

# INSPECTION REPORT

## **QUEENSWELL JUNIOR SCHOOL**

Whetstone

LEA area: Barnet

Unique reference number: 101313

Headteacher: Miss K Marshall

Lead inspector: Mr G Timms

Dates of inspection: 1 – 3 November 2004

Inspection number: 267530

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	313
School address:	Sweets Way Whetstone London
Postcode:	N20 0NG
Telephone number:	020 8445 2056
Fax number:	020 8446 4188
E-mail address:	<a href="mailto:office.queenswelljnr.barnet@lgfl.net">office.queenswelljnr.barnet@lgfl.net</a>
Appropriate authority:	The governing body
Name of chair of governors:	Ms Michele Simmons
Date of previous inspection:	7 June 1999

## CHARACTERISTICS OF THE SCHOOL

Queenswell Junior School has 317 pupils on roll organised into 12 classes. The school is of above average size. Overall, the attainment of most children when they enter the school is slightly below that expected for their age, although this varies considerably within year groups. There are 86 pupils on the register of special educational need and this is well above average. Eight of the pupils have a Statement of Special Educational Needs entitling them to extra support. This is above average when compared with schools nationally. The main needs are moderate learning difficulties, emotional, social and behavioural difficulties, speech and communication difficulties and specific learning difficulties. Most pupils are from a White British background but there is a wide range of pupils from different minority ethnic backgrounds and fourteen who are at an early stage of learning English and receive extra support through ethnic minority grant funding. There is a range of home languages spoken with none significantly more common than any other. A small number of pupils are from refugee or asylum seeker backgrounds, while a significant proportion are from armed forces families. The proportion of parents who claim their entitlement to free school meals is above average. The mobility of pupils joining and leaving the school at times other than is normal is high.

The school received achievement awards for its results in 2001 and 2002. Also in 2002, the school was awarded Investors in People status. In 2004, the work in developing sport in the school was recognised with an Activemark award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G D Timms	Lead inspector	Mathematics Information and communication technology Art and design Physical education
9561	Mr H Akhtar	Lay inspector	
12116	Mrs C. Morgan	Team inspector	Special educational needs English Religious education Design and technology Music
3574	Dr K Singh	Team inspector	English as an additional language Science Geography History Personal, social and health education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school**, which has improved a lot under the very good leadership of the headteacher and deputy headteacher. The quality of teaching and learning is good, overall. Achievement is good and standards are at least satisfactory. The governance of the school is good. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- The school consistently ensures that pupils make good progress
- Standards in science, art and design, and aspects of physical education and music, are above those expected
- The higher attainers are not always provided with sufficiently challenging writing tasks
- Pupils' attitudes to school are very good and their social, moral and cultural development is very good
- Teachers' planning is very good and they make very effective use of the very good quality teaching assistants
- Teachers do not provide enough opportunities for pupils to become independent learners; the marking of pupils' work does not always help them to improve
- The provision for pupils with special educational needs is very good
- There are very good opportunities for curriculum enrichment activities.

The level of improvement since the last inspection has been very good. The key issues raised then have been largely addressed, although more remains to be done to improve provision for the higher attainers to develop their writing skills further. Assessment information is extensive and well used in lesson planning and grouping pupils, as well as in identifying underachievement. The provision for pupils with special educational needs is very good. For those at an early stage of learning English as an additional language, provision is good and effective. The buildings and outside spaces have been much improved.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	C	C
mathematics	B	C	C	C
science	B	D	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards when pupils enter the school vary widely but, overall, are below average. **Achievement is good**. The table above shows that standards achieved in 2003 national tests were average in English and mathematics, and above average in science. The early indications are that the standards in English and science were maintained in 2004, but fell sharply in mathematics. The school has recognised this and is in the process of analysing the reasons, but the main reason appears to lie with that particular group of children who found mathematics concepts difficult to understand and retain.

The current standards are broadly average in English, although reading skills are above those expected. In mathematics, standards are average while in science standards are above average. In information and communication technology, most pupils are achieving well and making good progress, resulting in standards that are in line with those expected. In physical education, standards are broadly in line with those expected, although where specialist coaching and the best teaching has an impact standards are above average. In music, the achievement of those pupils who take part in the extra-curricular activities, or who learn an instrument, is exceptional. Pupils with special educational needs, those who are gifted and talented and those at an early stage of learning English, achieve well and make good progress due to the support provided for them. Pupils' attitudes to school and to their work are very good. Their behaviour is good and attendance is satisfactory. **Pupils' personal, development, including moral, social and cultural, is very good. Their spiritual development is good.**

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good,** overall, with a significant proportion that is very good or excellent. Teaching assistants, and volunteer helpers, provide very good support for teachers and are well deployed; their work has a very positive impact on pupils' learning. Lesson planning is very detailed and most lessons are well managed and resourced. The teachers have very good relationships with the pupils and this ensures that pupils participate fully in lessons. Where the teaching is weaker, pupils' behaviour is not always managed effectively, time is not used well, and the marking of pupils' work does not make clear how they could improve in the future. Teachers do not always offer pupils enough opportunities for active and independent learning. The curriculum is very good. The accommodation and resources are very good. The school works hard to provide a very good level of enrichment for the curriculum through clubs, visitors and trips. This is especially evident in the exceptional work in music and drama. The school offers a good level of care, welfare, support and guidance for the pupils, partly through the good welfare assistant who knows all children well. The links with parents, the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are good.** The leadership demonstrated by the headteacher and the deputy headteacher is very good, and clearly focused on raising levels of achievement. Governance is good and the governors have a good understanding of the school's strengths and weaknesses. The analysis of assessment data is very effective and used well to address underachievement and to group pupils appropriately.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents' views of the school are largely positive and supported by the evidence of the inspection. In particular, they say their children like school, that the staff have high expectations and that the transfer arrangements for moving from the infant to the junior school are good. A significant minority of parents would like more information about how well their child is doing, but the evidence shows that the school provides a good range of information. Discussion with pupils shows that they have very favourable views of the school and enjoy their work. They appreciate the extra-curricular activities and other enrichment opportunities provided.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Ensure that the more able pupils are provided with sufficiently challenging written work
- Provide sufficient opportunities for pupils to become independent and active learners
- Improve the marking of pupils' work against clear lesson objectives and targets set

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Achievement is good throughout the school. Standards by Year 6 are broadly average in English, mathematics, religious education and information and communication technology. Standards are above average in science, art and design and aspects of physical education and music.

#### Main strengths and weaknesses

- Standards over time are consistently average or above when compared with schools nationally
- Achievement is good in reading, mathematics and science
- The school ensures that pupils make at least satisfactory progress each year
- Standards in pupils' personal, social and health education are above those expected
- The quality of extra-curricular music is exceptional

#### Commentary

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	26.7 (28.0)	26.8 (27.0)
mathematics	26.7 (27.4)	26.8 (26.7)
science	29.3 (28.0)	28.6 (28.3)

*There were 86 pupils in the year group. Figures in brackets are for the previous year.*

1. When pupils start in Year 3 attainment varies widely. There are some able and high-attaining pupils but a significant proportion have standards below average. The table above shows that standards in 2003 fell slightly from 2002 in English and mathematics, but improved in science. The trends over time in test results are broadly in line with those found nationally.
2. The picture in 2004 is that results in mathematics fell sharply to a well below average level, although standards in English and science were broadly maintained at similar levels to those attained in 2003. The school has analysed results in some depth to try and work out the reason for the fall in the standards in mathematics. The answer appears to be that the test performance on the day for that cohort did not represent the normal standards found in the school, or in the work of those pupils over the rest of the year. Further analysis of individual answers is being undertaken to assess if any specific aspects of the subject provided more difficulty for the pupils than any others.
3. The standards in English and mathematics in the 2003 national tests were broadly in line with that found nationally, while in science standards were above average. These results were the same when compared with those of schools where the pupils scored similarly in the tests for seven-year-olds. However, when compared with schools taking pupils from similar backgrounds, results were above average in English and mathematics and well above average in science. In English and mathematics, slightly fewer than average pupils reached the higher levels, while in science more pupils than the average nationally reached the higher levels.
4. The achievement of pupils from ethnic minority backgrounds is similar to that of their peers. Pupils who speak English as an additional language are well supported in lessons and achieve



well. Pupils who have special educational needs receive appropriate support from adults and their achievement is good. There are no significant gender differences but the boys do better than the boys nationally compared with the girls, who are in line with the national picture. However, there was significant underachievement by girls in the 2004 national test in mathematics. The evidence of the inspection does not provide evidence of any differences in achievement between the current boys and girls in any year group.

5. The current standards show that the present Year 6 pupils are likely to achieve at least as well as last year in English and science, and much better in mathematics. Standards are above average in science, art and design, physical education and aspects of music, especially singing. These high standards are due to improved teaching and the knowledge and expertise of teachers and subject co-ordinators. Standards in English, mathematics, religious education, information and communication technology, and aspects of music are broadly in line with those expected. It was not possible to judge standards in other subjects as there was insufficient time to gather further evidence.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to learning and behave well and this has a positive impact on their learning and achievement. Attendance is satisfactory. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

### **Main strengths and weaknesses**

- Pupils behave well as a result of high expectations set by adults
- Relationships are very good and respect for others is very well developed
- Pupils participate enthusiastically in all available activities
- Pupils' moral, social and cultural development is very effective

### **Commentary**

6. Most pupils are enthusiastic about their work and enjoy school. Where the quality of teaching is good, pupils respond accordingly and demonstrate commitment and enjoyment. In a few lessons, pupils are insufficiently challenged and their interest wanes; disruptive behaviour is also evident in such lessons. When pupils are offered the opportunity to take responsibility, they respond enthusiastically, such as when working as monitors or acting as buddies for new pupils. Pupils who go on residential trips, behave well and learn to be more independent. Pupils' attitudes and relationships have improved since the last inspection, when they were judged as being good. Behaviour, which was satisfactory then, is now good.
7. Assemblies and discussions in lessons provide opportunities for reflection and play an important part in pupils' spiritual and moral development. Teachers and support staff consistently reinforce the school's good ethos. A calm and productive ethos is created throughout the school. The high expectations of behaviour are well known by pupils. Rewards like the achievement award and book challenge encourage pupils to work and behave well. The circle time helps pupils' social development effectively. Pupils show very good respect for one another, their learning environment and resources. Pupils get on very well together; playtimes and lunch-times are happy, sociable times. Pupils and parents are not worried about any bullying in the school but are confident that the school would know what to do if it occurred. There is a small number of pupils whose behaviour is challenging but the good use of the behaviour policy means that this is usually dealt with effectively.
8. Relationships between pupils and staff are very positive and this is evident in all aspects of school life. Extra-curricular activities and enrichment experiences through educational visits and visitors to the school have enabled pupils to develop respect and a sense of community.

The school council has been given an active role to pupils in ensuring that their peers know what is expected of them and in improving the school environment.

9. Through curriculum subjects like art, music and religious education, pupils have a very good sense of cultural traditions. Assemblies and visits also contribute well to cultural development. Teachers raise pupils' awareness of diversity effectively. Multicultural events and a variety of displays helpfully widen pupils' knowledge of British culture.
10. Attendance is improving and is now broadly in line with the national average. The welfare assistant maintains attendance records efficiently and takes an active part in following-up absences by contacting parents. Where appropriate, the education welfare officer is used appropriately. Good attendance is rewarded. Most pupils arrive on time in the morning.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.3
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

There have been no recent exclusions from the school for poor behaviour.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The teaching and learning are good, overall, with a good proportion that is very good. The curriculum is very good and the school provides very good opportunities for enrichment. The pupils' welfare, and the links with parents and the community, are good.

### Teaching and learning

Overall, teaching and learning are good. Assessment is good.

### Main strengths and weaknesses

- The teachers' planning is very effective
- The quality and deployment of teaching assistants are very good
- Assessment is good, but the marking of pupils' work does not always support learning
- The teaching of pupils with special educational needs is good

## Commentary

### *Summary of teaching observed during the inspection in 38 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (13%)	21 (55%)	8 (21%)	3 (8%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

11. A major reason for the consistent good quality teaching is the very good planning of lessons. The format used enables teachers to show how the lessons will be resourced, how the work will be matched to the prior learning of different groups of pupils, and how the success of the lesson will be evaluated. The quality of the teaching assistants is very good and they are well deployed by teachers, usually with the groups of pupils needing most support. Their work has a very positive impact on the progress and learning of these pupils. Teachers are making good use of recently installed interactive whiteboards. These are being used as a resource to demonstrate concepts and techniques, for example. In one very good physical education lesson, the teacher used a computer and projector to illustrate examples of different balances using digital photographs taken of the children themselves. This strong visual content helps pupils who are at an early stage of learning English to understand what they are required to learn. Teachers use good questioning, and explain key vocabulary well. As a result, these pupils complete their work successfully and achieve well.
12. Relationships between adults and pupils are very good. Children are confident and happy to attempt to answer questions in whole-class sessions. In one excellent lesson, the teacher used role-play and a 'hot-seating' technique imaginatively to get pupils' interest and attention to develop their writing skills. This kept all pupils involved and they all took a full part in the lesson. Good use is made of outside expertise, especially in physical education and music. Instrumental teachers cover a good range of instruments, as do teachers in the school. In games, external coaches are used to improve pupils' skills. Good use is made by a number of teachers of paired discussion in classroom, enabling pupils to articulate their thoughts and consolidate their learning with a friend before sharing ideas with the whole class.
13. Where teaching is weaker, the management of the pupils' behaviour is not always successful and has a negative impact on the learning for those who misbehave and others in the class. Time is not always well managed and teachers spend too long talking to pupils who are insufficiently involved and active. Teachers do not always provide sufficient opportunities for pupils to gain independent learning skills. For example, in science they are too often all given the same method for experimenting or recording their work. Higher-attaining pupils are not always sufficiently challenged by the activities provided in lessons, particularly when no extension activity is planned or when the additional work given is more of the same rather than tasks that are cognitively more challenging.
14. The teaching of pupils with special educational needs is good. The targets on pupils' individual education plans are precise and measurable. The targets often form an important part of the work of support staff, who feed in information on pupil progress to teachers' planning. Ongoing progress is recorded and used in the regular review process. The teaching of pupils who speak English as an additional language is consistently good. These pupils are well supported by their teachers and teaching assistants and their achievement is good and similar to that of their peers. The specialist teacher assistant works closely with class teachers and supports targeted pupils in lessons. He also supports pupils in their mother tongue with the use of a dictionary. Teachers' presentations are very effective in explaining and demonstrating lessons. However, more use of artefacts and resources would further improve learning. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to their bilingual pupils' ease and, as a result, they are confident and proud of their command of more than one language. Teachers frequently write labels and captions in pupils' home languages. In one lesson, while illustrating the layout of newspapers the teacher very successfully used newspapers in pupils' home languages. The ethnic minority pupils who are English speakers receive good teaching and achieve well.

15. Teachers' assessments are monitored regularly by the deputy headteacher. Underachievement is identified early and any reasons for this discussed with teachers, to ensure it is addressed. The recording of assessments made in English, mathematics and science are clear and based on the key objectives for the work. National Curriculum levels are awarded and updated regularly and progress tracked closely. The assessments are used to inform teachers' planning well and even result in changes to whole-school provision. For example, the introduction of a short basic-skills session each day resulted from the analysis of assessment information and the need to target specific groups of pupils. The setting up of intervention groups that offer extra support in literacy or numeracy to some pupils is also based on the assessment information. Assessment in other subjects is less well developed, but systems are in place and these provide a sound overview of attainment in the school. Where assessment is weaker, the marking of pupils' work is not based on the objectives for the lesson, or targets set for pupils. It does not always make clear to pupils what they have done well and what they need to do to improve.

## **The curriculum**

The school ensures that all pupils have access to a range of very good learning experiences. These are further enhanced by a wide variety of extra-curricular opportunities. The accommodation and resources are good and have a positive impact on learning.

## **Main strengths and weaknesses**

- The school provides pupils with some innovative and interesting learning opportunities
- The programme of enrichment activities is very good, particularly in the arts
- The provision for pupils with special educational needs is very good
- The school has spacious, attractive buildings and very good resources

## **Commentary**

16. The school provides a very effective curriculum, which is evolving in the light of recent national initiatives and advice, and in response to the needs of different groups of pupils. Although the curriculum is largely based on national guidelines, the enrichment provided by a wide range of visits in the locality and visitors to the school is effective in engaging pupils in their learning by creating additional interest and motivation. Themed weeks, such as a 'problem-solving' week, provide an additional interest and focus. The school is beginning to develop links between subject areas, which gives an additional relevance to what is taught and is helping to create a curriculum which is specific to the particular needs and circumstances of the school.
17. The school provides an impressive range of extra-curricular activities that extend and enrich the curriculum. This includes a very good range of sporting opportunities and excellent opportunities for pupils to participate in the arts. These make a very good contribution to pupils' cultural development. For example, much of the teaching in music lessons is satisfactory; but, outside lessons, it is exceptional. Not only is individual instrumental tuition provided in a wide variety of instruments but all Year 3 pupils are taught the recorder. A dedicated group of talented pupils is encouraged to pursue this in Year 4. A well-attended choir and an African drumming group enrich the cultural life of the school and a Saturday morning theatre club give regular musical performances of high quality. The standard of singing in assemblies is generally tuneful and enthusiastic.
18. The provision for pupils with special educational needs is very good and that for pupils for whom English is an additional language is good. All pupils are well supported and there is a strong focus on helping all pupils to access the curriculum. The very good team work

between teachers and support staff supports the inclusive nature of the school and teaching assistants have a strong input into lesson planning.

19. Pupils who have English as an additional language receive an appropriate curriculum and take full part in all school activities. There are a few notices, signs and books in other languages to show that the school values other cultures. The school provides a curriculum that reflects other cultures positively. This adds to ethnic minority pupils' confidence and self-esteem. Pupils get good opportunities to gain confidence about other cultures through religious education, assemblies, and celebration of Black History Month, history, geography, music and art. As a result, pupils of all ethnic backgrounds work and play very well together. Racial harmony is very good in the school.
20. The school provides a spacious and attractive learning environment with displays that celebrate the pupils' work. The well-maintained buildings and grounds contribute significantly to the stimulating climate for learning within the school. The accommodation and very good resources are used well and make a positive contribution to pupils' successful learning.

### **Care, guidance and support**

The overall care, welfare and support given to pupils are good. Advice and guidance for pupils to improve their work are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- There is good, effective pastoral care, support and guidance
- The well-organised health and safety provision is good
- Admission and transfer arrangements are effective

### **Commentary**

21. Pupils and parents are happy about the care and support that the school provides. The headteacher is the nominated person for child protection; she has received the appropriate training and has a good understanding of the needs of vulnerable pupils, including those in public care. Health and safety provision is good, with good first aid facilities, several trained first aid staff and good risk assessment. The welfare assistant keeps comprehensive records of pupils' medical conditions and holds first aid sessions for pupils. Visiting specialists further support pupils' health and welfare; for example, the school nurse is involved in sex education and a theatre group helps in raising pupils' awareness of drug-related issues.
22. Most pupils have established a relationship of trust with adults in school, to whom they can bring any problems. The class teacher provides the first point of pastoral contact and gives good care, guidance and support. Pastoral care is reinforced by the good work of the welfare assistant who knows pupils very well. Induction arrangements for new pupils are effective and their transfer to secondary school is well organised and helpful, since they go to a variety of secondary schools. In addition to a recent pupil survey, the school council is useful for gauging pupils' views and contributing to the democratic process in school. Pupils feel valued.
23. There is a satisfactory system of checking and reporting pupils' progress and setting individual targets for improvement. Exchange of pastoral information amongst staff provides a further means of checking pupils' personal development. This, along with a system of logging concern, provides a deterrent for any oppressive behaviour like bullying. Pupils with specific needs are well supported and their progress is well monitored. Pupils who speak English as an additional language, and those who belong to different ethnic backgrounds, are well cared

for and are an integral part of the school community. Their progress and achievement is well recorded and good support is provided within lessons.

### **Partnership with parents, other schools and the community**

The partnership with parents is good and has a positive impact on their children's learning. Links with the local community and other schools are good and help to enhance learning experiences for pupils.

#### **Main strengths and weaknesses**

- Parents' confidence in the school is high and they readily support their children's learning
- The school provides good information for parents
- Links with other schools and the wider community are productive

#### **Commentary**

24. Parents perceive the school as accessible and open to them, and that the staff are friendly and helpful in resolving any issues or problems brought to them. The information provided by the school to parents is useful; for example, meetings with teachers to discuss the curriculum at the beginning of each term. The school prospectus and governors' annual report meet statutory requirements. The present pupils' annual progress reports are good in that they indicate what pupils can do and what they need to do to improve. The design of the reports for 2004/05 offer more personalised content than has been the case previously. The parent-teacher consultative meetings are well attended and helpful to parents.
25. Through various communications, the school gains useful information and opinions from parents on the direction they think the school should be going and on other issues. Parents are supportive; for example, homework and educational trips are well supported, as is the work of the Parent-Teacher Association, which raises significant funds for the school. The parent helper scheme is also successful and a number of parents regularly help in the school.
26. The school makes every effort to involve the parents of pupils who speak English as an additional language in all school activities. All parents are given a welcome pack in their home language to familiarise them with school rules and routines. Many staff members are bilingual and support parents with translations and interpretations. Parents who can speak more than one language also help in interpretations. The school buys translation and interpreting services as and when required.
27. The school makes good use of local community resources to support pupils' learning and welfare and is well supported by the local community. Educational visits and visitors from the community are particularly helpful in this respect. Links with other schools support transition. Effective links with secondary schools support curriculum areas like art and sports activities. The school reinforces the community atmosphere by involving visitors in a 'Victorian Day' and holding exhibitions of African art. There are few current links with industry or local business.

### **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are good. The leadership demonstrated by the headteacher and deputy headteacher is very good. The governance of the school is good.

#### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school and is focused on raising standards
- The analysis of test data and assessment information is very good
- Strategic development planning is very effective

- Governors have a good understanding of the school's strengths and weaknesses

### **Commentary**

28. The headteacher provides strong, focused but caring leadership. She is very ably supported by the deputy headteacher and, together with other key staff and the strong senior management team, they provide the school with a clear vision for improvement and raising standards. Since the current headteacher was appointed, significant changes have taken place at the school. There have been a lot of staff changes, the buildings and outside facilities have been greatly improved and the curriculum planning has been completely overhauled. Overall, the leadership and management has greatly improved since the last inspection.

29. There is a good commitment to inclusion and to ensuring that all pupils have equal access to an appropriate curriculum and good quality teaching. This is evident in, for example, the concern the school shows over providing for children from service families who often do not spend long at the school. The school's good monitoring of performance enables them to identify and address any areas of weakness if they arise. Self-evaluation systems are good.
30. The subject co-ordinators offer good leadership in their areas. Some of the co-ordinators are new to the role and more time is needed for monitoring and evaluating the teaching and learning in their colleagues' lessons. The co-ordinators have developed good action plans based on appropriate priorities for improvement. The teaching assistants are well managed and provided with appropriate training, and this has enhanced the positive impact their work is having on learning. Performance management systems are good and well embedded in school routine. Professional development meetings are held with all staff, teaching and non-teaching, and the results are closely linked with appropriate training and the objectives set for the coming year.
31. The governing body provide the school with a good level of support and act well as critical friends, challenging and questioning where appropriate. They have a good idea of the school's strengths and weaknesses. They are aware of important issues facing the school and are working hard to address them. This includes the present focus on trying to get more parents involved in their children's education. There is a good structure of committees and good links with the governing body of the nearby infant school.
32. Performance data is closely monitored, whether it is test results or teachers' assessments. Underachievement is quickly identified and addressed. Subjects where performance is seen as weak, as in mathematics in 2004, are made a priority in the development planning. Patterns of good or poorer achievement are identified. When pupils are grouped by ability, either within or, as in mathematics, between classes, the performance data is used to ensure that this is done effectively.
33. The co-ordinator for special educational needs provides good leadership and monitors provision effectively. She works closely with pupils, for example, by managing intervention programmes in Year 5. She is instrumental in arranging and providing training programmes and the professional development of support staff. Support staff are closely involved in all aspects of provision, including liaison with outside agencies. The leadership and management of the provision for pupils at an early stage of learning English as an additional language are good. All bilingual pupils, including those who have special education needs, are provided with good support.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	980,265	Balance from previous year	107,049
Total expenditure	873,464	Balance carried forward to the next	106,801
Expenditure per pupil	2,607		

34. The school had a high carry-forward at the start of the current financial year but this has been reduced as planned through the improvements to the playground and fencing. The school



works hard to ensure good value in its spending and monitoring of the budget. The budget is well monitored by the governing body and administrative staff.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards in reading and in speaking and listening are above those expected by Year 6
- The effective teamwork of teaching and non-teaching staff assists pupils in their learning
- The school monitors and evaluates teaching and learning in English continuously and effectively
- Higher-attaining pupils would benefit from the provision of more challenging writing tasks in lessons

#### **Commentary**

35. There has been an all-round improvement in English provision since the last inspection. Pupils make good progress as they move through the school, particularly in reading. By Year 6, standards in reading are above those expected nationally and standards in writing are broadly average. Standards of speaking and listening are also good by Year 6, reflecting the frequent opportunities built into lesson plans for pupils to discuss their work or to develop their ideas through a range of activities such as 'hot seating'.
36. The National Literacy Strategy has been reviewed and reorganised, enabling pupils to acquire and systematically build on basic skills in all areas. Guided reading sessions are used effectively in Years 3 and 4 to establish key skills in reading, and by Years 5 and 6 to develop pupils' higher order reading skills. By Year 6, pupils are largely confident, independent readers of a wide range of fiction. They are enthusiastic and knowledgeable about a variety of authors, offer opinions about what they are reading and use evidence from the text to justify their judgements. Higher-attaining readers can predict how a plot might develop and are developing an awareness of recurrent themes and the authorial viewpoint.
37. Reorganisation of the literacy hour has also resulted in more time being devoted to the development of pupils' writing and opportunities for pupils to write at length for a variety of different purposes. However, during the inspection, much of the work in lessons was very tightly structured with few opportunities for higher-attaining pupils to extend their skills. For example, pupils who had a good understanding and knowledge of the way in which non-chronological reports should be organised were working at the pace of others who needed more help and guidance in structuring their work rather than being challenged by qualitatively more demanding work. Evidence from the scrutiny of pupils' work indicates that, although all pupils have regular opportunities for writing extended pieces of work, there is little difference between the tasks set for higher- and lower-attaining pupils.
38. Pupils with special educational needs and those pupils for whom English is an additional language are very well supported in class and teachers and support staff work very effectively together to ensure that all pupils have access to the curriculum. Some pupils have good spoken English but have more difficulty in getting their ideas down on paper and effective support is provided to address this issue. Time is planned into the day for addressing the specific learning needs of individual pupils and targets on pupils' individual education plans are precise and measurable. Systems are in place for building up a picture of pupils' individual ongoing progress in between formal reviews.

39. The quality of teaching and learning is good, overall, and has improved since the last inspection. There is a consistent approach to expected achievement and learning created by the effective teamwork between teachers and support staff. Learning objectives are clearly explained and activities build effectively on previous learning. This helps all pupils to learn with confidence. Assessment data is used effectively to analyse areas for development and evaluate and modify what is already good practice. Lessons proceed at a good pace and are characterised by a calm and productive working atmosphere. Most teachers manage their classes well, relationships between adults and pupils and between pupils themselves are very good and this underpins effective learning. There are frequent opportunities for pupils to work co-operatively and pupils are aware of teachers' high expectations of both work and behaviour. Teachers mark pupils' work conscientiously although the degree to which pupils are helped to understand how they might improve their work varies between classes and year groups.
40. The current leadership of the subject maintains a clear overview of teaching and learning. As a result, areas for development are well understood and plans are already in hand for the further refinement of provision backed up by an ongoing programme of staff training and purchase of additional resources.

### **Language and literacy across the curriculum**

41. Literacy is well developed across other subjects of the curriculum through opportunities for extended writing. Material from other curriculum areas is beginning to be used regularly as a focus for text work in literacy lessons and as cross-curricular links are further developed.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards were well below average in the last national tests
- The teaching is of consistently good quality
- There is a good analysis of data and assessment information
- Leadership and management are good but the co-ordinator needs more opportunities to monitor the teaching and learning

### **Commentary**

42. The standards have been consistently average or above average over the last five years, and pupils achieve well. However, in 2004, the Year 6 test result fell dramatically, well below the targets set for the pupils and produced a result well below the national average. When compared with similar schools, the results were broadly average for those pupils getting to the expected level, but below average for the number of pupils achieving a higher level. The evidence of the inspection is that the current Year 6 has broadly average standards, and there are no evident differences in attainment between different groups of pupils. This was the picture at the time of the last inspection.
43. Analysis of the test results on an individual basis shows that 67 per cent of the pupils failed to make the expected progress from Year 2 to Year 6. This was especially obvious among the higher-attaining girls. When the results arrived, the school began a detailed analysis into reasons for the fall in standards. However, the evidence points to this being a one-off result due to the nature of the cohort and not any specific weakness in teaching or the curriculum. The pupils' work throughout the year was better than the result they achieved in the test. Mobility was high, and there was a high proportion of pupils who had special educational

needs or English as an additional language. However, they achieved much better results in the English tests. The school is currently analysing individual test questions to see if there are lessons to be learned from the errors pupils' made.

44. The quality of teaching is consistently good throughout the school. Teachers plan very well and work hard to ensure that the work is well matched to the pupils' prior attainment. This ensures that it is not too hard for the less able, who receive very good support from the teaching assistants, or that it is too easy for the higher-attaining pupils. Homework is provided and often linked to class work to ensure it is used to consolidate the learning done in school. The school is developing the use of paired discussion and this provides very effective opportunities for pupils to articulate their thinking with their partner. For example, in one Year 6 lesson this technique enabled pupils to share their current understanding of pie charts, before the teacher moved their learning forward. Computers are used well to give pupils the opportunity to use a range of software that extends and consolidates their learning. In one Year 6 lesson, for example, pupils worked on equivalence with decimals, percentages and fractions, with an activity that developed their speed and accuracy very effectively.
45. The higher-attaining pupils are grouped together for this subject in Years 4 to 6 and this enables them to be provided with work more closely matched to their capability. This necessitates very good planning in each year group to ensure that coverage of the curriculum is appropriate for all pupils. Assessment is good and teachers have an effective system to record pupils' understanding. The marking of their work is inconsistent but there are times when it tells pupils clearly what they have done well and how they can improve. In Year 5 books, some individual target-setting is evident, providing pupils with a good understanding of the next stage in their learning.
46. The subject is well led and managed. The current co-ordinator has only recently taken on the role but has a good understanding of the strengths and weaknesses, and an appropriate action plan to raise standards further. The subject is a main area for school improvement at present due to the poor recent results. Advice and outside expertise have been sought. However, there is insufficient time at present for the monitoring and evaluation of teaching and learning on a regular basis.

### **Mathematics across the curriculum**

47. The use of numeracy skills in other subjects is sound. In science, for example, the use of negative numbers and the reading of scales and measures support class work effectively. In geography, and design and technology, the use of measures and scales again plays a part in the work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and pupils' learning is consistently good across the school
- Teachers place good emphasis on teaching skills in investigative work
- The co-ordinator provides effective leadership and manages the subject well
- Pupils need more opportunities to set their own experiments and follow individual lines of enquiry

### **Commentary**

48. The results in the 2003 national tests for Year 6 pupils were above both the national average and those of similar schools. The results in 2004 are also above the national average, with a significant number of pupils achieving the higher Level 5. Pupils' standards of attainment in the current Year 6 are above the national average. The school has made good improvements in standards, teaching and learning, and leadership and management since the previous inspection.
49. Pupils' achievement is good and pupils make good progress from their starting point on entry into Year 3. Their investigative skills are developing well. Year 6 pupils can make an appropriate hypothesis, record their work accurately and are beginning to communicate reasoned explanations of what they have done. They know what a fair test is and the need to test three times to come to a more reliable result. However, all pupils often carry out the same experiment and adults decide on the equipment to be used. This hinders development of pupils' skills in setting up their own experiments when required and opportunities to learn from mistakes and develop skills in following an individual line of enquiry. However, in one Year 6 lesson, pupils were allowed to set their own experiments and this was very effective in supporting pupils' learning.
50. The quality of teaching and learning is consistently good. Lesson planning is very effective. Teachers use computer presentations to explain and demonstrate lessons and this has a positive impact on learning. Teachers set clear learning objectives and pupils are aware of what is expected of them. Pupils understand how the present lesson links to previous work. Their interest is maintained by careful questioning. Teachers highlight scientific vocabulary in their explanations and require pupils to use it in their questions and answers. In all lessons seen, resources were used very well. Teaching assistants are used well to support pupils who speak English as an additional language and those who have special educational needs.
51. The leadership and management of the subject are good. The co-ordinator has a good view of the working of the subject across the school through effective monitoring of teachers' planning and scrutiny of pupils' books. This has led to appropriate priorities for improvement; for example, the development of the use of information and communication technology to extend learning in science. Assessment procedures are good. All assessment information is analysed and is used to track individual pupils' progress to further improve standards. The co-ordinator has identified the need to use assessment information more rigorously and to set learning targets for individual pupils to further improve standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Achievement is good and pupils make good progress
- The new computer suite and interactive whiteboards provide the staff with much improved accommodation and good resources
- Staff training has had a positive impact on teaching and learning

### **Commentary**

52. Achievement is good. Although current standards are broadly satisfactory, they are improving alongside the improvements in resources and teacher training. Skills in using a word processor and publishing software are good. Throughout the school, pupils have a number of opportunities to manipulate text, change font style, size and colour, use spellchecker and

grammar check facilities, and edit text. In most classes, pupils experience the use of databases, spreadsheets and art software. The good progress is evident in the use of word processing from the creation of topic folder covers in Year 3 to complex presentations in Year 6.

53. The school has planned an appropriate curriculum, ensuring good coverage of the skills and knowledge expected in the National Curriculum. Some aspects, such as control technology, are still at an early stage of development, but this is recognised by the co-ordinator. A range of technology is available for pupils to use, including a digital camera and a camcorder. A good improvement has been the start of a weekly 'homework' club giving pupils and parents an opportunity to use the computer resources at the school. There is a good website which gives parents and others information about the school and the curriculum, but pupils are not yet very involved in this.
54. The quality of the teaching is good. The planning is detailed and the resources well managed. Clear explanations help pupils to understand quite complex ideas, such as efficient ways of devising questions for a database. In one good lesson, the teacher had a plenary session in the middle of the lesson to assess progress so far, and this enabled her to offer further guidance and support where needed to encourage pupils further. Another teacher very effectively used examples of the use of databases in the real world and this captured pupils' imaginations and made the task more relevant to them. She was well supported in this by the teaching assistant who explained how she had used a database in a previous job.
55. The leadership shown by the subject co-ordinator is good. The cross-curricular use of skills in a range of subjects has been a focus for improvement recently. The school improvement plan contains a good detailed action plan showing how improvements will be met and monitored. A major improvement has been the further introduction of interactive whiteboards to all classrooms. This has enabled the teachers to make much more effective use of technology for their planning and teaching. The improvement planning also contains a longer-term view of developments planned over three years. These include the provision of an effective assessment system, and this would support teachers in making accurate judgements about how well their pupils are progressing.

### **Information and communication technology across the curriculum**

56. The use of computer skills in other subjects has been a focus of the school improvement recently, and this is now good. In literacy lessons, pupils have good opportunities to develop their editing and redrafting skills using a word processor. In music, software is used to support composition, and pupils have the opportunity to explore the range of sounds on an electronic keyboard. Art software is used, but this is an area the art co-ordinator wishes to develop further.

### **HUMANITIES**

57. No lessons were observed in **history** and **geography** as they were not a focus of the inspection. Because of this no judgements can be made about current standards due to lack of evidence. The work in pupils' books and on display was insufficient for an overall judgement to be made about provision, standards, pupils' achievement, teaching and learning or improvements from the previous inspection. The school's overview of curriculum planning indicates that National Curriculum requirements are met. The curriculum is enriched through visits to museums and other places of historical interest. Many visitors are invited to talk to pupils about their topics of study. Role-play, drama, dance and song is used very well to stimulate and extend learning.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 are achieving in line with the expectations of the locally agreed syllabus
- Pupils have positive attitudes to the subject
- Not all teachers have sound subject knowledge and understanding
- The subject makes a good contribution to pupils' social, cultural and personal education
- There is knowledgeable leadership of the subject

#### **Commentary**

58. A published scheme and very good resources, ensure that teachers have a sound basis on which to build their lesson planning, and most are confident in covering all aspects of the curriculum. Good links are made in lessons with pupils' social and personal development. A programme of visits linked to coverage of all the world's major religions makes a positive contribution to pupils' cultural development.
59. The subject maintains a high profile in the school under the knowledgeable leadership of the co-ordinator. She maintains an overview of provision and intends working alongside colleagues where necessary. The quality of teaching seen during the inspection was variable and indicated a lack of subject knowledge and some inconsistencies in the coverage in different year groups. The amount of recorded work in pupils' books is satisfactory and there was a good balance between knowledge and understanding and opportunities for pupils to express their own ideas.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

60. **Art and design** was not a focus of the inspection but work was sampled through displays of pupils' work and through photographs and portfolios of work. This evidence showed that there is some very good quality work produced by the end of Year 6. Pupils have good opportunities to use a range of media and materials in both two and three dimensions. The use of sketchbooks is developing but includes good experimentation with colour and pencil marks. Pupils' cultural development is very well supported through a range of work based on artists from the past, living artists and art from other cultures. The subject co-ordinator correctly wants to extend the use of computers in art, as this is still at an early stage, but the use of photography is better developed. A particular strength of much of the work is the use of modern artists and the development of pupils' thinking in producing partly abstract pieces.
61. No lessons were observed in **design and technology** during the inspection but evidence from teachers' planning indicates that there is broad coverage of all aspects of the curriculum. Planning is based on national guidelines. Topics are taught in blocked units and appropriate links are made with other subject areas, including science and information technology.
62. **Music**, particularly singing, permeates the school ethos and makes a valuable contribution to pupils' cultural development. Standards of singing are high throughout the school. Pupils sing tunefully, rhythmically and enthusiastically. A published scheme is followed in lessons but the quality of teaching is too dependent on teachers' knowledge and enthusiasm. Where teachers lack understanding of what is being taught, the scheme is delivered unmodified with too few opportunities for pupils to take an active part in lessons. Where there is good teacher expertise, as in Year 3, pupils are actively engaged in their learning and make good progress.
63. The quality of extra-curricular music is exceptional and this is the key to the high profile of music in the school. Pupils take part in a variety of local music festivals and there are regular visitors to the school who further enrich the curriculum. Pupils in Year 3 all learn the recorder

and there are opportunities for pupils to learn a wide range of instruments. The co-ordinator is dynamic and enthusiastic. She sets a good example through the quality of her own teaching. However, there has been insufficient monitoring and evaluation of the quality of teaching and learning in lessons, where there is too much variation in the quality of pupils' experience.



## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- The provision of extra-curricular activities and opportunities for team games is good
- Specialist teaching and coaching is used effectively
- Weaker teaching often results from a lack of organisation and behaviour-management skills
- Resources and accommodation for this subject are good

### Commentary

64. The standards achieved are above average and pupils achieve well. This is due to the largely good quality teaching and coaching, the opportunities for those pupils with interest or expertise to extend their skills through clubs and teams, and through the very knowledgeable leadership of the co-ordinator. The school recently ran a health and sports week when staff could share their work with parents and others, and this proved very popular. There are opportunities for pupils to play competitive sport against other schools in a range of team games, including football, netball, athletics and rugby football.
65. The subject co-ordinator does not have sufficient opportunities to work with other staff or to observe, evaluate and offer advice on teaching quality. This would be of particular benefit where the teaching is weaker or where teachers have little experience in the subject. However, there is growing use of photographs and video being made to enable the co-ordinator to observe work. The good practice of using specialist coaches to support newly qualified teachers results in pupils receiving a good level of teaching and the staff benefiting from observing some good practice and ideas.
66. Overall, the quality of teaching is satisfactory, but where specialist coaches or the subject co-ordinator are used it is good or very good. Where the teaching is unsatisfactory, this is due to poor behaviour management, resulting in too little progress being made and too few opportunities for pupils to develop and improve their skills. Where the teaching is very good, lessons are very well planned and delivered at a good pace, with a lot of opportunity for pupils to be active. Pupils with English as an additional language are often well included, with support from staff and from their peers. In one poor lesson, however, one boy was left to work alone and opportunities for developing his speaking and listening skills, or his confidence, were missed. Pupils with special educational needs are well included, as was evident in one lesson in Year 4, where the support of the teaching assistant resulted in one pupil taking a full part in the lesson for the first time this year.
67. The school has had recent building work done and this has greatly improved the facilities available to the pupils, both outside and indoors. There is a good-sized hall, and a separate dining-hall that is also used for sports clubs. The playground has been resurfaced and marked. Resources are good. Staffing expertise is used well, through the employment of outside coaches and links to a local sports college secondary school. This link has also benefited the school through extra funding, particularly for the training for staff. Links are also made with local sports clubs, as in basketball and rugby union, where coaches have led sessions for pupils.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. Two lessons were observed in **personal, social and health education** but there is insufficient evidence to make a secure judgement about provision. The school's planned curriculum for teaching the subject is good. All teachers plan sessions carefully to support the

needs of the pupils. It is taught discretely as a subject through circle times, and in a cross-curricular way through assemblies and other subjects. In the lessons observed, teaching and learning were good. Pupils were given opportunities to talk about their own strengths to develop their self-esteem. They discussed the good qualities of their peers and how they would like to improve their own expertise to be better friends.

69. The school's very good ethos contributes positively to pupils' development as effective citizens, as well as to their personal and social education. Assemblies contribute very well to pupils' developing their sense of social inclusion. In a very good assembly, the idea of 'social invisibility' was very well demonstrated through role-play. The 'council times' are well used to develop pupils' understanding of their responsibilities as good citizens. Because of this, relationships in the school are very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5);*

*poor (6); very poor (7).*