

INSPECTION REPORT

MADGINFORD PARK JUNIOR SCHOOL

Bearsted, Maidstone

LEA area : Kent

Unique reference number : 118469

Headteacher : Mrs R P Colhoun

Reporting inspector : Mrs J Nelson
20991

Dates of inspection : 21st –23rd June 2000

Inspection number : 189977

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 years
Gender of pupils:	Mixed
School address:	Egremont Road Bearsted Maidstone Kent
Postcode:	ME15 8LH
Telephone number:	01622 738802
Fax number:	01622 736566
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C J Tanswell
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs J Nelson	Registered inspector
Mr C Herbert	Lay inspector
Mr M Ward	Team inspector
Mrs M Wilkinson	Team inspector

The inspection contractor was:

WES World-wide Education Service
272 Field End Road
Eastcote
Middlesex
HA4 9NA

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Madginford Park Junior School serves the community of Madginford, an area of private housing, located on the outskirts of Maidstone. It is a large school with 372 full-time pupils. Ninety-six pupils joined the school at the start of the academic year, aged seven. Most completed the Key Stage 1 phase of their education in the partner infant school on the same site. Assessments at the end of Key Stage 1 show they achieved average standards in reading and mathematics and above average standards in writing when they started the junior school. Four per cent of pupils are entitled to free school meals, which is below the national average. Very few pupils come from minority ethnic backgrounds. Last year, 30 pupils joined the school part way through their primary school career. Just over a fifth of the school's pupils are on the register of special educational needs, which is a little higher than the national proportion. These pupils mainly need extra help with literacy and social skills.

HOW GOOD THE SCHOOL IS

Madginford Park Junior School is a very effective school. The school is exceptionally well led and managed. There is a clear sense of community and pupils are keen to do their best. When they leave the school at the age of 11 they gain well above average standards in national English and mathematics tests. This is achieved through high expectations by staff, good teaching and thorough monitoring of the school's work. The school provides very good value for money.

What the school does well

- Pupils achieve well above average standards in English and mathematics in national tests at the age of 11. The oldest pupils' writing skills are very good, which is enabling them to produce some very good work in other subjects such as history.
- The teaching is good overall and a third of it is very good. Teachers enhance a very well planned curriculum with stimulating activities and visits that capture pupils' interest.
- The school looks after its pupils exceptionally well. They are helped to develop a strong sense of social and moral responsibility. Their relationships, attitudes and behaviour are very good and are helping them to learn well in lessons.
- The headteacher's leadership is excellent and her influence is central to the calm, orderly tone of the school. She is very well supported by a very strong team of senior staff, and an effective governing body.

What could be improved

- Pupils' independence in science investigations and the challenge for able pupils in this subject.
- The guidance given to parents about the purpose of research work at home and the school's expectations for this.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. At that time the quality of education was good although pupils' standards of work required some improvement. The school's management and efficiency, and climate for learning were all very good. Four key issues were identified to guide the school's development and these have all been dealt with successfully. Pupils' numeracy skills are now good and carefully developed using the National Numeracy Strategy. Teachers' lesson plans now clearly note what pupils are expected to learn and teaching focuses closely on these objectives. Much work has been done to improve the use of assessment data, and how the school's work is monitored, with considerable success. Overall, the school has continued to make good improvement since the 1996 inspection. Aspects of its work that needed further development have been identified and improved. For instance, standards of information technology were of concern to the school. There has been a tremendous drive to improve facilities for the subject and teachers' subject knowledge in order to improve 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	A	A	A	A
Mathematics	A	B	A	B
Science	B	B	B	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards in national tests at the end of Key Stage 2, over the past four years, have been sustained at well above average in English and mathematics and above average in science. The improvement year-on-year has been similar to the national trend. Results at the higher Level 5 have also been well above average in English and mathematics in the past two years but closer to average in science. The school sets demanding targets for pupils' attainment in these tests and these are achieved.

The work the present Year 6 pupils are doing at the end of the key stage in English and mathematics confirms that standards are being maintained. Their writing and research skills are used very effectively in history, for example, where work is of a high standard and well presented. A strength in mathematics is the way pupils can apply their skills to solve problems and investigations. The youngest pupils in Year 3 are mainly achieving average standards in English and mathematics. As pupils move through the school, progress accelerates and standards rise in these subjects. In Years 4 and 5 pupils' writing skills are above average and they produce some interesting and varied work. Their handwriting is well formed and spelling is good. A good feature across the school is the high quality work achieved recently in word processing using the new computer suite facilities. Currently all year groups are making good progress in analysing data using information technology programs. However, Year 6 pupils have some gaps in their knowledge of some information technology applications, as they have not experienced the full range of these in the past.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to succeed. They quickly become involved in activities, they work co-operatively in groups and productively on their own.
Behaviour, in and out of classrooms	Very good. They are polite to adults, take care of the school and its property and move around the school sensibly.
Personal development and relationships	Pupils are readily involved in the life of the school. Older pupils have some useful responsibilities. Pupils are eager to be helpful. Relationships between pupils and staff are warm and amicable.
Attendance	Very good and well above the national average. Parents indicate that most pupils are happy to come to school. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	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.

The quality of teaching is good overall. There was no unsatisfactory teaching, four-fifths was good or better and a fifth was satisfactory; a third of teaching observed was very good or excellent and much of this teaching was for Years 5 and 6. Teaching in literacy and numeracy is very good overall. Over half the lessons in English and mathematics were taught very well. A key feature that makes literacy teaching very good is the attention paid to developing pupils' vocabularies, and the encouragement teachers give them to write with verve and flair. This is having a very positive impact on pupils' achievement in English, and when they write in other subjects such as history. English and mathematics lessons are carefully planned and meet the needs of all pupils. The setting for mathematics is allowing teachers to target the work very precisely and this is benefiting pupils' learning. In science, the work is more broadly planned for the whole class, so those capable of devising their own questions and investigations, or capable of the highest attainment, are not able to show this fully. Good work habits are instilled as pupils move through the school. Teachers expect high standards from them and this is apparent across the school in the pupils' keenness to do their best. The older pupils demonstrate this in the very good presentation and organisation of their work and their high achievement overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and all subjects are well organised. Very good links are made between subjects. Interesting resources, visits and visitors are used to make pupils' learning more exciting and meaningful.
Provision for pupils with special educational needs	Good. The needs of these pupils, which are mainly for additional support for literacy, are met well. However, the targets in some individual education plans lack precision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision overall. The school makes a significant contribution to pupils' personal development. Pupils understand and comply with the school's well-established routines for good behaviour. Social and cultural development is very well catered for through charity fund-raising, residential visits, cultural educational visits and exchanges.
How well the school cares for its pupils	There are excellent procedures for ensuring the pupils' welfare, health and safety while they are at school. Their academic progress is effectively tracked and reported.

There is a very friendly, calm and purposeful atmosphere in the school. The links with French children and residential visits for older pupils, which they have thoroughly enjoyed, play valuable parts in both their academic learning and their social and cultural development. The 'e mail' links that younger pupils are making with 'pen pals' are also benefiting them in a similar way. Staff understand pupils' needs and problems are dealt with swiftly and sensitively. The buddy system and 'friendship stop' offer ways for pupils to care for each other. Initiatives on personal and social development are undertaken by staff, such as the Drug Awareness meeting recently held for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's excellent leadership sets the caring, orderly tone of the school, and provides very clear direction for its improvement. She has forged a very strong, professional team of key staff and is very well supported by them. All staff share a common purpose and tackle new initiatives and challenges very positively.
How well the governors fulfil their responsibilities	The governing body is well informed about the school and its work and fulfils its responsibilities effectively. It is active and well organised, and individual governors have high levels of expertise that benefit the school.
The school's evaluation of its performance	Very good systems are implemented thoroughly to analyse pupils' attainment, the school's strengths and areas it needs to improve, and the quality of teaching. New initiatives, such as developing the arrangements for able pupils, are helping the school to improve its performance.
The strategic use of resources	The school provides very good value for money. Staff are well deployed and good use is made of all resources and of the accommodation. The budget is spent very wisely to ensure that the school continues to improve. Resources targeted for special initiatives, such as improving literacy and information technology, have been well spent on books and equipment.

The school uses information about National Curriculum and other tests well, to compare its standards with similar schools nationally and locally. It makes sure services and new equipment are bought at the best price possible. Surveys have been made to establish parents' views about its work and standards. The headteacher's drive and vision have led to outstanding fund-raising endeavours by parents and the school community. A superb extension for a computer suite is the result, which is now making a positive impact on raising standards in information technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is helping children to make good progress. It expects them to behave well, work hard and achieve their best. The school is well led and managed. Staff are approachable when problems arise. The teaching is good. 	<ul style="list-style-type: none"> A minority want the school to work more closely with them, and give them more information about their children's progress. The school's explanation of expectations for homework. More interesting activities outside lessons.

The inspection team agrees with all the parents' positive comments.

Regarding the points of concern:-

Inspectors consider that parents get a similar amount of information to those with children elsewhere, such as annual reports, termly consultation meetings and the opportunity to arrange meetings with teachers if the need arises. There are elements that are better than usual, such as pupils being encouraged to attend the consultation evenings with their parents, so individual targets for improvement are shared by all concerned. This encourages an effective partnership between school and home.

The school took the initiative and canvassed parents' opinions last year about several aspects of school life, including homework. A wide range of views emerged and to assist with perceived concerns the school provided some further guidance. In their responses to OFSTED it is apparent that some parents are still unsure about the value and purpose of topic research work at home, and

how much they should get involved with this. The school still has work to do with parents to ensure they understand the part that such research work plays in their children's learning. The range of extra-curricular clubs provided by the school is similar to most schools, although these are mainly for older pupils. All pupils are benefiting from a good variety of visits and visitors linked to their work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well above average standards in English and mathematics in national tests at the age of 11. The oldest pupils' writing skills are very good, which is enabling them to produce some very good work in other subjects, such as history.

1. The present Year 6 pupils are on course to gain similar high standards in English and mathematics tests to those achieved in previous years. The high standards in reading and writing contribute substantially to the pupils' learning in other subjects. This is apparent from the high quality work in history seen in the upper year groups. Pupils have used reading research skills taught in literacy lessons to gather information from books, leaflets and the internet, and produced interesting project folders.
2. Pupils' speaking and listening skills are generally good. Younger pupils were eager to participate in an oral session and offered many words that had a common spelling feature. After listening to part of a story with a multi-cultural theme, Year 5 pupils commented quite articulately about the quality of the main character's life in a foreign country. A further important feature in developing speaking skills, and also the quality of pupils' writing, is the attention teachers pay to extending vocabularies. This is in literacy, and for the specific words needed in subjects such as science and geography. This has led to Year 6 pupils having a fascination for unusual words that they have gleaned from dictionaries and thesaurus. Individuals are able to explain the meanings of words, such as 'leviathan' and 'alluring', and use them with reasonable accuracy in their writing.
3. Most pupils when they start the school at seven have achieved the expected reading standard for their age. However, further analysis shows that, over the past few years, about a third reach only the lowest range of this standard and they require additional support to boost their reading skills. The extra support they get from trained assistants is helping them to learn new words and correctly identify common spelling patterns. Overall though, pupils read well and the majority are fluent and discriminating readers by the time they leave school. They choose books for their personal reading that are reasonably demanding and write thoughtful comments about plots and characters when they review these. They are encouraged to read and analyse quality literature in lessons, as seen in their written responses to a Shakespeare play and a Dickens novel.
4. Teachers help pupils to build up their writing skills very successfully. A feature in most year groups is the pride pupils take in presenting and organising their work to a high standard. Broad approaches to English are yielding work of very high quality in Years 4, 5 and 6. There are many opportunities for independent and extended writing in literacy and other subjects. In Year 3, pupils' books show that they have made steady progress to improve the content and amount of their writing during the year, but key skills such as cursive handwriting and punctuation have not developed as quickly as might be expected. From Year 4 progress is more rapid and these pupils produce high quality written work for their age. This continues in Year 5 where there are very good examples of pupils writing with empathy about the experience of a soldier at Bosworth Field, and evocative poetry on the theme of an empty playground. A good feature is

the way pupils in all year groups are confidently using information technology to word-process their writing, using interesting fonts and borders. Year 6 pupils' spelling and punctuation skills are good and they are confident about writing in numerous different styles: news reports, poems, letters, leaflets and imaginative stories. This was well demonstrated when they wrote introductions for brochures advertising an adventure holiday. They produced punchy sentences, often using alliteration, humour or other word play to attract the reader, and as good as found in many published leaflets.

5. At the last inspection pupils' numeracy skills were found to need improvement. The school is now using the National Numeracy Strategy well to develop these skills and this is having a good impact on pupils' attainment and progress. Pupils are also taught in ability sets and this allows teachers to tailor the learning closely to their needs; this has contributed significantly to the good progress that pupils have made this year. The strong focus on mental and oral number work is giving pupils confidence in their basic skills, such as the swift addition of two and three digit numbers observed in a Year 6 lower set, and the good grasp of multiplication facts of Year 3 upper set pupils. Teachers use resources well to make new ideas clear to pupils. For instance, Year 3 teachers used overhead projectors, and the participation of pupils, effectively to explain the process of division with remainders. Samples of work show pupils experience plenty of mathematics in the contexts of problem solving and investigation of numbers. Good examples of this were observed in Year 5, where pupils were using their knowledge of fractions and percentages to solve problems with several inter-related parts, and also in Year 6 where the upper set were challenged at a high level to search for a pattern in constructing a chalet and then show the formula that was involved. The development of pupils' information technology skills is linked usefully to mathematics. This was observed in three year groups where pupils have been learning how to interrogate databases on the computer to answer questions related to science.

The teaching is good overall and a third of it is very good. Teachers enhance a very high quality curriculum with stimulating activities and visits that capture pupils' interest.

6. Parents appreciate the quality of teaching in the school and regard it as good. All the teaching observed was at least satisfactory and four-fifths was good or better. Much of the very best teaching is in Years 5 and 6. Teaching has improved since the last inspection as much more is now good and very good. The samples of work examined reflect this very good teaching admirably in the quantity and quality of the work that pupils have produced during the year. The last inspection found that teachers were not precise enough in their lesson planning and needed to focus more on what they expected pupils to learn. This issue has been remedied very successfully. All lessons now have specific objectives and these are usually shared with pupils in language they can understand. This is helping them to become more self-aware about their learning and to measure their own success, as seen in a mathematics lesson where low attaining pupils gave good descriptions of the meaning of the lesson objective about negative numbers. Teachers' planning is thorough and the very well organised curriculum plans successfully underpin this work. A good feature is the close co-operation between teachers in each year group that ensures all pupils experience a similar curriculum. The year group co-ordinators are playing a very effective role in leading this.

7. Across the school, English and mathematics are being taught very well. Almost all teachers show good, and often very good, knowledge and confidence in the new approaches to literacy and numeracy teaching introduced during the past two years. Oral sessions develop at brisk pace and teachers' questions tease out pupils' understanding and ideas effectively to help them move on in their learning. For instance, in a very well taught session, introducing pupils to acronyms and other contractions of words, the teacher imaginatively used a game situation to enliven the topic and gain pupils' interest. Consequently pupils understood the idea quickly and were able to apply their own general knowledge very well to the activity, which led to very good learning in a short amount of time. There were a few instances where the teaching was sound but could be improved further: for example, by extending the teachers' knowledge of subjects; improving the pace of the introductory session and pupils' interest and involvement; and achieving a better balance between the different sections of the lesson.
8. A hallmark of much of the teaching is the teachers' very good class management skills, their rapport with pupils, and the way humour is used effectively to make particular points. Resources, such as worksheets, are well made by teachers and relevant to the work pupils are undertaking. Practical activities and visits are used very well to kindle pupils' interest and help them learn. For instance, pupils made a good start on learning about different mini-beasts, prior to a visit to an environmental centre, by finding them in the school grounds and identifying them according to different observable features. The Year 6 teachers built very effectively on the residential visit with the work pupils undertook back at school.

The school looks after its pupils exceptionally well. They are helped to develop a strong sense of social and moral responsibility. Their relationships, attitudes and behaviour are very good and are helping them to learn well in lessons.

9. The key features of the school's mission statement attach great importance to pupils working hard, achieving the highest standards, and becoming self-disciplined and self-confident. These can all be seen in the day-to-day life of the school. Parents consider that the school expects pupils to work hard and the oldest pupils spoken with all confirmed this. Several commented that they had particularly enjoyed work in literacy and numeracy, and their project work. The system of target setting is beginning to help pupils and their parents understand how better standards of work may be achieved. Pupils often set their own targets guided by teachers; however, sometimes these are quite general and need to be more focused on small steps that can be readily achieved.
10. Pupils are usually very attentive in lessons, keen to answer questions and raise points of their own. Just occasionally the oldest pupils were less forthcoming and teachers had to work hard to get them to speak out. There is an eagerness to improve and acquire new skills, as seen in several information technology sessions where 30 or more 'mouse' devices could be heard clicking furiously as pupils interrogated various databases. Pupils co-operated well when they were working in pairs and small groups, as seen when the oldest pupils were constructing and modifying their moving wheeled models.

11. Pupils mix well in class and play amiably in the playground. They are expected to behave well and the school 'routines' are understood and followed by all. While there are sanctions of increasing severity, pupils commented that the 'step' of having to 'go to the headteacher' was usually sufficient for behaviour to improve. Pupils are being encouraged to take responsibility and care for one another with buddy schemes and the 'friendship stop' in the playground where pupils can go if they need someone to play with.
12. Moral and social responsibility and issues are woven into various school activities. In the inspection week 'friendship' was the theme for collective worship. A Year 4 class confidently took an assembly, performing their own short, meaningful sketches on the theme. Displays in Year 6 show some good work in religious education on the understanding of 'feelings and emotions'. They have studied the modern children's classic 'Goodnight Mister Tom' and explored the emotions found in the story. Using simple graphs they have displayed the characters' sad and happy moments as the story progresses.

The headteacher's leadership is excellent and her influence is central to the calm, orderly tone of the school. She is very well supported by a strong team of senior staff and an effective governing body.

13. The very good leadership and management noted at the last inspection have been maintained due largely to the excellent influence of the headteacher. She has a very clear vision of the sort of school she expects, and motivates staff and pupils to seek high quality in all they do. Governors and several parents commented very positively on the headteacher's leadership and organisational skills. A Year 6 pupil endorsed this when he commented to an inspector, '*You'll find this is a very well-organised school*'. The headteacher successfully analyses what is happening in the school and what it needs and is skilled at putting new initiatives in place. For instance, she was the driving force behind the parents, governors and community in the outstanding fund-raising initiative to build new accommodation for a first-rate information technology suite.
14. The shared commitment and sense of teamwork noted among all staff are important reasons for the school's success. These are enthusiastic professionals who work hard and want to do their best for the pupils and improve their own skills. For example, initially several staff were not confident with the new information technology programs and suite. They have been guided by the co-ordinator to use these and are now competently teaching whole-class lessons using the new facility. Individuals lead initiatives, as was the case recently when the co-ordinator for able children invited the 'Lurpak Balloon' to the school to highlight 'Maths 2000' activities. The delegation to senior staff is very effective and they organise their aspects of the school's work very well. As at the last inspection the governing body is strongly supportive of the school. Key governors are well informed and have high levels of expertise. They ensure that the governing body fulfils its responsibilities properly through its committees.
15. The last inspection found that the school was not using information from tests and the monitoring of its work sufficiently to improve standards still further. These matters have been taken seriously and much has been done to improve, so monitoring and evaluation are now important strengths. The headteacher uses a wide range of ways to check on the quality of teaching and the learning

that arises from this. Co-ordinators are gathering evidence about pupils' achievement in their subjects, and monitoring by the core subject co-ordinators is an exemplar of good practice. The deputy head has been appointed as assessment co-ordinator and is currently developing the school's computerised system for tracking pupils' achievement. National tests and other objective tests are now carefully analysed to pinpoint any anomalies that need to be considered.

16. The school has less to spend per pupil than most schools nationally. Yet it is apparent in classrooms and in the public areas of the school that money has been spent wisely on resources and equipment that are well cared for. Effort is spent in ensuring that services and equipment are bought at the best price; for example, discounts were negotiated for the large number of new computers purchased this year. The learning environment is a pleasant one that contributes to the calm orderly tone of the school. The school is providing very good value for money.

WHAT COULD BE IMPROVED

Pupils' independence in science investigations and the challenge for able pupils in this subject.

17. At age 11, pupils usually perform better than average at the end of Key Stage 2 science tests when compared with pupils nationally. This was the case last year when 90 per cent of pupils gained at least Level 4. A quarter achieved the higher Level 5, which was close to average nationally. However, when compared with pupils in similar schools this performance was below average. The school's analysis of results pinpointed that pupils have not been gaining as many higher Level 5 results in science as is the case in English and mathematics. The science co-ordinator and senior staff are trying out ways to remedy this, for instance, by making sure pupils undertake more practical work so their understanding of the processes of scientific investigation improves.
18. Samples of work from Year 6 pupils show that this year they have experienced a good range of science and the standards achieved are above average. However, this work is very similar for the different ability groups in the classes. Those capable of the highest attainment are not being expected to tackle work at a higher level as a matter of course. The investigations that pupils work on are quite closely directed by teachers, so they are not devising their own questions and thinking out the way to investigate these. The science lessons seen in all year groups during the inspection were well planned and mainly well taught, so, overall, pupils made good progress in their learning. Yet the points noted above were apparent: tasks for all ability groups were the same with limited opportunity for pupils to show initiative in how to tackle the activities; and more able pupils were expected to have completed relatively easy work first, before being offered more demanding extension activities. There is scope for the science co-ordinator and the co-ordinator for able pupils to work together on establishing ways to lift standards further.

The guidance given to parents about the purpose of research work at home and the school's expectations for this.

19. Overall, parents who attended the meeting held for them about the inspection, and those who responded to the survey, believe that the school is a good one that does well for its pupils. Nevertheless, some parents have concerns on a few matters. The evidence from the inspection finds their concerns about information on their children's progress and the range of activities outside lessons to be unfounded, since the school's provision in both of these areas is at least as good as found in most junior schools. There is room for improvement, however, in the way in which the school encourages parents to be involved in their children's learning at home.
20. The school became aware of some parents' concerns when it canvassed their views through a survey. It took steps to provide guidance for parents on the project work that the pupils undertake at home. The parents' responses to the questionnaire associated with the inspection, and comments at the parents' meeting, reveal that some parents remain unsure about the value and purpose of topic research work at home, and how much they should get involved in this. The school still has work to do with parents to ensure they understand the part that such research work plays in their children's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to improve standards further the headteacher, staff and governors should:-
 - (1) Provide opportunities for pupils to devise investigations to scientific problems and ensure this work is making intellectual demands on the most able pupils;
(*paragraphs 17, 18*)
 - (2) Establish further ways to share information with parents about homework.
(*paragraph 20*)

22. 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	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	36	42	19	0	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

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	372
Number of full-time pupils eligible for free school meals	23
Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	95
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
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	36	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	34	39
	Girls	32	31	34
	Total	71	65	73
Percentage of pupils at NC level 4 or above	School	89 (76)	80 (64)	90 (71)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	37	42
	Girls	33	32	34
	Total	72	69	78
Percentage of pupils at NC level 4 or above	School	89 (78)	85 (72)	94 (86)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	1
White	368
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian	0	0
Pakistani		
Bangladeshi		
Chinese	0	0
White	0	0
Other minority ethnic groups		

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: Y 3 – Y 6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	28.6
Average class size	31

Education support staff: Y 3 – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	93

FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	478033
Total expenditure	470861
Expenditure per pupil	1369
Balance brought forward from previous year	16000
Balance carried forward to next year	36671

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

372

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	49	11	1	3
My child is making good progress in school.	27	59	10	1	3
Behaviour in the school is good.	27	63	6	0	3
My child gets the right amount of work to do at home.	15	55	22	6	2
The teaching is good.	31	59	3	0	6
I am kept well informed about how my child is getting on.	24	48	20	8	0
I would feel comfortable about approaching the school with questions or a problem.	39	48	8	4	1
The school expects my child to work hard and achieve his or her best.	43	53	2	0	2
The school works closely with parents.	22	48	27	3	0
The school is well led and managed.	40	51	6	1	2
The school is helping my child become mature and responsible.	31	60	8	0	1
The school provides an interesting range of activities outside lessons.	22	40	20	8	11

Other issues raised by parents

Some parents wrote praising the school. Individual parents expressed concerns about excessive use of warning cards for behaviour incidents; too much project work; problems with staffing which led to some pupils having several teachers in a year; the lack of competition in sport.