

# INSPECTION REPORT

## **SPRINGWELL JUNIOR SCHOOL**

Heston

LEA area: London Borough Hounslow

Unique reference number: 102501

Headteacher: Mr E Oldham

Reporting inspector: Mrs. Jane Wotherspoon  
22199

Dates of inspection: 9<sup>th</sup>-10<sup>th</sup> May 2000

Inspection number: 187177

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:	Vicarage Farm Road Heston Middlesex
Postcode:	TW5 0AG
Telephone number:	020 8570 1079
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Saheed
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Springwell Junior is a larger than average school that serves an area that is socially mixed and culturally diverse. Over 80 per cent of its 372 pupils speak English as an additional language; this is a very high proportion. However, only a small percentage is in the early stages of learning English and receives extra support. The school has identified 128 pupils (34 per cent) as having special educational needs. This figure is above the national average, although the majority are in the lower stages of need. Two pupils have a statement of Special Educational Need; this is below average. Fifteen per cent of pupils are eligible for free school meals - a figure that is broadly average. National Curriculum results at the end of Key Stage 1 indicate that pupils join the school with broadly average attainment in reading, writing and mathematics.

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

The school has many strengths and is very effective. Pupils are encouraged to work hard, and achieve high standards in English and mathematics by the age of eleven. Teaching is good. An excellent ethos underpins very good relationships and a high level of racial harmony. Funding per pupil is low and the school achieves very good value for money.

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

- Pupils achieve high standards in English and mathematics.
- The school provides an outstanding range of opportunities for pupils to develop into mature, responsible individuals who get on well with each other.
- Teaching is good.
- Pupils are keen to learn and work hard.
- Very good leadership and management ensure that areas for development are identified and resources are targeted to improvements that help raise pupils' standards.

### **WHAT COULD BE IMPROVED**

- Procedures for setting targets for individuals and groups of pupils.
- The balance of time devoted to the foundation subjects.
- The quality of the accommodation.

*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 significant improvement since it was inspected in March 1996, without sacrificing the strengths that were identified then. The key issues have been addressed well. Standards in mathematics and science have improved, and the school is ensuring that the more able pupils are achieving high standards in reading and writing. In particular, the development of the library has helped to support the school's focus on raising the achievement of boys. The provision for information technology has improved significantly with the development of the computer suite, and pupils' standards are beginning to rise as they have regular skills teaching and access to modern equipment. Schemes of work have been developed though not all have been implemented fully following the relaxation of statutory requirements. Further work will be necessary to meet the proposed requirements from September 2000. The quality of teaching has improved and much is now of a good standard. Such improvements have been underpinned by advances in school development planning, including enhancing the governors' role in strategic planning. Priorities for development are focused clearly on raising pupils' standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A	B	B
mathematics	C	A	A	A
science	C	C	C	C

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

This table shows that test results were above those of other schools in English and well above the national average in mathematics. This represents very good progress when measured against pupils' standards when they join the school. Results in mathematics have risen year on year, and a good proportion of pupils achieves beyond the level expected for their age. Improvements in science results have kept pace with national trends in the last three years. Standards seen during inspection in the current Year 6 are similarly high and pupils are on course to meet the school's targets. A strength of pupils' work is the good quality of handwriting and presentation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Older pupils, in particular, are highly motivated and keen to do their best. They take pride in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and around the school. They are polite and courteous to visitors, and friendly towards each other.
Personal development and relationships	Very good. Pupils get on well with each other and with the adults in the school. There is a high level of respect for one another's cultural and religious differences.
Attendance	Good. Pupils are keen to come to school. Attendance is above the national average, despite the fact that some parents withdraw their children for extended holidays abroad.

Pupils' very good attitudes to their learning, good behaviour and strong relationships contribute to the ethos of the school and to pupils' learning. High levels of interest, concentration and effort are a feature of most lessons. Pupils willingly take responsibility and make the most of the opportunities offered to use their initiative, as they get older. A very few pupils, particularly younger ones, find it hard to behave well consistently.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 is satisfactory or better in 94 per cent of lessons. Two thirds of lessons (66 per cent) are taught well; in almost a fifth of lessons (19 per cent) teaching is very good. In 6 per cent of lessons, teaching is unsatisfactory. The teaching of English and mathematics is mainly good and often very good; teaching is weaker, though mainly satisfactory, in the foundation subjects. The teaching of science and information technology has improved since the last inspection, and indicates teachers' growing confidence with the subject knowledge. Staff have embraced the national strategies for literacy and numeracy and the key features of these initiatives are embedded well in their practice. The management of pupils is strong. Teachers provide good opportunities for pupils to work collaboratively and independently. Good marking ensures that pupils know how to improve their work. Where teaching has weaknesses, these relate to the slower pace of work and the lack of clear and rigorous challenge for pupils and a resulting tendency for activities to drift along. Questions are used effectively to check pupils' knowledge and understanding, and to extend their thinking.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Provision for the core subjects of English, mathematics and science, and for information technology is strong but, as a result, some foundation subjects are not taught in sufficient depth
Provision for pupils with special educational needs	Good, well managed provision. Clear procedures are in place to identify pupils' needs and good quality support is given to individuals in class and when withdrawn. This helps pupils to make good progress.
Provision for pupils with English as an additional language	Good. Well-organised specialist support is provided for identified pupils. Close working relationships between staff ensure maximum benefit for pupils and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides many opportunities, both formal and informal, that make an outstanding contribution to pupils' personal development. Provision for the development of pupils' moral and social understanding is particularly strong.
How well the school cares for its pupils	Very good care is taken of pupils to encourage them to work hard, get on with each other and feel good about their achievements. Staff know their pupils well.

The school's planning for literacy and numeracy is very good. These basic skills are emphasised strongly through other subjects of the curriculum. In particular, there are good links with science and information technology. However, the additional time devoted to science to help raise standards, and to information technology to coincide with the development of the information and communication technology suite, has squeezed the time available for subjects such as geography and design and technology. Many opportunities are provided for pupils to learn to become mature and responsible members of the community. Qualities such as honesty and respect for others are promoted strongly.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has high expectations and a clear vision for the school's development, which provides an excellent lead. He is supported well by a committed staff who work effectively as a team.
How well the governors fulfil their responsibilities	Governors work effectively through the well-established committee structure and are very supportive of the school. New governors have attended training and are quickly developing a firm grasp of their role and responsibilities.
The school's evaluation of its performance	Good. Standards are monitored to identify areas for improvement and initiatives are evaluated to check their impact on pupils' learning.
The strategic use of resources	Very good use is made of funding for specific purposes. The budget is planned and monitored carefully to ensure that funds are available to meet the school's priorities. Staff are well deployed.

The school is well aware of its own strengths and weaknesses through a systematic process of monitoring the quality of teaching and the standards achieved. It makes comparisons with other local schools, using figures provided by the local authority, to judge its effectiveness. When planning its spending, the governors seek to gain value for money. The hatted accommodation is unsatisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Teaching is good.</li> <li>• The school expects children to work hard and do their best.</li> <li>• Behaviour is good.</li> <li>• Children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children get.</li> <li>• Opportunities for parents to get involved in school life and be consulted about issues.</li> </ul>

Inspectors endorse the positive views of parents. Reading, spelling and the learning of number facts are regular homework tasks that are similar in amount to the work expected by most schools. Other homework sometimes varies in amount, depending on how much work pupils are able to achieve in a lesson, and this expectation needs further clarification for parents. The oldest pupils agree with their parents that, on occasion, they could manage to do more work at home. Inspectors judge that the school makes good provision for parents to get involved in the life of the school through, for example, surveying parents' views and family curriculum evenings.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in English and mathematics**

1. During their time in school, pupils make good progress year on year to achieve highly in National Curriculum tests. The current Year 6 pupils are on course to do well.
2. The school places a strong emphasis on regular reading practice and on using reading skills to enhance pupils' knowledge in other subjects. The well-stocked library with a full-time librarian is an excellent resource that has had a significant impact on improving reading standards, particularly among boys, and on instilling in pupils a love of reading. By Year 6, standards in reading are high. Pupils express and discuss their opinions of, for example, the characters in a story, and use key words from the text to justify the reasons for their views. They read beyond the literal meaning to infer the author's intention, and draw conclusions from the text.
3. Pupils' writing is not as strong as their reading when they join the school. Teachers pay good attention to teaching pupils about the structure and range of styles of writing. By the end of Year 6, pupils' writing is organised into paragraphs with correct grammar and punctuation. Their handwriting is fluent, consistent and well formed. The best examples of extended pieces of writing are lively, interesting and employ figurative language such as similes. Drafting books are used well to plan ideas, and to take notes.
4. Pupils' speaking skills are good and make a significant contribution to their learning across a range of subjects. Teachers provide a variety of opportunities for pupils to ask questions of each other, to work together to discuss and plan ideas, and to present information orally or dramatically. In the latter, pupils demonstrate their confidence and enjoyment. Pupils are articulate and listen well to the views of others so that they learn effectively from one another.

#### **Literacy skills are used effectively to enhance learning in other areas of the curriculum.**

5. Pupils' work includes a range of appropriate writing that encompasses formal reports in science, note taking from oral presentations, and extended factual writing in history. They find historical information, using books and CDROM facilities.
6. Most pupils in Year 6 are working at the levels expected for their age in mathematics, and over a third are working above expected levels. This is due to the high expectations of teachers and their systematic approach to developing pupils' knowledge and skills over time. Pupils' good recall of number and multiplication facts aids the speed and accuracy of mental calculations, and high quality presentation assists the accuracy of their written work. Pupils are confident to handle large numbers and to explain their methods of working out mental calculations, such as finding 45 per cent of 40. They have a well-developed vocabulary, and a knowledge of mathematical terms that is reinforced by bright and bold displays around the classrooms.

7. Teachers provide a range of good opportunities for pupils to apply their mathematical knowledge and skills to problem solving and other subjects of the curriculum. For example, pupils investigate and explore the relationships between numbers; begin to understand how to write a formula for a spreadsheet using a computer package, and record the results of scientific experiments using a wide range of tables, charts and graphs. In such ways, pupils' mathematical understanding makes a good contribution to their learning in other subjects.

**The school provides an outstanding range of opportunities for pupils to develop into mature, responsible individuals who get on well with each other.**

8. The school sets great store by its work to enhance pupils' personal development. Its provisions for moral and social development are significant strengths. The headteacher has high expectations of behaviour and, together with other adults, gives a clear message that is underpinned by the school's simple code of conduct. Social and moral themes are reinforced regularly through assembly and through stories from different faiths to provide models of acceptable behaviour and relationships. Pupils' very good understanding of right and wrong is exemplified in the 'grown up' discussions that school council members have about how to make the school a better place for everyone. Recently, arguments over the ownership of Pokémon cards resulted in a ban on bringing them to school, but the council members are seeking a compromise so that the ban might be lifted if certain conditions are met. Through the council, all pupils have an opportunity to voice an opinion and they begin to learn that they must work together in a democratic way. Older pupils are given increasing opportunities to take on responsibility, and house captains and vice captains are elected from Year 6 pupils to carry out a number of small duties that help the school to run smoothly.

9. The 'Circle of Friends' discussion group has been set up to provide peer support to a child having difficulty in conforming to the school's expectations of behaviour. This is part of the continuous development of positive behaviour management initiated by the co-ordinator for special educational needs. In the group, the child is able to express the anger and isolation that are factors in his poor behaviour, and together they discuss the strategies that can be employed. This level of discussion demonstrated a degree of honesty and a genuine desire for the child to succeed that is unusual for children of this age.

10. Staff take time to talk things through with pupils, and pupils report that they feel able to talk openly to their teachers so that problems, concerns and arguments are resolved quickly. Very good relationships between adults and pupils contribute to the calm, productive ethos. A sense of self-discipline is instilled which is manifested in the attitudes and behaviour of the oldest pupils. Very good opportunities are provided to think of others through raising funds for charity and by thinking of members of the school community. There is an expectation that pupils in Year 6 leave behind something that will improve school life for others and by which they will be remembered. Pupils ask for the candle to be lit in assembly and nominate someone to be the focus of the school's thoughts and prayers at that time. A well-established reward system operates to praise and celebrate good work, effort and behaviour in many aspects of school life. These are celebrated publicly so that pupils learn to value each other for their achievements.

11. Classroom discussions and pupils' oral presentations are often of a high quality because pupils respect and listen to one another. An example of this was seen in a religious education lesson in Year 6 in which Muslim pupils used artefacts brought from home to talk about some of the stories and rituals behind their faith. Other pupils were clearly fascinated by the information and asked pertinent questions; they were able to draw comparisons with their own religious beliefs in a very mature manner. This lesson exemplified the high level of racial and cultural harmony that exists in the school and reflects the school's efforts to promote respect and understanding for one another's differences by celebrating the uniqueness and value of each individual.

### **Teaching is good**

12. Throughout the school, lessons are well prepared and organised. A consistent feature is that teachers tell pupils what the lesson is about and what they are expecting them to learn. As a result, pupils are clear about what they are doing and why, and what they are expected to achieve by the end of the lesson. This motivates them and generally helps them to evaluate whether or not they have been successful in learning what was expected.

13. The national strategies for literacy and numeracy have been fully embraced by teachers. Lessons in English and mathematics follow the prescribed structure to provide a coherent learning experience for pupils that develops their skills in a systematic way over time. The best lessons proceed at a pace which demands a sustained effort from the pupils and encompasses a variety of activities and means of working. In a very good English lesson in Year 5, the teacher gave time limits to the activities to keep the pace brisk and to maintain pupils' motivation. Pupils worked in pairs and groups so that the level of participation in discussion was high and this extended pupils' speaking and listening skills. Mental and oral practice in mathematics is brisk, and questions are varied in difficulty and targeted towards different groups of pupils. In the best examples, the skills practised in the mental warm up session provide a good preparation for the main activity.

14. A strong feature of many science lessons is the emphasis placed on practical learning through experimentation. Many planned opportunities are provided for pupils to work collaboratively in pairs or groups, especially in classes of older pupils. As well as being a successful strategy for developing thinking, questioning, and independence in learning, this organisation is effective in reinforcing relationships and the importance of teamwork in Year 6. Teachers question pupils closely as a means of checking their understanding and challenging them further. A good example of this was seen in a Year 3 lesson where pupils were challenged to use their scientific knowledge to explain their predictions.

15. Teachers' management of pupils and the quality of relationships between adults and pupils are a strength of the school. In most lessons, behaviour is good because pupils are kept on task with stimulating and challenging activities. Behaviour management is not overt, especially in the classes of older pupils where the school's expectations have become a way of life. The majority of pupils conform to the school's code of conduct and those who have difficulty doing so are managed in a positive manner. The quality of marking in pupils' books is uniformly good. Pupils value this feedback, which combines praise and recognition of their efforts with a clear explanation of what they need to do to improve. A high level of pride and care in their work is instilled from an early age.

16. The best lessons include a lively and enthusiastic introduction from the teacher, often encompassing opportunities to ask and answer questions. In a very good information technology lesson in Year 4, the teacher's lively approach reinforced pupils' positive attitudes and capitalised on their natural enthusiasm and willingness to experiment.

### **Pupils are keen to learn and work hard**

17. Pupils are eager to come to school and know what is expected of them. Older pupils justifiably consider that the school offers a good range of activities both during and after school, and they are keen to get involved in these. Opportunities to use the library and computer suite during lunchtime are much appreciated. Regular access to the library is helping to develop pupils' love of books and has been successful in changing pupils' attitudes to reading; the boys-only session in the library is popular.

18. In lessons, pupils respond to their tasks with enthusiasm and a high level of interest. Good concentration and motivation are common, and are consistent features of lessons in the classes of the older pupils. Pupils demonstrate a mature and sensible approach to working together in groups. They listen attentively to one another's ideas and contributions when, for example, planning experiments in science. They discuss ways of organising themselves and divide the main tasks between the group members to maximise their efforts. They are confident to ask for help from adults when required but do not always need close adult supervision to achieve their best. Work is presented neatly, with great care and a sense of pride.

### **Very good leadership and management ensure that areas for development are identified and resources are targeted to improvements that help raise pupils' standards**

19. The headteacher provides an excellent lead for the school; his clear vision is underpinned by his philosophy that high academic achievement should be balanced with strong personal development. This aim is well achieved and exemplified by the outstanding ethos that pervades the school. This could not be achieved without the good support and commitment of all staff to this philosophy. The quality of staff teamwork is demonstrated by the good level of weekly planning and evaluation undertaken by teachers working together in year teams. In addition, staff who provide support for pupils with special needs and for those who speak English as an additional language work effectively alongside class teachers to maximise the benefits to pupils' learning.

20. Monitoring procedures are well established and a consistent feature of the work of the school. The practice of evaluating teaching and samples of pupils' work has been broadened to include subject co-ordinators. This enables them to have a clear view of the strengths and weaknesses in their subjects, so that they can provide meaningful and targeted support for their colleagues in order to improve standards. Further training is planned to extend the skills of subject co-ordinators in giving feedback to other teachers so that their practice can improve further.

21. Since the last inspection, considerable improvements have been made to the process of identifying areas for development. The three-year school development plan was devised by a working party of governors and staff following a comprehensive survey of the views of staff, governors and parents. Annual action plans have been developed from this overview, and progress in achieving the key targets is reviewed twice a year. Developments are costed carefully and funding is targeted towards the key priorities. In this way the school has been able to finance several large initiatives, such as the library and the information and communication technology suite, despite having a low income per pupil. Both projects have relied on the school securing additional funding from external sources and both have been successful in raising standards.

## **WHAT COULD BE IMPROVED**

### **Procedures for setting targets for individuals and groups of pupils**

22. The school has begun to set targets in a number of ways. Statutory targets for pupils at the end of the key stage are set by governors and agreed with the local authority. This process has been extended by the headteacher, who sets annual targets for the each year group. All year groups have started target cards for pupils, and this is a good step forward in raising pupils' awareness of what they need to do to improve their work. However, parents were not clear about how target cards are used and some were unaware of their existence. Parents were conscious of the written targets on pupils' end of year progress report which are successful in conveying a message to parents about what pupils need to improve. However, these targets tend to be rather broad and they are not sharp enough to provide a clear focus for development in pupils' learning. Similarly, the targets on the individual education plans of pupils with special educational needs tend to be rather, broad except where they relate to improvements in behaviour.

23. The school has wide ranging systems in place to assess pupils' attainment in English, mathematics and science at various stages of their school life. Tests are used to check pupils' knowledge and understanding, and the National Curriculum level achieved is recorded. Results are used as a basis for setting a target level for the end of the coming year, but these are not conveyed to pupils or their parents. The school is just beginning to use this information from tests in a systematic way to track pupils' progress from year to year and to identify areas of concern. Analysis of test papers and of the errors that pupils make in tests is used to provide information about weaker areas that need improving.

24. Each year group is trying out slightly different approaches to setting targets and the school now needs to evaluate and rationalise the various systems. At present, the information that teachers gain from testing pupils is used to predict end of year targets but is not used to determine what pupils need to learn next in order to reach those levels. Further clarification and information for parents about target setting would strengthen the school's efforts to involve parents in their children's learning.

### **The balance of time devoted to foundation subjects.**

25. The school's managers have responded to several concerns about standards by modifying the balance of the curriculum in order to meet those needs. However, this has resulted in a lack of depth in teaching the knowledge and skills of design and technology and geography.

26. For some years, science results have been lower than those in English and mathematics at the end of Key Stage 2, although still average for the last three years following a rise from below average in 1996. In order to improve science standards, the school has, for this year, increased the time allocation to provide greater depth of experience for pupils. This is having the desired impact and most pupils are achieving the expected standards by the end of Year 6 - a position that is stronger than in previous years. Standards in other years signal that this improvement can be maintained.

27. Additional time has been allocated to information technology (IT) to coincide with the development of a new suite of computers. Good links have been forged between mathematics and information technology so that pupils now have a numeracy session using information technology programs as well as a lesson on specific information technology skills. This regular access to good quality equipment and software is having a positive impact on developing pupils' information technology capability, and standards are beginning to rise as pupils catch up on skills and plug the gaps in their previous knowledge and experience.

28. The school day is shorter than that recommended for pupils of this age, and these two initiatives have eaten into the time available for the other subjects of the curriculum after the bulk of the time has been, quite rightly, devoted to literacy and numeracy. The main casualties have been design and technology and geography, which have been taught irregularly and with long gaps between topics. The schemes of work for these subjects are sound but have not been implemented fully owing to the emphasis on other priorities. As a result, pupils' skills are not developed sequentially and systematically. This balance of time needs further review so that the school can prepare to implement the changes to the curriculum, due from September 2000.

### **The quality of the accommodation**

29. The school managers have worked hard to make sensible adaptations and additions to the main building to include a library extension and an information and communication technology (ICT) suite. These well-used facilities add much to pupils' learning. However, the hatted classrooms occupied by pupils from Year 3 and some pupils from Year 4 are unsatisfactory. Despite the teachers' best efforts, they do not provide a stimulating environment in which the younger pupils can learn. They lack the basic facility of water. This constricts the range of opportunities that can be provided in practical subjects such as science, art, and design and technology, and necessitates pupils going to the main building to use the toilets. They are airless and stuffy, especially during the afternoons, and this affects the way in which some pupils are able to concentrate on their work. Throughout the school, lessons are disrupted by the unrelenting noise of aircraft. This disturbance is most noticeable when teachers are giving explanations and when pupils themselves are trying to present ideas to others.



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

30. The school is pursuing the correct priorities in order to raise standards. Staff and governors should now:

- Develop further the procedures for target setting by:
  - \* Using predicted end of year targets to devise key learning tasks for groups of pupils;
  - \* Giving pupils, including those with special educational needs, targets that are more specific;
  - \* Rationalising existing practice and sharing targets consistently with pupils and parents.
- Review the timing of the school day and the balance of time allocated to foundation subjects so that they can be taught in sufficient depth to meet the new requirements from September 2000.
- Improve the quality of the accommodation.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	47	28	6	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>Y3-Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	372
Number of full-time pupils eligible for free school meals	56

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Y3-Y6</b>
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	128

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	320

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

## Attendance

### Authorised absence

	%
School data	4.6
National comparative data	5.4

### Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	48	93

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	36	36	35
	Girls	37	39	37
	Total	73	75	72
Percentage of pupils at NC Level 4 or above	School	78	81	77
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	38	37	35
	Girls	38	37	36
	Total	76	74	71
Percentage of pupils at NC Level 4 or above	School	82	80	76
	National	68 (65)	69 (65)	75 (71)

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

*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	3
Black – African heritage	5
Black – other	2
Indian	240
Pakistani	76
Bangladeshi	2
Chinese	0
White	35
Any other minority ethnic group	9

*This table refers to pupils of compulsory school age only.*

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, 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)	16.6
Number of pupils per qualified teacher	22.4
Average class size	31

**Education support staff: Y3-Y6**

Total number of education support staff	5
Total aggregate hours worked per week	104

*Financial information*

Financial year	<b>1998/9</b>
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	<b>£</b>
Total income	666699.00
Total expenditure	658039.00
Expenditure per pupil	1760.00
Balance brought forward from previous year	85128.00
Balance carried forward to next year	93788.00

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	372
Number of questionnaires returned	122

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	68	28	2	1	1
My child is making good progress in school.	48	45	6	1	0
Behaviour in the school is good.	53	38	7	2	0
My child gets the right amount of work to do at home.	36	41	15	7	1
The teaching is good.	57	36	6	2	0
I am kept well informed about how my child is getting on.	52	36	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	32	7	4	2
The school expects my child to work hard and achieve his or her best.	58	35	5	1	2
The school works closely with parents.	50	31	16	2	1
The school is well led and managed.	47	34	7	2	3
The school is helping my child become mature and responsible.	48	41	5	2	3
The school provides an interesting range of activities outside lessons.	44	43	9	2	2