teacher and there are some additional teaching and support staff who work with pupils with special educational needs. The number of general teaching assistants is low: there is one teaching assistant to every five classes. The low staffing limits the amount of time that subject managers have to monitor teaching and learning. Resources are satisfactory overall, but not extensive. The recent expansion from four to five classes in each year group, has posed some strain on the school budget because of the need to provide the additional basic classroom resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' standards and progress. • That their children enjoy coming to school. • Pupils' behaviour. • The way in which school helps pupils to become mature and responsible. • The quality of teaching. • That the staff have high expectations of their children. • The range of activities outside of lessons. • The information about their children's progress. • The way that the school works with parents. • That the staff are approachable. • The way the school is led and managed. 	<ul style="list-style-type: none"> • The amount and consistency of homework.

Inspection findings confirms the positive views expressed by those parents who responded to the questionnaire. Inspectors noted that the school has a clear homework policy, which is outlined in the school brochure. In response to the parental concerns raised about homework, the school has decided to review its homework arrangements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achieve good standards in English, mathematics and science. Some good work was seen in other subjects. Pupils of all abilities make good progress during their time at the school

1. Tests results in English, mathematics and science at age 11 have been consistently high in recent years and have been improving at the same rate as that found nationally. In 2002, overall standards in English were above the national average. In mathematics and science standards were well above the national average. A good proportion of pupils also attained the higher level, Level 5 in the tests in 2002: in English and science the proportion was above the national average and in mathematics it was well above it. Test results show pupils progress well during their time at the school. Girls and boys perform to similar standards in the tests. Test results in English, mathematics and science compare very well with results achieved in similar schools.
2. The well above average standards attained in the tests in 2002 are evident in the work seen across the current Year 6 classes. In their mathematics work the majority of pupils show a good understanding of data handling, of place value and number operations and, a systematic approach to solving problems. In science pupils show a good scientific knowledge and they apply this knowledge well to their work in other subjects. For example, in design and technology lessons seen in Year 6 during the inspection period, most pupils confidently put together an electric circuit that incorporated a switch. In discussions they demonstrated a good understanding of the properties of materials such as the effects of heating and cooling metals. They explained how a battery works and discussed the safety aspects of using electricity, explaining why for example they needed to use insulating tape rather than any other kind of tape. Pupils' English work shows lively and imaginative writing with good use of vocabulary to involve and motivate the reader. This was the case for example in the film scripts, brochures, poetry and interviews seen in Year 6.
3. The work seen in English, mathematics and science in other year groups is of a good standard. Some good work was also seen in other subjects and across all year groups. There is some good work in information and communication technology (ICT) on display in Year 6. In an ICT lesson in Year 4 when pupils used a LOGO program, pupils achieved good standards and demonstrated good skills. Pupils' past work on The Crystal Rainforest is also of a similar good standard. Some good work was seen in Year 5. Pupils are for example confident and competent in word processing. They have used ICT effectively to support their work across a range of subjects and to make finished pieces more visually effective and interesting, by for example changing the font style, colour and size.
4. Some good work was seen in history, geography and religious education. As part of their work on contrasting localities, pupils in Year 3 show a good understanding of the physical features of Keswick and can compare these with those in Southport. They use secondary sources, including maps well to extract information and find out more. In history some good quality work on the Vikings and Saxons is displayed in Year 4. In Year 6 as part of their work on local history, pupils were seen using secondary sources well, both to find answers to questions posed as well as to raise questions of their own. In a religious education lesson in Year 5, pupils showed a good understanding of different interpretations of the story of creation.
5. Pupils throughout the school sing very well. In assemblies the standard of singing was very good. Pupils sang in two parts and understand that words must be pronounced very clearly. Pupils learn a wide repertoire of songs and commit these to memory. They listen carefully for the pitch and recreate this. In a music lesson seen in Year 5 many pupils showed a good knowledge of musical composition. A good number of pupils from across the school also take part in the singing club or learn to play musical instruments. These pupils perform to a very high standard. As a consequence they are regularly invited to take part in performances, both locally and further afield. Pupils achieve well in physical education. This was evident in the lessons seen in Years 5 and 6 during the inspection. Individual pupils and teams of pupils also do very well in sports, games and in swimming competitions. The school has also achieved The Active Mark Gold Award for its work in physical education.

6. Good work was seen in art and design, and in design and technology, both in classroom displays and during lessons. Improving work in design and technology is currently a whole school focus and the results of this initiative are clearly very effective. Pupils' past work in design and technology, such as the models in Year 4 and fridge magnets in Year 3 are of a good standard. The work in progress in Year 6 is also good and pupils demonstrate a good understanding of the design, plan, make and evaluate processes. Pupils also displayed high levels of independence and perseverance as they modified their products in the light of any difficulties that arose from working with their original designs.

Pupils' attitudes and behaviour are very good. Relationships are very good

7. Pupils enjoy school and they have very good attitudes to learning. This is evident from the way in which pupils happily come into class and quickly settle down to work. Pupils take a pride in the presentation of their work. In lessons the vast majority of pupils are interested, work hard and sustain very good levels of concentration. When working in groups or pairs, boys and girls co-operate with one another very well. They show initiative and take responsibility for their own learning, and their independence increases as pupils move up through the school.
8. The vast majority of pupils are very polite and helpful and most behave very well. In most classes pupils listen attentively and respectfully to their teachers. However, in one or two lessons seen a minority of pupils did not behave as well as they should. In the playgrounds and dining hall behaviour is very good. Pupils in Year 6 diligently carry out their duties as monitors and other pupils show respect for them. This helps to ensure that the school runs well.
9. Relationships are very good. Boys and girls and pupils from different social and ethnic backgrounds relate very well to each other, to their teachers, and the support staff. They get to know each other well and develop strong friendships. This was very evident from discussion with pupils and from observations of pupils at play. What helps pupils to develop such good relationships, attitudes and behaviour is that adults set a very good example for them. This is evident in the staff's very kind and patient dealings with pupils. The staff are also quick to notice if a child needs some extra support or help. Pupils themselves are very clear that if they do have any problems, a number of adults are there to support and help them. Furthermore teachers provide many opportunities for pupils to work together in pairs or in different groupings. The school's reward system and the personal, health and social education programme also make a very good contribution to promoting positive relationships.

The teaching is good and pupils learn well

10. Teaching is good overall and, in about half of the lessons seen during the inspection period teaching was very good and occasionally excellent. Strengths in teaching include effective classroom organisation, high expectations of pupils and teachers' good and frequently very good knowledge of the subjects they teach. This helps pupils to learn at a good pace and encourages them to work hard and try to do their best. Lesson planning is very thorough, and this ensures that teachers are very clear about what they want pupils to learn and which skills they want them to practise and develop. Teachers take the time to plan interesting activities and they make some good links between work in different subjects, which makes pupils' learning more meaningful. In a number of lessons seen ICT was used well to support pupils' learning. For example, pupils in Year 6 used the Internet to research local history, and in Year 3 pupils were taught how computers can be used to assist them in finding out more about the Lake District. Teachers know their pupils well and assess their learning effectively during lessons and in the plenary sessions. In most of the lessons seen teachers managed pupils well, although occasionally this was not the case and it detracted from pupils' learning. Where teaching assistants are present in lessons, they are deployed well and make a very positive contribution to pupils' learning.
11. In the English and mathematics lessons seen during the inspection much of the teaching was very good or better. Teachers have a very good understanding of the methods promoted in the National Literacy and Numeracy Strategies and teach the basic skills very well. In these lessons teachers often used questioning very well to move pupils' learning on at a fast rate. The teaching

of pupils with special education needs in withdrawal sessions was consistently very good. Pupils' learn particularly well because teachers are very skilled and build very effectively on what pupils already know and can do, therefore moving their learning on in small incremental steps. Teachers also provided lots of praise and reinforcement so that pupils are willing to try hard and are not afraid of making mistakes. In class lessons teachers and teaching assistants support pupils with special educational needs well. This has a positive impact on their learning and ensures that pupils are fully included.

12. Some very good teaching was seen across all year groups, in art, geography, information and communication technology, science, physical education, design and technology and personal social and health education. Excellent teaching was seen in three lessons, in English in Year 4, in design and technology in Year 6 and in science in Year 5. What often made this teaching particularly effective was the teachers' very good subject knowledge, a very brisk pace to teaching and very good organisation so that no time was lost and pupils' learning moved on at a very brisk pace.
13. Aspects of teaching that can be further developed relate to providing even more opportunities for pupils to write independently about their learning across all subjects, and, extending the very good marking evident in English. Pupils' work is marked very regularly but could sometimes provide pupils with more guidance about how they can improve.

The curriculum is very good

14. The curriculum is very broad and well balanced. The basic skills in literacy, numeracy, science and information and communication technology are given good attention and there is good coverage of work across all of the other subjects. In addition French is taught in Year 6. The school's programme for personal, health and social education is very good and includes a strong emphasis on environmental issues and healthy living. The fact that teachers frequently make good links between subjects supports them to deliver a very good curriculum. Guidelines for all subjects are securely in place. Many of these are of very good quality: they adhere to national guidelines but have been adapted and continually improved to make pupils' learning experiences more interesting.
15. The school provides an extensive number and range of extra curricular activities, including visits and visitors to school. Teachers throughout the school give very generously of their time to run clubs during lunchtimes and after school. These are very varied and include a range of sports such as yard hockey, football, cricket, rugby, swimming and netball. Other activities include singing, orchestra, recorders, chess and line dancing. There are also a few clubs that pupils pay to attend, such as those in modern foreign languages and in judo. Pupils in each year group regularly go out on visits to places of interest that support classwork, or benefit from visiting speakers and performers.
16. The school has very strong links with other schools. Because pupils take part in many sporting events and competitions, and in musical events, strong links have been developed. The school has very good links with the feeder school, Farnborough Infant School. Staff and senior managers from both schools regularly liaise with one another. Communication is very effective in ensuring pupils' smooth transition into the junior school. Links with the community are very strong. Pupils are frequently invited to take part in community events or to perform at local venues.

The provision for pupils with special educational needs is very good

17. The provision for pupils with special educational needs is very good. Very effective links with the infant school ensures that teachers are well aware of pupils' needs when they first enter the school. Pupils' individual education plans are very well written and targets are clear and precise, identifying pupils' literacy, mathematical, behavioural, physical and personal development needs. The special needs co-ordinator, special needs teachers and the teaching assistants work very closely together to ensure that everyone is clear about how best to support pupils to achieve the targets set for them. Assessment procedures are very good and pupils' additional needs are identified promptly. Effective use is made of age related tests and assessments to screen pupils

across all classes in a year group. The results of such testing helps to determine whether pupils on the special needs register continue to need support, as well as to identify any other pupils who may have fallen behind with their work and need focussed attention. Specialised diagnostic tests are carried out when necessary. Screening in Year 4 also highlights those pupils whose ability to spell words correctly falls behind their cognitive and reading abilities. These pupils receive regular additional teaching of spelling to address their difficulties. Formal reviews of pupils' progress, including that of pupils with a statement of special need, are carried out very regularly and fulfil statutory requirements. Pupils, as well as their parents are involved in the review process.

18. A particularly good feature of the school's provision is the way that the special needs staff plan their work alongside other class teachers within each year group. This ensures that work in withdrawal sessions complements classwork, and also ensures pupils keep up with their classwork if they then cease to need extra support and return to class lessons. The teaching staff and the support staff assigned to pupils with a statement of special educational need are well trained.
19. The impact of this very good special educational needs provision is evident in several ways. Pupils achieve well in relation to the targets set for them and some pupils go on to attain standards that meet those expected nationally by age eleven. Furthermore, pupils on the special needs register gain confidence because this is emphasised in the teaching. Pupils are given lots of praise and feedback about how well they are doing, as well as clear guidance about how to deal with any difficulties they experience. This encourages them to try hard to do their best. In discussion some of the pupils were happy to talk about how the support they receive is helping them. The way in which pupils with special educational needs achieve and contribute within school demonstrates the inclusive nature of the school.

The school is very well led and managed

20. The headteacher has been in post for a number of years. He manages the school very well and provides the school with a very clear educational direction. As a result standards across the range of subjects are good and have continued to rise and pupils achieve well during their time at this school. Furthermore, the school is a very happy and orderly place, which runs very smoothly on a day-to-day basis. Systems of communication are very effective and this is particularly important in the context of such a large school. The year group leaders make a good contribution in this regard. The deputy headteacher and assistant headteacher contribute very well to the leadership and management of the school. All aspects of the leadership and management of special needs work are carried out very effectively. The headteacher, deputy headteacher and assistant headteacher are currently exploring how they can make some changes and further improvements to the overall management structure.
21. The subject managers provide very good leadership and manage their subjects well. They have worked very hard to continually develop and improve the curriculum and have produced detailed subject plans to support class teachers. They also provide effective advice and training for their colleagues. All of this supports teachers across the school very well. Subject managers have a reasonably good overview of work in their subjects and identify clear priorities for future development. However, because they do not spend enough time monitoring work in their subjects, they do not have a full picture about whether teaching, standards and progress are entirely consistent across each class or year group.
22. The governors make a good contribution to the leadership and management of the school. They are well informed about what is happening in school and are very supportive, whilst also ensuring that they hold the school accountable. The governors' role in the curriculum has been extended since the last inspection when it was judged as needing some improvement.
23. Very effective use is made of the available staff, resources and finances. These are deployed very effectively so as contribute very positively to pupils' attainment, progress and well-being. The school also successfully bids for additional grant funding and benefits from generous contributions from parents and local businesses. Day-to-day financial control and administration is very efficient.

WHAT COULD BE IMPROVED

Teachers can make even better links between pupils' learning in each of the subjects

24. There are some good examples of teachers making effective links between work in different subjects. For example, in Year 6 work on a design and technology project required pupils to apply their mathematical and scientific knowledge and skills to the process. In Year 5 some of the work in ICT is very well linked to work in English, history, geography, religious education and science. There are some good examples of pupils applying their reading and writing skills to work in other subjects, but also some missed opportunities as for example, in science when pupils complete worksheets when they could write about their learning in their own words. Now that the curriculum planning for all subjects is securely in place and teachers have identified the precise, subject specific skills that pupils in each year group need to acquire, teachers across each year group should take steps to fully exploit other opportunities to combine and link work across subjects.

The school's evaluation of its own performance

25. The headteacher and senior managers periodically monitor the quality of teaching and learning in lessons. They also examine data and scrutinise samples of pupils' work in order to assess standards and pupils' progress. Subject managers however, need to be more involved. They do not often sample pupils' work, nor have a leading role in analysing data and test results. Most have limited experience in monitoring and evaluating teaching and learning in lessons. All of this inhibits the subject managers' ability to fully evaluate the impact of any developments they have initiated. The current situation is to a very large extent influenced by the school's lack of additional staff to provide time to release subject managers from class teaching. Senior managers have recently obtained some grant funding to support them to improve monitoring and evaluation procedures. This should go some way in helping the school to get started in developing its systems of self-evaluation so as to continue to strengthen the school's already very good provision.

Some health and safety procedures need to be improved

26. Although fire drills are reported to have been carried out regularly and improvements have subsequently been made to the fire alarm systems, these have not always been formally recorded. There are also no records of formal risk assessments being carried out. The regular testing of electrical equipment is also overdue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to build on the schools' successes, the headteacher and governors should take steps to:

1. Continue to develop ways of making effective links between work in each of the subjects.
(Paragraph 24)
2. Develop better systems for formally monitoring and evaluating what the school provides and, ensure that subject managers play a greater role in this process
(Paragraph 25)
3. Take immediate steps to address the health and safety issues identified in this report
(Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	7	4	0	0	0
Percentage	12	42	29	17	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 one four percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3-6
Number of pupils on the school's roll (FTE for part-time pupils)	565
Number of full-time pupils known to be eligible for free school meals	69

FTE means full-time equivalent.

Special educational needs	Y3- Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	145

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	63	77	140

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	50	55	59
	Girls	68	71	75
	Total	119	127	135
Percentage of pupils at NC level 4 or above	School	84(87)	90(90)	99(96)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	55	57
	Girls	69	68	73
	Total	123	126	123
Percentage of pupils at NC level 4 or above	School	87(85)	89(88)	94(96)
	National	73(72)	74(74)	82(82)

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

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
535
4
3
3
0
2
1
0
0
0
2
0
0
3
0
3
9

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3– Y6

Total number of qualified teachers (FTE)	24.6
Number of pupils per qualified teacher	22.9
Average class size	28.25

Education support staff: Y3– Y6

Total number of education support staff	8
Total aggregate hours worked per week	194

Financial information

Financial year	2002/2003
	£
Total income	1,032,612
Total expenditure	1,060,000
Expenditure per pupil	1,876
Balance brought forward from previous year	46, 296
Balance carried forward to next year	36, 703

FTE means full-time equivalent.

RECRUITMENT OF TEACHERS

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	565
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	34	6	2	1
My child is making good progress in school.	45	52	3	0	0
Behaviour in the school is good.	43	48	6	1	2
My child gets the right amount of work to do at home.	29	46	21	3	1
The teaching is good.	48	45	4	1	2
I am kept well informed about how my child is getting on.	38	46	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	39	5	1	0
The school expects my child to work hard and achieve his or her best.	57	39	3	0	1
The school works closely with parents.	32	50	13	4	1
The school is well led and managed.	51	39	9	0	1
The school is helping my child become mature and responsible.	51	43	4	1	1
The school provides an interesting range of activities outside lessons.	50	39	5	3	3